



INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION AND MANAGEMENT

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PEOPLE IN MARKETING OF MANAGEMENT INSTITUTE: A STUDY OF INDIAN CONTEXT

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ABSTRACT

The present paper discussed the innovative and essential issues of people in marketing of education institute in general and management institutes (B-Schools) in particular. The quality of students, staff and faculty members is collectively known as "people". The quality of faculty, staff and students plays a significant role in developing the premier image of management institutes. Appointing the faculty and grooming the faculty members attracts the students who are in search of knowledge. The talent management has two sides namely faculty as well as students. Talented students demands high quality standard of faculty members and also helps in attracting the corporate houses for final placement. The finding is based on large, representative samples of 150 B-Schools as a primary source and with the real life examples of different aspects of people (faculty, staff and students) of Indian B-Schools from various secondary sources. The finding reveals that majority of 'C' and 'B' grade institutions are still struggling to attract right faculty members as well as students. There exists a vast in terms of research exposure, corporate experience and consultancy between the faculty members of "A" grade institutes and "B", "C" grade institutes. This research study include mainly two types of management institute i.e. private and grant-in-aid (government) and focus on the ranking like A, B and C. The study does not include the various other categories of B-Schools like autonomous institute which are not approved by the AICTE, distance education, and various sub categories like A+, A, A-, B+, B, B-, C+, C, C- etc.

KEYWORDS

CAT, Faculty Development Programme, GMAT, MDP, IIM, IIT, IMT, Regular faculty, Visiting faculty, Adjunct faculty, Clinical faculty.

INTRODUCTION

People constitute an important dimension in the management of services in their role both as performance of services and as customers. People as performers of services are important because "A customer sees a company through its employees. The employees represent the first line of contact with the customer. They must, therefore, be well informed and provided the kind of service that wins customer approval. The firm must recognize that each employee is a salesman for the company's service". The importance of customers in service stems from the fact that most services imply active and involve customer-organization interface.

SERVICE PERSONNEL

Service personnel are important in all organizations but more so in an organization involved in providing service is an important influence on the customer's overall perception of the service and he can rarely distinguish between the actual service render and the human element involved in it. How often have had the experiences of holding on to a telephone receiver after dialing for assistance or trunk booking and receiving no response? What do you think has been the role distribution of the telephone operators towards giving our telephone system the image which it has today?

The case of telephone operators is still controllable because the telephone system presents a low contact organization. How or low contacts is defined on the basis of percentage of total time the customer has to spend in the system compared with the relative time it takes to service him. By this definition, restaurants, hospitals, educational institutions representing low contact organization. High or low contact is defined also on the basis of organizations. The other important distinctions of service personnel is between those that are visible to the customer and those that are not. In a restaurant, the waiters are visible while the cook in the kitchen is not. As a marketing manager you have to devote more time training the visible personnel, since they have greater responsibility in maintaining relations with the customer. The rice dish which is not cooked properly is the cook's fault but it is waiter who will have to bear the brunt of the customer's anger. The manner in which the waiter behaves with the customers will be an important determinant in the restaurant losing that customer will be an important determinant in the restaurant losing that customer forever or retaining him as a regular client.

As a marketing manager your primary concern is the visible service personnel and especially so if yours is a high contact organization. You have to be concerned with the ways in which you can improve the quality and performance of your service personnel. This can be done through:

1. Careful selection and training of personnel
2. Laying down the norms, rules and procedure to ensure consistent behaviour
3. Ensuring consistent appearance. and
4. Reducing the importance of personal contact by introducing automation, computerization whenever possible.

CUSTOMERS

Customers are important because they are a source of influencing other customer. In the case of doctor, lawyers, consultant's one satisfied customer will lead to chain reaction, bringing in his wake a number of other customers. Thus as a marketing manager, your first task should be to ensure complete satisfaction of the existing customer.

The kind of customer you have attracted has an important influence on prospective customers. The prospective customer may feel attached towards the organization because it has his 'type' of customers to be of a kind with whom you would like to have and work towards providing your service organization an image which will fetch your future customer.

PEOPLE IN MANAGEMENT EDUCATION

Rapid economic growth, global competition and privatization have caused a surge in demand for MBA degrees in India. It has become the most prestigious qualification for current and potential managers as it prepared them to take on new challenges and multiple management tasks. MBA graduates from top business school are picked even before they complete their studies. Few can deny that those who graduate from lesser-known school also have great leadership and business potential.

