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CONTENT

A Study on challenges faced by Indian auto component-parts manufacturers

Madhup Gandhi[1]; Rishi Yadav[2]; Rohit Mann[3]; Praveen Verma[4]

Abstract

With Indian manufacturing industry taking a push from the ruling government and automotive player are looking to make here rather than exporting and paying high duty. The fresh auto policy aided to endorse the auto sector worldwide. The low-cost labor and assets in India have charmed the consideration of developed countries from long years back. Only on the globalization the trade paybacks arose into clear image and also India understood the caliber of the world market. In spite of free trade agreement, the privileged and regional trade agreements gotten the higher potential market places nearer to India to mature the international trade and display the Indian manifestation. Nowadays the international markets are so flooded and the cut throat race is spread entirely over the sphere as the entire world has converted to a single market. The law of 'survival of the fittest' is realistic at every phase and in all the segments. This empowered Indian auto sector to mature at certain magnitude. The intimidation of other competitive countries and the in-house country policies moving the sector directly or indirectly, the knick knacks are extending the branches behind and retreating its roots of growth. On one end the automobile sector is booming while on the other end the Indian auto component/ parts which is a vertebral column of Indian automobile industry is dwindling. The authors have tried to throw some light on actual problem faced by Indian auto component sector and the challenges to meet ahead.

Keywords – Auto component industry, Trade Agreement

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Introduction

Statement by Automotive Mission Plan 2006-2016 said "India to emerge as the destination of choice in the world for the design and production of auto components and automobiles with output reaching a level of $ 145 billion accounting for more than 10% of the GDP and providing additional employment to 25 million people by 2016."

The growth story for Indian automobile industry in 2014 was rely on the two-wheeler segment and not on passenger cars or commercial vehicles, due to high interest rates and a stammering manufacturing industry kept a check on demand. The two-wheeler segment is the only one that has made positive growth at 12.9% year-on-year (YoY) to reach sales of nearly 13.5 million units by October 2014. This has been attributed to the low cost of two wheelers.

So, to have such enormous growth in two-wheeler manufacturing segment industries have faced many challenges to meet the demand of the customer. Some the main challenges are manufacturing process, the prime need is to have proper infrastructure to facilitate growth of the firm. Apart from this there is continuous upgrading of production, induction of technology, labour law reforms and employment issues, research and development issues and needs, change of fiscal and policy parameters, human resource development, growth of domestic demands, exports and environmental safety are few others issues and challenges which are normally faced by the manufacturing firm.

Objectives

1. To determine the challenges faced by automotive component manufacturers.

2. To determine major constituents of those challenges faced by automotive manufacturers.

Methodology

The data was collected from 19 respondents across Pune; we have targeted primarily those areas which are automobile hub in the city to get an accurate data for our study. All respondents have agreed that the cost of production is major challenge for them. Further we have broken down and identified challenges with in challenge. We have focused on prime component adding up to the production cost and listed out the inferences of the respondents for each of the challenges.

Apart from this we also took response of respondent for some of the auxiliary challenges which indirectly contributes to the cost of production. The challenges are numerous in numbers and to keep up the pace in the market auto component manufacturer is doing all it can to overcome these challenges, let it be manpower related, machine related or materials related.

1. **Selection of Sample:** The sample is taken from automotive component manufacturer.
2. **Pilot Study:** To test the feasibility of the tool of research, a pilot study was conducted. This was done by taking a draft questionnaire and administrating it to 2 respondents. From the results obtained, a few modifications were made in the draft questionnaire and the final questionnaire was prepared.
3. **Primary Data Collection:** The primary data would be collected through automotive component manufacturer in Pune and their suppliers & distributors. It was interview i.e., one to one interaction with the management & workers, as well as based on questionnaire prepared by us.
4. **Secondary Data Collection:** Apart from the primary data we are we are gathering secondary information from journals, research papers by various authors who have published the reports on manufacturing challenges.
5. **Hypothesis:** Based on the pilot study results, the hypothesis formulated was
   Ho: Reducing production cost is a prime challenge in manufacturing
   H1: Reducing production cost is not a prime challenge in manufacturing

- ❖ For collection of data, we have collected data from some of the major auto component manufacturer hub like Akrudi, MIDC Chinchwad and Pimpri.
- ❖ The 60% of company surveyed is in the Akrudi region followed by 25% of company in MIDC Chinchwad region and only 15 % company from Pimpri region of Pune.

- The number of skilled workers is more than 71% in the organisation which we surveyed.
- There are around 82% of total numbers of unskilled worker in the organization which are in range of 0 to 25.

Findings:

1. Out of 19 respondents all were of the opinion that reducing cost is prime challenge. Hence hypothesis **H_0 is proved.**

The major contributors of cost given are following

- High procurement cost – 27 %
- High operating cost of machine – 15 %
- High ordering cost - 6 %
- Low efficient machine / process – 11 %
- High transportation cost – 10 %
- Non-utilisation of 100% manpower – 15 %
- High labour cost – 16 %

2. It was found that out of 4 M's (Man, Machine, Material, Minutes) Man (37 %) and material (33%) are major challenges which is 68% in total.
   - The reason for this are following
     - Non availability of right or skilled employee
     - Most of them work on weekly basis
     - Firm not very interested in holding the talent due to financial condition
     - If they get better offer they switch the work
     - No employee benefits
     - Availability of raw material on timely basis
     - Irregular supply of raw material
     - High cost of quality raw material
     - Inadequate storage facility for raw material
   - Machine issue account for 17 % whereas time account for 15 %

3. The findings on operational challenges included challenges related to High operating cost of Machine, Inefficient process, Raw material procurement, Material handling, Packaging and logistic, Inventory management, Quality and Transportation

- The top three operational challenges faced by firm are Raw material procurement, material handling and high cost operating cost of machine with 17%, 16% and 15% respectively.
- This challenges arise due to
  - Problem in getting right quality raw material at right time in right amount.
  - These firm are financial sound low so can't afford word class material handling equipment for saving cost on production
  - High operating cost of machine due to requirement of skilled workers, high maintenance and running cost

4. **Training challenges** had 3 components – language barrier, availability of time, machine and other resources and availability of trainer. The finding shows that language is main issue during training which is 43% because most of the labours are from U.P and Bihar and they use Hindi as communication language where the people of Maharashtra prefers Marathi. 37% face availability of trainer because the people are involved in production process so that they don't have enough time to train the new worker and 20% face availability of machine and time
5. **Machine related challenges** included problems of old machines, High maintenance cost, Frequent breakdown, Less automation/ no automation, Low productivity, High work force to operate it
   - Major machine challenges are high maintenance cost, old machines and low productivity of machine which accounts for 26%, 20% and 17% respectively
   - Some other issue faced by the organisation is frequent breakdown (15%), high workforce to operate (12%) and low automation or no automation (10%)
6. **Procurement challenges** included challenges due to High cost price, Scarcity of RM, Limited quality suppliers, Transportation

   - Finding show that 38% firm face the availability of quality suppliers/ vendors because to have better quality the firms need better technology and good skilled workers which is prime concern in India manufacturing industry and if the supplier is from other countries the import charges and custom taxes which will make the procurement cost high making it unfeasible

- 25% firm face high cost for procurement of raw material because the demand is high and supply is inefficient.
- 19% is scarcity of raw material and 18 % account for transportation

7. **Technical challenges** included challenges due to Not fully equipped Research and development laboratory, Improper testing tool, Lack of handling equipment Lack of air pollution control equipment, Power related issue

- Finding show that the most prominent technical challenge in industry is lack of R&D department (38%) as it will cost a lot for this financially non stable small firms and reduce the net profit
- 25% faces the issue of material handling this is because lack of handling equipment in industry as it is supporting activity to production, so industry don't invest much on this thing.18% account for improper testing tool which results in return of bad goods to customer
- 15% account for power related issue as the machine and tools work on electricity if small fluctuation results in stopping or damage to machines as they operate on certain level
- 10% account for lack of air pollution equipment installed in plant

8. Supply Chain challenges included challenges due to Inventory management, Material handling, Customer demand and Transportations

- The finding shows that 34% issue is account for customer demand which means not able to fulfil customer demand on time because of problem faced for procurement of raw material on time in right quantity and small percentage of bad goods
- 26% account for material handling issue
- 25% accounts for inventory management and 15% account for transportation issue

9. **Inventory challenges** included challenges related to Demand variability, Extended response time, Lack of visibility of supply chain, Lack of collaboration between partners, Quality level and reliability of service from suppliers.

- The finding shows that 25% of issue arise due to quality level of product/raw material and reliability of service from supplier, sometimes raw material is not delivered on time so the process which depend on the is waiting state , this piled up unfinished inventory
- 23% issues come because of lack of visibility of Supply chain. 20 % come because of demand variability from customer means forecasted demand doesn't match with actual demand which result in pilling of inventory
- 17 % accounts for lack of collaboration between partners and 15% account for extended response time

10. Challenges from competitors included challenges due to Better quality product, Low price product, Better logistics, Better inventory management

- The prime challenge from customer side is in the area of logistics where efficient transportation played a vital role and it takes the majority of share of 33%.
- The price war is one more challenge for each of the competitors as market so big and there is too many option for customer, so they try to play on the price war and that this challenge to second in the list to around 29%
- Being in top in quality is the utmost hour of need in the automotive of sector, no customer is ready to sacrifice with quality and that is where competitors in this industry are banking on with this share around 21%.

11. Supplier related challenges included challenges related to delayed delivery, improper Quality raw material, Non Availability, High price of product

- The prime challenges faced from supplier end are procuring the quality material as per requirement.
- The second giant problem faced by organization is related to on time delivery of the goods ordered.
- On time delivery problem also forces manufacturer to maintain higher inventory.

Limitations

1. The study is limited to Pune area of auto component manufacturer.
2. Within Pune study was focused on 3 prime areas where manufacturing of auto component is more intensive.
3. The result of this study can diminutive deviate from what actual it is since most of our respondent were from top management and not the lower working staff which is actually involved with day to day job of production.
4. Inside challenges the major variables we have focused upon are man, machine and material.
5. We have done a primary study and identified the major factors which can lead to the challenges of cost of production.

Conclusion and Recommendation

- The major challenge which concern manufacturer across all of the parameters is quality.
- Industry is growing at a pace and no customer wants to sacrifice with quality.
- The quality can be really hindered if your upstream i.e. supplier is lacking in it. And this has been worrisome for major of the respondent and they find it really difficult to spot the right one.
- The distress of situation also lies in availability of the labors, due to market dynamics and lack of fixed contract labour keep on switching which leaves manufacturer in worry.
- If the labor is available manufacturer is not sure of the quality principle and its importance he know. So training them is again uphill task for manufacturer.
- Material handling and logistics are another big area of challenge where manufacturer is continuously struggling to keep the stride up.
- Up keeping with maintenance of machine is also of concern for manufacturer since it is costly and secondly with regular upgrade in industry its challenging to keep up the stride.
- The practice of JIT concept and assistance of technology can help them to come over these problem and give a competitive edge in the market.

- Transportation is another challenge as cost of transportation is directly proportional to the availability to the customer. If we say in another term On Time Delivery in Full (OTIF). No upcoming manufacturer is ready to compromise with their OTIF component.
- So the study concludes that the major challenges still lies in basic crux that is M part of manufacturing i.e. Man, Machine and Materials.

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EXPLORING MARKET POTENTIAL AND VENTURE FEASIBILITY FOR FOOD TRUCK BUSINESS IN PUNE: AN ENTREPRENEURSHIP CASE STUDY

Palak Sharma[5]

Abstract

Food and Beverage market is undergoing an unprecedented revolution in India, making it crucial for all formats to cater the need for uniqueness of concept and quickness of service. This case study explores the feasibility and market potential of food truck business in Pune Market for North Indian cuisine. The analysis of the market and business plan development depends on both internal and external factors, with the objective of developing a B-plan that can attract angel investment and venture capital.

1.1 Introduction

The food and beverage market in India has grown at a rate of 23-24% (CAGR) over the past three years. The major contributors to this growth are quick service restaurants (45% popularity) and casual dining restaurants (32% popularity) as compared to all other formats in the market. Customers have given the best response to standalone restaurants that either cater to local tastes or have unique concepts which are otherwise missing in the market.

With food comprising of majority of our expenses, this segment is always expected to grow, even if the rate of growth can vary. Economically viable members of the society between the age group of 21 and 54 years are the ones who contribute nearly 50% to the growth of food and beverage sector. Age wise customer profiles of most restaurants and eating joints reveal that 71% of customers frequenting their outlets are between the age of 21 and 40 years. This clear demographic shift is grounds for coming up with retail formats which are designed to cater to younger audiences.

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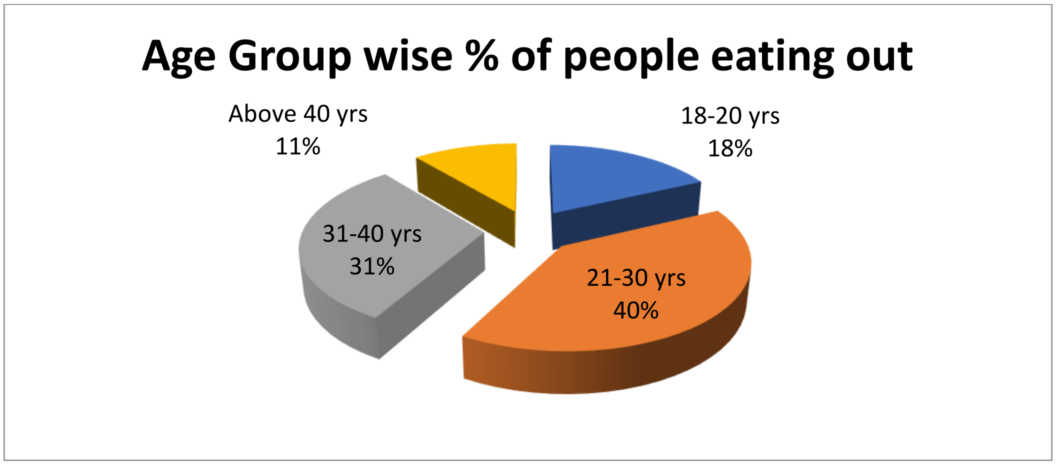

1.2 Business Partners

Ms. Saanvi, Ms. Pari and Ms. Geet want to start a business venture together, right after they complete their MBA in 2015. For this, they have been working on a business plan for the past 6 months and have collected a huge amount of industry data. The business idea is simple; they want to start an authentic food truck by the name of "Mitti di Khushbu", offering North Indian cuisine in the city of Pune. They have identified target markets and are willing to share cross functional responsibilities. But there are still certain areas on which they haven't worked on and must dedicate time to figure these out if they want to start their business right after MBA.

While Ms. Geet is an expert chef in North Indian Cuisine and would be assuming the role of Chef, she is also a major in Operations and will thus be managing the supply chain and vendors. Ms. Saanvi has a passion for social media marketing, digital media and all thing related to branding. She would, therefore, prefer to be the marketing manager for the Food truck taking the responsibility of generating sales, conducting market research, spreading brand awareness and developing a brand image. She is also happy to assume the responsibilities of a sous-chef. Lastly, Ms. Pari is a major in Finance with a flair for travelling. She will be driving the food truck, managing accounts and taking orders.

1.3 Market Background

The three partners have decided to do business in Pune city with special focus on certain markets after analyzing the market density and probability of success. Below is the data accumulated by them about the Food and Beverage market of Pune:-

- **Total Population of Pune – 1.02 Crore** (Approx, as per 2011 census and an estimated growth of 9% in three years); Approximately 61% of this population is urban i.e. 61 lacs; sex ratio – 915 per thousand
- Current **economically active population** in Pune is 52.3% of the total population. This can, therefore, be estimated at **53 lacs** approximately. (Between the age group of 15-59 years).
- **Per Capita Income in Pune – Rs. 60000** (Second highest in India)
- **Population density in Pune is 603** inhabitants per square kilometer.
- Immigrant population in Pune – According to 2001 census; 15% of population in Pune was immigrant. This was expected to come down to 10% between 2011 and 2021. Thus expected **immigrant population** can be estimated at **10 lac individuals** in 2014.
- Key contributing sectors to Pune's economy are IT (26%), service, transport, trade and hotelling.
- Total no. of North Indian Cuisine serving restaurants in Pune is approximately 3800, including dine out, home delivery, café and delis, bar formats of which 3735 are listed on Zomato.com. Kothrud has a density of over 110 North Indian restaurants, Viman Nagar has over 90 and Baner has over 70 restaurants serving North Indian cuisines.

1.4 Business Idea

The partners have consciously decided to target areas where population density and frequency of immigrant population residence or visit is very high. They are considering to capture areas like Hinjevade IT Park, Kalyani Nagar IT park, Yerawada and Magarpatta in the Morning hours between 10:00 AM – 4:00 PM. Between 10:00 – 1:00, they want to capture the **breakfast market with a limited menu** –

1. Parantha and Lassi combo – Aloo, Paneer, Pyaaz, Namak-Ajwain, Methi and Gobhi (Priced at Rs. 50/-)
2. Samosa-Chana and Lassi combo (Priced at Rs. 40/-)
3. Chole Poori/ Aloo Poori and Lassi combo (Priced at Rs. 50/-)

Between 1:00 PM – 4:00 PM, they want to capture the **lunch market with a limited menu** which can be varied on different days of the week –

1. Rajma Chawal with Lassi combo (Priced at Rs. 60/-)
2. Mutter-Paneer and Parantha with Rooh Afza combo (Priced at Rs. 60/-)
3. Daal Makhani and Parantha (Priced at Rs. 50/-)
4. Makki di Roti - Sarso da Saag (Priced at Rs. 75/-; seasonal)
5. Rooh afza-lemon mix (Medium @ 20/-; Large @ 30/-)
6. Lassi (Medium @ 20/-; Large @ 30/-)

The next leg of the day between 6:00 PM – 11:00 PM, would be aimed at capturing markets like MG Road, FC Road, Koregaon Park, Kalyani Nagar, Aundh, Bavdhan, Pimple Saudagar, etc. wherein immigrant population either visits or resides. **6:00 PM – 8:00 PM will be focusing on snacks market** with a limited menu that can have some variation on different days of the week–

1. Paneer Pakode (Priced at Rs. 30/-)
2. 2 Samose (Priced at Rs. 30/-)
3. Special Masala Chai (Priced at Rs. 10/- per cup)
4. Aloo-tikki (Priced at Rs. 30/-)
5. Paapdi Chaat (Priced at Rs. 30/-)

The **dinner market will be targeted between 8:00 PM – 11:00 PM** having the same menu as the lunch menu. Average ticket size per customer is expected to be Rs. 50 per day and average customer turnover expected per day is around 300. The advantage of covering varied geography in Pune city allows for a larger customer density to be expected. An expected monthly turnover of Rs. 390000 can be expected, if downtime of certain 4 days can be factored in. Estimated cost projections for starting this business are as follows.

Cost Heads	Expected cost (in Rs.)
Food Truck	3500000
Legal documentation and Permits	100000
Fixtures and utensils	100000
Monthly raw material cost	40000
Monthly fuel cost	70000
Marketing and promotions cost	25000
Annual Insurance cost	100000

1.5 Sourcing of funds

Now as the meeting with Mr. Dhanraj, the VC, approaches; Geet, Pari and Saanvi are worried about their final business plan. They know they have some good market understanding and the required skill set to run this business successfully. But Ms. Sia is known to bring an audit team along and is a successful venture capitalist with more than 7 cash rich ventures under her belt. The initial investment influx for this business can totally change the quality and brand of this food truck and designing a fool-proof business plan is the only way to convince Mr. Dhanraj to invest.

