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# **The Journal of Entrepreneurship and Business Resilience (JEBR)**

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## NOTES OF THE EDITOR-IN-CHIEF



### Editor in Chief

The last two issues, JEBR has attracted an international readership that is primarily academic. However, the primary target group of our peer Journal are not only scholars and researchers. We seek also students of Ph.D studies and professional audiences as well. The concept of the Journal is such that it gives the advantage to multidisciplinary approach to various subjects linked to the globalization and resilience issues. It also emphasizes publishing of the scientific papers, which have an empirical and a research character. Moreover, there is also the place in the Journal for quality theoretical papers as well, reviews of the latest publications of national and international significance and scientific critiques and discussions.

Yours

**Editor-in-Chief**

*Acad. prof. Dr. Mirjana Radović-Marković,*

A handwritten signature in dark ink, appearing to read 'prof. dr. Mirjana Radović-Marković'.



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## IMPACT OF GLOBALIZATION ON COMPETITIVENESS IN WESTERN BALKANS

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### ABSTRACT

*Competitiveness can be considered from different points of views in academic research. The companies that do not carry out innovative activity are not capable of taking advantage of market opportunities or meet strong competition. In our research we used Global Competition Index for Serbia and Western Balkans, which includes micro and macroeconomic bases of national competitiveness. Analysis has shown that all countries from the region had the rank improvement in 2017 in relation to the previous year, but there is still the clear gap between the Western Balkans region and the EU-11. As many of the Western Balkan countries face similar challenges, some economic dialogue will be a key pillar in the enlargement process going forward.*

**Key Words:** *globalization, companies, competitiveness, Western Balkans*

**JEL classification:** *F21, F22, F60*

### INTRODUCTION

As a result of entering the global market, competition raises the quality of products, increases the scope of available products and services and raises prices at lower level [1]. However, extension of the market does not mean that only big business subjects will be able to gain benefits from this trend. Studies have shown that there is no correlation between big market ad successes of big businesses. In other worlds, globalization rewards the companies that are innovative and competitive, regardless of the size of organization and country of origin.

---

<sup>1</sup> Full professor

Western Balkan countries, which strive to integration in EU and exit from domestic enterprises and economy to European and global market, are ready to change business strategies in order to achieve competitive advantage. This implies observation of organization such as a system, which make mutually intertwined many functions and characteristics. They determine business success of the given organization. Companies, which are not treated in that way do not manage to adapt themselves to new requirements and thus they are in danger to lose their strategic advantages. However, those companies that easily adapt to new organizational requirements, increase their strategic maneuvering space and thus create additional competitive possibilities in the market.

Transition process in Serbia was since 2001 followed by a series of adaptations and accelerated harmonization of economic policy and new economic order. The program of Serbian reforms was, among other things, oriented on revival of economic growth through re-orientation of a country from the economy based on social ownership to the economy with an increased share of private sector. In accordance with such a re-orientation, Serbia has followed EU by reducing the backlog in development of private sector in relation to EU member countries, developed SME sector [2]. According to that, Serbian Government in March 2015 has adopted the Strategy for support to development of SME, entrepreneurship and competitiveness for the period from 2015. to 2020. in order to improve the development of entrepreneurship, increase the number of small and medium companies, increase employment and train SME to answer the increasing pressure of competition in the market. If the competitiveness in global market is weak, then national economy suffers as well, which leads to protectionism, non-transparent state grants and barriers for entering the market [3]. The aim of this article is to analyze the state of the competitiveness of Western Balkan economies and to suggest policy recommendations.

## **THEORETICAL OVERVIEW**

The impact of globalization on competitiveness has become the fundamental topic of the governments in many countries. However, tendencies of globalization are not equally acceptable in some parts of the world, in individual markets and within different social groups [4]. Mostly, there is a compliance regarding the advantages that globalization brings through the reduction of production costs, increase of international exchange and growth of overall wealth. Also, one number of scholars advocate that the competitiveness of a national economy is a macro-economic phenomenon, so it is determined by factors such as interest rates, exchange rates, and budget deficits [5]. Through globalization, most companies significantly increase their improvement. According to our research competitive advantage of the enterprise must not be increased only by the reduction of costs, but also through the achievement of high quality of production, continuous development of products and services, comprehensive concept of services or ability to rapidly respond to the requirements of buyers and business partners [4].

## GLOBAL COMPETITION INDEX – GCI

“Today due to embracing globalization and trade liberalization policies in the world, the business environment has become more competitive” [7], [8]. Succeeding across borders is much more difficult than winning at home, but some of the same barriers that constrain International flows also increase the rewards for companies that find ways to overcome them [9].

Global Competitiveness Index (GCI) is for sure the most significant analytical frameworks for expressing the achieved level and key determinants of innovativeness, on the one hand, and the factors of countries’ competitiveness at the global level, on the other hand. Global Competition Index analyzes the factors that lead to productivity and prosperity. It is about a rather comprehensive index, which includes micro and macroeconomic bases of national Competitiveness. GCI results are calculated with the help of data that cover 12 pillars: institutions, infrastructure, macroeconomic environment, health and elementary education, high education and professional training, efficiency of goods market, efficiency of labour market, financial market development, technological readiness, market size, business sophistication and innovativeness. According to the definition, as higher the competitiveness level of a country is, higher is its productivity, which should lead to greater and more sustainable economic growth [6].

Although global competitiveness index in Serbia has had significant fluctuations in the last couple of years, it mainly increased in the period from 2007 to 2016, in order to have the best ranking improvement (by 12 positions) in 2017. (Table 1) Albania has, in addition to Serbia, had the greatest increase of its position, i.e. from the 93rd position in 2016 to 80th in 2017. The other countries from the region had the rank improvement in 2017 in relation to the previous year, while Croatia has occupied the same position as in 2016.

*Table 1. GCI for Western Balkan countries*

<b>Country</b>	<b>GCI 2015-2016</b>		<b>GCI 2016-2017</b>	
	<b>Value</b>	<b>Rank</b>	<b>Value</b>	<b>Rank</b>
<b>Serbia</b>	<b>3.97</b>	<b>90</b>	<b>4.14</b>	<b>78</b>
<b>Macedonia<sup>2</sup></b>	<b>4.23</b>	<b>60</b>	<b>-</b>	
<b>B&amp;H</b>	<b>3.80</b>	<b>107</b>	<b>3.87</b>	<b>103</b>
<b>Albania</b>	<b>4.06</b>	<b>93</b>	<b>4.18</b>	<b>80</b>
<b>Montenegro</b>	<b>4.05</b>	<b>82</b>	<b>4.15</b>	<b>77</b>
<b>Croatia</b>	<b>4.15</b>	<b>74</b>	<b>4.19</b>	<b>74</b>

Source: Schwab, K. (2016), *the Global Competitiveness Report, 2016–2017 and 2017–2018*, World Economic Forum.

<sup>2</sup> Macedonia was not included due to lack of data for 2017.

Despite growing competitiveness in Western Balkans economies, there is still the clear gap between the Western Balkans region and the EU-11. This statement is supported by enterprise surveys which suggest that one of the biggest obstacles to doing business is unfair competition from the informal sector. Other significant obstacles include corruption, getting electricity and access to finance.” Competitiveness is also hampered in some countries by a still-large state presence in key industries and inadequate implementation of the competition policy framework.” [10, p.21]

The main policy goal should be empowerment regional cooperation and institutional capacities of national administrations, employers’ and workers’ organizations and social policy reforms in their EU enlargement process.

## **CONCLUSION**

Comparing the Western Balkan countries with developed European countries in the aspect of their competitiveness, it is observed that they have significantly reduced backlog and the existing difference from the EU countries. For this backlog to be reduced, Serbia has managed to significantly improve its business primarily due to economic reforms. Primarily, labour law has enabled easier employment and dismissal of employees. In addition, economic growth is a consequence of a lower level of budget deficit, growth of credit rating of a country and lower level of public debt expressed in GDP.

Globalization itself is the assimilation of cultures, economies, and politics, so it only makes sense that today’s organizational culture needs to embrace diversity. These factors should be involved in the effectiveness of implemented changes such as changes in organizations. In addition, by establishing what type of global presence is wanted and understanding the business environment before entering the global market a company is trying to ensure its success.

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## **ENHANCING TEACHING AND LEARNING SKILLS WITH OPEN EDUCATIONAL RESOURCES**

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### **ABSTRACT**

*Open Educational Resources (OER) are teaching and learning materials accessible on web at free of cost. It can be freely use, reuse and alter. Open Educational Resources have GNU License that state particularly how the material might be utilized, reused, adjusted and shared with no charges. Open Educational resources have their own attributes and qualities. OER can be utilized by students and faculties both. Student approaches course material with no cost and it is likewise enables faculty to pull out the most essential and solid materials for educating. OER likewise enables staff to modified material according to his/her requirement. Lot of online courses or courseware are available and accessible at free of cost like Coursera, Swayam, NPTEL and many more. It gives opportunities for self learning. The purpose of the present study to provide quick, simple, and easy and user friendly information about open educational resources. This paper will centers around the different accessible open educational resources that can be use in higher education. This paper additionally examines the significance and advantages of open educational resources on students and teaching perspective both. It also provides guidelines about the ways the OER the ways the OER investigates, explores and utilized as a part of most adequately and effectively in higher education.*

**Key Words:** Coursera, Courseware, Higher Education, NPTEL, Open Educational Resources, OER, Swayam

**JEL classification:** A20, A29

## INTRODUCTION

Over the past few decades Information Communication Technology has revolutionized the each and every aspect of human life. No one can imagine that a click on a mouse can bring a lot of information within second on your desktop. ICTs have brought tremendous changes in commercial as well as social life. Same we can say for the education field also. Information Communication Technology has provided powerful tools for dissemination of knowledge over a wide spectrum. One of the most beautiful characteristics of ICTs is openness. Universal and open access to scholarly literature is the cornerstone for the growth of developing countries that are completely dependent on the present day information society. ICT has makes education for all. Though education is the fundamental rights of all human being, but due to the expensive nature, it was restricted to access only for few group of teachers and students. In the era of internet, increasing number of creating and sharing of information has made accessible to all without any barriers. Open Educational Resources (OER) are the right way which enables free and accessible education to everyone and access to knowledge as public good.

