



A STUDY ON THE IMPACT OF PERSONALITY AND BEHAVIOUR OF MANAGEMENT STUDENTS WITH SPECIAL REFERENCE TO OUTBOUND TRAINING (OBT)

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Abstract

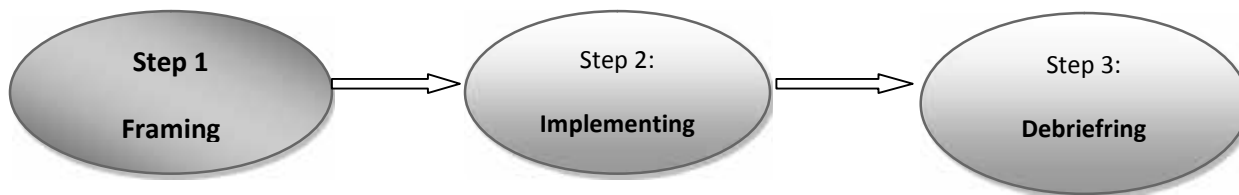
Outbound training (OBT) is an off the job training method usually conducted in the natural settings away from the classroom situation. OBT relies on the principle of experiential learning. It aims to provide the participants with real time experience about the constraints, external forces influencing work efficiency eventually equipping them with corporate/ workplace skills namely a few are interpersonal skills, self leadership & motivation, team working skills, time management skills, thinking and problem solving skills. Execution of OBT in corporate companies plays a vital role in grooming personalities of the incumbents in the form of helping them match and get tuned to the corporate standards and expectations. Amidst the clutter today that the organizations are engulfed with, one has to dodge his/her way by treading along an undulated path, hence, OBT assumes a greater importance to make the participants learn to take the highs and lows of corporate journey with equal & undiminished focus. Prominent B- schools today are utilizing OBT as a tool to imbibe the corporate skills amongst the management students to bridge the gap between industry and academics. This research article strives to throw light on the impact of OBT on personality, behaviour, corporate learning & grooming of students of management (MBA). Research revealed that, the factors responsible for the success of OBT were the training method, venue, contents of the training & competencies of the trainer.

Key Words: OBT (Out Bound Training), Trainer Competencies, Corporate/ Workplace Skills, Experiential Learning .

Introduction

Dynamic workplace scenarios demand the employees to be flexible, ever positive, be tagged as go to employees, young at thoughts and mind. It is imperative in the business climate for incumbents to possess the traits of team working, gain organizational acceptance, interpersonal skills, OBT also called as adventure learning is characterized by fun based learning through playful ways but backed by strong moral. It normally is conducted by the countryside surrounded by hills, river and forest. OBT does not impart technical skills but focuses on transfer of behavioural skills provides an opportunity for the participants to explore their hidden talent. Some of the traits that OBT strives to inject into the personality of the participants is teamwork, interpersonal skills, time management, self leadership & motivation, the role of facilitator is the key in ensuring the success of outbound training, ideally the outbound trainers and facilitators are expected to relate the learning from an outdoor activity to real life instance related to the personal and professional sphere, competencies of trainer largely determines the success of OBT.

1.1 Process of OBT



1.2 Objectives Of The Study

- I. Does OBT aid the participants in acquiring Corporate skills (behaviour, self leadership & confidence, Interpersonal skills and team working) and facilitate corporate grooming .
- II. To determine whether OBT has the potential to shape the personality (owing to the fact of acquiring new skills taught during the training)

1.3 History of Out Bound Training (OBT)

The concept of Out Bound Training (OBT) was advocated by Dr. Kurt Hahn (1886-1974), charismatic educator, who born into a cultured Jewish industrialist family in Germany in 1886. He proposed that the development of character is as important as academic achievement; Kurt Hahn developed the idea of outbound learning after he was exiled from Germany during 1930s because of opposing Hitler and Nazi regime. Kurt Hahn refined his philosophies into a practical curriculum, the usage of outbound training dates back to the times of World War II via a joint effort with British shipping baron Sir Lawrence Holt



to teach young British sailors the vital survival skills necessary during World War II. With a curriculum based mainly on Hahn’s belief that character development was just as important as academic achievement, the new school became the wellspring of experiential learning in the post-war period. Hahn found that people who were put in challenging, adventurous outdoor situations gained confidence, redefined their own perceptions of their personal possibilities, demonstrated compassion, and developed a spirit of camaraderie with their peers.