The business model which can win Mr. Dhanraj over will have to be consistent with external market scenario and promise and ROI north of 30% for sufficient funding to be raised for 'Mitti Di Khushbu'.

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SALES FORCE DEVELOPMENT: THE MIDDLE MANAGEMENT PERSPECTIVE

Riddhiman Mukhopadhyay[6]

Abstract:

The Middle Managers are the show runners in the Sales Organization as they mediate between the Sales Force and the Corporate Management and surely assumes to be a stakeholder in the execution process of the strategies formulated at the corporate level

Hence it becomes very critical for an Organization to structure its Middle Managerial Levels whether hiring laterals or promoting internal talents where either of these decision is having its own merits and demerits.The author in this articles have tried to provide certain meaningful insights for decisions pertaining to evasion of possible risks regarding functioning of the middle management of the Sales Organization and ensure proper their empowerment to deliver superior results.

Key Words- Middle Management, Sales Function, Incentivization, Control Machinery, Role clarity, Role conflict

Introduction:

Sales Department: The Organization-Customer Interface

Sales Department in a Business Organization forms it's integral part even in the stage of inception when the other Departments viz. H.R.M, Operations, IT, Finance, do not start functioning in the organization. Sales forms the fundamental of all functions a Business Organization can perform primarily due to the fact that it constitute as what we call as Organization-Customer Interface and the sole revenue earner for the organization. As we commonly state that the activities of an organization revolves round the customer according to the modern concept of business and attribute the credit of delivering such activities to the Marketing Department but the fact goes beyond doubt that the delivery across to the customer by Sales Department in majority of the

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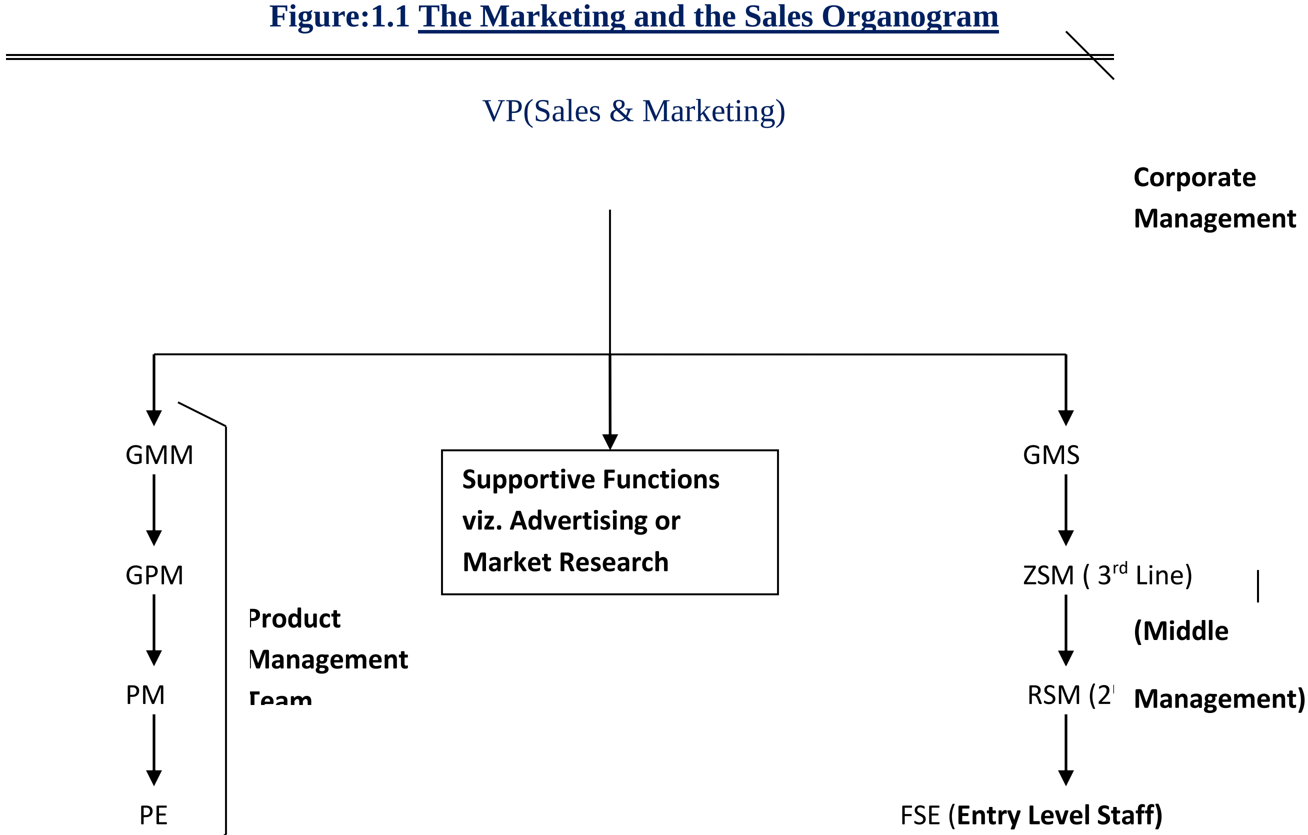
industries with a very few exceptions in the services industry (e.g. hospitality). Marketing, a component of which is defined by the experts as "listening to the customers" Sales Department being at the Organization-Customer Interface takes up the role of the voice box of the customer to the Marketing Department. This is probably the reason why both the two functions are often integrated under a corporate official (General Manager or a Vice President) who takes care of both the departments. This is to expect a coordinated functioning of both the department and demanding a healthy understanding between them.

The Marketing and Sales Function: The link & conflict:

The eternal confusion between Marketing and Sales often exists with a new management learner which is devolved on the Marketing faculty to clarify at the inception of the course, failing which the confusion continues to exist till the learner joins the Corporate as a Management Trainee and perhaps for the first time in his life he takes or gets the opportunity to learn and discern between Sales & Marketing. Prof. Arup Roy, a visiting Faculty of Indian Institute of Social Welfare and Business Management, Kolkata, and a Marketing Consultant by himself, prefers to impart the conceptual difference to his Marketing students, who are mostly working executives at the very outset. Prof. Roy clarifies "Marketing is an 'outside-in-process' whereas Selling is an 'inside-out-process' where I often take the example of a sales person who starts his call by describing features of a camera and induce the prospect to purchase the camera whereas a marketing person tries to find out the preferred features of the customers for a camera and tries to asses the fit with his current product & focuses to improvise the product rather than achieving a sales transaction and such instances are subtle but effective in clarifying distinction between Marketing and Selling." However Prof. Roy agrees to the fact that modus operandi, intersections and interactions of the two functions are understood by the learner only after getting the final placement or in Internship Programs in some occasions. Even in agreement with the line of thinking of Professor Roy, when we look at the organizational functions not much difference of marketing & sales is clarified at the middle level management or entry level as with a designation of Marketing Executive an individual has to do a sales job. Although it is true that marketing department engages itself in designing the strategies; translating them into concrete marketing programs while it is devolved on the Sales department to ensure an immaculate execution of those programs to achieve their sales targets.

Here we can derive a clear-cut cause-effect relationship. However chances of conflict still remains in an organization as Marketing Department may justify the failure of a brand due to improper implementation of strategies in the market by the sales force while the Sales team may defend lack of Sales performance for a particular brand by attributing the failure to the irrelevant strategies formulated by the Marketing Department. However such doubts as to "who's failure" can always be resolved under proper Review Mechanism administered by the corporate management but however such conflicts are very detrimental for the market productivity of the organization and must be reconciled with due aptness and efficiency with proactive corporate interference.

Figure:1.1 <u>The Marketing and the Sales Organogram</u>



GMM-General Manager Marketing GMS- General Manager Sales

GPM- Group Product Manager ZSM-Zonal Sales Manager

PM-Product Manager RSM-Regional Sales Manager

PE – Product Executive ASM-Area Sales Manager

FSE-Field Sales Executive

The above diagram(fig.1.1) shows the clear demarcation of the marketing department with that of sales in an organization which can be interpreted in this way that the marketing department sets the strategies which are destined to be implemented by the frontline sales force and monitored by the middle managers. The corporate management keep a close watch on the show i.e. implementation of these marketing programs formulated by the Product Management Team through effectively designed feedback machinery from the frontline→ middle management → Corporate Management. In fact in many organizations the members of the Product Management Team also keep in touch with the sales force and often refer to their feedbacks for further strategic decision and action.

Middle Managers: The show runners

In Middle Management of the sales organogram is the prime show runner of the entire sales function and remain accountable for sales performance from the territories through managing and maintaining the sales force on a productive mode. As the corporate management desires that every territory under sales operations of the organization should act as the contributing centers for the profitability of the strategic business units it becomes imperative for the middle managers to marshal his resources in a cost efficient but result oriented mechanism which hails his position strongly in terms of business centric evaluation in the organization. It is thus evident that effective sales management at the middle level is one of the cornerstones of success of the organization .where middle management is instrumental in driving the sales force activity. The corporate management has it's own process of monitoring through quarterly or monthly review meetings and other intermittent interactions on the basis of periodic feedbacks. The corporate management however rarely meets the frontline staffs i.e. the sales force and devolve the accountability of dynamism of the various performance parameters qualitative (say company image in an area) or quantitative (say sales volume) upon the middle managers.

Sourcing of Middle Management

The aforesaid importance of the middle management obviously necessitates the corporate management to develop a strong managerial excellence at the middle level and thus acquire the right talents to fill up the available vacancies of the middle management cadre. Usually, such candidates can be sourced from within the company i.e. promoting people from the lower cadre to the immediate higher position (e.g. from a field executive to an Area manager or from an Area Manager to a Regional Manager) or from the industry.

However, there are certain obvious advantages and disadvantages for both in-sourcing and out-sourcing of middle level managerial candidate. In case of in-sourcing the major advantages are:-

The candidates being the existing employee of the company is usually aware of company's work culture, atmosphere, processes, policies and philosophy and need not be trained on the same and moreover having mentally and physically adapted to the system do not have any reservation on part of adopting and adhering to corporate management decision

The candidates invited to take up the middle management positions through promotions are usually fails to negotiate on an appreciable hike in the pay-package having perceiving the career growth obtained through promotion as a comparatively more valuable than monetary benefits, in other words sourcing middle managers through internal promotions are more financially viable for the organization whereas the external candidates with a proven track record will negotiate for a reasonably higher package to justify there switch over.

The companies drive for hiring people from incase of performing people in the system a timely promotion is useful for retention of a valued staff. Incase of career of senior people who's performance showing decline owing to frustration may be given a fresh lease of life through elevation of their position where they sometimes shows upswing in their morale and behavior to regain the mode of productivity.

Some disadvantages of in-sourcing are as follows:-

The internally promoted candidates are sometimes too immature to shoulder higher responsibilities whereas the companies to avoid hiring from outside and incur expenditure hurriedly promote the frontline sales people to the 1st line management level the impact of which occurs in form of imposition of unnecessary load on the 2nd line manager to handle all the hassles or inefficiencies of the concerned newly promoted manager and mostly compromised performance.

It is often observed that the best performer in the sales force in terms of sales performance is promoted whereas other aspects like behavioral skills and technical skills are given lesser importance. This is why the focus of the sales force is mainly upon sales figures rather than on overall development which includes building customer relationships, developing new territories, self-development.

Incase sales personnel is promoted as the 1st line manager in the same territory due to vacancy resulting from resignation or rapid expansion plan of the company; which implies the individual becomes the direct reporting authority of his peer group. This may result in possible non-cooperation from the group due to jealousy or ego centric mentality and also failure of the individual in assuming adequate control over the team in apprehension of getting rejected or possible shyness due to previous peer relationship. A clarity on the concept can probably be rendered through an appropriate example.

It is hence assumable that there are several advantages and disadvantages in hiring of middle level managers from outside the company. The advantages are:-

I. The company selects a person from the industry having adequate experiences and proven track record and moreover if the territory handled by the individual in his previous company is same as that assigned in the current company, the market and territorial knowledge will never be an issue. The customers will be common if the target segment of the either companies (previous and current) are same. Hence to such advantages of readymade availability of territorial knowledge and customer relationship of the manager can definitely provide authentic direction and predictably encouraging performance of the sales force.

An entry of a new person into the system fosters newer ideas. This is for obvious that when a person is hired from another company certain evaluations are done related his experience, knowledge, attitude, track record through various instruments like interviews, psychometric tests or referral checks from different sources. The company ensures certain value additions are entertained at the Sales Force level while accommodating a person from outside into in the system (**refer exhibit no:2**)

Usually a person from outside the company do not have a preoccupied mindset regarding the field force and tend to maintain due neutrality and able to develop a strictly professional relationship which otherwise is difficult incase an internal candidate gets promotion amongst one's peers.

The New Sales Manager may suffer from the following disadvantages: -

An experienced executive having spent long years in an industry develops his own notions, style and may suffer from the lack of flexibility and adaptability especially while implementing or conforming to the strategies and the policies of the company. An executive coming from a different organization may receive low acceptance from the sales team especially when he tries to implement his ideas he is carrying from his previous organization as well as when.

In case the Sales Manager comes from a different but related industry or the same industry but having handled previously different category of products; he will obviously take some time to familiarize with the geographical or the demographical definitions of the market.

Hence it is evident that organizing the middle management becomes very critical for the organization and poses a huge challenge in front of it. Careful recruitments of middle managers and their customized induction and training becomes imperative for the organization.

In the above situation the article attempts to develop a working model for the Middle Managers, under both the circumstances whether a newly promoted or newly recruited.

The New Sales Manager

The organization as a part of appraisal process as well as career advancement elevate the best of their talents from the field force into the first line sales management cadre often designated as Area Sales Manager, Territory Sales Manager or a Field Sales Manager depending upon the organization. The candidates selected for promotion carries the following merit: -

High Performance with appreciable track record; mastery on a market geographically or demographically defined in terms of market intelligence, sales.

Proactive nature; designing of customized strategy in addition to the grand strategy provided by the Corporate Management.

- High energy level
- High product knowledge and technical competence (especially incase of sectors like B2B, IT,
- Pharmaceutical, Finance)
- Efficient handling of channel partners and fruitful channel relationships.
- These incumbents also carries the certain demerits as:-
- Lack of role clarity(this may be removed through "Managerial Orientation" programs conducted
- by the organization)

Role conflict-The promoted manager may not be always quick in role transition from a Sales rep to a Sales Manager. Even after assuming his position as a manager he assumes himself more of a qualified sales person than a Manager

Impact of Role conflict and Role clarity on Sales Activity

The new sales manager rather than acting as a mentor to the Sales Rep assumes the role of a demonstrator enacting each and every activity supposed to be done by the Sales Rep. Sometimes it may be the demonstrative role of a manager may be essential but in the spree of proving own superiority over the subordinate and generate respect, the manager may continue his role of a "Senior Representative".

The new sales manager withstands all the sales pressure which ideally he should have imposed on his subordinate.

The new Representative as a result of such behavior from his senior manager either develops complacency and dependence whereby instead of developing himself he looks forward towards his superior's intervention in almost every field activity pertaining to client as well as channel management.

In case of sales rep having an aspiration towards self development may get discouraged and leave the organization.

This brings about a sheer wastage of executive time in mostly the operational issues rather than strategic or issues related to localized strategy formulation, operational decisions or any innovative tactics in customer or channel communication.

Exhibit:1

Ravi received the offer for promotion to the post of Area Sales Manager (ASM) in his company which is in B2B selling of industrial lubricants. This was after the Area Sales Manager Mr.Prabeer Sinha was made to resign forcefully by the corporate management under the initiative of Mr.Shivaprasad –Vice President, Sales and Marketing and the Regional Manager Mr.Debavrat Gupta following Sinha's ill-behavior with the field staffs resulting in lack of motivation and dropping of sales productivity. Initially Shivaprasad advised Gupta to hire a new Regional Manager from outside the company as he felt that none from the field force person were matured enough to shoulder higher responsibilities at that stage but Gupta contested his advise with the reason that,incase of Prabeer Sinha who was also hired from outside things did not work out fruitfully. Although Sinha was a good worker, sincere, honest but had a high level of ego, awkward body language, pessimistic and fault finding attitude with low zone of tolerance lead to his frequent conflict with the sales staffs. Moreover in the spree of achieving sales target irrational pressures was exerted on the sales force The sales force which was once productive got demoralized and performance went down. Initially Sinha was warned by Shivaprasad but having continuing with the same temperament he was asked to resign. Ravi was the best performer in the team in terms of sales , he was a fantastic salesman but lacked in communication skills, man management skills, product knowledge and overall maturity. Amongst the other members of the team Sanjay was Ravi's classmate and both studied together and had an intimate friendship relation. Sanjay was matured, he took the decision of promoting Ravi very sportingly and assured Ravi of all cooperation and assistance. However Jayant and Sujata,the other two members of the team did not take the decision in a positive manner. Jayant had done his masters in Mechanical Engineering with specialization in fluid dynamics and had very good product knowledge. Sujata was also a premiere B-School graduate and had excellent communication skills. Both of them along with Sanjay lacked the level of enthusiasm and diligence like that of Ravi and hence were not thought to be suitable for such a responsible post. However after Ravi took charge as an ASM, another new sales executive (SE) was selected for the territory of Ravi. Kamal the newcomer was a fresher and required a lot of attention from Ravi in terms of technical guidance, field

induction so that Ravi could not give time to look after the other three territories of Sanjay, Sujata and Jayant. The productivity of territories of Sujata and Jayant declined day-by-day.When Ravi realized the same he could not charge them or ask for clarification. He tried to solve the problem by allotting more time with them in joint field work (jfw)which once again shifted his focus from the newcomer Kamal. It was due to his lack of man management skills and maturity he was literally in soups and could not make out what could be done to prevent such a deterioration of performance. Realizing the same Debavrat Gupta discussed the issue with Shivaprasad and proposed to solve the problem by investing more time in Ravi's territory for a month compared to other five ASM s who were quite experienced as ASMs having served longer tenure. Shivaprasad agreed and approved his tour program. Out of his 20 days of allotted field work for the subsequent month Debavrat allocated 5 days in the territory of Ravi in two stretches Three days during the 1st week and 2 days during the 3rd week. Out of three days in the beginning of the month Debvrat Gupta went for the joint field work with either of Sujata and Jayant meeting their key accounts. During these two days he identified a lot of gaps in their work in terms of irregularities in meeting of potential accounts, improper implementation of corporate strategy, failure in identifying new accounts and overall lack of initiative level. On the third day Debavrat called Sujata and Jayant for a review meeting in presence of Ravi. Both Sujata and Jayant were dealt very toughly by Debavrat who indicated the gaps in their work and advised them for improvement through certain action plans which were minuted and countersigned by both. Then in a one-to-one discussion Debavrat advised Ravi to be strict with Sujata and Jayant and shed of any sort of reservation while taking them to task because they were his peers. Debavrat explained Ravi , "Now see Ravi, while you worked as a Sales Representative, you were the one who was responsible for your performance ,now as a manager four of your team members are the contributors to your performance hence you have to apply yourself as a resource optimally and very judiciously in the sense that out of your four team members who's performance can phenomenally improve in your presence is Kamal, so you have to invest maximum time in joint field work with him. As far as your other team members are concerned all of them are experienced in their respective territories and they do not lack competence or selling skills ;they know their customers and probably the ways to generate business from them. Thus by keeping joint field work with them you cannot bring about any appreciable increase in the business which you can bring about in case of Kamal; your other team members are mostly suffering from attitude problem which can be solved only through reviewing their performances and giving them feedbacks periodically and keeping me in the loop of the process. Do not keep any such feeling that they were once your co-workers, Understand you are their supervisor now and you will be held responsible for their performance so you cannot afford to tolerate their non performance for too long,I have been for jfw with them, identified their gaps and suggested them certain action plans which they are required to execute before my visit for jfw with them in third week of this month,if they do not improve I will be taking up their issue very seriously.In future deal with them the way I am doing "

Exhibit:2

Mr.Vivek who have recently joined in a newly launched division of an established pharmaceutical company as an Area Sales Manager with a sales team of seven Medical Representatives (M.R) which had also been selected few days before he joined. The team consisted of fresher candidate of bio science or pharmacy background. Vivek understood that the candidates had the basic raw materials on which he was required to work upon. During the same time A product was newly launched by the company which had very promising potential in the institution i.e. hospitals. Since all the team members were inexperienced the General Manager-Sales and Marketing Mr. Nagesh Guha , advised Vivek to accompany each of their MRs for j.f.w during launching of the new product to key customers at least on the first day in their respective territories. However Vivek thought differently. He designed what is called "a crash program" for launching in the institutions i.e. to the physicians, medical officers, junior interns at the hospital outdoors, indoors, critical care units. The "crash program" implied a launch program involving several M.Rs under a managerial supervision in an institution. The M.R s collaboratively details the new product with i.e. one talks about product features, one on benefits, one on the safety profile, one exclusively handles the objections of the customers and one may share a literature. This gives a synergistic impact on the physician and induces him/her to remember the brand name which may precipitate into prescription support provided the doctor is inclined to use the generic drug. The launch strategy proved to be successful and certain immediate prescriptions were honored by the nearby chemist shop marking the initial tertiary sales.