## OPEN EDUCATIONAL RESOURCES

Education is about sharing knowledge. Open Educational Resource is an important tool of this knowledge sharing in the 21<sup>st</sup> century. Openness is the core part of open educational resources. Openness involves mutual respect, intercultural understanding, transparency and above all a spirit of collaboration and sharing. Open ness allows people to rapidly incorporate new ideas and build on one another's knowledge. It allows people to better understand each other and the world around them. It allows for creative collaboration to build a world we cannot yet imagine. Openness is the cornerstone of open education, permitting learners and educators around the world to create, share, use, update and revise course materials and other educational resources developed by the faculty around the world.

Open educational resources (OER) are the resources which freely available on web, can be freely accessible, licensed free text, media, and other digital assets that are useful for teaching, learning, and assessing as well as for research purposes. Open educational resources are available in any open file format. They are available online, often through e-learning programs and online course providers. The term OER describes publicly accessible materials and resources for any user to use, re-mix, improve and redistribute under some licenses.



The development and promotion of open educational resources is often motivated by a desire to provide an alternate or enhanced *educational paradigm* or create more accessible means of professional and personal development.

According to David Wiley's there are four R's for Open Educational Resources.

**Reuse:** It is the most basic and common level of openness. It allows using whole or part of the work for their own purposes e.g. a video lecture can be downloading to watch later.

**Redistribute:** the right to share copies of the original content, the revisions or the remixes with others. Users can share the work with others via email.

**Revise:** the right to adopt, adjust, modify or alter the content itself. Users can adapt, modify, translate, or change the form the work for their use e.g. a book written in Chinese language can translate into Hindi language or in some other language.

**Remix:** the right to combine the original or revised content to create something new. People can take two or more existing resources and combine them to create a new resource e.g. take audio lectures from one course and combine them with slides from another course to create a new derivative work.

## STAKEHOLDERS OF OPEN EDUCATIONAL RESOURCES

Open Educational Resources have wide range of stakeholders as they are open for all. There is no restriction for use as well as for users also. Any one from anywhere can get the benefits of OER. Stakeholders of open educational resources are faculty, students, employers, professionals associations, teachers association and educational institutions and technology providers.

## AIM OF THE STUDY

The objective of this study is to collect and evaluate information on Open Educational Resources available at global level, which contributes to enhancing the efficiency of students and faculty in higher education.

## OBJECTIVE OF THE STUDY

The objective of the present study is an attempt

- To understand the concept of Open educational resources
- To provide quick, simple, easy and user friendly information about open educational resources
- To provide guidelines for the use of OER
- To study the pros and cons of open educational resources

## **METHODOLOGY OF THE STUDY**

There are various methodologies available for collection of data for research. Although open educational resources are popular in European countries, the development and use of OER is in the early stages in India. The Author has adopted descriptive methodology for the study in depth. This paper is an attempt to reviews the open educational resources available for higher Education in India. So that one can be benefitted by the use of different Open Educational Resources available on line and enhance and improve the teaching and learning skill.

## **OPEN EDUCATIONAL RESOURCES INITIATIVES**

There are lots of open educational resources available world widely. Here we are listed some of the major open educational resources which are very useful for K – 12 and for higher education. Government of most the developed and developing countries are taking initiatives for promoting the open educational resources among educational institutes. Government of India has been actively taking initiatives in promotion of the uses of OER as learning resources.

### **OPEN EDUCATIONAL RESOURCES INITIATIVES AT INTERNATIONAL LEVEL -COURSERA**

Coursera is founded by Andrew Ng & Daphne Koller, Professors from Stanford. Coursera is an online learning platform. In collaboration with universities and other organization. Coursera offers online courses, specialization and degree in a various subjects such as engineering, humanities, medicine, biology, socialsciences, mathematics, business, computer science, digital marketing, data science, and others. Courses in Coursera are free of cost but if students want to access graded assignments or course completion degree then students need to pay a course fees to earn them. As of June 2018, Coursera had more than 33 million registered users and offering more than 2,400 courses.

### **-EDX**

EdX is an open educational resource. It is a nonprofit organization and runs on the free Open edX open source software platform. It offers online university level courses in a large range of disciplines on a large-scale of student body. All courses are freely available in edX. Student can give examination of a specific course and pass, but he will not receive a certificate, but he can participate in any or all activities and exams.

## **-SOLR: SHAREABLE ONLINE LEARNING RESOURCES**

SOLR is a repository of freely available educational resources hosted by B C campus. SOLR allows educators to license, contribute, and access the freely available online learning resources. It also facilitates sharing, discovery, reuse, and remixing of a growing collection of content. All resources contributed to SOLR are licensed to allow intellectual property rights to remain with the original developer, while making the resource available to educators free of charge. SOLR includes learning resources from a wide variety of disciplines and subject areas. Resources range from open textbooks, individual learning activities and tools, all the way to full programs.

## **-OER COMMONS**

OER Commons developed by the Institute for the Study of Knowledge Management in Education (ISKME), to serve curriculum experts and educators to learn open educational resources and collaborating around the use, evaluation, and improvement of those materials. OER Commons is a freely accessible online educational resource that allows teachers and others to search and identify the high quality educational and learning materials. It is not only identifies the resources but also helps in to creates, built and publishes your own open educational resources on online. Resources on the site can be searched and filtered using an expanded set of descriptive data, including conditions of use. Teaches, students, and others enrich this "metadata" when they tag, rate, and review materials, and share what works for them.

## **-OPEN EDUCATIONAL RESOURCES INITIATIVES AT NATIONAL LEVEL**

Government of India is also taking positive steps towards the development of Massive online open courses and learning resources. Some of them are mentioned here.

### **-NATIONAL DIGITAL LIBRARY (NDL)**

NDL is an initiative of IIT Kharagpur and sponsored by Ministry of Human Resource Development of India. NDL is national level digital library with the aim is to provide free access to digitized educational content in English and other Indian languages on a common platform. The project started in 2015 and aims to bring under its fold 100 educational institutes and provide access to a collection of one million digitized books and journals in the first phase. NDL offering various types of learning resources including books, articles, videos, audios, thesis and other educational materials relevant for users from varying educational levels and capabilities. NDL India has been designed to benefit all kinds of users like students (of all levels), teachers, researchers, librarians, library users, professionals, differently abled users and all other

lifelong learners. NDL India will provide a single window search facilities to act as a one-stop shop for all digital resources. Information can be personalized based on the education level, choice of language, difficulty level, media of content and such other factors while other Digital libraries may not include all these choices. This is like a 'customized service' provided in a 24x7 integrated environment to suit a user's requirement and will be like a one-stop shop for all.

### **-NATIONAL KNOWLEDGE NETWORK (NKN)**

NKN is an initiative that aims to connect all educational institutions, universities, research institutions, libraries, laboratories, healthcare, and agricultural institutions across the country through a high bandwidth network. Established in 2010, on the recommendations of the NKC in 2007, it marks a step towards creation of a knowledge society.

### **-NATIONAL PROGRAM ON TECHNOLOGY ENHANCED LEARNING (NPTEL)**

NPTEL is a joint initiative of the Indian Institute of Technology (IIT) and Indian Institute of Science (IISC) Bangalore. It has a rich collection of GATE Mock test for engineer aspirants of various disciplines. From its initial version of being an e teach content host NPTEL is slowly transforming itself into an online course provider with over 177 E resources in mechanical engineering consisting chiefly of video lectures and web based content designed by the IIT professor. Apart from offering a rich collection of resources, it also offers 45 online courses of 4 to 12 weeks durations relating to science and technology. It contains lectures on various topics by top academicians of the country thus it spreading the knowledge by breaking the barriers through technology.

### **-E-GYANKOSH**

E-Gyankosh is a knowledge portal hosted by the prestigious Indira Gandhi National Open University. It is an open educational resource that acts almost like a virtual university. It's aimed to aid and assist Massive Open Online Courses (MOOCs) and has Pan Asian African and American audience. It hosts high quality course content on a number of subject streams and is acclaimed for its quality content.

### **-SWAYAM**

SWAYAM is a platform for new India where self-learning is fruitful not only for enrolled but also for professionals and dropouts. Swayam is a one stop web and mobile based interactive e-content for all courses from high school to university level.

Swayam has high quality learning experience on anytime and at anywhere. It also provide a peer group interaction and discussion forum. It provides video lectures, reading materials that can be printed and downloadable, self-assessment through test and quizzes and online discussion forum for clearing the doubts.

