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Impact of Out-Bound Training (OBT) on MBA Students in Developing Their Leadership Skill: A Study on South India

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Abstract:

Outbound Training (OBT) is in the Centre stage in the periphery of management domain. It is indeed an area of opportunity to encourage more reciprocal approaches over other methods of conventional training. The motion of time has changed the dynamics and dimension of business stream, so training methods also demands the change of its approach towards more resulted oriented and innovation to have substantive outputs. Training has been a roller coaster ride since it has entered into the territory of challenging business environment with the factor of changing business approaches under the influence of globalization. Now, when the management education is on the threshold of a new orientation, particularly Indian management education envisages a multi-dimensional stride to unleash its value in comparison with Global standard, training methods to improve student's management skills need a face lift to embrace the said challenges. This study envisages the challenges OBT takes over other methods of traditional training in management education. Satisfaction about OBT training in students is abundant that has been proven from this study. Leadership development is the key factor among Indian management students that reflect their employability which cause major concern for corporate. This study highlights the influence of OBT to create more impact on Indian management students in embedding managerial skills, particularly leadership has been well acclaimed among management students. In addition, that OBT need more core competency driven training activities need to be incorporated to reach to the accuracy of accomplishing skill development among students.

Keywords: Out-Bound Training, Management Education, Employability, Leadership Skill and Team Building

1. Introduction

The word "Training" is an encompassing term, which is often used, in describing changes occurring in our behaviors because of an experience we have encountered at some point in our lives. We usually call it Training. Example, how many times have you heard someone say, "well did that experience teach you anything?" or "What did you learn from that experience?"

Webster dictionary defines "training" as the act, process, or method of one that trains, the skill, knowledge, or experience acquired by one that trains, the state of being trained and defined the word experience as a direct observation of participation in events as a basis of knowledge, the fact or state of having been affected by or gained knowledge through direct observation or participation, practical knowledge, skill, or practice derived from direct observation of or participation in events or in a particular activity, the conscious events that make up an individual life and the events that make up the conscious past of a community or nation or mankind generally something personally encountered, undergone, or lived through the act or process of directly perceiving events or reality.

To gain and understand the different strategic approaches of Training in order to have a substantial and sustainable development of human capital by strategizing the various training options which has been evolving from the ancient history to sow the seeds for future human capital is the prime objective of this review. Human capital is coined as a significant factor for inclusive growth of economic and social aspects. Training play a crucial role to muster the competitive edge over esteemed respective competitors of any organizations in the perspective of continuous changing of emerging business horizon. Human capital is the most prolific resources which need to be nurtured in an appropriate way to harvest the optimal utilization. Organizations are constantly evaluating the ways and means of creative training tools to impart the actual skills and knowledge in order to empower the human capital. Recruiting, Retaining, Re-inventing the process of human capital management is the key to edge over competitors of the concerning area of business under strategic planning of human resource management. 'Juggard' is a new phenomenon in today's business application across domain. Training and Development is such a vertical in HR domain that demands most critical updating of methods in concurrence with the ever changing landscape of business activities. Juggard has its wide application in this area of operation to

master the accuracy of result. OBT is such a method in applying training in Juggard way to unlock more substantive value than other traditional training methods such as class room training, job in hands training, apprenticeship, On Job Training, Vestibule Training etc. Different approaches of creative training produce enriched human capital that can play a pivotal role through core competencies to render the knowledge and intellect for accomplishing organizational goal. Outbound Training is a training method for enhancing organizational performance through experiential learning. Such programs are often also referred to as corporate adventure training and outdoor management development. It is also called as Outbound Management Programmes. Through this study we strive to explore one of the strategic dimensions of training methods named OUT-BOUNDING TRAINING (OBT) in order to strengthen the human capital to attain the optimal efficiency in respect to emerging competitive scenario. The sustainable growth across industry depends on the mechanism of innovative and qualitative research to acquire the patents in concurrence to establish the dominance in the business space. This empirical study attempts to unveil the impact of OBT on management students in order to oversee the leadership traits during the training that inculcate to the behavioural activities and transform into their action to be a successful leader in their respective domain across industries.