Other factors leading to the trouble

Getting entangled in the sales metrics

The new sales managers or even experienced ones in some occasion seems to get caught in the web of the sales metrics and feeling the pressure from the superior management may in turn persuade him/her in pressurizing his team-members. Here one more commonly observed pitfall is that the subordinate with the highest productivity is pressurized for additional productivity despite his achievement of 100% sales quota to compensate the shortfall contributed by the team members with lower performances rather than trying for improving them. This tactics seems to be workable for a short period as the productive employee under continuous pressure for additional contribution may choose to leave the organization or complain the higher authority on his boss's behavior.

Inappropriate recruitment

In companies where the field managers are themselves responsible for vacancy management of their territories often choose people in a hurry being unable to bear the sales quota for the vacant territories. This may lead to inappropriate selection of people in the system thus inviting the rational as well as moral responsibility of carrying them unless recruitment system necessitates the significant intervention of the CorporateHR.

The Collaborative Coaching Role:

It goes without saying in such a situation the consequences are quite detrimental for the organization without any issues related to integrity or skill for that matter and hence the senior middle management or even officials from the corporate management needs to be circumspect and prudent enough to handle in collaboration with the middle management.

Field Manager's Training Programs

Inductions and learning on such role transition may be imparted through off-the-job-trainings with high content of delivery mechanisms inclusive of demonstration of role plays, success stories, case solution methods and even lectures or workshops on business analytics and activity control. Innovative trends are noted as far as format of training deliveries are concerned. These includes adventure sports, group activities and debates on various topics to elicit and sustain the enthusiasm of the trainees, however training motto has to be inculcating the role clarity to the newly promoted field managers.

Strong Feedback and Control Machineries

Companies also required to create a strong system of feedback and control at multiple levels from entry level to senior management level to exercise sales force control other than enabling managers with analytical efficiencies on metrics concerning field data. Review meetings on a periodic basis (let's say weekly at the field managers level and monthly at the regional manager's level and perhaps quarterly at the corporate level. The middle manager's review should be emphasized more on their field control activity data rather than sales metrics.

Collaborative Definition of Objectives

Manager's Field visit

In many of the industries namely FMCD,FMCG, telecom and Pharmaceuticals middle managers are encouraged or even instructed for field visit mostly with the objective of drive sales or customer acquisition whereas executive field visit needs to be taken as a window for on-job-training and developmental review of the sales rep especially in the qualitative areas of technical competence on products, general and customized communication and selling skills, customer coverage and conversion plans, compliance and implementation of company strategy and resource utilization. This in turn may automatically drive sales quota on the quantitative front. Ideally a documentation of the field visit by the manager including his observations, instructions and suggestions to the sales rep needs to be recorded. And also may be forwarded to the corporate management for their remarks or suggestions, if any.

Incentivization

Reinforcement has be an integral part of control activity to develop the desired attitude and practice amongst the sales force. Sales incentives announced by the corporate management may be a driving factor for the sales force to chase their sales target subjected to the fact that they are disbursed essentially by the HR Department on a timely basis otherwise disappointment may set in despite sales achievement. However the middle management has to play a crucial role in chasing the corporate management to disburse the incentive on a timely basis. At their own level also the manager needs to maintain the field force in a state of motivation. Written or even a verbal but timely appreciation on a small achievement can encourage the field executive to do better. Small incentives from discretionary budget of the field managers on the basis of achievements by the sales rep in different areas of skills and activities may be given as token for appreciation. Although motivating sales force by statutory activities like weekend parties, social get-together are organized as a part of the corporate policy but provides a temporary stimulation and may get ascribed as routinized activity rather than a special activity for motivation. Hence in such a scenario the focus of the middle management on the empowering activity seems to be more crucial and effective.

Conclusion

Continuous growth in sales and its maintenance is unarguably the cornerstone of organizational sustenance. However from the above discussion it is evident that to perpetuate the organizational growth the corporate management needs to design a systematic process of field monitoring which aims at the achievement of success through people development rather than chasing of sales metrics. Losing sales may be re-compensated when the sales force are competent and motivated whereas lost sales may be retrieved temporarily through managerial intervention even if the sales force is incompetent but on the long run may be devastating due to perceived setting in of complacency and dependence of the sales force. A sales manager focused on achieving his sales objectives through Sales Force Development rather than getting busy with sales metrics and simple imposition of the same on his team members without getting the team members subscribing to the same is predictably securing the sales growth and its maintenance for the company on a much more stable and stronger platform in the days to come.

MOOD - "MOOD ON DESIGN – MOOD OFF DESIGN " DESIGN, RE-DESIGN AND MULTI-DESIGN AND TRANCE DESIGN TRANSPIRES ACTING AS A SWITCH TO POSITIVE AND NEGATIVE REINFORCEMENT FOR: LIFE: "LIFT IT FOR FUTURE ENDURANCE"

Sanjay Kumar Gouda

Abstract:

This intelligent at work – New Job – Vol. 1 is edited and written in association with "Pune Institute of Business Management "Pune, for guiding the students and new job aspirants to make a right move in the initial period of their career when they joins a new job or a new organization.

The research is published in order to find relationship between emotional intelligence and work attitudes, behavior and outcomes to regulate performance and maintain good relation between all the team members in an organization. This study attempts to narrow this gap by empirically examining the extent to which senior managers with a high emotional intelligence employed in public sector organizations develop positive work attitudes, behavior and outcomes. The results indicate that emotional intelligence augments positive work attitudes, selfless behavior and work outcomes, and moderates the effect of work-family conflict on career commitment but not the effect on job satisfaction. This research has understated some critical ways of management styles and control over emotions and expresses the feelings with the fellow mates, which would result in a great team work. As a result the individual calmness of mind develops and in order contributes to the organizational excellence at work by turning on the positive mental status.

Introduction

Emotions in the workplace play a large role in how an entire organization communicates within itself and to the outside world. Even at work have real emotional impact on performance. The consequences of emotional states in the workplace, both behavioral and attitudinal, have substantial significance for individuals, groups, and society "Positive emotions in the workplace help employees obtain favorable outcomes including individual achievement and so which drives the organization performance in the market. On the same hand negative emotion even with one of the team member or employee can completely disrupt the system. And so as downsize the performance of the organization.

Emotions are controlled by the emotion driver or the engine to be precise is our **"MOOD" - "Mind ON and OFF Design".**

And the energy to the emotions engine is motions.

a) Positive Motions
b) Negative Motions

Mind is a very simple system without any program written on it designed for simplicity, However when it comes to LIFE.

LIFE: "Lift it for Future Endurance"

The above statement "Lift it for Future Endurance" is the cause behind the MOOD. i.e an individual work for it.

Individual in order to target "LIFE" tries to Re-Design and Re- Frames the structure of mind.

With the certain coarse of time once we enter into real work situation in order to attain "LIFE" we as an employee tries to drive our self with positive Motion in fact in the initial stage of any work the design was very simple as the character involved around us is less and bare minimum to however as the time passes by the slowly and steadily the character involved increases, so as the type of emotions. The mind start to cultivate different types of thought form different character "Some Positive and some Negative" . Our reactions and response to the particular character defines weather we enter in "MOOD".

We all have a certain level of emotions to every action that takes place around our life

Every Human Being carries % degree of emotion on his or her mind once enters into a job.

Every time we enter a new job, we go through some common outcomes

Excitement comes first and we enter into a **MOOD**, SO as re-design starts

…. "Oh my god…., **I can't believe I got it!" :: ON Design::**

As a consequence, we go out and celebrate with family and friends, and you're excited about all the new possibilities …and further the **design, re-design and multi-design and trance design** happens so as acting as a switch or positive reinforcement to:

LIFE: "Lift it for Future Endurance"

After that, however, the alarm instigates.

… "Oh my god, **what if I can't do the job?" :: OFF Design::**

As a consequence, we start to get nervous about your new responsibilities, the new corporate culture, and the new people with whom we'll be working. …and further the **design, re-design and multi-design and trance design** again materializes so as acting as a switch to negative reinforcement to:

Now the point is winning over our **"MOOD" - "Mind ON and OFF Design".**

Or

To be emotionally pre- designed and intelligent at work

Mind ON design for Time

We become hassled over a fresh job or new project since we put far too much gravity on our self to perform from day one. Our new reporting boss – presumes us to jump in and surprise him solving major problems right away.

So, that's where we need to be emotionally intelligent. Standing in with toes to start "proving our worth" could cause us to make blunders.

The root of the **"Mind ON"** is that we need to give our self-time letting behind all our experience and learning or by temporarily shutting down door of our past achievements and heights and try to explore new newfangled ways to **LIFE: "Lift it for Future Endurance"**

Mind ON design for WINs

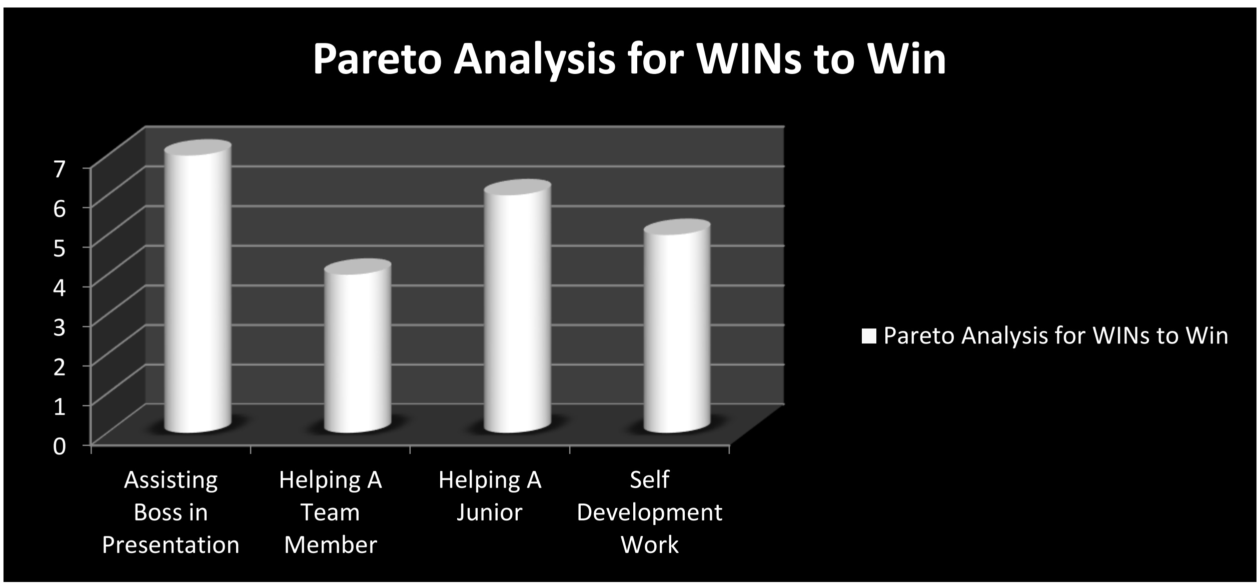
"Welcome Intended Need's"

For a concrete foundation – the groundwork we need to do is try focus on understanding major needs of others and minor needs of self and **"WIN".** It's vital to **"WIN's** to secure an early **win** because these help build motion and inaugurate our integrity.

And continue to **"WIN's** of your boss, your colleague, your team mates and mates of other team. Remember the Mind **ON design for WINs** is to be targetedfor current early win andfor future win.

Don't go for abundant quickly. It's inviting to deal with many different issues .Emphasis on one or that you think are most imperative, and work on them steadily.

Not sure about the where to initiate, we can take help of Pareto analysis



Escape making comparisons between your new work and your old work.

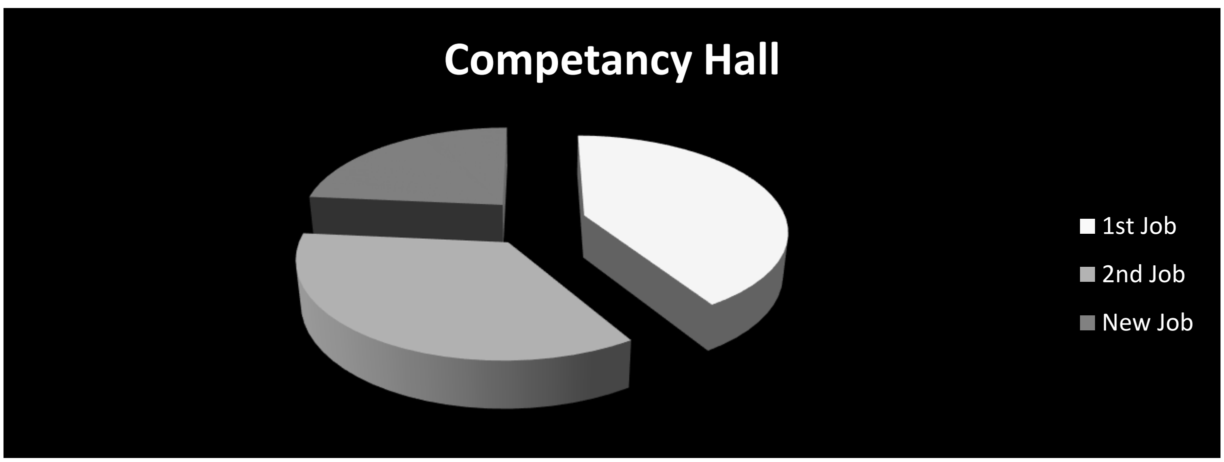
Example: "At my old job, we used to do this … Do that…"

So Focus on what you need to do now, not what or how you did something in the past.

Mind ON design for "BENCH"

"Build and Enter New Competency Hall"

Benchmark the matrices and expertise required for the job and **"BENCH":** Built up your new hall of competency desired for the job and stick to that for period without making any change to the matrices" according to the study" Too much change is not always the best mechanism" So play a waiting game and after you master the competency hall try to re- innovate the Hall with different elements and various combinations which is needful for the work.



Mind ON design for "CAPE"

Cultivate A Peaceful Ethos

With every new work and new every new business unit has a diverse ethos and culture. This is an issue in many organizations, and we, as the new work fellow, can easily fail in cultivating a peaceful ethos.

It's usual to want to impress your boss and co-workers by showing them your vision and past learnings and dominating the pre-existing culture.

However demanding to change things too early can impend and estrange the very people you're trying to make your associates.

Remember, you're a stranger to them, so don't enter in to arrangement with disputes right from the launch of a new work. Spend time getting to know your people, as well as the subcultures that are likely to exist in each team or environment.

The Key to Mind ON design is:

Designing your Emotions yourself... Before the emotion designs one for you

Let's look into some Mind "OFF Design" at work

In 1997, Bond University professor of management Cynthia Fisher conducted a study called "Emotions at Work:

What Do People Feel, and How Should We Measure It?"

According to Fisher's research, the most common negative emotions experienced in the workplace are as follows:

- ✓ **Frustration/irritation.**
- ✓ **Worry/nervousness.**
- ✓ **Anger/aggravation.**
- ✓ **Dislike.**
- ✓ **Disappointment/unhappiness.**

From "Emotions at Work: What Do People Feel and How Should we Measure it?" by Cynthia D. Fisher. School of Business Discussion Paper; No. 63, February 1997. © Copyright Cynthia D. Fisher and the School of Business, Bond University.

Below are different strategies you can use to help you deal with each of these negative emotions.

Frustration/Irritation:

Frustration usually occurs when you feel stuck or trapped, or unable to move forward in some way. It could be caused by a colleague blocking your favorite project, a boss who is too disorganized to get to your meeting on time, or simply being on hold on the phone for a long time.

Whatever the reason, it's important to deal with feelings of frustration quickly, because they can easily lead to more negative emotions, such as anger

Here are some suggestions for dealing with frustration:

Stop and evaluate

One of the best things you can do is mentally stop yourself, and look at the situation. Ask yourself why you feel frustrated. Write it down, and be specific. Then think of one positive thing about your current situation. Forinstance, if your boss is late for your meeting, then you have more time to prepare. Or, you could use this time to relax a little.

Find something positive about the situation

Thinking about a positive aspect of your situation often makes you look at things in a different way. This small change in your thinking can improve your mood. When it's people who are causing your frustration, they're probably not doing it deliberately to annoy you. And if it's a thing that's bothering you – well, it's certainly not personal! Don't get mad, just move on.

Remember the last time you felt frustrated

The last time you were frustrated about something, the situation probably worked out just fine after a while, right? Your feelings of frustration or irritation probably didn't do much to solve the problem then, which means they're not doing anything for you right now.

Worry/Nervousness:

With all the fear and anxiety that comes with increasing numbers of layoffs, it's no wonder that many people worry about their jobs. But this worry can easily get out of control, if you allow it, and this can impact not only your mental health, but also your productivity, and your willingness to take risks at work.

Try these tips to deal with worrying:

Don't surround yourself with worry and anxiety

For example, if co-workers gather in the break room to gossip and talk about job cuts, then don't go there and worry with everyone else. Worrying tends to lead to more worrying, and that isn't good for anyone.

Focus on how to improve the situation

If you fear being laid off, and you sit there and worry, that probably won't help you keep your job. Instead, why not brainstorm ways to bring in more business, and show how valuable you are to the company?

Write down your worries in a worry log

If you find that worries are churning around inside your mind, write them down in a notebook or "worry log," and then schedule a time to deal with them. Before that time, you can forget about these worries, knowing that you'll deal with them. When it comes to the time you've scheduled, conduct a proper risk analysis Add to My Personal Learning Plan around these things, and take whatever actions are necessary to mitigate any risks.

When you're worried and nervous about something, it can dent your self-confidence. Read our article on Building Self-Confidence Add to My Personal Learning Plan to make sure this doesn't happen. Also, don't let your worries get in the way of being appropriately assertive Add to My Personal Learning Plan.