## **CSIR EXPLORATIONS**

This is an open access digital repository of Indian theses established and maintained by Council of Scientific and Industrial Research (CSIR). It hosts theses produced by various Indian scientific organizations working under various major research establishment.

## **-VIDYANIDHI**

It is the first electronic theses and dissertations database of India started by University of Mysore through partnership with major universities of India with the aimed to enhancing the visibility of Indian doctoral research through archiving and disseminating. Vidyanidhi maintains both full texts as well as bibliographic databases along with a database of subject experts of various universities, providing a wide variety of search options. Vidyanidhi is listed in and harvested by many online directories and metadata harvesters such as google Scholar, OAlster, OpenDOAR and CASSIR4. It has a rich collection of articles, book section, conference seminar and workshop proceedings, books patents, and teaching resources.

## **-SHODHGANGA**

Shodhganga is a reservoir of Indian electronic theses and dissertations. It was institutionalized by Information Library Networks (INFLIBNET), an autonomous agency to provide a platform for research students to deposit their Phd theses and make them available to the entire scholarly community. This database helps in raising the standard and quality of research and to overcome and reduce the duplication and plagiarism.

## **-SHODHGANGOTRI**

Shodhgangotri is a first Indian research in progress repository initiated by Information Library Networks (INFLIBNET). It gives information about the outgoing research in various disciplines in India. It prevents the duplication of research and save the time of researchers.

## **-SAKSHAT**

Sakshat is a one-stop education portal. Sakshat portal addresses the educational requirements of learners from Kindergarten to PhD. All the e-learning contents would be disseminated through Sakshat portal are free of cost. The portal was developed by e-GyanKosh of IGNOU and launched by the then President of India Dr. APJ Abdul Kalam on October 2006. Learners can explore knowledge repository available on the net in the form of e-books, e-journals, digital repository, digital library etc. it also informed learners about the opportunities for scholarships. It also helps in enriching their skills and knowledge through online self-testing tools. They also provides a links to various Olympiad sites to help them in testing and upgrading their capabilities to face competitive examinations in life. It is an ideal platform for the learners to interact with faculties, mentors and peer group in real time or asynchronously. Other facilities include career counseling and a platform for uploading content and quiz by teachers. The portal also provides educational news, examination alerts, sample papers and other useful links available on the web and also provides career counseling. The portal offers various online courses under Spoken tutorials and NPTEL programs.

## **-A-VIEW**

A-VIEW, developed by Amrita University, is part of Talk to a Teacher program led by IIT Bombay and funded by NME-ICT, MHRD. A-VIEW is an advanced multi-modal, multi-platform, collaborative e-learning solution which allows an instructor to teach or interact with a large number of learners transcending geographies on a real-time basis through live audio video streaming and synchronized content sharing. A-VIEW allows the instructor to perform live evaluation of the learners and to get real-time feedback from attendees on the go. A-VIEW can also act as an online meeting tool that can support online social collaboration and interactions with multiple users from various locations simultaneously. (Site can be access from <http://aview.in/aview>).

## **-NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (NCERT)**

Online school textbook and reference books can be access by teachers and learners through NCERT website at free of cost. It is easy to access. Books are available in Hindi, English and Urdu language. The e-books are available as flipbooks and can also be downloaded on the mobile phones. The material is provided under copyright notice with restrictions on further distribution and re-use.

## **-E-PG PATHSHALA**

E-PG Pathshala is an initiative of the MHRD under its National Mission on Education through ICT (NME-ICT) being executed by the UGC. The content and its quality

being the key component of education system, high quality, curriculum-based, interactive e-content in 70 subjects across all disciplines of social sciences, arts, fine arts and humanities, natural & mathematical sciences, linguistics and languages have been developed by the subject experts working in Indian universities and other R & D institutes across the country. Every subject had a team of principal investigator, paper coordinators, content writers, content reviewers, Language editors and multimedia team.

## **PROJECT OSCAR**

Open Source Courseware Animations Repository is the full form of OSCAR in education. It provides a web - based interactive animation repository and simulations with learning objects as well. These learning objects include topics in science and engineering at university level and at school level in mathematics and science. Students and teachers can view, run and download these learning objects.

## **HOW TO USE OPEN EDUCATIONAL RESOURCES**

Open educational resources can be accessed very easily. Most of the courses in the open curriculum are free to audit. Users can use a specialized search engine to access OER. Users can use a specialized search engine to access OER. Google is the most common and popular beginner search engine, but there are also specialized OER search engines, such as Creative Commons Search & Open Courseware Consortium. ([www.search.creativecommons.org](http://www.search.creativecommons.org) & [www.ocwconsortium.org/course/search/](http://www.ocwconsortium.org/course/search/)). Users can also search for institutional repositories such as NISCAIR or CSIR to search for OER. OER directory sites can also be used by user. The user must sign up for a particular courseware on the website. User must complete general information about himself. Then select a topic of your choice. In some OERs, when the user signed up for these courses, the user would see a "Full Course, No Certificate "and" Purchase Course for Certificate „option (the course fee is mentioned there). If you choose a certificate purchase course, you can access a graded assignment. After you submit your assignment, you must appear in the online examination. After successful examination, you will receive a certificate of degree from a recognized university.

## **ADVANTAGES OF OPEN EDUCATIONAL RESOURCES**

Open educational resources have many attributes in its own. Listed below are some of the advantages of OER:

- Open educational resources are open for all. Users can access and study anywhere.
- There is no requirement for formal registration.
- Reduces the burden of expensive education

- Unlimited number of learners can register at a given point of time
- Lifelong learning opportunities for students, faculties, in service professionals and college dropouts.
- With no physical boundaries, these online courses and courseware are widely accessed by all
- Increased potential of learner engagement and collaboration through discussion forums
- Users have the wide range of option to select learning materials that meets their level of skills and knowledge.
- OER offers high - quality, relevant learning resources that can help students and teachers improve their skills
- Learners can learn himself and developed self-learning skills
- Flexibility to join discussion forum
- Conducive to all types of learner
- Less expensive than traditional learning
- Variety of learning methods are available users can select any as per his or her convenience.
- OER encourages learner to take personal responsibility for their own learning.

## **CHALLENGES OF OPEN EDUCATIONAL RESOURCES**

Besides various advantages and benefits of open educational resources, there are disadvantages of OER too. These are as follows:

- Basic computer knowledge is required
- Technophobia may be the major reason behind the less use of OER
- Unavailability of required technology, most probably occur in developing countries
- Instructor may not always be available when students are studying or need help
- Slow internet connections may create huddle of using OER
- Users may feel isolated from the instructor and classmate
- Open educational resources learning is self-discipline process. Due to lack in self-discipline, may lose grip and interest too.
- Due to the information pollution, it's difficult to find and searching an authentic open educational resources.
- Spending too much time on computer screen may cause health issues like poor vision, stain injuries and other physical problems.
- Due to lack of awareness of copyrights or IPR may cause access in open educational resources.



## **CONCLUSION**

Government of India, through various projects, is taking many initiatives to promote open educational resources. It is time to raise stakeholder's awareness about the benefits of open educational resources. It reduces costs for materials and education. OER offers educators and learners opportunities to improve their teaching and learning skills through maximum use of open educational resources. The above study shows that a lot of open resources are available at national and international level. There is only a need to raise awareness among stakeholders of open educational resources.

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# **NEED FOR THE HUMAN TOUCH IN TECHNOLOGY INTENSIVE TRAINING: A STUDY CONDUCTED TO GAUGE INTO TRAINING PREFERENCES IN DELHI NCR**

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## **ABSTRACT**

*Training is an essential component for human growth. Knowledge and technology are consistently growing in an environment of learning. Training and development are the two deciding factors in organizational success. Technology has made its foray in training and what was supposed to be the human bastion is being taken over by the technology. There is absolutely no doubt and uncertainty over the fact that the standards of training have gone up many notches in education and corporate trainings. The advance methods used in training have come as the most effective tools in the hands of trainers empowering them and easing the modes of delivery. Whereas earlier, trainers had to stand for hours straining their voice and using every spec of energy in them to impart their knowledge, now, the efforts required are down to half and the effectiveness of training much greater than ever existed.*

*The various audio visual applications have enhanced the power of the trainer and it can be easily said that there exist neither any boundary nor restrictions for a trainers to outgrow their limits.*

*But amongst all the positives one wonders if everything is as illustrious as it appears. In a survey done by American Society for Training and Development it was found that around \$ 156 billion was spent on*

*employees' training 90% skills they acquired in the training was lost within months of training. In the past there used to be subject experts whose knowledge in the area used to be undisputed. Rather subjects were known by the names of the teachers who taught them. At present, any person can be training behind the armor that technology has provided. Now, more than the subject experts we need techies who are adept at using technological applications. The effect is evident in the quality of training. Such training may not have a lasting impression. Without the human touch, which comes with its many facets of para -language, emotions, soft skills and interpersonal skills, trainings are becoming lack-luster. Such technology driven training may also have a shorter retention span as human mind is able to retain more with a personal human touch. Training modules should pay special attention to add human flavor in what is served as training.*

*The research paper aims at evaluating the trainee's preferences regarding the use of technology and human touch. The survey was conducted on officers of some training oriented sectors like aviation and IT in Delhi NCR to gauge into their opinions about the right balance between human and technology in training. The survey was conducted through Google forms. Since the results were very clearly visible through percentage, no further test was applied.*

**Key Words:** Training, Technology, Human touch, Communication, Training Aids, Soft skills

**JEL classification:** A29, I23

## INTRODUCTION

Training is an essential component for human growth. Knowledge and technology are consistently growing in an environment of learning. Training and development are the two deciding factors in organizational success. Technology has made its foray in training and what was supposed to be the human bastion is being taken over by the technology. Today, Information Communication Technology (ICT) is being applied successfully in instruction, learning, and assessment. ICT is considered a powerful tool for educational change and reform (Fu, 2013).