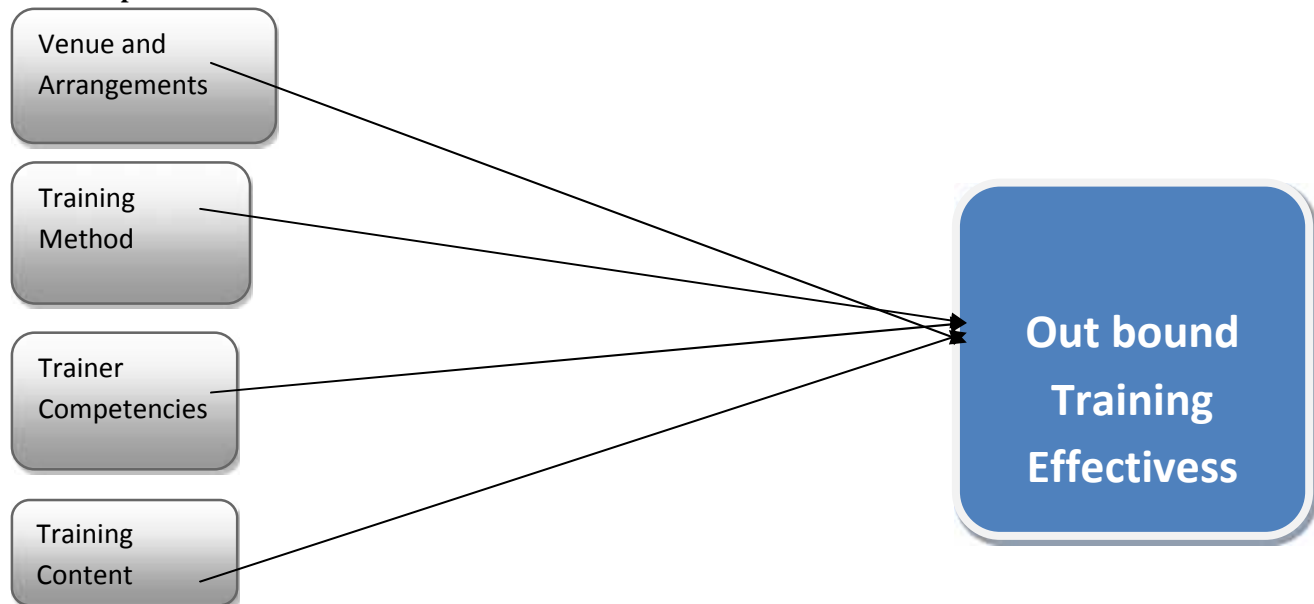
1.4 Contemporary trends of OBT

Today’ after seven decades of evolution of OBT, the scope of its application has grown far and wide , stretching to an array of business sectors from MNC’s to banks to B- Schools (Dr. B. Janakiraman 2007) , aspiring business units avail the benefits of OBT to enjoy a competitive edge, activities in OBT foster a sense of enthusiasm and team spirit, OBT serves as an off the job training method to teach corporate skills & etiquettes and also a way to mould personality of the participants to make them spruced to cope up with expectations.

1.5 Review of Literature

Outdoor learning results in cognitive outcomes in terms of building self confidence and enhancing self efficacy and imbibes a trait of developing concern towards the environment (Dawn 2004), The study also opined about the shortcomings of outdoor learning namely (a) Competencies of the trainer to teach outside the classroom (b) concern from the facilitators and parents about safety and health of the participants (c) The rigid curriculum of the university may not favour this type of learning. OBT provides concrete experiences and makes the participants develop the risk raking habit through fun related activities (G. pandu Naik 2010).Well Planned and perfectly executed OBT determines the success and is considered as a serious learning initiative(Bhatia S K 2008) .OBT teaches organization culture and corporate standards (Philips software centre),OBT is characterized by teams performing in the wilderness , it is real play not role play (V.J rao Tata Management Centre)

2.0 Conceptual framework and Model



2.1 Content validity

Variable	Application in the instrument	Source
Venue	Plays a vital role, influences learning	Training and Development, G. Pandu Naik 2010
Well designed	Contents of training	Training and Development Bhatia S K 2008
Corporate standards	OBT helps corporate grooming.	Philips software Centre
Competencies of the trainer	Trainers demonstrated knowledge of the subject with confidence	Dawn 2004



3.0 Research Methodology

Research Tools : Questionnaire method for collecting primary data
Sample size : 52
Statistical tool : SPSS
Data Sources : Primary Data through data instrument , Secondary data through Internet
Sampling plan : **Convenient sampling**
Statistical tests : Realibitiy Test (Cronbach Alpha) , Factor Analysis, one way Anova

3.1 Hypothesis

H.

Ho = Venue and arrangements have a positive impact in determining the success of OBT.

H1= Venue and arrangements have no impact in determining the success of OBT.

H2.

H0= Outbound training has a positive impact on trainees due to training methods used.

H1= Outbound training has no impact on trainees due to training method used.

H3

H0= Trainer Competencies do determine the effectiveness of OBT.

H1= Trainer Competencies does not determine the effectiveness of OBT.

H4

H0= OBT does aid participants in corporate grooming.

H1 = OBT does not aid the participants in corporate grooming.