The key issue is whether business schools have the relevant syllabus and delivery system to prepare future leaders for the dynamic changes in business. The effectiveness of delivery system is largely depending upon the **quality of students and faculty members** collectively known as "people" in service marketing terminology.

QUALITY OF STUDENTS

The quality of students entering business schools is very important to consider. As described earlier, traditionally, education in commerce was not seen as the educational path of the brightest students. However, currently, getting accepted into a well regarded business school is seen as very attractive career. IIMs have

been ranked at the top in several surveys of b-schools in Asia-Pacific region, and admission to any IIM is seen by most as a passport to a fast track career at the national and international levels. In 2003, IIM Bangalore was ranked in the top hundred business schools in the world. Although it did not rank top on the list, it was the only Asian Business School to be ranked at all. Each year about 100,000 aspiring candidates take Common Admission Test or the entrance exam of the IIMs. Of these 1,100 will be selected to join one of the IIM's. For example, IIM Ahmedabad has 200 seats. Thus admission standards are very high. Collectively, the IIMs have been recognized as the world's number 1 in terms of their selectivity, and difficulty of getting admission into. An interesting aspect of the selection process is the use of different admission tests and procedures by different business schools, unlike the US where GMAT is used as a standard test score. The Government of India tried to introduce a common admission test for the b-schools but the Supreme Court of India rejected that attempt. The Court ruled that "private educational institutions have a personality of their own, and in order to maintain their atmosphere and traditions, it is necessary that they have the right to choose and select the students who can be admitted." (Goswami, 2003). The merits of a common entrance test are debatable and proponents will feel there is a need to develop some measures of equivalencies among scores of different admission tests, so that the quality of the inputs can be isolated from the quality of the academic process while making comparisons among different b-schools.

A distinctive element of b-schools in India is the diversity of student profiles. Since management education is most popular at the graduate level, aspiring candidates come from a variety of academic streams such as engineering, liberal arts, science, commerce, and medicine, thereby providing a very rich interdisciplinary classroom experience. However, most of the MBA students in India are relatively young, and they enter the graduate program straight after their undergraduate education. Although many of the Indian institutions give some extra weight for work experience, a majority of students are without work experience. This is the same situation in both the top ranked and second tier schools. This is in contrast to the US, where traditional graduate students have at least 3-4 years of work experience. Recently, though, Harvard Business School has begun accepting candidates without work experience; it now evaluates applicants on academic ability, personal characteristics, and leadership experience; where informal or formal leadership experience outside work settings is also recognized. The benefits of relating business theories to their own work experience may thus not take place, but there is expected to be stronger openness to learn about alternative business models.

QUALITY OF FACULTY & STAFF

Faculty is seen as the scarce resource and the underlying philosophy at many B-Schools is to develop systems and supporting staff that will free faculty to do two things that others cannot do well – research and teaching. In doing that, each faculty is also expected to do some academic administration but care is taken that this does not take them away from the prime purpose of their existence at the school, i.e., research & teaching. All other resources are seen to support these activities of the faculty.

B- Schools have three types of faculty – regular faculty, visiting faculty, and adjunct faculty. Lately, a few schools have also developed a fourth group called clinical faculty.

i. **Regular faculty** is the permanent research and teaching faculty at the school. They

form the majority of the academic staff and are expected to undertake research, teaching and some academic administration. A regular faculty is supposed to devote at least fifty per cent of her time on research.

ii. **Visiting faculty** is a group of academics from other schools who are visiting this school for a limited duration (say, a year). They may be on leave or on sabbatical from their parent school.

iii. **Adjunct faculty** is a group of faculty from local schools or from industry who may come to teach a course or more during a specified term. These usually have a term appointment (say, a semester or more) but could also be permanent adjunct faculty. These are recognized as bringing in special expertise from industry or excellent teaching skills. These help in meeting the teaching needs of the school. Their only role is to teach and develop teaching material.

iv. **Clinical faculty** is a group of faculty who has almost all the privileges of a regular faculty except that they have been selected on the basis of outstanding teaching skills. They are expected to develop new teaching methodologies and strengthen the teaching aspect of the school. This group is hired on a long term contract and may not have tenure. However, they have all the resources available to a regular faculty.