There is absolutely no doubt and uncertainty over the fact that the standards of training have gone up many notches in education and corporate trainings. The advance methods used in training have come as the most effective tools in the hands of trainers empowering them and easing the modes of delivery. Whereas earlier, trainers had to stand for hours straining their voice and using every spec of energy in Use of technology aids in delivering training and education has the ability of not only engaging the students in subjective activities but also enhance their cognitive skills

(Cox, et al., 2014). Whereas earlier, trainers had to stand for hours straining their voice and using every spec of energy in them to impart their knowledge, now, the efforts required are down to half and the effectiveness of training much greater than ever existed.

The various audio visual applications have enhanced the power of the trainer and it can be easily said that there exist neither any boundary nor restrictions for a trainers to outgrow their limits.

But amongst all the positives one wonders if everything is as illustrious as it appears. In a survey done by American Society for Training and Development it was found that around \$ 156 billion was spent on employees' training 90% skills they acquired in the training was lost within months of training. ( Silverman, 2012). In the past there used to be subject experts whose knowledge in the area used to be undisputed. Rather subjects were known by the names of the teachers who taught them. At present, any person can be training behind the armor that technology has provided. Now, more than the subject exerts we need techies who are adept at using technological application. The effect is evident in the quality of training. Such training may not have a lasting impression. Without the human touch, which comes with its many facets of para - language, emotions, soft skills and interpersonal skills, trainings are becoming lack-luster. Such technology driven training may also have a shorter retention span as human mind is able to retain more with a personal human touch. Training modules should pay special attention to add human flavor in what is served as training.

In cases where trainings are taken over completely by humans without the help of technology, training becomes tedious and exhausting. A solo trainer, even with the best skills, can't retain its trainees beyond a point. Technology brings the life to training through its various audio-visual aids and the scope which are ever expandable. Technology is becoming interactive which is changing the face of training and the benefits are immense. This takes us to age old question of man or machine or both.

Through this research paper we will try to gauge into the inclination of people and explore their preferences related to training. For the purpose of convenience and authenticity the target respondents are residents of Delhi NCR and are mostly experienced trainers.

## **OBJECTIVE OF THE STUDY**

To evaluate the comparison between effectiveness of training conducted by humans and technology.

## REVIEW OF LITERATURE

Our review of literature evaluates several studies conducted on efficacy of human and technology in Training. But before we go to the comparison we need to understand what an effective training is. Scott. P. Smith in his study on adult training mentioned three steps of an effective training: Training need assessment, selecting a proper delivery mode and finally, the assessment which should consist of a quiz and a feedback. (Smith, 2017). Training can be effective only if gets desired results and bring the expected change in the targeted group. Apart from that, it is also important that the training has a lasting impression on people's minds. We need to generate enough interest in trainees to create interest in their minds which can be achieved through pictures and activities. (Siqueira & DeCaro, 2010)

We live in an age where the dependency on technology is increasing on a daily basis. Whether it's home or office, for even the most menial jobs, people look towards technology for the rescue. Therefore, training could not have remained untouched by technology. The advance technology and the tools in human's hands like internet, CAM and Artificial intelligence are providing methods and tools that were unimaginable hitherto. A small touch opens up new horizons and one can go to fancy lengths and breadths of knowledge. Even a child reaches out for 'Google' when in doubt rather than running to the teachers or parents. (Salmon & Edirisigha, 2008).

Technology has invaded all spheres of our working life including the workplace, our social life and is even transforming the classroom substantially. We are allowing it to make our livelihood smart. Our offices are getting smarter so are our classrooms. Our society has become so immersed in technology that it is nearly impossible to simulate the learners without it. (Ni, 2012)

In another study Bates and Gary explored pre-requisite and necessary protocol of integration of technology in efficient classroom delivery along with human expertise of teacher based upon vast experience of teachers. This study further emphasized the required balance between skill of teaching which can be further transformed by adding appropriate technology to plan, design, develop and deliver courses in the most effective ways. Technology integration with curriculum and lecture delivery has shown potential to maximize classroom/training/skilling session productivity substantially. But technology integration alone can't create productive niche for lecture productivity in measurable terms; Human factor is complimentary for same as well. So potential/skill of a trainer/teacher to utilize appropriate digital integration, extent of application of technology and ability to create blending of both man and machine component are similarly important along with technology itself. Initially it was thought that technology itself bring right kind of changes in education (curriculum and pedagogy) but later it was found opposite which manifests the perfect balancing of Trainer and Machine component for better out-put. (Bates & Gary, 2003)



In training, newer methods have been evolved to make it more robust and outcome oriented. Introduction of several types of technical methods is proving highly valuable to corporate training. 'Immediate response system' such as e -instruction clickers has made immediate feedback possible. Instructors get hugely benefitted through this system. A lot of hand-held devices have made the assessment easy and instructors and trainees can get easy access to problems and their answers. It has also become easier to provide results. Technology added training opens a range of assortment of tools and strategies for evaluating learning and instructional design, which is otherwise a cumbersome process with qualitative and quantitative limitations. It includes self-assessment tools to evaluate their progress toward final products, instruments in which teams can evaluate their progress and contributions, and specific tools and strategies for assessing students' critical thinking and writing skills and in similar reflective writing environments.

Many studies suggested the need to humanize the training/teaching which includes adding and improving interaction session with participants, which is otherwise missing in technology added classroom sessions or online sessions and other forms of e-learning platforms.

To improve human component in technology added training/teaching a synchronous learning provides a bridge between human and machine interface, which is critical to humanize the teaching learning environment in contemporary technology driven classrooms. (Finkelstein, 2006)

This study provides foundation of need of synchronous learning approaches tools and evaluation methods. How, when and to what extent humanizing of technology in learning is case/topic/domain specific with aim to have better classroom experience at both trainer and trainee level.

In an online interactive class students now have the freedom to ask any question they wish to ask as anonymity can now be maintained. Interactive platforms are now bringing students from all over the world to a similar platform where they can discuss openly at any time of the day without facing any kind of constraints.

Video conferencing has added to the ease of training too. Now instructors can reach out to a large number of trainees and also interact with them. Technology has also enhanced the feedback process. Now online feedback is easy to access and trainees can also provide a more honest feedback without fearing the flak they could have been facing in a brick and mortar classroom delivery method.

Another breakthrough in Training-technology is play way system of learning. Humans enjoy playing and playing makes the learning fun.

The benefits of technology can be summed here:

1. It is a facilitator of interesting, exciting and engaging learning.

- 2.It facilitates self learning
  - 3.Facilitates expansive and elaborate learning and discovery
  - 4.It discards what is unnecessary
  - 5.It makes learning measurable
  - 6.It addresses all the six pedagogical principles like challenge, modeling, practice, feedback and questioning.
- (Vrasidas & Mclsaac, 2001)

But, a trainer's role is not restricted to deliver the content and walk away. In a lecture theatre trainer dons many hats. In a research paper (Analoui, 1994) the author reflected on many roles of a trainer. The roles that were mentioned were those of task manager, human manager, role performer, and maintainer and Change agent. He further says, the role of trainer can't be confined to task related training. They are expected to create a connect with people. They are expected to have relevant skill, knowledge, values behavior and attitude that make them experts in training.

Apart from that a trainer has human touch which understands attention span, emotions and cultural affinities. (Bennett, 1983), further categorized trainers into Caretaker, Educator, Evangelist and Innovator.

In his article empowering the training officer, Doris emphasized that more than the knowledge of the content the job of the trainer is to design and conduct of training process. (Doris, 1981)

Application of right kind of technological aids is like literacy which is becoming bare minimum for enhanced class outcome, if utilized in fruitful ways. The need of time is skilling for multitasking, connecting beyond the workday, both locally and globally and to collaborate. Continuous skilling and well-designed trainings are required from time to time to excel in the domain. Therefore, exposure to technology and digital tool is essential. Integrating technology doesn't have to consume your time but it brings a focused planning of training module for best output by rejection of all unnecessary things which in turn promotes minimalism. So, minimalism drives enriching of the training module with active engagement of students through well planned technological/digital tools. (Katez, 1999)

In many cases digital and technological aids provide liberty to students towards bringing their own noble understanding and creativity in classroom itself. The key of success of a training session is linked to developing approach which can help participant guide their own learning and apply it though own case studies. Technology promotes the culture of allowing students space to guide their own learning. (Joliff, et al., 2001)

Technology is acting as tool for better teaching and productivity while teaching is art of fulfilling objective of education to promote knowledge, understanding and ability to

analyses. So crucial component of a best teacher is how to impart education; so imparting training is a skilful activity. (Comeaux, 2005) It is now bit clear that apart from subject understanding; a robust methodology of lecture delivery is very critical to ensure fulfilling objective of training as well as maximizing the productivity.