Anger/Aggravation:

Out-of-control anger is perhaps the most destructive emotion that people experience in the workplace. It's also the emotion that most of us don't handle very well. If you have trouble managing your temper at work, then learning to control it is one of the best things you can do if you want to keep your job.

Some of the suggestions to control your anger are:

Watch for early signs of anger

Only you know the danger signs when anger is building, so learn to recognize them when they begin. Stopping your anger early is key. Remember, you can choose how you react in a situation. Just because your first instinct is to become angry doesn't mean it's the correct response.

If you start to get angry, stop what you're doing

Close your eyes, and practice the deep-breathing exercise we described earlier. This interrupts your angry thoughts, and it helps put you back on a more positive path.

Picture yourself when you're angry

If you imagine how you look and behave while you're angry, it gives you some perspective on the situation. For instance, if you're about to shout at your co-worker, imagine how you would look. Is your face red? Are you waving your arms around? Would you want to work with someone like that? Probably not.

To find out more about managing your anger at work, take our self-test How Good Is Your Anger Management? Add to My Personal Learning Plan Also, read Dealing with Unfair Criticism Add to My Personal Learning Plan and Anger Management Add to My Personal Learning Plan**.**

Dislike:

We've probably all had to work with someone we don't like. But it's important to be professional, no matter what.

Here are some ideas for working with people you dislike:

Be respectful – If you have to work with someone you don't get along with, then it's time to set aside your pride and ego. Treat the person with courtesy and respect, as you would treat anyone else. Just because this person behaves in an unprofessional manner, that doesn't mean you should as well.

Be assertive – If the other person is rude and unprofessional, and then firmly explain that you refuse to be treated that way, and calmly leave the situation. Remember, set the example.

To learn more about handling dislike in the workplace, please see our articles on Working with People You Don't like Add to My Personal Learning Plan, Dealing with Difficult People Add to My Personal Learning Plan and Egos at Work Add to My Personal Learning Plan.

Disappointment/Unhappiness:

Dealing with disappointment or unhappiness at work can be difficult. Of all the emotions you might feel at work, these are the most likely to impact your productivity. If you've just suffered a major disappointment, your energy will probably be low, you might be afraid to take another risk, and all of that may hold you back from achieving.

Here are some proactive steps you can take to cope with disappointment and unhappiness:

Look at your mindset – Take a moment to realize that things won't always go your way. If they did, life would be a straight road instead of one with hills and valleys, ups and downs, right? And it's the hills and valleys that often make life so interesting.

Adjust your goal – If you're disappointed that you didn't reach a goal, that doesn't mean the goal is no longer reachable. Keep the goal, but make a small change – for example, delay the deadline.

Record your thoughts – Write down exactly what is making you unhappy. Is it a co-worker? Is it your job? Do you have too much to do? Once you identify the problem, start brainstorming ways to solve it or work around it. Remember, you always have the power to change your situation.

Smile! – Strange as it may sound, forcing a smile – or even a grimace – onto your face can often make you feel happy (this is one of the strange ways in which we humans are "wired.") Try it – you may be surprised!

Put concisely, the 4 basic results of experiencing positive emotions according to Fredrickson's theory (1998, 2001), are the following:

1) Enrichment of thought and action repertory (Fredrickson &Branigan, 2000).

2) Confrontation of consequences of negative emotions ("The Undoing Hypothesis", Fredrickson & Levenson, 1998).

3) Building of strong psychological resilience, powerful psychological resources and guarantee of good mental health ("Psychological Resilience", Tugade& Fredrickson, 2000).

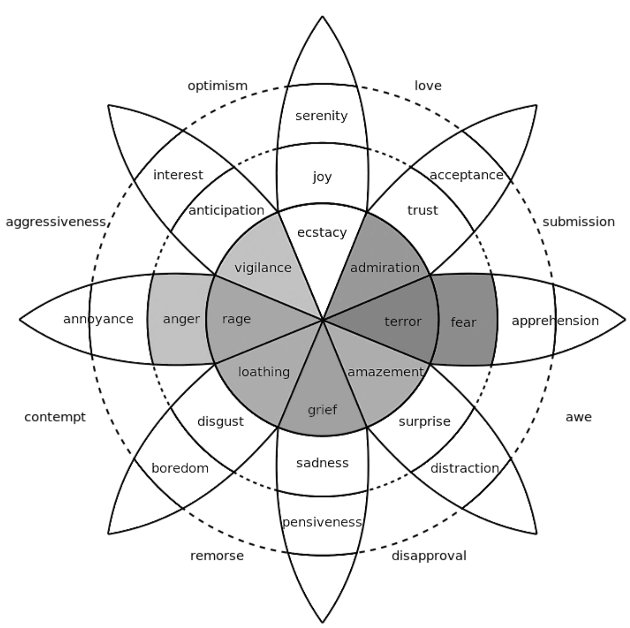
4) Mobilization of mechanisms that lead to mental and psychological prosperity and secure personal wellbeing ("Upward Spiral", Fredrickson & Joiner, 2000).

How Emotion and Mood Influence Behavior at Work:

Plutchik Wheel

Emotions are complex and move in various directions. Modeling emotional feelings and considering their behavioral implications are useful in preventing emotions from having a negative effect on the workplace.

By encouraging positive employee management relationships and employee dynamics, an organization may be able to balance a person's mood and emotions. Improving the level of job satisfaction for employees is another way that a company can influence an employee's mood. If a person is satisfied at work, that condition may reduce levels of stress and help influence motivation and disposition. Job satisfaction can affect a person's mood and emotional state. Providing organizational benefits, such as a company gym, meditation classes, or company retreats, can likewise influence a person's emotions. An active lifestyle has been shown to produce an increased level of dopamine, which can enhance energy and mood.



Plutchik Wheel

Managers are tasked not only with monitoring and controlling their own moods and emotions, but also with recognizing emotional issues in their subordinates. Managers should strive to balance the emotions of their subordinates, ensuring nothing negatively affects their mental well-being.

This can be a difficult role for management, as many people display their emotions in different ways (and most tend to hide them, particularly at work). Managers must be both perceptive and strategic in ensuring a mental balance at work.

CONCLUSION

Positive emotions at work such as high achievement and excitement have "desirable effect independent of a person's relationships with others, including greater task activity, persistence and enhanced cognitive function." (Staw, Sutton, Pelled, 1994) "Strong positive emotions of emotionally intelligent people [include] optimism, positive mood, self-efficacy, and emotional resilience to persevere under adverse circumstances. "(Abraham, 1999). "Optimism rests on the premise that failure is not inherent in the individual; it may be attributed to circumstances that may be changed with a refocusing of effort." (Abraham, 1999) Those who express positive emotions in the workplace are better equipped to influence their coworkers favorably. "They are also more likable, and a halo effect may occur when warm or satisfied employees are rated favorably on other desirable attributes." (Staw, Sutton, Pelled, 1994) It is likely that these people will inspire cooperation in others to carry out a task. It is said that, "employees experience fewer positive emotions when interacting with their supervisors as compared with interactions with coworkers and customers." (Bono, Jackson, Foldes, Vinson, Muros, 2007) Specific workers such as "service providers are expected to react to aggressive behaviors directed toward them with nonaggressive and even courteous behavior…also to engage in what has been termed emotional labor by demonstrating polite and pleasant manners regardless of the customer's behavior." (Ben-Zur, Yagil, 2005)

"One can conclude that the ability to effectively deal with emotions and emotional information in the workplace assists employees in managing occupational stress and maintaining psychological well-being. This indicates that stress reduction and health protection could be achieved not only by decreasing work demands (stressors), but also by increasing the personal resources of employees, including emotional intelligence. The increasing of EI skills (empathy, impulse control) necessary for successful job performance can help workers to deal more effectively with their feelings, and thus directly decrease the level of job stress and indirectly protect their health" (Oginska-Bulik, 2005).

Despite the important role attributed to a wide array of emotional competencies in the workplace, there is currently only a modicum of research supporting the meaningful role attributed to EI (and nested emotional competencies) in determining occupational success. Many of the popular claims presented in the literature regarding the role of EI in determining work success and well-being are rather misleading in that they seem to present scientific studies supporting their claims, while in fact failing to do so. Inshort, despite some rather fantastic claims to the contrary, the guiding principle appears presently as "caveat emptor".

Everyone in the early time of career wanted to proves themselves targeting for "**LIFE: "Lift it for Future Endurance"**so it's important tocontrol and pre-designour emotion so get better result andfaster progress and best of the work relationship.

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BUSINESS SCHOOLS IN INDIA - FROM THE EYES OF INDUSTRY AND ACADEMIA: A COMPARISON

Mr. Sandeep Choudhary[7]

Abstract

India is experiencing unprecedented growth and emerging as a significant force in international business. If it is to sustain its growth and compete with foreign firms, it will need to have a supply of high quality business graduates. Management education is important institution that transmits theoretical knowledge, nurtures managerial talent for enterprises big and small, and influences successful business practices and public policies. Observes from business houses say that curriculum, faculty and course structure in management institutes is too academic, lacks practical knowledge and hardly interacts with companies. Industry alliances (including both public and private employers) can provide meaningful advice on the process of teaching and the content of subjects in the curriculum.

This research paper tries to identify if there is an association between industry and academia on the characteristics of a business school. The research is focused on tier-3 management institutes which are the major number in all management institutes all over India. An online survey was conducted among corporate houses and management institutes. Through the use of SPSS, Kendall's Tau-B test was applied on the data. Results show that the association of academia and corporate is not existing on the various parameters of a business school. At the end recommendations are made at institutional level and industry-academia collaboration for the considerations of these management institutes to align with the corporate world more effectively.

Keywords

Academia-Corporate interface, B-schools, Management education,

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Introduction

Management education, in particular are the subject of growing scrutiny post 2008-09 recession period as they wrestled with questions of how to prepare students for increasingly complex organizations and careers. These new demands would require MBA programs to take a broader view of their graduates' responsibilities to multiple stakeholders, and to provide their students with a deeper understanding of such phenomenon as globalization, leadership, and innovation, as well as the ability to think critically, decide wisely, communicate clearly, and implement effectively (Datar, Garvin and Cullen, 2010).

It is an important institution that transmits theoretical knowledge, nurtures managerial talent for enterprises big and small, and influences successful business practices and public policies. Management education has played a significant role in the development of various countries and regions (Drucker, 1974). Management education has demonstrated —within a very short span of history—strong value on society, individuals and organizations. Business and management have been taught in institutions of higher education prior to the turn of the 19th century.

Mintzberg (2004) sees management development as a blend of science, art, and craft. He argues that business schools have traditionally emphasized the scientific aspects of business by compartmentalizing business problems into neat functional areas. In the process, the art (insight) and craft (experience) of management have been set aside in favor of analytic and functionally-specific solutions. Analysis is done without benefit of the contextual nuances that surround managerial decisions and leave students with a distorted impression of real-world practice. Increase in the criticism of business school craze lead to the need of reviewing the management education. The critics described it as "incompatible with the collective cultural purpose of the university".

An overview of management education in India over the past decades i.e., from 1950-2010, extending to the present decade starting 2010, reveals a number of interesting patterns in management education concerned with the initiation and ownership, formulation of syllabi, admissions and scheme of examination, staffing, infrastructure, pedagogy, funding, overseeing and control, foreign collaborations, accreditation and its capacity to respond to changes in the internal and external environment. While discussing the quality of Indian Business Schools, the following aspects need to be seen: -

Size:

30 students to 4000 students

5 to 250 faculty members

150 Sq. meter built-up area to about 100,000 sq. meters.

Quality:

Excellent to very good to good to poor – almost a normal distribution with about 100 falling at the two ends.

Ownership:

Federal Govt. to State Govt. to Universities, Public Trusts, Charitable Societies, to Family owned. About 20 percent in the public sector and 80 percent in the private sector

Starting of a Business School:

At the apex level there is a national statutory body called All India Council for Technical Education (AICTE). It is only with their approval that a B-School can be started.

Accreditation:

- National - NBA, NAAC
- International - IACBE, AACSB, AMBA, EQUIS, ISO

At present the formal management education available in India can be categorized in the form of: Certificate courses, Diploma courses, Graduate courses, Postgraduate courses, Doctoral programmes.

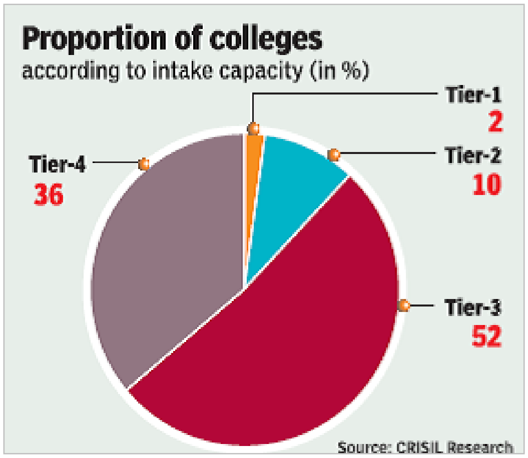

Fig. 1 Proportion of colleges in different tiers, March 2014

Management institutes are put under 4 tiers i.e., Tier – 1, 2, 3, and 4. As shown in Fig. 1 we have only 2% of management institutes or B-Schools in tier-1 category. Tier-2 consist of 10% of management institutes or B-Schools again a small percentage. Most of the institutes lie in Tier-3 category (52%). These are the institutes which need to really work hard to revamp their courses. As these institutes have potential and standards to follow. Tier-4 categories i.e., 36% are institutes which will have to close down in near future.

Business schools have come under attack in recent years for the poor job they do of providing relevant training and skills for their students (e.g., Hambrick 1994; Jorgensen 1992; Linder and Smith 1992; Porter and McKibbon 1988; Spender 1995). There is growing corporate demand for pedagogical techniques that focus on their immediate problems rather than on lofty theories or even case studies (Raelin 2012). The basic purpose of any business school should be to impart the business aptitude and skill that ensures better professional skill development for employability. Today, we need to analyze, whether business schools are producing future leader for the corporation with required management skill to meet contemporary challenges. The steady increase in number of management institutes and changing business environment stimulated critics to raise some new doubts about the role of management education in making Indian managers. These doubts stem from mushrooming of management schools, less management research and development of teaching material, lack of "frontier spirit" and innovativeness in leading management schools, and mismatching of this system with the developments taking place in the world (Dwivedi, 2013). However, there is a wide qualitative gap between the top B-schools and the rest and even among the top ten management schools; there are considerable variations in quality. Why is it that one MBA gets a job offer of more than Rs. Six Lacs p.a. and another MBA struggles hard to secure a job fetching him even Rs. One Lac p.a.? One of the reasons for this is relevance factor of the syllabus, as required by the industry. There are criticisms about the educational content and delivery of the programs run by business/management schools (Choudhary, 2012). Education-Industry alliances (including both public and private employers) can provide meaningful advice on the process of teaching and the content of subjects in the curriculum. India is experiencing unprecedented growth and emerging as a significant force in international business. As the main beneficiary of the B-schools system, the industry must take more active interest in management education rather than merely rushing to the campuses in the placement week for a just-in-time harvest of some of the good products of the system.

Literature Review

Pertuzé et al. (2010) suggests following seven best practices to make collaboration between industry and university more beneficial: -

1. Define the project's strategic context as part of the selection process
2. Select boundary-spanning project managers with three key attributes i.e., in-depth knowledge, inclination of networking and ability to connect research and opportunities arising out of it.
3. Share with the university team the vision of how the collaboration can help the company.
4. Invest in long-term relationships.
5. Establish strong communication linkage with the university team.
6. Build broad awareness of the project within the company.
7. Support the work internally both during the contract and after, until the research can be exploited.

Gupta and Gollakota (2005) suggested that efforts to connect globally would play an important role in the improvement of business education in India. According to Appalayya, Babu and Naidu (2005) the exact matching of the learning contents with industry demand will facilitate the placement of MBAs, individuals' career promotion, better and successful entrepreneurship and realization of higher standards of managerial professionalism all, of which will promote the economic growth of the nation. Arya (2002) has said that this networking between academia and industry, on the one hand, makes it possible for the regular interaction of their senior managerial personnel with the students while, on the other hand, provides these organizations a platform to assess the institute being equipped to develop the required capability in the students. Gangadharan (2005) has set the challenge to break the monopoly of business monitoring higher and specialized education in premier institutions to include linking business, employer bodies, and professional associations to all levels of workforce preparation in the country. Chawla (1996) has said that it is most important for a B-School, like any other business enterprise, to be market focused in adding value to the product that it delivers to the market. Sindhwani (1999) commented that, while business is in a dynamic mood, most B-Schools appear to be in a static mood. The institutes must provide the students with opportunities to reflect on strategic issues, in the global context, enabling the students to get exposed to cross-cultural and multi-cultural business environments. It is recommended that these schools should develop customer focus, i.e. the industry, and involve the customers in their academic planning and selecting teaching techniques. Mintzberg (2004) stated that MBA prepares "people to manage nothing". Synthesis, not analysis is the very essence of management. Mintzberg finds fault with the emphasis that many MBA programmes place on frenetic case studies which encourage people to come up with rapid answers based on meagre data. This has lead to the question "are business schools teaching the right things?" As per Naik (2012) management education today stands at crossroads. An MBA degree has lost the supreme value it held, until a couple of years ago, as a highly prized degree in the student community. The scenario today is that both students and working professionals want to pursue an MBA only because it is a ticket to move higher up the rung, in the corporate set up and not because a Management Degree equips them to deliver effectively, what the industry demands of them. Raju and Thanikachalam (2014) provided a general model for corporate university and its implications. A corporate university is a wholly training/ education/learning/knowledge management facilities providing education and services to the members of organizations, moreover they are designed for the specific objectives of the concerned organizations.

Research Objectives

1. To outline the challenges for management education and the need for redefinition of the same.
2. To identify the association between academia and industry on importance of characteristics for a B-School

Research Methodology

The research design used in the study is largely exploratory in nature. This exploratory study utilized quantitative research method which is descriptive, web based survey research. Two identical survey forms were developed, one each for corporate and academia. Web based survey consisted of a self designed questionnaire with five point Likert scale (1 = Unimportant, 2 = Slightly Important, 3 = Important, 4 = Very Important and 5 = Critical) consisting of twelve characteristics of a good B-school.

The sampling procedure adopted was 'convenience sampling'. The institute questionnaire was mailed to 345 AICTE (All India Council of Technical Education) approved management institutes all over India. However, only 128 (37%) responses from management institutes were received. Out of which 28 incomplete responses were rejected. Finally only 100 suitable responses were identified from institutes. The industry questionnaire was mailed to 200 HR professionals and senior managers of companies who use campus placement as one of their hiring tools. However only 55% responses were received out of which 9% were rejected due to incomplete responses giving a final response of 100 samples from industry. Sample also included five of the institute's placement centre professionals and twelve human resource professionals employed at recruitment consultancies as academia and industry representatives respectively.

Following hypothesis was set: -

H_0: There is association between academia and industry on importance of characteristics for a B-School to be the best.

H_1: There is no association between academia and industry on importance of characteristics for a B-School to be the best.

Data was analyzed using the SPSS for Kendall's Tau-B Test and mean of the scores of corporate and academia were compared.

Kendall's Tau-B is a nonparametric measure of association for ordinal or ranked variables that take ties into account. The sign of the coefficient indicates the direction of the relationship, and its absolute value indicates the strength, with larger absolute values indicating stronger relationships. Possible values range from -1 to 1.

Results and Discussion:

- ***Analysis of Association between Academia and Industry Responses***

To identify the association between academia and industry responses Kendall's Tau-B test is conducted by using SPSS. As it can be seen in table 1, that p-value is more than 0.05 at all the points. Hence it can be said that there is no association between industry and institute ranking for all job skills.