From the above discussion it is clear that the Faculty is the most critical resource and its availability is highly constrained. Yet, this resource is pulled in all directions: excessive (and often ill-focused) teaching, administration, resource generation, MDPs, in-company training programmes etc. All of this takes valuable time away from research. This is done because the resource pool of good teachers in the country is not large hence teachers are assigned excessive teaching of all kinds at many schools, because quality of administrative support is poor (even amongst good Indian schools), because the faculty has to generate additional compensation for itself as salary structure are not commensurate, because schools need to generate resources through faculty MDPs etc. Such a willful destruction of faculty resource must be stopped. Schools must not sacrifice research for teaching, must change the structure of its faculty (i.e., recognize good teachers and bring them as adjunct or clinical faculty), must insist that all regular faculty do research and teach, bring professional managers in administration and raise their capabilities so that administrative load on the faculty can be reduced (and they will have confidence that the administrative task will get done equally well if not better).

It is a fact the not much attention is paid to the profile of facilitators of management schools especially about their academic and professional qualifications of competencies to tackle the complexities of management education, though some guidelines have been put forth by the AICTE, yet it needs to be mentioned here that faculty with commerce and management background with high grades/marks would be better suited to be mentors of management students. Sadly, the problem in most B-Schools is that facilitators come from classical disciplines and are, therefore not familiar with dynamic and interactive methods of learning that are required for developing the knowledge, skills attitudes and values for effective management education. Since most of the students of such courses requires competency needed to face placement interview and group discussions, the faculty must themselves be proficient in such soft skills, which have received lesser attention, until recently, a conceptual framework, and a certain way of thinking on how to go about answering the questions that arise. Such confidence and know-how can be based only on sound educational background.

Experience can be acquired by management faculty with the years of services in the teaching profession. However, it has other dimension as well.

Experience can be said to be directly proportional to the amount of effort, initiative, creativity and innovation shown by a faculty in order to enrich him/her.

Experience is not an absolute, but a relative term. It maybe in the following forms:

- coordinating seminars, conference, workshop, panel discussion
- providing industry interaction forum
- organizing inter-institute competitions
- conducting research
- providing consultancy
- conducting corporate training
- supervising academic and corporate projects
- developing case study

The peripheral elements consist firstly of training. At the outset, it is desirable to make a statement about the significance of terms "education and training"

b. Staff: Most of the administrative functions are managed completely by well educated and trained staff in these schools. There is a separate career path for the non-academic staff. What was most interesting to observe is that administrative practices (including, for instance, the layout of offices from where academic support is delivered). The meaning of service appeared to be very well understood by all in administration. There was a clear recognition that their role was to facilitate the activities at the school. Each service group is regularly evaluated by the users of their services.

MANAGEMENT FACULTY MUST UNDERTAKE THREE TYPES OF TRAINING COURSES

1. Induction (orientation) training.
2. Subject specific (refresher) training.
3. Faculty Development Programmes (Specialized).

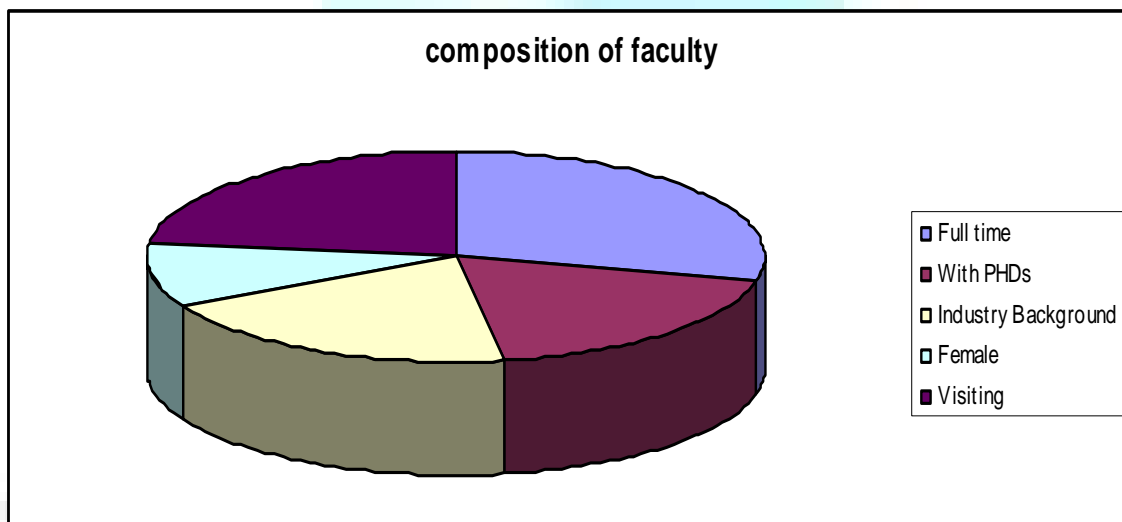
Another important point is that in India we need to develop good quality research through management faculty. Research is virtually non existence in management school today.