## **METHODOLOGY**

To further infer the role of technology and training a survey was designed with a questionnaire containing five questions to evaluate how trainers elucidate roles of individuals and trainers. The respondents were mainly people affiliated to training from Delhi NCR. The respondents majorly belonged to sectors with high importance of training like Aviation, Education and IT. The makeup of questionnaire is in table .

### **Survey Questions:**

- Technology driven training is more effective than a training which totally depends on the skills of the trainer.
- The proficiency of the trainer does not matter if training is equipped with technology driven aids
- An inexperienced trainer can still train effectively with the latest technological methods.
- Classroom presence of a trainer impacts training value due to personal interaction
- A proficient trainer can deliver effectively without the technological aids

### **Feedback options:**

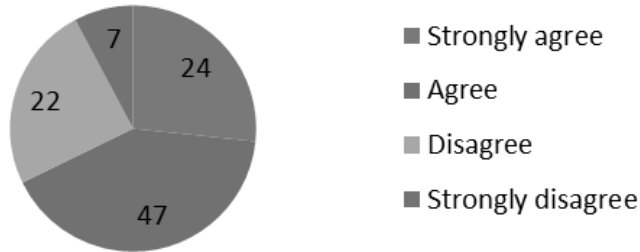
- Strongly agree
- Agree
- Disagree
- Strongly disagree

## **SURVEY DESIGN TO UNDERSTAND LINKAGES BETWEEN ROLE OF TECHNOLOGY AND TRAINER'S SKILL**

A total 300 survey entries have been received and analyzed according to responses of respondents to understand the trainers experiences in relation with role of trainers skill and technology addition in maximizing classroom productivity. The aim of the study was to understand the balance between man and technology in training therefore, the questions were designed to receive personal opinions of trainees based on their experiences. No attempt was made to go for an in depth due to the vastness of subject area and the understanding that trainings are goal specific. For example areas like aviation need technology extensive training with very little intervention of humans and in college education human touch will play a greater role than technology.

## RESULT AND ANALYSIS

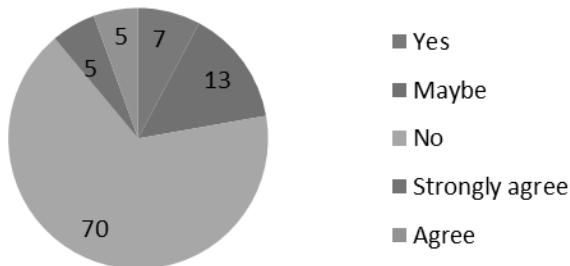
- a. Technology driven training is more effective than a training which totally depends on the skills of the trainer:



*Fig: 1. Technology driven training*

More than two third (71%) respondents favor the technology driven training over only trainer's skill for more productivity. On asking if technology driven training is more effective than the training that depends totally on individuals, 71% agreed that technology makes training effective against 29% who disagreed. It signifies the dominant role of technology has taken into 21<sup>st</sup> century classrooms. At the same time excessive use of technology in classrooms may hamper the natural learning potential. A recent study on excessive use of technology aids to classroom like PPT has suggested that it may hamper the learning ability particularly training sessions of high importance. (Alan, 2014)

- b. The proficiency of the trainer does not matter if training is equipped with technology driven aids:

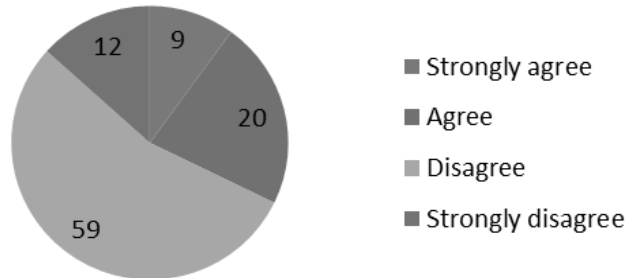


*Fig: 2. The proficiency of the trainer*

60% vehemently denied that training can be impactful on the basis of technology alone. Only about 17% accepted the possibility of technology alone carrying the task

of effective training. The trend of responses of both the questions indicates the complementary role of technology and trainer's skill for productive output.

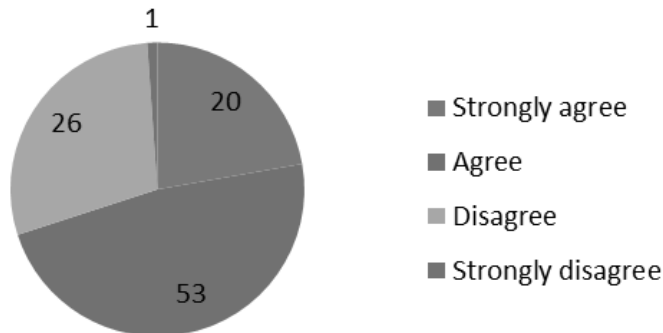
- c. An inexperienced trainer can still train effectively with the latest technological methods



*Fig: 3. Inexperienced trainer*

Similarly, people did not agree that an inexperienced trainer can train effectively by the support of technology. This result is very peculiar in terms that technological aid may lead to training session alone as it is reflected by one third respondents' agreement with it, which may be quantitatively justified but not in terms of quality of training delivery and output.

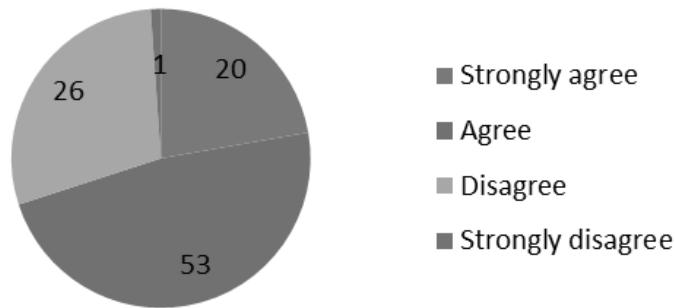
- d. Classroom presence of a trainer impacts training value due to personal interaction



*Fig: 4. Classroom presence of a trainer*

The significance of presence of trainer was agreed upon by 89% of respondent, which is essentially humanizing the classroom rather than making it a graveyard of technical aids. The respondents' behavior, in terms of humanizing the training session, is similar with earlier studies of Finkelstein, 2006 who emphasized the role of human component in technology added training/teaching.

- e. A proficient trainer can deliver effectively without the technological aids



*Fig: 5*

When asked whether a lone proficient trainer can train effectively without technological aids 63% agreed and only 27 people disagreed. It simply signifies the dominance of human interface in teaching learning process, in spite of proven role of technological aids in quantitative learning outcome.

## **LIMITATIONS OF THE STUDY**

The study is opinion based and the sample size was randomly selected from Aviation, IT and Education sectors. Since the training goals are different in each sector, a sector wise study may show more specific results.

## **CONCLUSION AND SUGGESTIONS**

It could be very clearly seen that a blend of technology and human touch is what people want. Technology without the human touch is ineffective and individuals without touch of technology are obsolete. It is very clear that human interaction can not entirely be replaced by technology and there is tremendous gain for trainers in the form of technology. Wherein communication is a significant part of training, with which humans interact and learn from each other; internet provides online platforms for open discussions. Similarly training modules available online are designed to provide as close a human like experience but such interactions remain mechanical and lead to monotony without human interaction. Therefore to keep the training effective following suggestions can be incorporated in training:

1. A perfect balance of human and technology should be maintained
2. Trainers should be adept at technological aids to be able to use them effectively

3. Inexperienced trainers who hide behind technology during training delivery should be discouraged
4. Paralanguage and soft skills are the hallmark of human interactions. For a more sustainable training trainers should use these humanly traits extensively
5. Technology should be used for ease of training rather than as the major element in training.

Training methods will continue to evolve with the progress in technology. Therefore, only those who are specialist in the field of learning design and technology will be able to lead in sustainable and effective training. People who want to earn a career in training and education will have to gain knowledge in advanced training methods and technology and will have to keep themselves updated with dynamic nature of technology pertaining to education and technological methods of instructions.

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## **PERCEPTION OF STAKEHOLDERS TOWARDS INFLUENCE OF COMPETENCY BASED EDUCATION ON SKILL DEVELOPMENT**

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### **ABSTRACT**

*This paper has attempted to propose competency based teaching and learning in Higher Education. In India, the curriculum is enforceable in some Institutions and cannot be altered, in which case to support the objective of the paper; the teaching learning objectives can be designed as per the competencies required by the student to get employable. The paper focuses the need of being employable and not only being graduate. Hence this paper examines the use of competency based assessment. Thus the correlation between the curriculum preparation and the desired outputs in terms of the skills of the student can be easily understood through such assessments. The objective of the paper has been sought after through a primary research survey in higher educational institutions, gaining perception of teachers towards the mentioned areas and also from the industries towards the assessment of students during the campus placements. The research tool has been a structured questionnaire with focus on understanding the opinion of the respondents towards competency based teaching and learning and also assessments. The data has been obtained from multiple disciplines to understand the relevance of each institution towards competency based education. The data gathered has been analysed and a comparative report has been prepared which highlights the perception of stakeholders as teachers and industries from various disciplines of study. The outputs of this research can also help the higher educational institutions to focus on creating curriculum or modules delivering employability oriented competencies. Thus through this research objectives like, perception of faculties towards competency based education, Assessment based on level of competency achieved, inclusion*

*methodology of competencies based approach in teaching and learning and much more can be obtained. The paper can thus contribute to a new thought process of a new approach in teaching and learning.*

**Key Words:** *Competencies, Higher Education, Students*

**JEL classification:** *A20, A29*

## INTRODUCTION

There is an increase in the number of Higher Educational Institutes in India with the increasing population and also the trend towards completion of higher education by masses. However, the quality of education has not fulfilled the part of its journey in the same speed as the progress of the number of Institutions. There is a strong need to improve the quality of teaching and learning to facilitate the need of student graduating with excellent employability skills. It is also important to assess the student in the terms of the competencies, to actually gauge the level of expertise they have gained from the teaching and learning process. The research is needed to understand the use of competencies desired in Industry to be base criteria for the curriculum prepared in various courses of the higher educational Institutions. It is important to understand the output of the content of the teaching and learning and whether it really benefits the students in acquiring the right skill sets.