Table 1: Results on the basis of Kendall's Tau-B

S.No.	**Importance of Characteristics for B-schools**	**P-value**
1	Course Curriculum	0.862
2	Existence of Internship program	0.887
3	Global Exposure	0.789
4	Institute-Industry Interface	0.552
5	Physical/Social Infrastructure	0.606
6	School Ranking in Business Publications	0.363
7	Research and Publications	0.73
8	Intellectual Capital	0.954
9	Placement Statistics	0.489
10	Selection and Admission Process	0.586
11	Accreditation/Affiliation of B-School	0.038
12	Social Image	0.438

Note: p-value is significant at 5 percent level of significance.

Tables 3 to 14 in annexure show the data analysis results for each job skills.

On the basis of above results H_0 is rejected that there is association between academia and industry on importance of characteristics for a B-School to be the best and we accept H_1, that there is no association between industry and academia on importance of characteristics for a B-School to be the best.

Only one sub hypothesis is accepted that there is an association between industry and institute ranking for accreditation/affiliation as p-value was 0.038< 0.05, showing an association between industry and academia.

To know and compare the institute and industry preference for the characteristics for the best B-Schools mean of the score were compared on all criteria.

As shown below, industry gives preference to the accreditation of a B-school the most followed by social image and industry interface however institutes give preference to course curriculum, Industry interface and intellectual capital.

Table 2 Mean comparison of Academia and Industry Preference on characteristics for B-Schools

Characteristics	Mean – Industry	Mean - Institute
Accreditation/Affiliation of the B-school	4.22	3.7
Social Image	4.14	3.88
Industry Interface	4.13	4.12
Placement Statistics	4.11	3.9
Intellectual Capital	4.03	4.08
Course Curriculum	4.01	4.24
Existence of Internship Program	3.81	4.08
Selection & Admission Process	3.74	4.06
Physical/Social Infrastructure	3.66	3.8
Research and Publications	3.65	4.1
Global Exposure	3.66	3.54
School Ranking in Business Publications	3.44	3.5

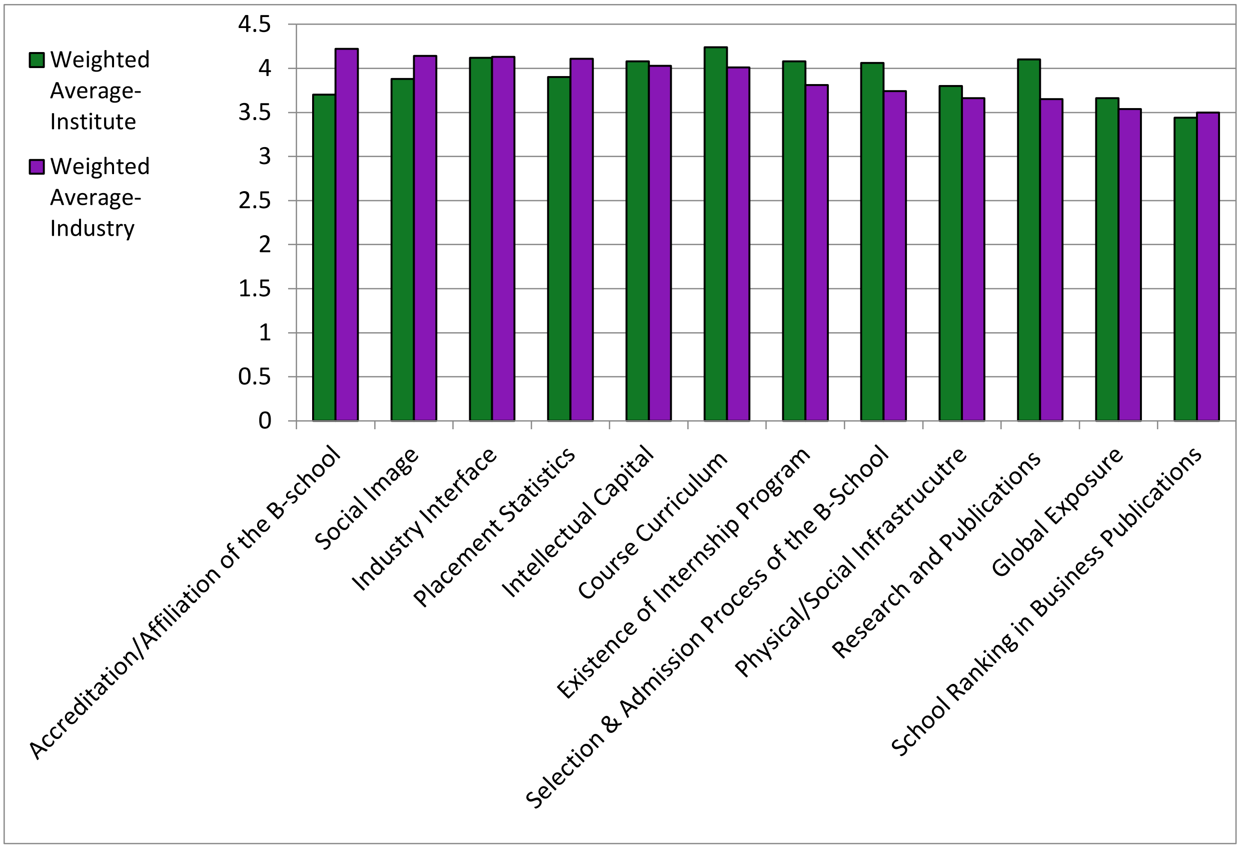

Fig. 2 Ranking of Characteristics for B-School by Industry and Institute

It can be seen in above chart that industry's mean is more than institute's mean on criteria like accreditation/affiliation, social image, placement statistics, and school ranking.

The above analysis on question one represents that the gap between academia and industry is existing regarding the skills to be developed among management graduates and characteristics of a B-School. It represents the need to redefine the management education in terms of its focus and orientation.

Conclusion

It was found that there exists inertia for changes in the management education system once a set pattern starts giving results. The inbuilt and recurring review process of the system is not presently in place. From review it was found that the structural changes in management education that have occurred since its origin mainly dealt with areas of faculty recruitment, type of funding, information & technology growth, international focus and specialization in courses. Somewhere during these transformations the key process of 'learning to develop to serve' got obscure especially for certain section of management institutes which form a majority. Two poles or schools of thought about this issue seemed to have existent among respondents while collecting data through this study. One school of thought viewed the learning of correct management solutions to be at the core of management education through mastery of general theories. The other pole was based on judgment enacted in specific or changing environment emphasizing practical learning. Through this study efforts have been made to come up with a balanced approach to bridge the gaps between industry requirements and output of the institutes through process that is embedded in an **experimental system** where collaboration of industry and institutes lies at its core.

Recommendations

On the basis of this research, researcher has developed the following recommendations at two levels for Tier-3 management institutes all over India.

1. Institutional Level

- Institutes need to work as research centres for the corporate. They should learn about, predict and react quickly to emerging needs of corporate. Information should flow from institutes to industry not vice versa. For this the research and development need to be very strong in institutes.
- Newly established institutes with less number or no alumni should get associated with professional organizations like AIMA, AIMS, FICCI, CII, AIU ASSOCHAM etc. These may help in establishing closer relationship with industry.
- Institutes must focus on creating a good fit for industry instead of focusing on good salary to the students.
- Institutes need to develop 'career-upgradation program' through industry partnership for its alumni, entrepreneurs or executives from industry. These could be industry sponsored programs, short duration certificates, diplomas etc.

- Corporate culture should be practiced in classrooms e.g., terms like project manager, team leader, team member are more suitable than faculty, guide, coordinator and student for conducting project work in the classroom. Meetings, presentations, progress report, briefing, deadlines, minutes of the meeting should be regular part of teaching and learning process in the institutes.
- Each management institute need to revisit their vision and mission and identify the areas where they can build an effective industry-institute partnership. As all modes of interaction may not be possible or suitable for all institutes.
- Institute should be accredited by national and international bodies like NBA, NAAC, AACSB, EQUIS. It ensures the match between the promises of institutes and expectations of industry.
- Investment in faculty development is necessary for the survival of educational institutions.
- Institutes can get funds from industry for their research and consultancy. It could be one more source of income for the institutes.

2. Industry – Institute Interaction

- Governing board of the management institutes should have at least 50% of members from industry. It is necessary to review the curriculum and plan other activities in the institute throughout the year.
- Industry-Institute should work together to develop cases, do joint research work, consultancy.
- Seminars, workshops, guest lectures and visiting faculty should not be just means of developing 'network' to ensure placements but they should be a tool of learning the practical aspects of the corporate.
- 'Industry mentorship' should be a key part of MBA program whereby the industry personnel can be mentor for the students to teach the practicalities of the corporate world.
- Employers, business professionals, corporate and HR professionals have an important role to play. They should ensure that the management education and training is at par with the needs of corporate.
- There could be short term certification courses in full-time MBA programmes from the industry.

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ANNEXURE

a) Course Curriculum

Table 3 Industry-Course curriculum * Institute-Course curriculum Crosstabulation

Count

		Institute-Course curriculum				Total
		Slightly important	Important	Very Importan	Critical	
Industry-Course curriculum	Slightly important	1	0	0	0	1
	Important	0	3	9	4	16
	Very Important	1	7	23	33	64
	Critical	0	4	10	5	19
Total		2	14	42	42	100

Symmetric Measures

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	.016	.094	.174	.862
N of Valid Cases		100			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

b) Existence of Internship Programme

Table 4 Industry-Existence of Internship Program * Institute-Existence of Internship Program Crosstabulation

Count

		Institute-Existence of Internship Program				Total
		Slightly important	Important	Very Importar	Critical	
Industry-Existence of Internship Program	Slightly important	0	1	1	2	4
	Important	0	9	10	8	27
	Very Important	2	7	23	21	53
	Critical	0	5	8	3	16
Total		2	22	42	34	100

Symmetric Measures

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	-.013	.090	-.142	.887
N of Valid Cases		100			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c) Global Exposure

Table 5 Industry-Global exposure * Institute-Global exposure Crosstabulation

Count

		Institute-Global exposure					
		Unimportai	Slightly important	Importan	Very Importa	Critical	Total
Industry-Global exposure	Unimportant	0	1	0	0	0	1
	Slightly important	1	0	4	3	4	12
	Important	0	1	8	16	4	29
	Very Important	1	3	18	21	5	48
	Critical	0	1	2	4	3	10
Total		2	6	32	44	16	100

Symmetric Measures

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	-.026	.099	-.267	.789
N of Valid Cases		100			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

d) Institute-Industry Interface

Table 6 Industry-Industry Interface * Institute-Industry Interface Crosstabulation

Count

		Institute-Industry Interface				Total
		Slightly important	Important	Very Importan	Critical	
Industry-Industry Interface	Slightly important	0	0	1	0	1
	Important	1	3	5	5	14
	Very Important	2	8	27	19	56
	Critical	1	5	11	12	29
Total		4	16	44	36	100

Symmetric Measures

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	.056	.094	.595	.552
N of Valid Cases		100			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

e) Physical/Social Infrastructure

Table 7 Industry-Physical/Social Infrastructure* Institute-Physical/Social Infrastructure Crosstabulation

Industry-Physical/Social Infrastructure * Institute-Physical/Social Infrastructure Crosstabulation

Count

		Institute-Physical/Social Infrastructure				Total
		Slightly important	Important	Very Important	Critical	
Industry-Physical/Social Infrastructure	Slightly important	0	4	3	1	8
	Important	1	12	17	10	40
	Very Important	0	8	20	2	30
	Critical	1	8	10	3	22
Total		2	32	50	16	100

Symmetric Measures

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	-.048	.094	-.516	.606
N of Valid Cases		100			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

f) School Ranking in Business Publications

Table 8 Industry-School ranking in Business publications * Institute-School ranking in Business publications Crosstabulation

Count

		Institute-School ranking in Business publications					Total
		Unimportant	Slightly important	Important	Very Important	Critical	
Industry-School ranking in Business publications	Unimportant	0	0	1	1	0	2
	Slightly important	0	1	3	5	0	9
	Important	0	4	13	15	4	36
	Very Important	2	4	15	18	4	43
	Critical	0	1	6	3	0	10
Total		2	10	38	42	8	100

Symmetric Measures

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	-.072	.079	-.909	.363
N of Valid Cases		100			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

g) Research and Publications

Table 9 Industry-Research and Publications * Institute-Research and Publications Crosstabulation

Count

		Institute-Research and Publications			Total
		Important	Very Important	Critical	
Industry-Research and Publications	Slightly important	0	4	4	8
	Important	5	24	2	31
	Very Important	7	23	19	49
	Critical	4	7	1	12
Total		16	58	26	100

Symmetric Measures

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	-.031	.090	-.345	.730
N of Valid Cases		100			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

h) Intellectual Capital

Table 10 Industry-Intellectual Capital * Institute-Intellectual Capital Cross tabulation

Count

		Institute-Intellectual Capital				Total
		Slightly Important	Important	Very Important	Critical	
Industry-Intellectual Capital	Slightly important	0	1	2	0	3
	Important	1	3	9	7	20
	Very Important	1	10	19	18	48
	Critical	0	10	8	11	29
Total		2	24	38	36	100

Symmetric Measures

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	-.005	.089	-.058	.954
N of Valid Cases		100			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

i) Placement Statistics

Table 11 Industry-Placement Statistics * Institute-Placement Statistics Cross tabulation

Count

		Institute-Placement Statistics				
		Slightly Important	Important	Very Important	Critical	Total
Industry-Placement Statistics	Important	0	3	7	5	15
	Very Important	3	15	29	12	59
	Critical	1	8	10	7	26
Total		4	26	46	24	100

Symmetric Measures

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	-.064	.092	-.692	.489
N of Valid Cases		100			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

j) Selection and Admission Process

Table 12 Industry-Selection & Admission process of B-school * Institute-Selection & Admission process of B-school Cross tabulation

Count

		Institute-Selection & Admission process of B-school				
		Slightly important	Important	Very Important	Critical	Total
Industry-Selection & Admission process of B-school	Slightly important	0	2	2	2	6
	Important	1	5	21	11	38
	Very Important	1	4	16	11	32
	Critical	2	5	11	6	24
Total		4	16	50	30	100

Symmetric Measures

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	-.050	.092	-.545	.586
N of Valid Cases		100			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

k) Accreditation/Affiliation of B-School

Table 13 Industry-Accreditation/Affiliation of B-School * Institute-Accreditation/Affiliation of B-School Crosstabulation

Count

		Institute-Accrediation/Affiliation of B-School					
		Unimporta	Slightly importan	Importan	Very Importa	Critical	Total
Industry-Accrediation/ Affiliation of B-School	Important	0	1	0	5	1	7
	Very Important	2	2	12	37	11	64
	Critical	2	3	10	10	4	29
Total		4	6	22	52	16	100

Symmetric Measures

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	-.194	.093	-2.073	.038
N of Valid Cases		100			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

l) Social Image

Table 14 Industry-Social Image * Institute-Social Image Crosstabulation

Count

		Institute-Social Image				Total
		Slightly important	Important	Very Important	Critical	
Industry-Social Image	Important	0	6	7	1	14
	Very Important	0	12	37	9	58
	Critical	2	6	14	6	28
Total		2	24	58	16	100

Symmetric Measures

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	.078	.100	.776	.438
N of Valid Cases		100			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

CONSUMER BEHAVIOR AND MARKETING ACTIVITIES IN RELIANCE TRENDS

Dr. Yogesh Mahajan

Abstract

This research paper is mainly done on the study of consumer behaviour and marketing activities at Reliance Trends, Esplanade (LIC).To help Reliance Trends decide upon the steps to be taken care for customer behaviour and their expectations and also their brand positioning. So that there is sustainable growth in the future.

The promotion and publicity activity is very poor in this store which needs to be improved and also increased. Customers should be given prime importance. The price of the merchandise should be made reasonable. Visual merchandising should be improvised for betterment. The customers entering into the stores are happy within the offers available into his store that the offers are good value for their money. But from my observation I can conclude that reliance is not converting the people who entered the store into final customers.

The author concluded that the store Reliance Trends LIC is a newly opened store therefore it is not known to many people yet.

INTRODUCTION

Reliance retail limited (RRL) is a subsidiary of Reliance Industries limited, which is based in Mumbai. RRL was set up in 2006and marks the foray of the reliance group into organised retail. RRL has been conceptualized to include growth for farmers, vendor, partners, small shop keepers and consumer. It is based on reliance backward integration strategy, to build a value chain starting from farmers to consumers.

Research Objectives

- To measure the satisfaction level of customer with regard of reliance trends.
- To gain a good idea about the retail operation.

- To study different types of promotional activities done by reliance trends for driving more customers.
- To find out the direct link between the retail operation and customer.

Research Methodology

Research design

For this project descriptive method is used and also used Statistical analysis method like Mean, Graphs etc

Sources of data:

- Primary Data
- Secondary data

Sample Size:

- **Sample size is 100**

Data Collection Method:

- The secondary data was collected through a questionnaire designed for this work

Literature Review

- The meaning of **customer satisfaction** has been commonly disputed as companies progressively attempt to review it. Customer satisfaction can be experienced in a wide range of circumstances and linked with both products and solutions. It is a highly individual evaluation that is significantly affected by **customer expectations**.

- **Satisfaction** also is based on the client's encounter of both get in touch with the company (the "moment of truth" as it is called in **business literature**) and individual results. Some scientists determine a pleased client within the private industry as "one who gets significant added value" to his/her bottom line—a meaning that may apply just as well to public services. Customer fulfillment varies with regards to the situation and the **products or solutions**.

- **Brand positioning refers to "target consumer's" reason to buy your brand in preference to others**. It is ensures that all brand activity has a common aim; is guided, directed and delivered by the brand's benefits/reasons to buy; and it focusses at all points of contact with the consumer.
- In order to create a distinctive place in the market, a niche market has to be carefully chosen and a differential advantage must be created in their mind. Brand positioning is a medium through which an organization can portray its customers what it wants to achieve for them and what it wants to mean to them. Brand positioning forms customer's views and opinions.
- Brand Positioning can be defined as an activity of creating a brand offer in such a manner that it occupies a distinctive place and value in the target customer's mind. For instance- Kotak Mahindra positions itself in the customer's mind as one entity- "Kotak "- which can provide customized and one-stop solution for all their financial service's needs. It has an unaided top of mind recall. It intends to stay with the proposition of "Think Investments, Think Kotak". The positioning you choose for your brand will be influenced by the competitive stance you want to adopt.
- Brand Positioning involves identifying and determining points of similarity and difference to ascertain the right brand identity and to create a proper brand image. Brand Positioning is the key of marketing strategy. A strong brand positioning directs marketing strategy by explaining the brand details, the uniqueness of brand and it's similarity with the competitive brands, as well as the reasons for buying and using that specific brand. Positioning is the base for developing and increasing the required knowledge and perceptions of the customers. It is the single feature that sets your service apart from your competitors. For instance- Kingfisher stands for youth and excitement. It represents brand in full flight.