Research should be considered as an educational strategy. It keeps companies abreast with the latest thinking; it changes the very character of education, the involvement of students, and most importantly the involvement of the faculty. Further, as stated by **Charles Baden Fuller**, **"The mission of a good school in management is not just to educate and develop aspiring young manager. It is also to develop aspiring young managers. It is also to develop ideas, theories and evidence that will shape management practices in future."** In other words, good quality research and development of new ideas is critical for good quality education in management schools. If a faculty is not engaged in research and development of new ideas, he/she has hardly anything to contribute to bright student who has all information at click of a mouse. However, not all B-School can foster research due to the small size of 7/10/15 faculty members. The priority of any business school is to provide future leaders. But to achieve those objectives, the schools need to have an internal leader- the CEO or the director – who can as easily abandon those which are not yielding result. A self financed B-Schools typically has an effective director who chart out a clear growth strategy and makes sure that the faculty members internalize it and work as a team. At **MDI**, Gurgaon, for instance, the same HR practices that are taught to students are used to promote team work among faculty members. Every morning, the teachers meet over a cup of tea for 15 minutes to sort out the day to day coordination issues. These discussions also help in building stronger relationship between them. The faculty council meets every month to monitor implementation, and makes mid-course adjustments, if required. New ideas are debated and discussed, and achievement of faculty members is celebrated. The long-term strategic issues and vision are discussed in the annual retreats of the faculty. Obviously, such schools take steps to attract the best teaching talents. **IMT (Delhi) pay salaries that are over 35 percent more than what's prescribed by AICTE for IIMS and IITS.** The workload is restricted to four to five courses in a year, so that the teachers get ample time for other things like research. There are other incentives too – a payment of Rs.65,000/- if a paper is published in an international journal and Rs 1 lakh for authoring a book; a maximum of Rs. 1,50,000/- per teacher for attending international conference and seminars every alternate year; 60 per cent of the revenues that's earned from training and consulting project undertaken by a teacher. Although a majority of faculty in most Indian business schools do not have a Ph.D. A typical faculty member has only an MBA or equivalent degree, usually with several years of industry experience.

Following table-1 and Exhibit-1 shows the composition of faculty in management institution in India

Composition of Faculty in Management Institution In India		
Sr.No	Type	Number
01	Full time	2397
02	With PhDs	1591
03	Industry Background	1,668
04	Female	799
05	Visiting	1,949
06	Adjunct	802

EXHIBIT - 1



(Source: A. Thothathari Raman: "The Way to go" Business India, October-24-November 6, 2005, Pp72)

The survey conducted by Navjit Gill proves that faculty and research output is the key differentiator between the three tiers. On average, **tier-1 ("A" grade)** B-schools have 50 full time faculties, **tier –II ("B" grade)** have only 24 and the rest 17. This trend is faithfully mirrored in the average number of books published as well as the number of papers published in referred journals (see the Faculty Factor, given below)

S.No	Category	Full-time faculty	Avg. No of faculty	% of faculty with PHD	Avg. number of published books per school	Avg. number of published paper per school	Average MDP and consultancy revenue (Rs Lakh)
01	Top 25	755	50.33	72.85	11.53	35.00	312.84
02	Next 25	611	24.44	46.96	3.28	9.56	42.38
03	Rest 60	995	16.58	34.57	1.08	3.57	6.49
	Total	2,361	23.61	50.02	3.20	9.78	61.42

(Source: Navjit Gill, "Best in Class", Business World, 22nd September 2003, Pp-56)