From the report of Prof. J.S Rajput, Vision 2020 - Education National Council of Educational Research and Training Sri Aurobindo Marg, New Delhi – 110016 it is prompted by the Prime Minister's vision for India's development as Knowledge Society, the Planning Commission constituted a Vision 2020 Group to look into the various parameters of knowledge society which relate to knowledge as a base to create values to be shared through global networking. NCERT was assigned the task to develop the educational aspect of Vision 2020. The management system of knowledge has to be closely relooked into. Effective measures for management of knowledge workers are to be evolved. Traditional, administrative and bureaucratic structure will not be adequate with respect to management of knowledge workers. Universities, colleges, schools and institutes of professional learning are all crying for a new management system that would be dynamic and responsive. Faculty members of world- class competency have to be nurtured, recruited, retrained and retained to ensure maintenance of levels, standards and dynamism as an educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge

The literature review suggests the practices changing at an international level and also within some institutions in India. Although there is a dire need to inculcate this practice in a general manner across all higher educational institutions to ensure effective teaching

and placements. The problem statement has been framed considering the past researches carried out by researchers in the areas of quality of higher education.

David w. Johnson (2000) described a competency-based approach to effectiveness assessment at the program level utilizing various feedback mechanisms and also discussed an approach to feedback analysis using curriculum-competency mapping that could suggest areas for program improvements. Finally, experiences in applying the competency-based assessment process for the Computer Information Systems program of a small college were described.

Meeta Kanhere (2006) highlighted the importance of competency mapping in different HR functions like recruitment, performance appraisal, training and development and its overall impact on the organization. “Competencies” aim at linking the human resource system of an organization to its purpose. The competency focus gave insights into the process of aligning the human resources of an organization with the vision and mission of the same. Describing what was done helps performance management, describing what was being done helps training and development and describing what should be done helps to define selection standards and performance goals. An attempt was made in this paper to study the competency mapping process and benefits in the three select information technology companies. Pooja Tripathi, Jayanthi Ranjan; (2010) A Competency Mapping for Educational Institution: Expert System Approach.

This paper presents the development of expert system to assist in the operation of competence management in educational institution. The knowledge based consists of a rule-based expert system for the competence management and subsequent performance assessment. It is generally recognized that an expert system can cope with many of the common problems relative with the operation and control of the competence management process. In this work an expert system is developed which emphasize on various steps involved in the competence management process. The knowledge acquisition to develop this expert system involved an exhaustive literature review on competence management operation and interviews with experienced deans and the competence managers. The development tool for this system is an expert system shell. Coll & Zegward (2006) focused on establishing what competencies the various stakeholders think are the ideal competencies needed by employees in the hospitality field in places such as hotels, food service providers, restaurants and lodges. Employers have indicated that candidates are often not prepared for the workplace and calls for assessment of competencies rather than on intelligence scores. By improving and developing candidates’ competencies such as interpersonal skills, teamwork, communication and problem solving skills, value will be added to their intellectual capabilities making them more employable. There are varieties of interpretations of the term competency and can be viewed as a characteristic of an individual and related to personal attributers rather than technical skills.

Ashok Sankethi (2008) explained that Competency mapping is the process of identifying key competencies for a particular position in an organisation. Once this process is

complete, the map becomes an input for several other HR processes such as job-evaluation; recruitment; training and development; performance management; and succession planning. For competency mapping to be productive, the organisation has to be clear about its business goals in the short- as well as long-term and the capability-building imperatives for achieving these business goals. The process starts from as macro an endeavour as understanding the vision and mission of the organisation and how that translates into specific, time-bound business goals. Talbot & et. al. (2007) argued that competencies are a useful tool to assist the process of curriculum development, selection of assessment items, and ongoing quality, assurance for health promotion education. The authors provided a case study that applied the competencies in curriculum development, assessment selection and quality assurance in an Australian University. Competencies set performance expectations for professionals working in the field.

A gap has to be filled between the pedagogy oriented skill sets and the Industry demanded skill sets. There is a dire need of a radical reform which is required in Indian higher education. It is now necessary to have higher standards of transparency, strengthening of the skill based education and research oriented education and stronger industry connects professionalization of the sector through stronger institutional responsibility. There are abundant test on aptitude and cognition, which the student undergoes as a part of the selection process for getting job. However, it would be more effective to have the pedagogy based on the competencies to be enriched for the student. The competencies framework can be relevant as per the discipline areas, as the skill set for each job will be different.

## **OBJECTIVES OF THE STUDY**

Primary Objectives:

- 1.To study the perception of faculties towards influence of competency based education on skill development
- 2.To study the perception of industries towards influence of competency based education on skill development

Secondary Objectives:

- 1.To seek perception of faculties towards preparation of curriculum using competency based approach
- 2.To understand perception of faculties towards use the competency based assessment system
- 3.To seek perception of Industry representatives towards selection of candidates using competency based grading
- 4.To understand the present scenario of fresh graduates in terms to employability skills

## **RESEARCH METHODOLOGY**

The research design used for this paper is Descriptive research design. Two structured questionnaires were prepared. The first structured questionnaire (A) was prepared and

administered to the faculties of a Higher Educational Institution. The respondents were chosen from different disciplines of study. The second structured questionnaire (B) was prepared and administered to representatives from different Industries like Manufacturing and Service. The respondents were selected through convenient sampling from the middle level of the organisational hierarchy. An effort was made to administer the respondents from Industry responsible for recruitment and selection of students from campus. The sample size in both the case was 50 respondents. The fully filled questionnaire was taken into consideration.

## SUMMARY

### Results:

Results 1: Responses from Questionnaire A addressed to faculties from different disciplines

Demographics:

Total faculties: 50 (Engineering: 25 respondents, Management: 25 respondents)

Minimum experience of the faculties in teaching in Higher Education Institution: 5 years

Selection criteria: Experience in curriculum development and Student Placement Coordination.

*Table 1: Responses from Questionnaire A addressed to faculties from different disciplines*

Sr. No.	Question	Responses	
		Engineering	Business/ Management
1.	Institution follows curriculum suggested by University Grants Commission for the courses	Agree: 100 % Neutral: 0% Disagree: 0%	Agree: 100% Neutral: 0% Disagree: 0%
2.	The recommended curriculum offers enough flexibility to change the contents by the course coordinator at the Institution to adapt to the competencies of the students	Agree: 36% Neutral: 2% Disagree: 62%	Agree: 43% Neutral: 0% Disagree: 57%
3.	The curriculum outcome significantly mentions the competencies which will be attained after the course is over	Agree: 12% Neutral: 0% Disagree: 88%	Agree: 7% Neutral: 0% Disagree: 93%
4.	There is noticeable identification of the skills acquired by the students after attending the course	Agree: 12% Can't say: 3% Disagree: 85%	Agree: 25% Can't say: 0% Disagree: 75%
5.	The Faculties are clearly aware of the employability skills which are to be developed during the course tenure	Agree: 32% Neutral: 0% Disagree: 68%	Agree: 28% Neutral: 0% Disagree: 72%

## Findings:

- The results show that the Institution follows the national agency for the curriculum preparation. It has objectives and course outcomes but has no specific mention about the employability skills being gained through the completion of the course.
- It is observed that the institutions have very less flexibility to change the contents of the curriculum or incorporate additional sessions based on their individual insights at a great level.
- The curriculum does not mention the specific noticeable skills adaptations or behaviour of the student after undertaking the course.
- It is also found that the assessment of the students is carried out basically on the theoretical and practical contents. There is no assessment carried out with the deliverables of the competencies gained from the course.
- The faculties teaching the courses are also not aware of the specific competencies which will be gained by the students after completion of the course. The faculties are aware of the course outcomes in a generalist method.
- The results have been differentiated as per the discipline responses from Engineering and Business. The faculties of both the disciplines are almost of the same opinion in respect to the lack of flexibility in curriculum, no competency based teaching or evaluation system for the classroom and placements respectively. The faculties are not aware of the competencies which will be developed by the students after attending the course. The difference in the opinion of teachers is not significantly high towards these aspects.

Results 2: Responses from Questionnaire B addressed to industry representatives from different industries.