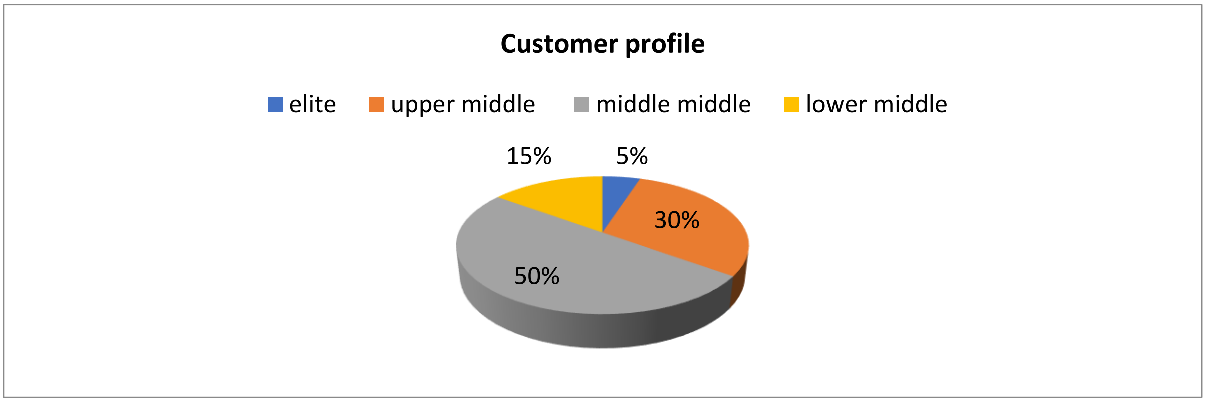
Research Limitation:

- The study is only for the Reliance Trends confined to a particular location and a very small sample of respondents. Hence the findings cannot be treated as representative of the entre Retail Industry.
- In this study I have included 100 customers because of time.

Data Analysis and Interpretation-

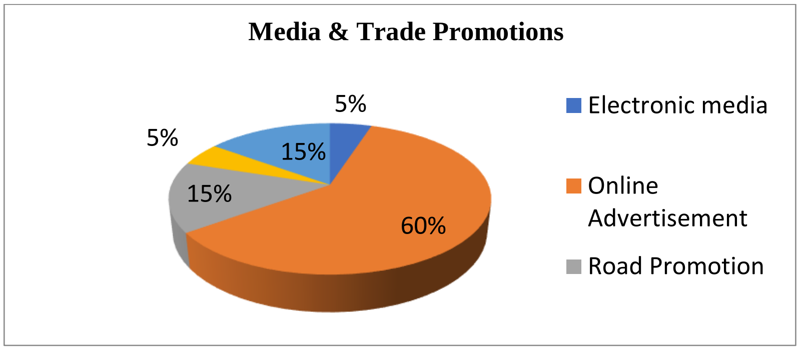
Customer Profile

TOTAL PEOPLE	In %
Elite customer	5%
Upper Middle customer	30%
Middle customer	50%
Lower Middle customer	15%



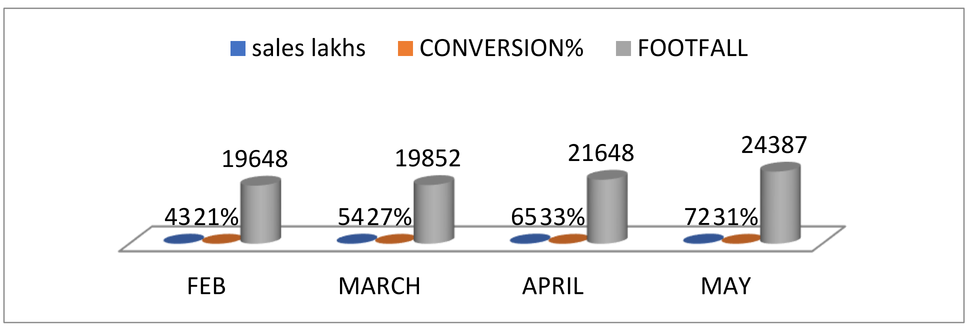
Media and trade promotions

TOTAL PROMOTION	In 100 %
Electronic media	5%
Online Advertisement	60%
Road Promotion	15%
Print Media	5%
Word of Mouth Publicity	15%



CATCHMENT ANALYSIS

MONTH	SALES LAKHS	CONVERSIONS%	FOOTFALL
FEB	43	21	19648
MARCH	54	27	19852
APRIL	65	33	21648
MAY	72	31	24387

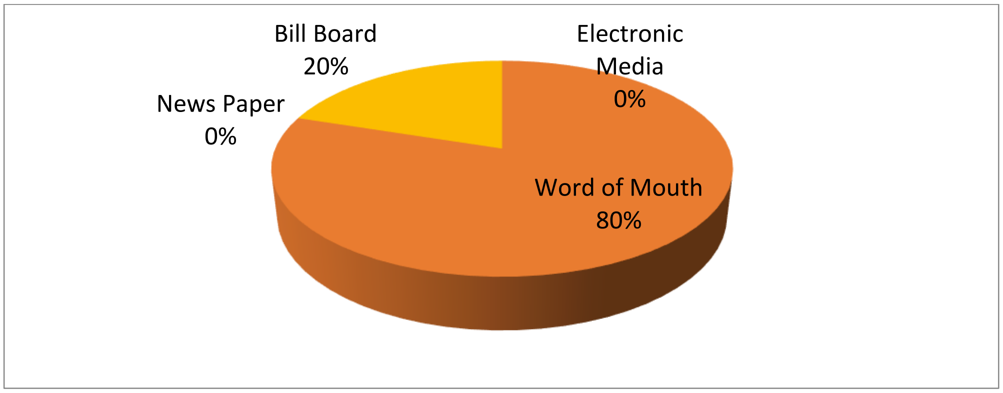


(LIC STORE)

The survey has been conducted over 100 respondents and following data is collected and analysed.

From where did you know about Reliance Trends?

PUBLICITY	TOTAL % In 100
Electronic media	0%
Word of Mouth	80%
News Paper	0%
Bill Board	20%

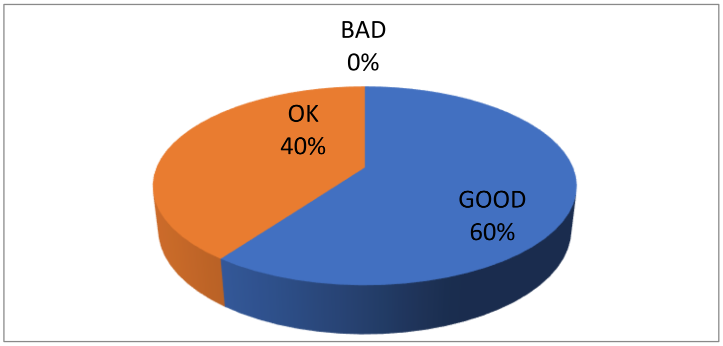


INTERPRETATION –

Since reliance trends (LIC) is a newly opened store the promotion and publicity activity could not reach to a huge number of people. Therefore, many people are still unknown of this newly opened outlet. The only way of publicity is done through word of mouth (80%) and also through bill board (20%)

How would you rate the following in our store and ambience?

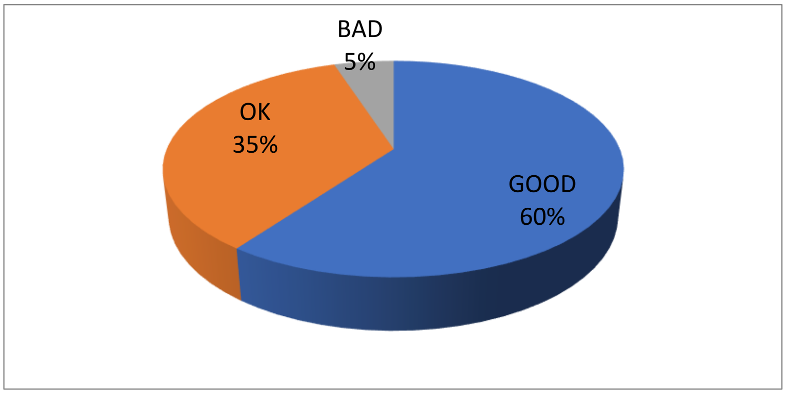
Ambience	Total % in 100
Good	60%
Ok	40%
Bad	0%



Interpretation-: The ambience of the store is liked by 60% people good and 40% people ok.

How did you find the following qualities of our store staff?

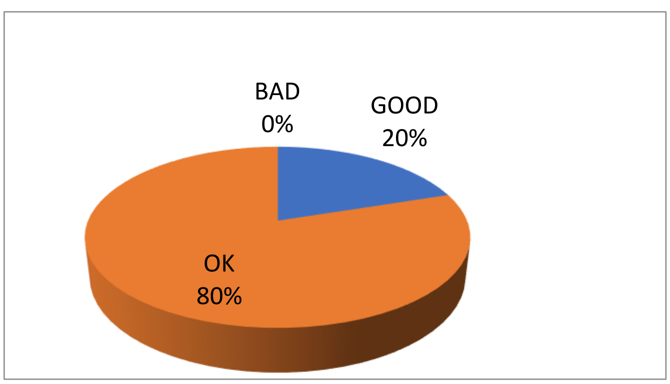
Store Staff	TOTAL In % 100
Good	60%
Ok	35%
Bad	5%



Interpretation – The quality of the store staff was voted GOOD by 60% people, OK by 35% and BAD by 5%.

How would you rate the following in our products?

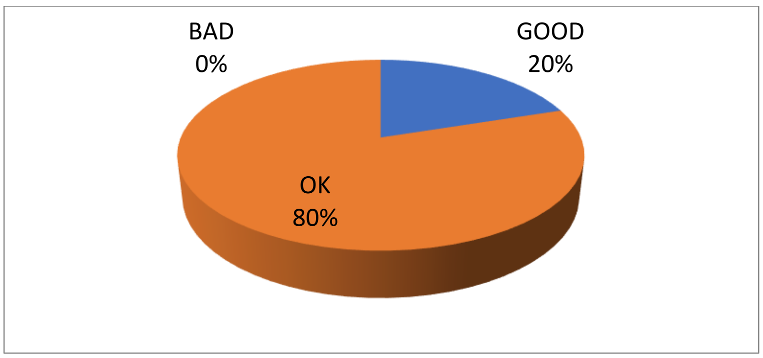
PRODUCTS	TOTAL In% 100
Good	20%
Ok	80%
Bad	0%



Interpretation-: The products of the store it's liked by 80% good and 20% ok.

Around the Store?

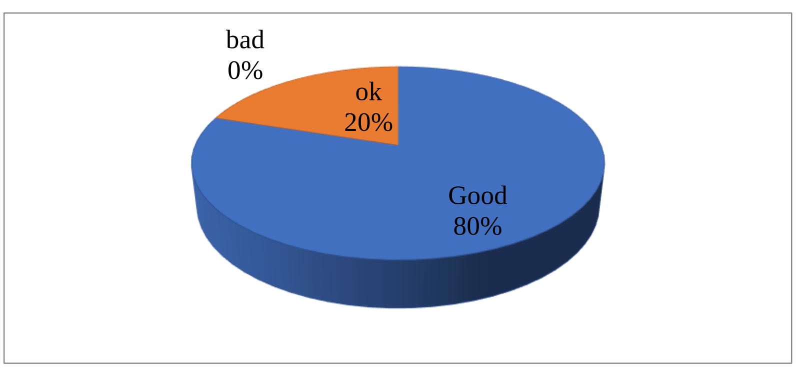
Around the STORE	TOTAL In % 100
Good	20%
Ok	80%
Bad	0%



Interpretation –: The around of the store it's liked by 80% ok and 20% good.

How would you rateBilling process at LIC store?

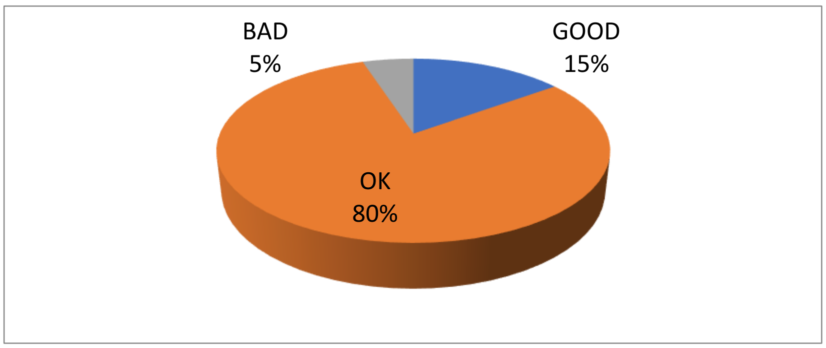
BILLING PROCESS	TOTAL In % 100
Good	80%
Ok	20%
Bad	0%



Interpretation-: The billing process of the reliance store is voted GOOD by 80% people, OK by 20%.

How was the overall Experience?

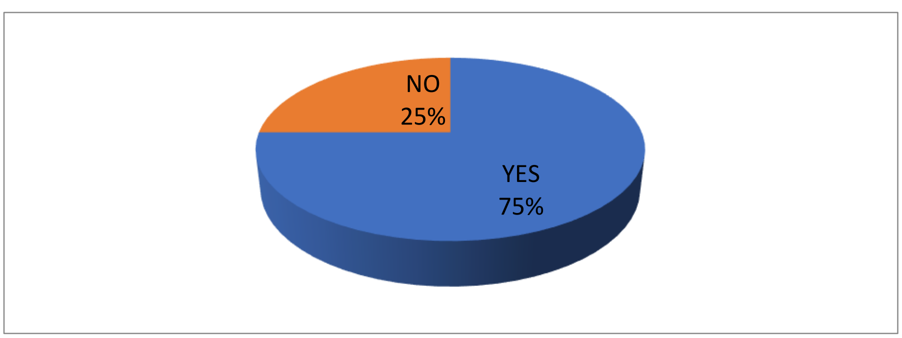
EXPERIENCE	TOTAL In % 100
Good	15%
Ok	80%
Bad	5%



Interpretation-: The overall experience of the customers was voted OK by 80% people, GOOD by 15% and BAD by 5%.

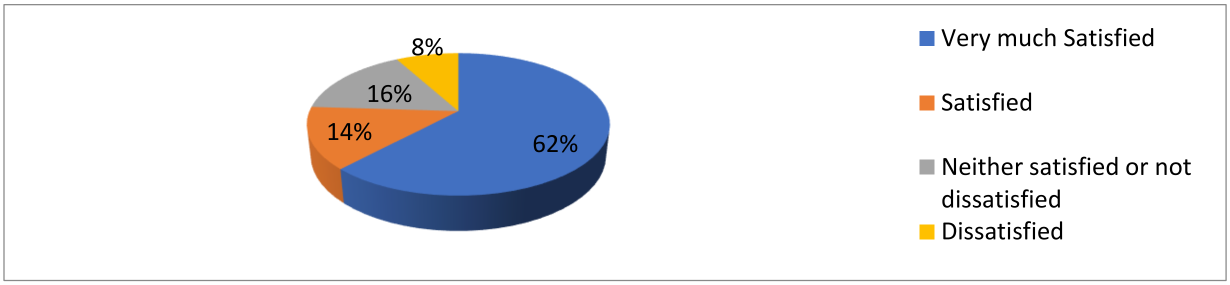
Have you visited before?

REPEATED CUSTOMER	TOTAL In% 100
Yes	75%
No	25%

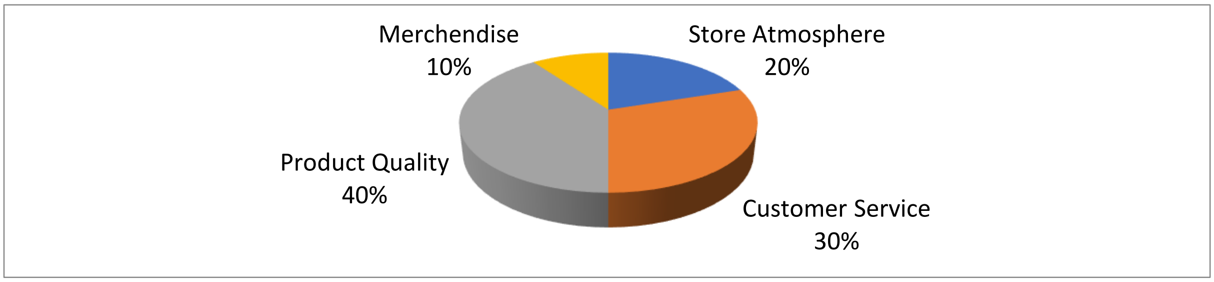


Interpretation-: The overall voting of the repeated customers were 75% YES and 25% NO.

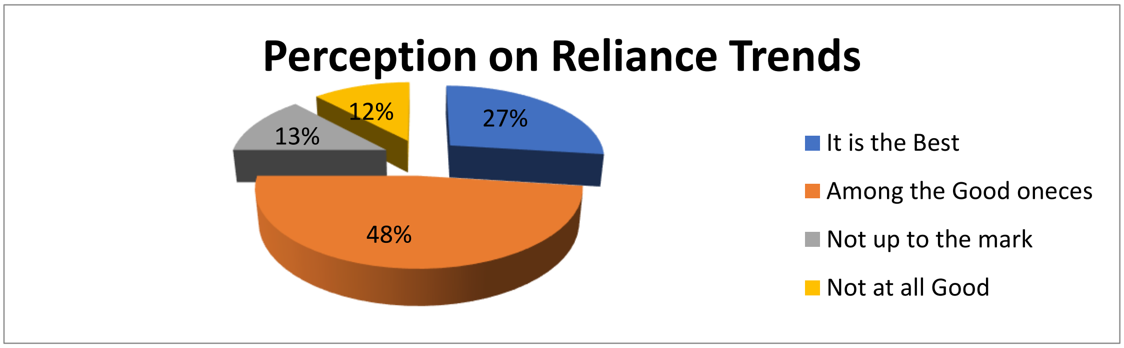
ANALYSIS



Analysis: From the pie chart it is clear that 62% people are very much satisfied with the service. Provided by Reliance Trends, 14% People are satisfied with the service, 16% people are nether satisfied or not dissatisfied and 8% people are dissatisfied



Analysis: From the pie chart it is clear that most of the people like the product quality in Reliance Trends, liked by 40%. Store atmosphere also liked by the 20% people.Customer service is liked by 30% people.The way Reliance Trends represent their merchandise is liked by 10% people.



Analysis: From the pie chart it is clear that 27% People said Reliance Trends is the best. 48%

people said Reliance Trends is among the good once.13% people said it is not up to the mark.12% People said not at all good.

Recommendations

- According to the customer survey done by me, I found out that, customer's wants some more different types of brands.
- Customer's also side that few products were priced much higher than there quality.
- Customer's wants some more options of "PARTY WARE" dresses. Product planning department should think about it.
- The number of "SILENT CUSTOMERS" is more. So, the sales staff's should get training on how to deal with them.
- Sales staff should also be trained on their speaking power and fluency with the customers. Training on spoken English is required.
- Lack of external brand.
- Less Promotional Activity.

CONCLUSION

- ✓ The promotion and publicity activity is very poor in this store which needs to be improved and also increased. Customers should be given prime importance.
  The price of the merchandise should be made reasonable. Visual merchandising should be improvised for betterment.
- ✓ The customers entering into the stores are happy within the offers available into his store that the offers are good value for their money. But from my observation I can conclude that reliance is not converting the people who entered the store into final customers.