2. Review of Literature

The world wars brought an urgent need to train large numbers of defense workers quickly to fill the huge demand for products. "With the growing complexity and size of factories, expanding markets that exerted a strong demand for an increase in the volume of production, and a rising engineering profession, there emerged a new and pressing concern to systematize the administration, control, coordination, and planning of factory work" (Zuboff, 1984).

Many of the experienced workers were enlisting, so not only were workers needed to fill those positions, but to fill numerous new positions to meet the demand for goods. To this end, methods were sought that would train workers more quickly and thoroughly than previous methods had.

Around 1915 Frederick Taylor conceived of a method for shortening the amount of time a task took by studying workers doing the task and removing "non-productive time." He called this method Scientific Management. Frank and Lillian Gilbreth added to Taylor's work by studying workers' movements on the job and suggesting ways to simplify the job and minimize the number of movements (Westgaard, 1993).

During World War I a system was proposed for on-the-job training that would provide more consistent and efficient training in order to more quickly produce trained workers. In 1917, in response to the need of 450,000 new workers by the Emergency Fleet Corporation of the U.S. Shipping Board, Charles R. Allen developed a way of training ship builders, which involved four steps:

- SHOW or prepare,
- TELL or present,
- DO or apply, and
- CHECK or inspect.

From Allen's work and research on the Army during World War I several principles of training instruction were developed (McCord, 1976):

- Training should be done within industry by supervisors who should be trained how to teach.
- Training should be done in groups of nine to eleven workers.
- The job should be analyzed before training.
- Break-in time is reduced when training is done on the job.
- When given personal attention in training, the worker develops a feeling of loyalty.

These principles of instruction were used in industrial training, but no method of systematic training appeared until World War II. According to McCord (1976), "... some discussion did take place as the result of Allen's work and although a few books on how to instruct did appear during the 20s and 30s, not until the need for defense production became serious in 1940 were steps taken to develop a method of instruction".

In 1925 Gardiner (1925) in Practical Foremanship described how a foreman should teach his "green" men to do the job, employing the principles of industrial instruction and the studies by Taylor and the Gilbreths on job simplification. "There is a one best way to do a job, and it is assumed that a foreman knows the one best way to do each job in his department".

In order to know the one best way to do a job, the foremen first had to analyze and simplify the job, and then teach each separate operation. He was to pass on the little hints that experience teaches and the common-sense facts of the job, as well as the why and wherefores of the job (Gardiner, 1925).

Instead of assuming that workers had to be pushed to produce, he was to set the learner at ease about the work and his fears of awkwardness and stupidity, and was to make difficulties appear small. He was to teach one thing at a time and make sure that the learner understood the first point before teaching the second. He was to ask questions of the learner that showed if the learner actually understood what he had learned, and was to follow up on the employee's progress (Gardiner, 1925).

During World War II, the need for a method of fast and efficient training became urgent. Training within Industry, an advisory service formed by the National Defense Advisory Commission, developed the systematic on-the-job training method called JIT (Job Instruction Training). There were four steps to this method (Hardman, 1963):

- First, prepare the learner. Put him at ease, explain what the job is, and explain the importance of the job.
- Second, give a step-by-step presentation of the job. Explain the what, when, how, why and where of the job, then demonstrate them. Have the learner explain each step, then let the learner demonstrate each step.

- Third, do the performance tryout. Have the learner do the steps under supervision.
- Fourth, follow-up. Inspect the work regularly.

According to Hardman (1963), JIT is useful primarily in teaching manipulative skills, but could be disappointing with more complicated tasks. An advantage of JIT is its flexibility; one variation has the teacher and learner switch roles. In order to be successful JIT requires adequate supervision and uniform application throughout the plant.

Rupert Picardo(2011), the director of d'frens management Consulting Group India Private Limited has defined the role and impact of OBT over other training methods as a new game changer in the field of Training and Development and as a positive tool of simulation. He further emphasis the need of every organization to value the outbound experience. The most significant expectation from OBT is to become a facilitator than trainer in outbound training mechanism. It provides a platform to develop the am building exercise under the ambit of practical and real life critical exposure. Future of training lies with more productive OBT activities that only can experienced in this method of training over classroom training.