Demographics:

Total faculties: 50 (Manufacturing: 25 respondents, Service: 25 respondents)

Minimum experience of the Recruitment and Selection of students from Higher Education Institutions: 5 years

Selection criteria: Experience in conducting and organizing Student Recruitment and Selection

Sr. No.	Question	Responses	
		Manufacturing	Service
1.	The fresh graduates joining Industry for job are perfectly fit for their job roles	Agree: 100 % Neutral: 0% Disagree: 0%	Agree: 100% Neutral: 0% Disagree: 0%
2.	Rank and evaluate the selection criteria according to the importance attached to it at practical level during the campus interviews:		
a)	Performance of candidate in Institute examination	Rank: First Very important: 93% Important: 7% Less important: 0%	Rank : First Very important: 97% Important: 3% Less important: 0%
b)	Job Description	Rank: Fourth Very important: 22% Important: 13% Less important: 75%	Rank: Fourth Very important: 32% Important: 6% Less important: 62%
c)	Matching Job competencies precisely defined	Rank: Fifth Very important: 18% Important: 7% Less important: 75%	Rank: Fifth Very important: 4% Important: 23% Less important: 73%
d)	Background check with Professors	Rank: Third Very important: 80% Important: 20% Less important: 0%	Rank: Second Very important: 85% Important: 15% Less important: 0%
e)	Group discussions Interview performance	Rank: Second Very important: 82% Important: 18% Less important: 0%	Rank: Third Very important: 78% Important: 22% Less important: 0%
3.	Competency based assessment yield better results	Agree: 56% Can't say: 30% Disagree: 14%	Agree: 76% Can't say: 12% Disagree: 12%
4.	There is a industry academia linkage for curriculum preparation	Agree: 26% Neutral: 10% Disagree: 64%	Agree: 22% Neutral: 5% Disagree: 73%

### Findings:

- The results indicate that industries are focussing more on academic orientation of the students during the selection process than the competencies required. The ranking and preference is more towards bright students who are achieve good grades for the institution exams.
- The industries are usually not using competency based assessment for the selection process during campus interviews. There is no match done at a

specific level with the competencies of the students with the job competencies. Students are selected basically for a job profile in a general description.

- The respondents were from different industries, manufacturing and service industries. However the responses towards each question are almost similar when it comes to lack of use of competency assessment for selection process. They are also not involved in the curriculum framing of the courses at the academic institutions in a very extensive manner.
- The performance of the students during the interviews or group discussion is more considered than the matching of the competencies of students with respect to jobs.
- Thus the most important criteria for selection of the students are academic performance, interviews, and group discussions and in some cases followed by competency mapping.
- There is a poor industry academia linkage especially with regards to the course/curriculum development in institutions. The industry is not approached for major contributions to the syllabus development for students. Hence the gap exists between the skills gained by the student in the classroom and the skills required by the students in the industry.
- The industry representatives were of the opinion that the competency based assessment can ensure a more appropriate selection of the students.

## SUGGESTIONS

The higher educational institutions are growing in numbers but it is essential to understand the quality of the youth graduating out of the institutions. The prime importance of education is not only to feed knowledge but also to make them capable of becoming employable or become an employer. The current system pursuing in the higher educational institutions is more of approaching the curriculum with a more theoretical manner than a practical based approach which will be more applicable in the industries. Even the teachers are observed to focus more on the course outcomes which mentions the outcomes in a more generalist approach than actually focussing on the skills deliverables. There is less scope of flexibility with the curriculum change and hence the course is offered in more or less the same manner all across the classroom and through many years, without much change. It is observed that the students selected during the campus interviews are majorly selected on basis of their academic performance but actually missing out on the skills they are essentially required to perform in the job role. The assessment criteria hardly focus on the competencies or skills set of the students during the selection process. There is no matching of the skill set of the candidate with the skill set required in the organisation. The less academic and industry linkage on developing the students through connecting the requirement of the industry with the academia is the most crucial block in the entire process. The curriculum if based on the requirement of the industry and the



changing environment can lead the development of the exact competencies among the students which are required by the job profile. This will also help during the selection process of the candidates. The competency framework designed as per the particular job profile can help select the perfect or the right candidate for the job. Thus in brief the suggestions to be implemented for an effective performance of the candidate after joining the industry are as follows:

- Curriculum to be prepared with competency based outcomes.
- Faculties to be trained to identify the competencies to be inculcated through the curriculum and teach the students with those deliverables in mind.
- Curriculum has to be made a little flexible giving opportunity by each Institution to incorporate topics to focus on the industry requirement and the changing business environment in the local areas.
- Curriculum to be prepared in consultation with the industry, so as to prepare the deliverables matching the job profiles.
- Increase the industry academia linkage and actions.
- Selection of the candidates based on competency framework, so as to ensure that right candidates are selected for the right job, which ensures less turnover for the industry.

## **LIMITATIONS**

- The research has been carried out for few institutions only in the same city. Thus the response is significantly not the perception of higher educational institutions at a general level.
- The time line of the research is less, considering the time spent on the research. Hence it mentions the current perception of the faculties and the industry and cannot be taken for a larger scope of time.
- The feedback of the respondents is personal and cannot be generalised.

## **CONCLUSION**

This paper has attempted to understand the existing scenario of a higher educational institution with respect to the deliverables through curriculum and also the assessment of the students. The research has also tried to focus on the existing practices of the placements of a higher educational institutions and the process with respect to the selection of the candidates during the campus placements. It has been significantly brought out that the focus of the process of educating and placement is not based on competency framework and thus a gap exist between the competency required by the industry whilst the competency gained during the course teaching. The findings have brought out the need of competency based system in higher educational institution for teaching and assessment of students.

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# THE ILLUMINATION OF GLOBALIZATION IN THE FOOD SERVICE INDUSTRY

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## ABSTRACT

*We are currently experiencing a significant shift in our world's food systems and dietary patterns. That being said, the purpose of this writing is to explore the forces of globalization business practices of the "Big Foods" (a.k.a. transnational food companies or TNC), and the prevalence of processed foods' contribution to the shift in food sovereignty for local farmers, along with food security and nutrition for the population.*

*There are various direct and indirect causes of malnutrition in low-income developing countries. However, it has come to my attention that there are a few specific practices utilized by the presence and practices of Big Food companies that can severely affect the food security of populations in developing countries. For the purposes of this paper, I focused on the spread of processed, nutrient-poor food by the TNCs, the most significant causes of this spread due to the globalization of such, and the effect on the population's health due to unwittingly consuming such unhealthy foods.*

**Key Words:** *Globalization in the Food Industry, Transnational Food Companies, Local Farmers, Nutrition-Related Diseases, Developing Countries*

**JEL classification:** *Q12, Q18*

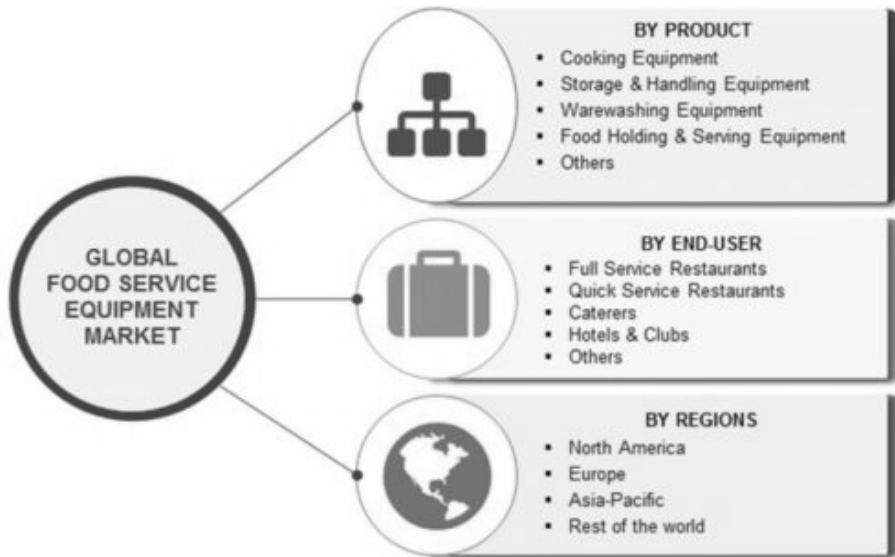
## INTRODUCTION

Many large foodservice companies have been involved in globalization for decades. [4]. As a result of entering the global market, competition raises the quality of products, increases the scope of available products and services [6]. However, more

recently, there has been an examination of at what cost this has on local farmers, small foodservice business, and the accessibility of food that would enhance proper nutrition for the population being served. That being said, because proper nutrition and food security has come to the forefront of the global health agenda, there is no doubt that globalization has fostered greater variety and access to food in many places. This has resulted in a decrease in food insecurity a benefit indeed. But what about the quality of food that is being purchased by the particular population? Literature suggests that because food is not affordable in most countries, these large scale food companies deliver lower priced, subpar processed food to counties which results in the population buying cheaper food that has poor nutritional value. To emphasize the evidence of this [1] indicates, "...that urbanization and foreign direct investment lead to greater availability, affordability, and consumption of processed westernized foods due to an increased presence of transnational food corporations in local markets" (p. 2). Furthermore, evidence based research, as per 2015-2020 Dietary Guidelines for Americans, has shown that processed foods are bad and that they are a major contributor to obesity and illness. This does not only occur in the United States but around the world as well. That being said, every time a population adopts a Western diet high in processed foods, they get sick. It happens within a few years; their genes don't change, their food does.