LITERACY AND DEMOGRAPHIC CHARACTERS: A CRITICAL STUDY OF RESPONDENTS FROM THE STATE OF MAHARASHTRA, INDIA

By

Dr.Sanjeev S. Kulkarni[8]

Introduction

The term "environmental literacy" was used in its current context by Charles Roth in 1992 [1]. He went on to say that that citizens who were illiterate about the environment, could become environmentally literate, just as a person could become literate, in the sense of being able to read and write, through being educated. Environmental literacy is a difficult concept to define. While the concept of literacy generally revolves around knowledge, awareness and ability, EL has many more dimensions to it. Wolfe (2001)[2] defined Environmental literacy as "A basic understanding of the concepts and knowledge of the issues and information relevant to the health and sustainability of the environment". However, this definition appears to be incomplete as it emphasizes only on the information part and neglects the attitude and action part. Considering this, Disinger and Roth (2003)[3] gave a generally accepted definition of environmental literacy as "Environmental literacy (EL) is essentially the capacity to perceive and interpret the relative health of environmental systems and take appropriate action to maintain, restore or improve the health of those systems". These scholars also explained environmental literacy components as environmental sensitivity, knowledge, skills, attitudes and values, personal investment and responsibility, and active involvement. In 2003, they stated that environmental literacy should increase individual's sensitivity, knowledge, skills, attitudes and values towards the environment.

This definition encompasses three competencies of Environmental Literacy:

a) Ability to Perceive
b) Ability to Interpret
c) Ability to Act

[8] Faculty at Pune Institute of Business Management

Environmental literacy was defined as 'A person's ability and motivation to use critical thinking, problem solving, and decision-making skills to assess, make informed decisions about, and take responsible action toward resolving, an environmental issue (Marian Ahn Thorpe, 2004)[4]. Loubser, Swanepoel and Chacko (2001)[5], while measuring the EL of teachers claimed that "Environmental Literacy is the ability to be aware of one's environment. It enriches one with the knowledge to realize the imbalances and threats the environment faces and enables one to form positive attitudes towards it with the aim of developing skills to resolve and prevent environmental problems and urge to protect and improve the environment for the present and future generations by active participation." They concluded that Environmental Literacy is the capability for a contextual and detailed understanding of an environmental problem in order to enable analysis, synthesis, evaluation, and ultimately sound and informed decision making at a citizen's level. This means that "environmentally literate" people will have the knowledge, tools, and sensitivity to properly address an environmental problem in their professional capacity, and to routinely include the environment as one of the considerations in their work and daily living.

David Orr cites Garrett Hardin's definition of ecological literacy as "The ability to ask 'What then?'," and goes on to say that in addition to the ability to read and calculate (literacy and numeracy--both indoor activities of education); ecological literacy also implies an intimate knowledge of our landscapes, and an affinity for the living world. It is, too, a systemic view, "to see things in their wholeness" (Orr, David, 1992)[6].

Definition of Important Terms

Environmental Education: Environmental education is a process aimed at developing a world population that is aware of and concerned about the total environment and its associated problems, and which has the knowledge, attitudes, motivations, commitments, and skills to work individually and collectively toward solutions of current problems and the prevention of new ones. (UNESCO, 1977)[7]

Environmental Knowledge: Environmental knowledge includes all the cognitive understandings of the environment and its associated problems (Roth, 1992).

Environmental Attitudes: Attitude refers to set of values and feelings of concern for the environment and motivation for actively participating in environment improvement and protection (UNESCO, 1978)[8].

Environmental Sensitivity: Environmental sensitivity refers to a set of affective attributes which result in an individual viewing the environmental from an empathic perspective (Petersen, 1982).

Environmental Concern: Environmental concern refers to a sympathetic perspective toward the environment (Hungerford and Volk, 1990)[9].

North American Association for Environmental Education (NAAEE) [10] defined the commonly used terms for the assessment of environmental literacy as follows:

Competencies: Competencies are clusters of skills and abilities that may be called upon and expressed for a specific purpose. Measurement of competencies is the primary objective in large-scale assessments. They include the capacity to: Identify environmental issues, Ask relevant questions, Analyze environmental issues, Investigate environmental issues, Evaluate and make personal judgments about environmental issues, Use evidence and knowledge to defend positions and resolve issues, and Create and evaluate plans to resolve environmental issues.

The expression of a competency is influenced by and influences prior knowledge and dispositions.

Knowledge: Environmental literacy entails knowledge of physical and ecological systems; social, cultural and political systems; environmental issues; multiple solutions to environmental issues; and citizen participation and action strategies.

Dispositions: Dispositions are important determinants of behaviours related to the environment, both positive and negative. Learners' dispositions toward the environment are thought to influence their willingness to recognize and choose among value perspectives, as well as their motivation to participate in public deliberations about environmental issues. They include: sensitivity; attitudes, concern, and worldview; personal responsibility; self-efficacy/locus of control; and motivation and intentions.

Environmentally responsible behaviour: Competencies, knowledge, and dispositions enable and are expressed as behaviours, and environmentally responsible behaviour is the ultimate expression of environmental literacy. It describes the point at which competencies, knowledge, and dispositions are brought to bear within a particular context. Treating behaviour as a component of large scale environmental literacy assessments, however, is controversial, in part because it is more difficult to assess than the other components. Measures of behaviour tend, for obvious reasons, to rely heavily on self reports, which many researchers view as less reliable than other sorts of measures.

There are several ways of conceptualizing environmentally responsible behaviour, and measurement problems are associated with each. Two conceptualizations have been demonstrated to be useful in large-scale assessments and surveys: One includes five categories of citizen action: eco-management, persuasion, consumer/economic action, political action, and legal action. Another identifies four categories: environmental activism, non-activist behaviours in the public sphere, private sphere environmentalism, and other environmentally significant behaviour.

A third, newer conceptualization of behaviour, described as "***Action Competence***," focuses on: critical, integrative thinking as it relates to contextual decisions made as part of citizen participation; the development of personal competence and agency; and collective competence and capacity. A number of publications attest to the interest and attention this work is receiving among environmental education and natural resource researchers, and ways of using it in large scale assessments may be developed in the future.

Context: Environmental issues do not operate in a vacuum, but in a variety of physical, personal, social, and political contexts. In different contexts, people may have different disagreements about and solutions for similar issues. Environmental literacy is also not stagnant over time, but should be thought of as dynamic, changing as personal beliefs, experience, behavioural sophistication, social influences, and environmental issues develop and evolve.

Measuring Environmental Literacy

United Nations Educational, Scientific, and Cultural Organization (UNESCO) has done considerable work in the understanding and measurement of Environmental Literacy. The United Nations Conference on the Human Environment met at Stockholm from 5 to 16 June 1972. The imperative goal of this conference was to defend and improve human environment for present and future generations, which would demand the acceptance of responsibility by individuals, local and national governments. After Stockholm Conference, the Belgrade Charter was written in Belgrade, Yugoslavia by UNESCO in 1975. Belgrade Charter stated new development approaches, which were explained in the Stockholm Conference and could improve the world's conditions but all of them were short-term solutions, unless the youth of the world received a new kind of education. Environmental education goals of the Belgrade Charter (1975)[11] were:

To develop a world population that is aware of, and concerned about, the environment and its associated problems, and which has the knowledge, skills, attitudes, motivations and commitment to work individually and collectively toward solutions of current problems and the prevention of new ones.

The environmental education objectives of the Belgrade Charter (1975) were stated as:

1. **Awareness**: to help individuals and social groups acquire an awareness of and sensitivity to the total environment and its allied problems.

2. **Knowledge**: to help individuals and social groups acquire basic understanding of the total environment, its associated problems and humanity's critically responsible presence and role in it.

3. **Attitude**: to help individuals and social groups acquire social values, strong feelings of concern for the environment and the motivation for actively participating in its protection and improvement.

4. **Skills**: to help individuals and social groups acquire the skills for solving environmental problems.

5. **Evaluation ability**: to help individuals and social groups evaluate environmental measures and education programmes in terms of ecological, political, economic, social, esthetic and educational factors.

6. P**articipation**: to help individuals and social groups develop a sense of responsibility and urgency regarding environmental problems to ensure appropriate action to solve those problems.

Two years after the Belgrade Charter, UNESCO and the United Nations Environment Programme held the Intergovernmental Conference on Environmental Education in Tbilisi, Republic of Georgia. The goals, objectives and principles of environmental education which were declared in this conference are still used by many environmental educators. The goals and objectives of environmental education of the Tbilisi Declarations (1977) were:

Awareness: to help social groups and individuals acquire an awareness and sensitivity to the total environment and its allied problems.

Knowledge: to help social groups and individuals gain a variety of experiences in and acquire a basic understanding of the environment and its associated problems.

Attitudes: to help social groups and individuals acquire a set of values and feelings of concern for the environment and motivation for actively participating in environmental improvement and protection.

Skills: to help social groups and individuals acquire the skills for identifying and solving environmental problems.

Action: to help provide social groups and individuals with an opportunity to be actively involved at all levels in working toward resolution of environmental problems.

These five items were known as **"AKASA model",** which is still being used by many educators today.

Subsequently, many researchers and many organizations have designed different frameworks for measuring Environmental Literacy. These frameworks are summarized in the following table:

Frameworks for measuring Environmental Literacy

Sr. No	Name of the scholar(s) / Organization	Year	Parameters used for determining EL
1	Tuğce Varisli[12]	2009	Knowledge, Attitude, Sensitivity and Concern
2	Lára Jóhannsdóttir[13]	2009	Definition of terms, Participation in seminars offering sustainable or environmental themes, Knowledge of fifteen environmentally related terms, Demographics
3	Loubser, Swanepoel and Chacko	2001	Disposition, Awareness, Knowledge, Attitude and Participation
4	Ruth Lewis [14]	2008	Environmental Awareness, Personal Conduct Knowledge and True Environmental Literacy
5	NEETF[15]	2005	Environmental Awareness, Personal Conduct Knowledge and True Environmental Literacy.
6	NAAEE	2005	Competencies, Knowledge, Dispositions and Environmentally Responsible Behaviour
7	The Belgrade Charter by the United Nations Educational, Scientific, and Cultural Organization (UNESCO)	1975	Awareness, Knowledge, Attitude, Skills, Evaluation ability and Participation
8	UNESCO and The United Nation's Environmental Programme	1977	Awareness, Knowledge, Attitude, Skills Action
9	Tuncer, G., Tekkaya, C., & Sungur, S.[16]	2006	Environmental Knowledge, Environmental Attitudes, Environmental uses and Environmental Concerns.
10	Marian Ahn Thorpe	2004	Knowledge, Critical Thinking Skills and Action
11	Elit Kutucu, Betul Ekiz and Huseyin Akkus [17]		Environmental Knowledge, Environmental Attitude, Environmental Use and Environmental Concern
12	Lay, Yoon-Fah; Khoo, Chwee-Hoon; Treagust, David F.; Chandrasegaran, A. L.[18]	2010	Ecological Knowledge, Clear Positions on Environmental Issues, Cognitive Skills to Analyze Environmental Problems and Behaviour Patterns
13	Bogon and Kromrey [19]	1996	Knowing Ecology, Being attitudinally predisposed towards the environment, Valuing responsible environmental behaviour, Participating in responsible environmental behaviour and Knowing politically action strategies

Based on the above studies, the scholar developed a model for the measurement of EL of consumers influenced by CrMkEI. For the sake of convenience, this model was called the **'BASKAP'** model. This model has the following dimensions:

a) Behaviour

b) Attitude

c) Sensitivity

d) Knowledge

e) Awareness

f) Participation

Environmental Literacy: Some findings

Study of EL all across the world has revealed some interesting observations. Tuğce Varisli (2009) found that students have positive attitude and high degrees of concern and sensitivity toward environment; however they have low to moderate levels of environmental knowledge. She also found that; a) there is significant effect of gender on students' environmental literacy regarding to concern, in favour of girls, b) there is a significant effect of parents' educational level on students' environmental literacy; c) there is a significant effect of mothers' work status on students' environmental literacy and d) there is not a significant effect of source of information about environment on students' environmental literacy.

Lára Jóhannsdóttir (June 2009) conducted a study of Environmental Literacy of Masters in Business Administration students at the University of Iceland. The goal of the research was to investigate environmental literacy of MBA and Masters Students registered in the programs of Human Resource Management, Marketing and international businesses, and Management and strategy within the Faculty of Business Administration at the University of Iceland. The main result of the research was that the Environmental Literacy of Business Administration students were limited. The majority of the students (85-90%) claim that they have not acquired such training. What came as a surprise was that 2.6-6% of the students did not know whether or not they had received environmental or sustainability education.

Loubser, Swanepoel and Chacko (2001) studied the EL of teachers in South Africa. One of the interesting finding of this study was teachers involved in the teaching of the Natural sciences appear, more 'environmentally knowledgeable' than teachers involved in some of the other learning areas, but do not have a significantly more positive attitude towards or intention to participate in environmental actions. On the other hand, those teachers who received training in environmental education do demonstrate a significantly higher level of awareness, attitude and participation intention than those teachers who did not receive such training.

A study carried out by The National Environmental Education and Training Foundation (USA) in 2005 discovered some very interesting findings. Some of them were:

1. Most Americans believe that they know more about the environment than they actually do.

2. Just 12% Americans could pass a basic quiz on awareness of energy topics

3. About 80% Americans are heavily influenced by incorrect or outdated environmental myths

4. What passes for Environmental Education in America is usually Environmental Information.

5. The public correctly answered an average of just 4.1of the 10 Energy questions; lower than they scored on General Knowledge questions.

6. The main difference between men and women from an educational perspective may be their knowledge of, and involvement in, science and technology.

7. Public tendencies to oversimplify complex issues can lead to incorrect, sometimes humorous misconceptions.

8. 120 Million Americans think that spray cans still have CFCs in them even though CFCs were banned in 1978.

9. The main cause of wildlife entanglement by far is abandoned fishing line. This fact is known by only 10% of the Americans.

10. Only 27% Americans know that most of the electricity produced in America is by burning Coal and other flammable material.

11. Formal education has a direct consistent positive effect on Environmental Literacy.

12. Evidence abounds that people respond positively on the environment when they know what to do.

Objective of the study:

The objective of this study was to measure the environmental literacy of the respondents and study the effect of their demographic characters on the same.

Hypothesis:

Demographic characters of the respondents have a statistically significant effect on the Environmental Literacy of the respondents

Research Methodology:

Number and Nature of questions used for the assessment of EL in the Main Study

Sr.No.	Parameter	No. of Questions	Nature of the question
1	Knowledge	11	Multiple Choice with options related to the environmental issues
2	Awareness	15	Multiple Choice with options related to the environmental issues
3	Sensitivity	11	Multiple Choice with options 'Strongly Agree, Agree, Neutral (Can't Say), Disagree and Strongly Disagree'
4	Behaviour	10	Same as above
5	Attitude	11	Same as above
6	Participation	11	Same as above
	Total	69	

The environmental literacy was calculated as follows:

1) The questions were separated according to Awareness (15 questions), Knowledge (11 questions), Attitude (11 questions), Participation (11 questions), Behaviour (10 questions), Sensitivity (11 questions) as shown above.

2) The responses were given scores as: Incorrect: 0 & Correct: 1 for parameters Awareness & Knowledge.
3) The responses were given scores as: strongly agree: 0.6, Agree: 0.4, Can't say: 0, Disagree: -0.4 & strongly disagree: -0.6 for parameters Attitude, Participation, Behaviour and Sensitivity.
4) The averages of responses are taken for each person over each section Awareness, Knowledge, Attitude, Participation, Behaviour and Sensitivity.
5) The environmental literacy was calculated by using weighted average of the above averages. The weights are as 10% for each section Awareness, Knowledge, Attitude, Sensitivity & 30% for each section Participation & Behaviour.
6) The mean value for environmental literacy was 0.26 with a standard deviation of 0.1614.
7) The outlier (environmentally illiterate person) was decided as the person who is falling below (mean – 2*standard deviation) i.e. - 0.0628 i.e. 0.
8) In the studied samples, 11 out of 183 respondents were found to be environmentally illiterate according to the research framework designed by the researcher.

Findings and Conclusion:

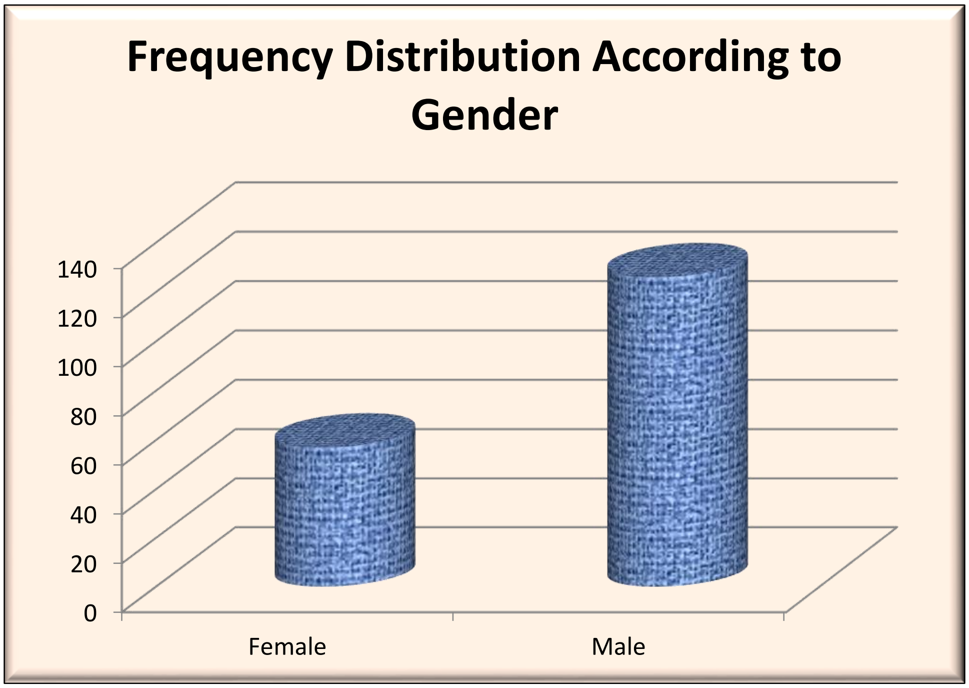
Frequency Distribution of the Samples

a) Gender

The frequency distribution of respondents according to gender along with its bar graph is as follows.

Table 4.5: Main Study -Frequency distribution of the respondents according to Gender

Gender	Frequency
Female	57
Male	126
Total	183



Summary:

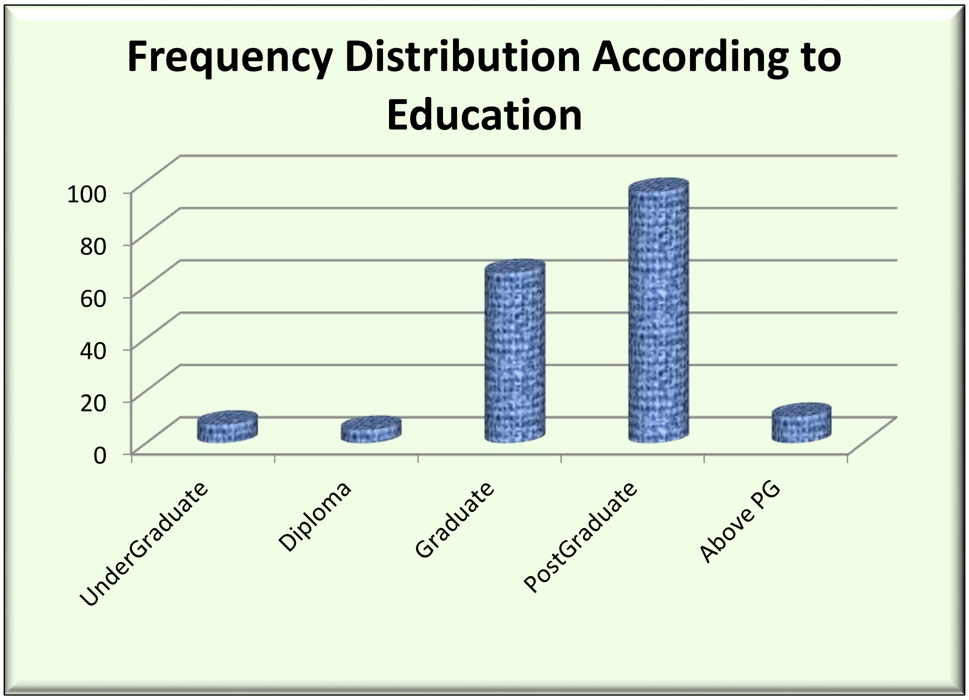
There are 31.15% Female respondents & 68.85% Male respondents involved in the Main Study.

b) Education

The frequency distribution of respondents according to education along with its bar graph is as follows.