3.2 Findings and Analysis

Reliability Statistics

Cronbach's Alpha	N of Items
.706	18

From the above timetable, it is evident through cronbach alpha test that the data is reliable as it more than > 0.6

Rotated Component Matrix ^a			
	Component		
	1	2	3
Venue and arrangement	.413	.020	-.365
Content of training	.129	.676	-.087
Training methods	.480	.317	.087
Training time	.288	.501	.223
Relationship with real life instance	.477	.094	-.219
Morale	.274	.469	-.432
Training expectations	.423	-.016	.463
Trainer knowledge	.595	.191	.230
Trainer clear	.755	.162	.114
Trainer motivation	.080	.540	.163
Pace of training	-.322	.634	.228
Life situations	.700	-.217	.039
Increase in knowledge and skill	.205	.448	.141
Personality grooming	.091	.374	.311



Corporate grooming	-.095	.482	-.166
Positive change in my behaviour	.147	.131	.595
Self leadership	-.084	.087	.586
Working with team members	.047	.060	.632
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.			

Analysis

I Hypothesis = Venue and arrangements have a positive impact in determining the success of OBT

		Sum of Squares	df	Mean Square	F	Sig.
Self leadership	Between Groups	.019	1	.019	.058	.810
	Within Groups	16.500	50	.330		
	Total	16.519	51			
Working with team members	Between Groups	.154	1	.154	.371	.545
	Within Groups	20.826	50	.417		
	Total	20.981	51			

The above hypothesis is accepted as $N(51) p=0.81, p>0.05$; $N(51), p=0.545, p>0.05$, where venue and arrangement was considered the selection variable

It is ascertained from Table 1, that self leadership ability and working with team members improved significantly, the F & significance values prove to accept the null hypothesis i.e Venue and arrangements have a positive impact in determining the success of OBT

H2 = Outbound training has a positive impact on trainees due to training methods used

		Sum of Squares	df	Mean Square	F	Sig.
Personality grooming	Between Groups	.494	2	.247	.961	.390
	Within Groups	12.583	49	.257		
	Total	13.077	51			
Corporate grooming	Between Groups	.437	2	.219	.869	.426
	Within Groups	12.072	48	.252		
	Total	12.510	50			

The above hypothesis is accepted as $N(51) p=0.390, p>0.05$; $N(51), p=0.426, p>0.05$, where Outbound training has positive impact on trainees due to training methods used was considered the selection variable (impact was measured on change in personality grooming (change in behaviour & acquiring corporate skills (Corporate grooming) It is ascertained from Table 2, that personality grooming and corporate grooming has improved significantly the F & significance values prove to accept the null hypothesis i.e **Outbound training has a positive impact on trainees due to training methods used**

H3 - Trainer Competencies does determine the effectiveness of OBT

		Sum of Squares	df	Mean Square	F	Sig.
Corporate grooming	Between Groups	.151	1	.151	.598	.443
	Within Groups	12.359	49	.252		
	Total	12.510	50			
Personality grooming	Between Groups	.923	1	.923	3.797	.057



	Within Groups	12.154	50	.243		
	Total	13.077	51			
Positive change in my behaviour	Between Groups	.058	1	.058	.120	.730
	Within Groups	24.000	50	.480		
	Total	24.058	51			

The above hypothesis is accepted as $N(51) p=0.443, p>0.05$: $N(51), p=0.57, p>0.05$: $N(51) p=.730, p>0.05$ Trainer Competencies does determine the effectiveness of OB T was considered *the selection variable (impact was measured on change in personality grooming (change in behaviour & acquiring corporate skills (Corporate grooming)*

It is ascertained from Table 3, that personality grooming corporate grooming and positive change in the behaviour of participants improved significantly in the above mentioned order, further F & significance values prove to accept the null hypothesis i.e **Trainer Competencies do determine the effectiveness of OB T**

H4 - OB T does aid participants in corporate grooming

ANOVA Table 4						
		Sum of Squares	df	Mean Square	F	Sig.
Increase in technical knowledge and skill	Between Groups	2.098	2	1.049	4.139	.022
	Within Groups	12.421	49	.253		
	Total	14.519	51			
Corporate grooming	Between Groups	.781	2	.391	1.599	.213
	Within Groups	11.728	48	.244		
	Total	12.510	50			
Self leadership	Between Groups	.907	2	.454	1.424	.251
	Within Groups	15.612	49	.319		
	Total	16.519	51			

The above hypothesis is accepted as $N(51) p=0.022, p<0.05$: $N(51), p=0.213, p>0.05$: $N(51) p=.251, p>0.05$ **OB T does aid participants in corporate grooming** was considered *the selection variable (Corporate grooming refers to acquiring corporate skills like team working, self leadership and motivation, modulating individual behaviour)*

It is ascertained from Table 4, that personality grooming corporate grooming self leadership improved significantly, further F & significance values for corporate grooming and self leadership prove to accept the null hypothesis i.e **OB T does aid in corporate grooming**

“However its noteworthy that OB T was not successful in imparting technical knowledge as the significance value of the parameter increase in technical knowledge and skills narrate a negative picture”

3.3 Conclusion

OB T is a potential tool for shaping & grooming personality of the participants as evident by the analysis, it could be an effective method of imparting corporate skills . OB T focuses more on behavioural changes as it relies on the approach of fun and learns. OB T may not be a tool to impart technical and domain knowledge. Trainer Competencies and Training methods are the critical factors to ensure the success of OB T

Reference

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