EXHIBIT - 2: AVERAGE NUMBER OF PUBLISHED BOOKS PER SCHOOL

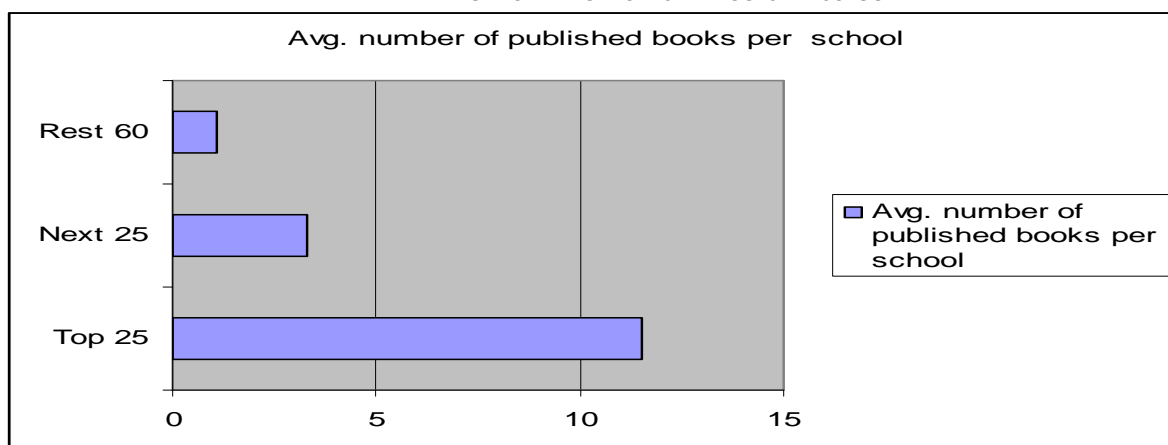


EXHIBIT - 3: AVERAGE NUMBER OF PUBLISHED PAPER PER SCHOOL

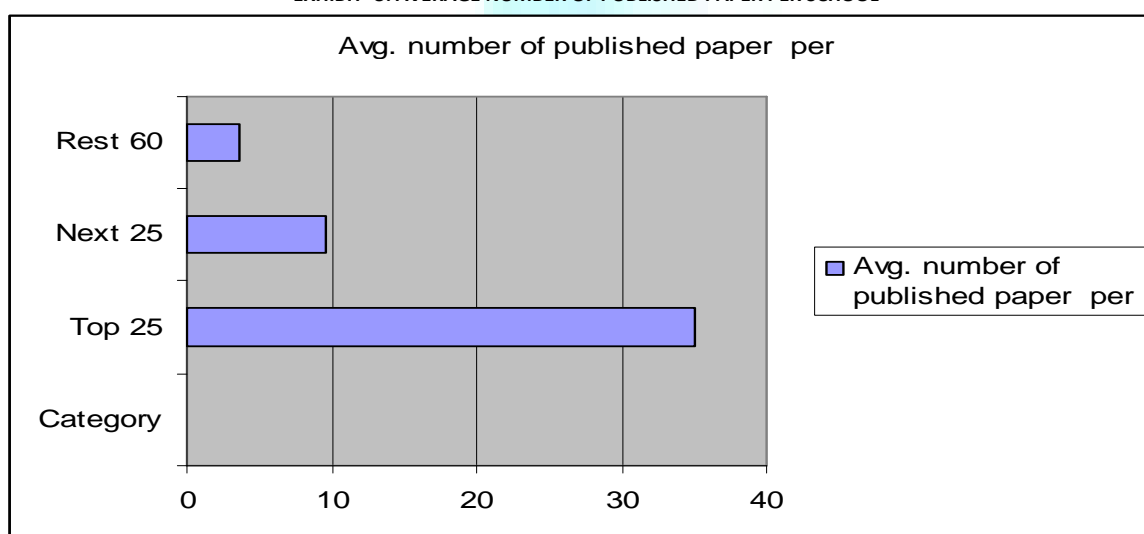
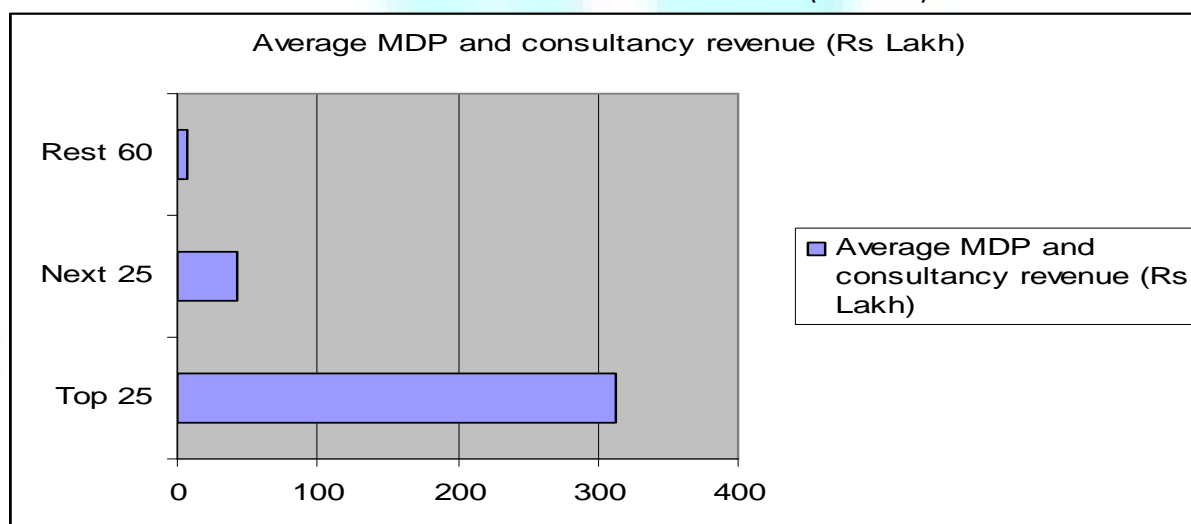