3. Research Questions

This study exerts to understand the various dynamics of most updated methods of training called Out-Bound Training (OBT).Myriad form of training has been practicing across industries in developing the Organization Behavior (OB) under the volatile nature of business management. Organizations, Industries Bodies in HR, Business consultants and practitioners are constantly scouting the various innovative mechanism of training to gain the very productive result out of training. OBT is a training method that has raised the spectrum of expectation in delivering the actual result over other training methods. There are high decibels of difference of opinion about the outcome of training methods in a long and sustainable form. These empirical researches like to find the same answer about the impact of OBT on management students in infusing the leadership traits. To know the deeper impact of OBT this study has developed a questionnaire with the diverse dimension of questions to arrest the accurate responds from the respondents (Management Students) from three different regions. Twenty four questions has been formed through a questionnaire with 5 point scaling to have the right respond from the respondents who have attained OBT earlier in the management education and experienced the post impact of this training methods in realizing their leadership attributes.

4. Objectives

- To unlock the value and subsequent impact of Out-Bound Training in management Education
- To understand the need of Out-Bound Training in contemporary management education over other conventional methods of training
- To unearth the value relationship between OBT and Leadership in management students.
- To examine the future perspective of OBT in management education in developing seed capital (management students) and transform them into resource capital for supplying to corporate.

5. Hypothesis

There is a significant impact on student's achievement before and after attaining the OBT programme

There is no impact from the OBT programme activities on the training satisfaction of management student's leadership skills.

6. Methodology

The transformation of training methods has been gaining momentum in recent past with the influence of rapidly changing the gear of business. Business has become most dynamics in nature which demands the equally nature of dynamic leader who can be a productive human capital to understand organizational need to deliver the right mix of result with sustainable value mechanism. Management education is one of the platforms where seed capital breeds in line with corporate needs. But merely, classroom training has become forgone era as plethora of changes has been taken place in the yardstick leadership development through the delivery of management education. As a result corporate Training has no longer remained a dominant feature in the ambit of corporate space. Management education also has taken a paradigm shift to transform it into corporate culture for breeding seed capital (students) into future resourceful productive human capital for industries. New curriculum has been incorporated in management education to retain its impotency and post significance to the industries. Out-Bound training is such a step to make the students realized the value of corporate culture and need to leadership development to unveil the cohesive nature of doing thing.OBT in management education is impactful in terms of leadership development among students is the main aim of this research based studies that need the right methodology to unlock the result. In order to do the same this study takes a route of empirical type of research by developing a closed ended questionnaire in order to take primary data from the management students from three different campus of GITAM UNIVERSITY (VIZAG, HYDERABAD and BENGALURU).Following steps has been adhering to under methodology to reveal the result of the study.

7. Population and Sample

South Indian Business School's MBA students has taken as a population and distributed the questionnaires around 120 respondents through soft copies as well hard copies. The researchers finally received 57 numbers of questionnaires. After rejecting the unfilled questionnaire researcher has taken finally 46 numbers of questionnaires as a sample for data analysis.

8. Sources of Data

Data are collected both in the form of Primary as well Secondary to makes validation of fruitful data analysis. Secondary data has been collected from Journals, Magazines, Newspaper and websites. Primary data has been sourced from MBA students across southern region Business schools during the period of last five months from July 2014. Further the study used the percentages, rank method, ANOVA and regression to analyze the data.

9. Analysis and Interpretation

Aware about Out-Bound Training		
	Frequency	Percentage
Aware	57	100.00
Not-Aware	0	0
	57	100.00
Attended any OBT programme		
OBT Programme	Frequency	Percentage
Attended	46	80.70
Not attended	11	19.30
	57	100.00
Impact of Out Bound Training on Students		
Impact	Frequency	Percentage
No Opinion	8	17.4
Very Good	37	80.4
Excellent	1	2.2
	46	100.0
Have you taken any leadership challenge before attending OBT programme		
Take	Frequency	Percentage
Never experienced	12	26.1
Rarely	6	13.0
Sometimes	21	45.7
Frequently	5	10.9
Always	2	4.3
	46	100.0
OBT programme require to Management Students in every academic year		
Require	Frequency	Percentage
Never	2	4.3
Seldom	1	2.2
Sometimes	4	8.7
Always	31	67.4
Biannually	8	17.4
	46	100.0
OBT programme Satisfaction level		
Level	Frequency	Percentage
No Opinion	2	4.3
Contended	43	93.5
Highly Contended	1	2.2
	46	100.0
Significant impact of OBT programme on students		
Impact	Frequency	Percentage
No Opinion	6	13.0
Highly	37	80.4
Extremely	3	6.5
	46	100.0
Satisfaction of overall training activities of OBT programme		
Overall Satisfaction	Frequency	Percentage
Less Satisfied	9	19.6
No Opinion	7	15.2
Satisfied	28	60.9