Table 4.6: Frequency distribution of the respondents according to Education

Education	Frequency
Under Graduate	7
Diploma	5
Graduate	65
Post Graduate	96
Above PG	10
Total	183



Summary:

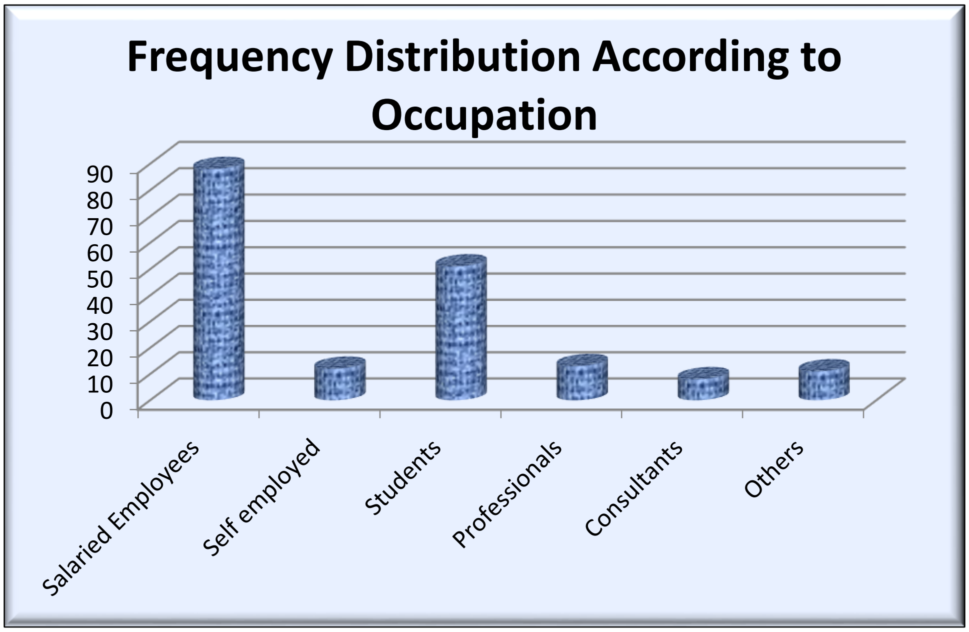
There are 3.83% 'Under Graduate' respondents, 2.73% 'Diploma' respondents, 35.52% 'Graduate' respondents, 52.46% 'Post Graduate' respondents, 5.46% 'Above Post Graduate' respondents involved in the study.

c) Occupation

The frequency distribution of respondents according to occupation along with its bar graph is as follows.

Table 4.7: Frequency distribution of respondents according to the Occupation

Occupation	Frequency
Salaried Employees	88
Self employed	12
Students	51
Professionals	13
Consultants	8
Others	11
Total	183



Summary:

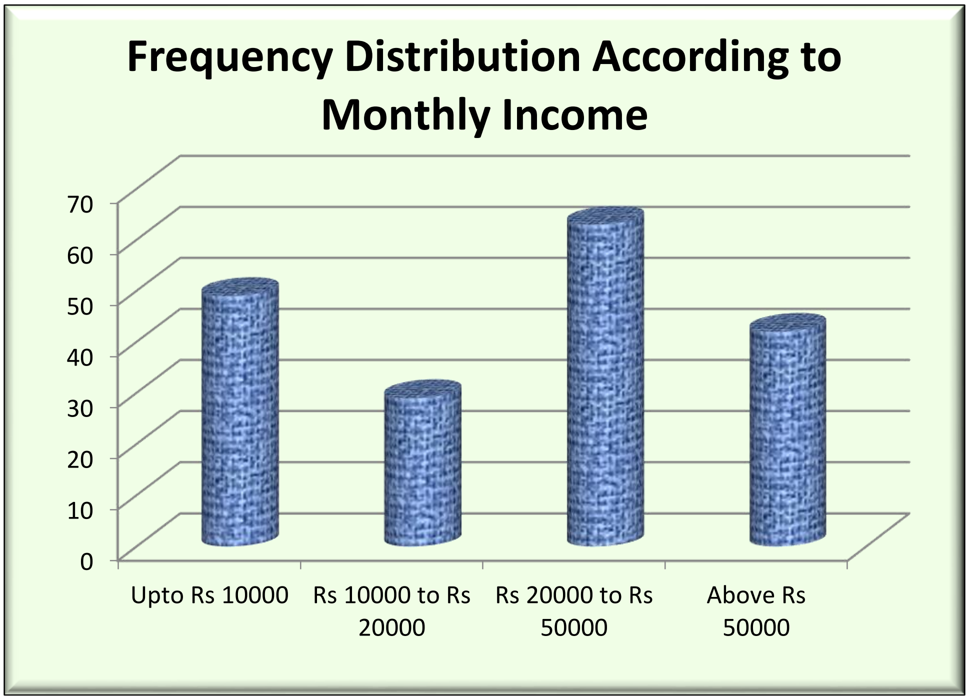
There are 48.09% 'Salaried Employees', 6.56% 'Self Employed', 27.87% 'Students', 7.10% 'Professionals', 4.37% 'Consultants' & 6.01% 'Others' involved in the study.

d) Monthly Income

The frequency distribution of respondents according to their monthly income along with its bar graph is as follows.

Table 4.8: Frequency distribution of respondents according to their Monthly Income

Monthly Income	Frequency
Upto Rs 10000	49
Rs 10000 to Rs 20000	29
Rs 20000 to Rs 50000	63
Above Rs 50000	42
Total	183



Summary:

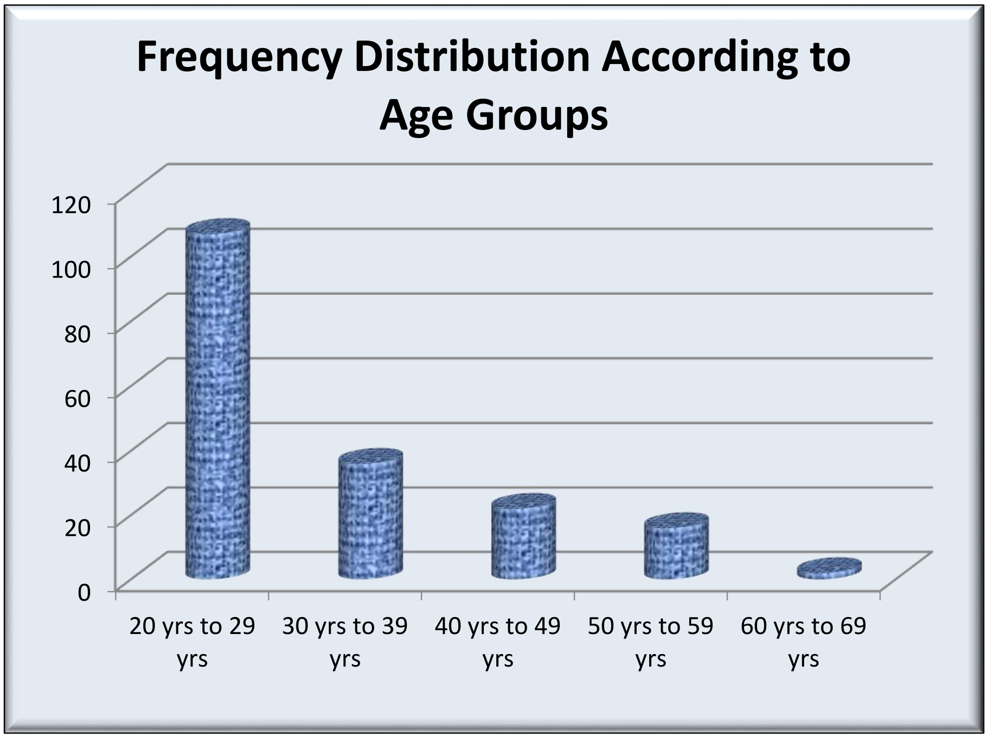
There are 26.78% respondents with monthly income 'Upto Rs 10000'; 15.85% respondents with monthly income 'Rs 10000 to Rs 20000'; 34.43% respondents with monthly income 'Rs 20000 to Rs 50000' & 22.95% respondents with monthly income 'Above Rs 50000'

e) Age

The frequency distribution of respondents according to their age groups along with its bar graph is as follows.

Table 4.9: Frequency distribution of the respondents according to their Age groups

Age Groups	Frequency
20 yrs to 29 yrs	107
30 yrs to 39 yrs	36
40 yrs to 49 yrs	22
50 yrs to 59 yrs	16
60 yrs to 69 yrs	2
Total	183



Summary:

There are 58.47% respondents from age group '20 yrs to 29 yrs'; 19.67% from age group '30 yrs to 39 yrs'; 12.02% from age group '40 yrs to 49 yrs'; 8.74% from age group '50 yrs to 59 yrs'; 1.09% from age group '60 yrs to 69 yrs'.

4.2.2 Assessing the Environmental Literacy of the Respondents

As stated above, this was done with the help of the BASKAP model which was modified over the BASKAPE model used during the Pilot Study. On the basis of the answers received, the environmental literacy was calculated using following steps:

1. The final questionnaire included 15 questions for the assessment of Awareness, 11 questions for the assessment of Knowledge, 11 questions for the assessment of Attitude, 11 questions for the assessment of Participation, 10 questions for the assessment of Behaviour and 11 questions for the assessment of Sensitivity.
2. The responses were weighted as; wrong: 0 & correct: 1 for parameters Awareness & Knowledge.
3. The responses were weighted as; strongly agree: 0.6, Agree: 0.4, Can't say: 0, Disagree: -

0.4 & strongly disagree: -0.6 for parameters Attitude, Participation, Behaviour, Sensitivity.

4. The averages of responses were taken for each person over each section Awareness, Knowledge, Attitude, Participation, Behaviour and Sensitivity.
5. The environmental literacy was calculated by using weighted average of the above averages. The weights are as 10% for each section of Awareness, Knowledge, Attitude, Sensitivity and 30% for each section of Participation & Behaviour.
6. **The mean value for environmental literacy was 0.26 & standard deviation was 0.1614. (The values obtained during the Pilot Study were 0.32 & 0.1106 respectively)**
7. The outlier (environmentally illiterate person) was decided as the person who was having an environmental literacy of less than -0.0628 (mean – 2*standard deviation).
8. In the available sample, there are **11 out of 183** respondents found to be environmentally illiterate according to the standards used for the current research. Thus, a significant proportion of the respondents exhibited environmental literacy within the normal range.

Sr. No	Variable 2	P value	Whether the association is statistically significant	Inference
1	Age	0.0153	Statistically significant	EL of the respondents increased with their age.
2	Education	0.001	Statistically significant	EL of the respondents increased with their educational level.
3	Income	0.012	Statistically significant	EL of the respondents increased with their income.
4	Gender	0.621	Statistically not significant	EL of the respondents is not dependent on their gender
5	Occupation	0.055	Statistically marginally significant	EL of the respondents has marginal association with the occupation of the respondents

Discussion:

Environmental Literacy is an important parameter to be considered especially for designing cause-based marketing programmes on the basis of environmental issues. The current study shows that the EL of the respondents is statistically associated with the age, income, education and occupation of the studied respondents. One major observation of the study was there was no statistically significant association between the gender of the respondents and their EL. These observations could be used for developing strategies for EL based marketing models, and probably also for designing the CSR initiatives to be undertaken by an organization.

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A STUDY ON THE PROSPECTS OF SKILL MATRIX ON THE TRAINING AND DEVELOPMENT WITHIN AN ORGANIZATION WITH SPECIAL REFERENCE TO THE MANUFACTURING SECTOR

Prashant Kumar Gupta

Abstract:

The manufacturing industry in India is growing at a rapid pace. Since the era of Industrial Revolution, all major countries of the world have gone through a robust transmission. They have gone through a rapid transformation from low to high income, diversifying and upgrading the production structure. A cost effective manufacturing base, India being relatively closer than other countries to key automotive markets like the Middle East and Europe. As the manufacturing sector is growing it is also creating a lot of job opportunities; also it has provided itself a large number of people which brings in the problem of people management within the organization. This paper has tried to identify the problem of developing people skill wise within the organization in order to reach the goal of organizational development.

Introduction:

With the unprecedented victory of Mr.Narendra Modi led BJP party in the 2014 Lok Sabha elections in India; the country had already set its foot on the path of growth and development. The Indian Government came up with several unconventional schemes like Make In India, Skill India, Soil Health Card, Deen Dayal Upadhyay Grameen Kaushalya Yojana, Pandit Deendayal Upahdyay Shramev Yojna, MGPSY, Digital India, MUDRA, EBasta Scheme, etc. These schemes have brought India on the path of unprecedented growth. The world today is talking about India as 'Sone Ki Chidiya' once again. Where most of the countries are facing difficulties the Global Economic Prospects of World Bank is projecting a growth rate of 7.9% as compared to 1.7% of Japan and 6.9% of China. The IMF too has projected India's growth rate to be 7.5% compared to 6.3% of China and 1.9% of Japan. It also replaced Japan to become the third largest economy in the world as per a report published by World Bank.

The rankings given to India have made it one of the global leaders in the manufacturing sector. The Government of India has made a target to increase the contribution of manufacturing output to 25 per cent of Gross Domestic Product (GDP) by 2025 from the current contribution of 16%. By 2025, India's manufacturing sector could reach US$ 1 trillion. There is potential for the sector to account for 25-30 per cent of the country's GDP and create up to 90 million domestic jobs by 2025. Various reports published by international organizations have brought the outlook business conditions India to positive. Nikkei India Manufacturing Purchasing Managers' Index (PMI) stood at 50.3, growing for a consecutive 25th month. The global competitiveness ranking given by World Economic Forum improved by 16 places to 55th. India has also kept a target to come into top 5 ranks in the ease of doing business given by the World Bank.

Government Initiatives

The Government of India has taken several initiatives to promote a healthy environment for the growth of manufacturing sector in the country. Some of the notable initiatives and developments are:

- 'Make in India week' in process in Mumbai to boost the initiative and expects the top corporates to participate in it. As good as 1,000 companies from 10 key sectors are to participate in it.
- The National Institution for Transforming India Aayog (NITI Aayog) plans to release various technological ideas which need to be incorporated by the Indian manufacturing economy, so that it can have an edge over neighboring countries like Bangladesh and Vietnam over the long term.
- Under the National Manufacturing Policy, Ms. Nirmala Sitharaman, Minister of State (Independent Charge) for Commerce and Industry, has launched the Technology Acquisition and Development Fund (TADF) (NMP) to facilitate acquisition of Cleaner, Greener and Energy Efficient Technologies, by Micro, Small & Medium Enterprises (MSMEs).

- Envoys in 160 countries are to focus on economic diplomacy to attract investment and make "Make in India" campaign a success and to help in the growth during the annual heads of missions conference .Prime Minister, Mr. Modi has focused on bringing inflows of foreign investments into the country which would help in the growth of the manufacturing sector

- Rs 5,000 crore (US$ 752.58 million) has been used for investment by Government of Uttar Pradesh (UP) for setting up mobile manufacturing units in the state.

- According to Labor Bureau Report 2014, skilled labor force in India is only about 2%. There is need of 120 million people in the non-farm sector for the period 2013-14. A department of skill development and entrepreneurship has been created under the Ministry of skill development, entrepreneurship. This is important so as to create new job in micro, small, and medium enterprises.

Ever changing demands of competition, globalization and technology have significantly increased the training demand to enhance the capabilities of the employees within the organization to acquire new skills, sharpen existing ones, perform better and increase productivity through intensive training.

Here are a few reasons:

New Hire Induction

Induction can be one of the many training methods which can be used for the new employees coming into the organization to speed up with process existing within the firm and can be used to address any skill gap.

Handling shortcomings

Shortcomings and skill gaps existing within the current employees working in the organization can be ironed out with the help of training. Focused training on various parameters can be conducted within the organization to uplift the goals of the organization.

Improvement in overall performance

Further improvement in one's performance can be done with the help of specific training. If shortcomings and weaknesses are addressed, training can help him or her to overcome the hurdles. Generally, product development training, QA training, PMP training is given. Every department can target specific development programs to promote one's functionalities.

Employee satisfaction in the organization

Industry specific training can be deployed in order to make trainings interesting and effective. If employees attend trainings for mere sake of attending it, the effects would not be useful. They would not be able to learn and take back some value-added learning. It will be futile if training is dull and tedious

Improved productivity

As the world is rapidly moving along with improved technologies, training to the employees of the organization on these areas would be necessary in order to keep them paced with the new inventions. Existing areas can be worked upon and the outdated ones can be discarded. This goes a long way in getting things done efficiently and in the most productive way.

Self motivated

Continuous training in an organization promotes the environment of continuous learning and developing skills. Training helps develop necessary skill sets in the employees. Lesser guidance is needed by the employees who are well trained and skilled. It also allows the top management to, with a skilled labor force, to concentrate on the important issues of the organization. Evaluating performance is important in order to identify the gap. Standard will vary from employer to employer. Setting of standards will identify how many employees fall above or below those standards. Those falling below the standards will be in the need of training.

There are a number of tools to measure competencies within an organization. Skill management can be one of the techniques to measure and develop the skills of the employees working in the organizations.

Skill matrix/training matrix is a document and is used to compare the required competencies for a certain position within an organization with the current skill level of the employee. Critical training needs of the people working in an organization can be identified and this would assist in gap analysis and act as a tool for managing people development. Succession planning can also be an important decision which can be identified for the organization.

Skill matrix is an integral part of Visual Management System (VMS) . It is composed of all the tasks and skills required for a particular area or team. It consists of the name of the employees in an organization and displays the current skill level of the employees. It is tool to aid resource planning. There can be different skill levels defined within an organization such as level1, level2, level3, level4. The various operations going on within an organization is mentioned within the skill matrix. Date of joining of an employee becomes an important information to decide about the skill of a particular employee.

The aim in forming the skill matrix should be objective of defining the levels, consistency and fairness to all the employees. Information on various parameters is to be collected like Standard operations, Standard Cycle time, Design specifications, Quality specifications.

Therefore, Skill matrix can be used for a number of reasons:

- To define the skills required in a specific area or team. To visually make it easier to spread information.
- To identify the current level of skill for a particular employee working in the organization.
- To find out the skill inventory existing within an organization.
- A day-to-day planning tool to use it specifically in an organization.

Conclusion:

- Skill matrix acts as a perfect tool in order to identify training needs for one of the most important asset in the organization, i.e. People.
- As the manufacturing sector is on the verge of rapid growth skill management would be the best alternative to handle our human resources.
- Skill matrix would also help to enhance the organizational development.

Furthermore, it can be said that as India is fast changing in every aspect. Therefore, to make it the kind of country as the new government has thought of, it needs more of skills which would uplift not only the standard of living of or country but also the existing mind set.

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