EXHIBIT - 4: AVERAGE MDP AND CONSULTANCY REVENUE (RS. IN LAKH)



Faculty member may be initiate interdisciplinary research, like finance faculty conducting research on entrepreneurship and micro credit. Unfortunately only funding for research comes from the government body. The industry too must create foundation for supporting research in management, like Rokerfeller or Ford Foundation. Further more, management faculty must delve in research focused on the problems confronting the country or emerging economics, so that it is meaningful and useful. Finally, a greater emphasis on field research will help faculty grow.

CONSULTANCY

Consultancy is an activity closely related to research. Faculty may put their research finding to practice by providing consultancy to related industry. Alternatively, they can conduct research to provide consultancy to a corporate house on particular topic, for e.g. marketing strategy for retail or ago- potential in Madhya Pradesh. There is a need for changing the rules for faculty accepting consultancy assignment and sharing consultancy fees to make the same much liberal. Some other measures may be **attractive salary structure and benefits**, better promotional avenues, flexible timing for teaching, encouragement for

undertaking research based consultancy, etc. Providing consultancy to business will sharpen the faculty, infuse confidence and motivate them, there by improving there overall quality. Faculty of management must insist on structure that invites the support engagement with industry. It is very important point that we have developed very few good quality cases to support Indian context.

The changing perspectives in management education need to induce a paradigm shift in the vision of the institution and the role and objectives of faculty members. To suit the present demands, they may be considered as:

- Development of the ability to apply knowledge for solving the practical business problems.
- Improvement of analytical and diagnostic skills, diagnostic skills and development of decision making ability.
- Support the development of imaginative and innovative solution to deal with the real-life business solutions.
- To unearth students' potential to work as effective team members and leaders, to handle tough human problems
- To generate entrepreneurial interest and motivate the students towards self development.

These roles are listed in accordance with the demand of business and industry at present, and the prediction regarding the future of the economy. However, they are evolving in nature and have scope for further improvement, deliberation, debate and discussion.

CONCLUSION

Effective and efficient use of resources is not only depending upon its availability, facility, constraints but also depend upon the quality of human resources. In the era of globalization it is not war between the big and small and it is the war between fast and slow. Organization may fail even if it does not have physical resource constraints but it will surely fail if it has talent constraints. The importance of human resources gets multiplied, when services is being offered to the consumers, the human agents plays very crucial role in delivery of service. The quality organization is being reflected in the attitude and aptitude of the human resources is being taken care of. So far as the B-Schools are concerned human resource or intellectual property includes Faculty members, Administrative staff and students. People are considered to be input and the out (i.e. quality of placement) is depend upon the quality of input. Therefore it can be concluded that the quality of people gives better growth prospect and sustainability to service industry in general and management institute / education sector in particular.

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