Highly Satisfied	2	4.3
	46	100.0

Table 1

Researcher collected the primary data from the management students while distributing 57 questionnaires and filled one received 46 as well as those are attended the OBT programme also among 57 students. Follow by 37 respondents are replied that, OBT programme has impacted on their leadership skill. Meanwhile, researcher raised that, taken any leadership challenge before attending OBT and 46 percentages of the respondents are replied that sometimes taken leadership, five are frequently etc. 67 percentages students replied that, Management students are required always OBT programme in every academic year. 94 percentages of the students are satisfied due to this OBT programme as well as 80.4 percentages of the students have impacted on their leadership skill due to OBT. Out of 46 students, 61 percentages of them are satisfied due to with OBT programme in overall activities.

10. Impact Before and After Attaining the OBT Programme on Student's Achievement

Hypothesis: There is a significant impact on student's achievement before and after attaining the OBT programme

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.980	3	.993	2.255	.046
Within Groups	18.498	42	.440		
Total	21.478	45			

Table 2 ANOVA

The significant value 0.046 is less than the 0.05 and the hypothesis is accepted. It concludes that, there is a statistically significant difference before and after attaining the OBT programme on student's achievement.

Do you find any difference between out bound training over other training methods?		
Difference	Frequency	Percentage
Yes	36	78.3
No	3	6.5
No Opinion	7	15.2
	46	100.0
Do you feel that, it's more impactful in developing the group activities or leadership quality among trainees in comparison to other training methods?		
Impact	Frequency	Percentage
No Opinion	12	26.1
Moderate Impact	21	45.7
Highly Impactful	13	28.3
	46	100.0
Any improvement in leadership attitude after attending the OBT programme		
Improvement	Frequency	Percentage
No Opinion	27	58.7
High	17	37.0
Very High	2	4.3
	46	100.0
Training activities should be incorporated into OBT programme to enhance student's leadership skill?		
Training activities	Frequency	Percentage
Yes	43	93.5
No	2	4.3
No Opinion	1	2.2
	46	100.0
OBT programme provides substantive motivation before starting your academic course?		
Motivation	Frequency	Percentage
Low	1	2.2
No Opinion	11	23.9
Moderate	25	54.3
Highly	9	19.6
	46	100.0

Table 3

78.3 percentages of the students replied that, there is a huge difference between OBT programme and other training methods. 46 percentages of the students replied that, there is a moderate impact in developing the group activities or leadership quality among trainees in comparison to other training methods. 37 percentages of the students has improved in their leadership attitude after attending the OBT programme as well as 93.5 percentages of them replied that, training activities should be incorporated into OBT programme to enhance student's leadership skill. 54 percentages of the students responded that, OBT programme provides moderate substantive motivation before starting your academic course.

Activities provided by the OBT programmes by your trainer			
Activities	Respondents	Activities	Respondents
Walking on fire	46	Swimming pool activity	45
Enhancing teamwork	38	Interpersonal communication	44
Knowledge sharing	46	Breaking silos	13
Taking Ownership	43	Blind Folded Team Activity	45
Ropeway Team Activity	34		
Out-bound training attractive most (Rank Method)			
Activities	Rank	Activities	Rank
Walking on fire	1	Swimming pool activity	3
Enhancing teamwork	7	Interpersonal communication	5
Knowledge sharing	2	Breaking silos	9
Taking Ownership	6	Blind Folded Team Activity	4
Ropeway Team Activity	8		

Table 4

Do you think, out bound training can help to achieve team work?		
Teamwork	Frequency	Percentage
No Opinion	4	8.7
Some Extent	27	58.7
Extremely Achievable	15	32.6
	46	100.0
Which part of OBT attracts you in understanding of team work?		
Attracts	Frequency	Percentage
Ropeway team activity	19	41.3
Blind Folded Team Activity	4	8.7
Swimming Poll Game	13	28.3
Walk on the Fire	10	21.7
	46	100.0
Have you experienced any fruitful result using your certain skill that was undeveloped before attaining OBT?		
Experience	Frequency	Percentage
Fully	1	2.2
No Opinion	26	56.5
To some extend	15	32.6
Extremely Achievable	4	8.7
	46	100.0

Table 5

All students are received the various OBT programme activities particularly among those rank test applied and the first test is walking on fire, knowledge sharing, swimming pool activity and blind folded team, etc. further 59 percentages of the students responded that, OBT programme can help to achieve team work and 33 percentages of them replied that extremely achievable. In addition that, 41 percentages replied that, ropeway team activity are more attracted them follow by swimming poll game. 57 percentages of them no opinion and 33 percentages of the students to some extend experienced fruitful result using certain skill that was undeveloped before attaining OBT.

11. Impact of OBT Programme Activities on the Students Training Satisfaction Level

The analysis finds which OBT activities are more impacting on the student's training satisfaction level in the management leadership skill

Hypothesis: There is impact from the OBT programme on the training satisfaction of management student's leadership skills.

R-Square = 0.250, Adjusted R-Square = 0.197, Durbin-Watson State=1.27. The following table shows the strength of the relationship between the dependent variable management student's training satisfaction level and the independent variable of OBT programme various activities.

12. Regression Analysis

	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
Constant	1.070	2.414		.443	.00
Walking on fire	.124*	.109	.238	1.139	.03
Enhancing teamwork	.071	.089	.156	.798	.430
Knowledge sharing	.107*	.092	.200	1.159	.00
Taking Ownership	-.141	.099	-.272	-1.424	.16
Ropeway Team Activity	-.004*	.061	-.013	-.070	.04
Swimming pool activity	.037	.071	.108	.523	.60
Interpersonal communication	.051*	.065	.176	.787	.03
Breaking silos	.045*	.059	.179	.755	.05
Blind Folded Team Activity	.088	.057	.326	1.532	.13

Note: Significant Levels * = 5% respectively

Table 6

It was observed from the above result that an increase in walking on fire by one unit; the training satisfaction level highly increased by 0.124 units that were statistically significant at 5 percent level. Knowledge sharing increasing by one unit; the training satisfaction level highly increased by 0.107 units that were statistically significant, follow by ropeway team activity and interpersonal communication and breaking silos are also statistically significant at 5 percent level. Among the variables, walking on fire is the highest positive impact factor as well as taking ownership is the highest negative impact factor on the students training satisfaction level in the OBT programme. It indicates that the students training OBT programme activities are more impacting on the satisfaction level of the management students in the academic institutions.

13. Findings, Suggestions & Conclusion

This empirical study has based on percentage and ANOVA elicit that over fifty percentages of respondents from the entire sample universe opined an impactful influence of OBT on management education. Hence, it is empirically proven that OBT has its substantial impact on management students. Secondly, it has come out from the data interpretation that OBT play a significant impact in developing Leadership attributes among management students. Percentage analysis shows a whopping 93 % of management's students favored OBT as an instrument to augment their leadership skills. Third the study demonstrate that OBT programme need to be incorporated in the core management curriculum as a part of MBA programme as 67.4 percentage of respondents vehemently suggests that it (OBT) should conducted in an academic year.

This research study restricted within the periphery of limited B-schools situated in southern region. As result is not the complete reflection across the different region of the country. The number of sample is 46, which are low in terms of total universe. So, it has its own limitation to elicit the opinion from large sample. This empirical study concludes that OBT has its quantum effect on management education that reinforce that this method of training has its capacity to enrich the students with leadership skill. On the contrary, this study has revealed the effective mechanism of OBT over other training methods on management students. Most of the students have registered the enhancement of their leadership skill by experiencing the difference pre-OBT and Post-OBT in concurrence with their actions that defines leadership. Hence, satisfaction the degree of level among management students (OBT Participants) is high with its deep impact. This method of training has drawn most effective tool to instill the natural leadership skill among management students over traditional training methods. This study exhorts some further suggestion to incorporate and thrust more activities into OBT programme such as two phases of the entire programmes, more application of analytical games, psychological experiments need to be incorporated into this training methods to gain the more accurate result in developing he myriad management skill among students

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