In addition to the dietary and/or nutritional effect on a population, the mass arrival of behemoth commercial food suppliers affects the domestic food markets as well. Because they have much more money than the local businesses, they are able to finance advanced advertising, marketing and business strategies; and this presence highly influences the population's preference and consumption of processed foods. Having said that, small farmers are at a disadvantage because they are unable to compete with the financial and marketing powers these large companies possess. This results in larger companies having sheer control of the food industry market over domestic markets. This is the cost of globalization in the food service industry.

Nonetheless, this occurs due to certain aspects of globalization and business practices that go unmonitored and unaccounted for. Instead of the acquired benefits that affordability and food security can bring for the population, negative practices result in food insecurity and malnutrition. They also pose threats to the local business in developing countries. This writing will try to examine the specifics that occur in influencing dietary patterns that result in nutrition transition, and how globalization of the food industry via big companies (a.k.a. transnational corporations) affect the domestic market in developing countries (i.e., local farmers, business, etc.) Of special importance is a global food service equipment market. (Fig.1)



*Fig.1.Global food service equipment market*

*Source: <https://www.reuters.com/brandfeatures/venture-capital/article?id=45832>*

## **THEORETICAL REVIEW**

There are two important phenomenons that describe dietary changes due to globalization: dietary adaptation and dietary convergence. Dietary adaptation consists of changes in the diet to include more processed, refined, and branded foods due to lifestyle changes such as availability of new foods, increase in new food retail outlets, time demands, and more exposure to food advertising. Dietary convergence refers to the ever increasing similarity in diets worldwide because of globalization. Consequently, access and availability to quality of foods are changing. But what are some of the causes of this? I have therefore, through this writing and research, determined to shed light on how this happens.

My exploration led me to the specifics regarding the relationship between globalization in the food industry and the increased prevalence of consumption of nutrient poor dietary intake in developing countries. In addition, I learned why some small farmers struggle to stay afloat from the globalization when one would think the ideas, technology, and new markets should make it easier to produce and distribute food.

## DISCUSSION

Literature research suggests that urbanization is one of the most significant unforeseen results that have become important influences on dietary patterns in developing countries. The latest research [1]. Indicates that currently, more than 54% of the world's population lives in urban areas, with a projected increase to 66% by 2050; and most of this urban growth is occurring in countries within Africa and Asia. It appears that better employment conditions are the reason behind this growth [5].

Nonetheless, because there is a greater amount of jobs and a greater need for a higher income more and more people are entering the workforce. In these developing countries, this also includes women, who typically have held more informal work roles within the home. With more of the population entering the workforce, there has been a significant shift in dietary patterns for several reasons as explained by [2]:

First, there is less ability, time, and desire to prepare food at home. The lack of land for farming along with decreased time spent at home causes families to increasingly need or want to eat outside of the traditional home setting. For example, in Tanzania, 70% of calories consumed by low to middle income groups come from street food – including fast food, packed food, high amounts of meat, and sweets. Thus, “attention to dietary balance and dietary quality, which was traditionally “intuitive” at the household level, is now subject to wider cultural changes and external influence.” This is extremely important because it shows that people are (1) giving up control over the type and quality of food they are putting into their bodies (2) increasingly influenced by the globalization of food products and the corresponding consumption patterns (p. 13).

Another way dietary patterns are changing as a result of urbanization is through the presence of global food companies with their ideas, culture, and infrastructure. New technologies, mass media, and improved infrastructure have led to an increase in the availability and access to non-traditional foods. This has resulted in a greater number of fast food joints, informal or formal restaurants or bars, supermarkets, and other convenient food options. Access to these new foods begins to correspond with growing economic and social development within these developing countries; and as more people interact with the urban environment along with the forces of globalization, growing cultural and economic behaviors change. Consequently, the affected population, it appears, tends to regard and accept the idea of modernization and convenience. This in turn heavily influences the consumption of foods outside of the home. Another consideration, as per the writers, is eventually non-traditional food found in fast-food joints and convenience stores have come to be seen as more sophisticated, modern eating experiences, so people prioritize those foods over the food found in traditional wet markets and mom-and-pop stores. Furthermore, these results in a departure from traditional diets rich in whole coarse grains like millet and

barley, with high sources of dietary fiber and plants, including vegetables and fruits. Instead the choice becomes the “the modern diet” that includes refined grains/carbohydrates, animal products, unhealthy fats, hydrogenated oils, and added sugar and salt, and processed foods. With the incorporation of such nutrient poor components into the diet, the increased risk of nutrition-related diseases-diabetes, cardiovascular disease and cancer-becomes more prevalent within these populations.

In addition, a significant result of globalization is the effect of the Big Food Companies on the domestic market (i.e., farmers and merchants). A term I learned when doing my research was, “food sovereignty”, which is defined by La Via Campesina as, “the people [locals] who produce, distribute, and consume food should have control over the mechanisms and distribution and policies of food production and distribution, rather than the corporations and market institutions they believe have come to dominate the global food system”. This is the buzzword for what the domestic market wants to achieve. However, this has increasingly been harder to accomplish because of transnational food corporations (a.k.a. TNC, or Big Foods another buzzword).

So, it appears to come down to whom dominates: TNCs or small producers. Indeed, it is the TNCs according to my research. As expected, it’s the practices of transnational corporations that are undermining the business of small farmers and other local food merchants. It has also come to be one of the most harmful effects on food sovereignty. Black (2016) explains that the reason why some small farmers struggle to stay afloat often has to do with the practices and concentration of powerful TNCs who control various food markets. One would think that the globalization of ideas, technology, and new markets should make it easier to produce and distribute food. However, this is not the case in most circumstances. What actually occurs, according to the [2] is that small farmers and producers struggle because as TNCs gain more power through trade liberalization agreements, subsidies, and increased demand through investments abroad, resulting in the start of controlling many aspects of local food systems (p.35). Furthermore, this results in TNCs’ control of the whole food chain-from the production, trade, and processing, to the marketing, retailing, and distribution of food. The small farmers, because of this, find it very hard to maintain their businesses and survive. As indicated in the International Fund for Agricultural Development (IFAD), there are about 500 million small farms in developing countries, which support about 2 billion people (more than one third of the world’s population). Yet most of these small farmers and their families live on less than two dollars a day, as they are unable to keep up with increased demand, higher costs, and changing market developments from TNCs. The following are examples of how this occurs [2]:

- 1.Foreign TNCs become competitors with domestic producers by supplying food products to local consumers.

- 2.This circumstance puts pressure on domestic producers and farmers to lower their prices and increase their standards (costs).
- 3.Domestic producers and/or famers go into bankruptcy because they cannot lower their cost and increase standards. These results in their being forced to leave the market.

These three things are the perfect recipe for the TNCs to dominate the market. In addition, TNCs will sell their food products at prices below the cost of production for farmers in developing countries as well; and this too becomes increasing difficult for domestic producers to complete.

Another method used to control the domestic market is the enormous advertising and marketing utilized by the TNCs. According to the Food and Agriculture Organization, successful advertising by food companies play a large role in the “rapid adoption of new foods in the diet”. For example, Nestle and Coca-Cola spent \$3 billion on advertising in 2014; PepsiCo spent \$2.5 billion; and Unilever spent \$7.4 billion. Of course, with this kind of enormous spending the goal was to influence consumption habits and create demand and increase their profits [3]. In effect, it is postulated that TNCs use such methods to: 1) urge new people to consume the product, 2) urge people already familiar with the product to consume more frequently, and 3) encourage the population to buy more of the product and consume it in one sitting. These messages infiltrate TV, websites, along with schools; and messages include the usage of sports, celebrities and music. In essence, how could local markets compete with this? In most cases, they cannot.

## CONCLUSION

It appears that there is a relationship between globalization within the food industry via big corporations and diets and the nutritional needs within populations in low-income/developing countries. That being said, the goal of this paper is to shed light on this situation and to understand how the presence and practices of transnational food corporations negatively affect local business such as farmers and/or food merchants; and in addition, resulting in the adoption of Westernized diets, through the spread of food that is processed and nutrient-poor. What I have discovered is that local merchants want to continue to have control over their land, their farming practices, and their ability to make a decent living, and thus they came up with the term “food sovereignty”. As I explained in the discussion, it is the ability to do business utilizing sustainable methods that would, in essence, keep them in business. Nonetheless, there is stark evidence that this is increasingly getting harder for them to achieve that end. Moreover, it is unfortunate that most of the practices of big companies, via globalization, has affected the nutritional needs of the population which detrimental rather than the beneficial for the people. So, although it appears that globalization has made food more abundant and caused less concerns of “food security”, it is indeed



nutrition insecurity by way of introducing foods void of proper nutrients. This is unhealthy foods that the local consumers are eating; and because these unhealthy foods – high in fat, sugar, salt, and chemical additives – are becoming more available and affordable, many populations choose them over traditional food items made by locals that are more expensive and less “modern”. Lastly, there is now evidence of an increase of nutrition-related diseases (i.e., obesity, cardiovascular disease, high blood pressure, etc.) in these countries because when food security” is compromised, nutrition also becomes compromised.

Nonetheless, the purpose of my paper is not to overgeneralize the negativity of the widespread of globalization via the food industry. Indeed, there is always the other side of an argument. That being said, I believe there is literature that illustrates that globalization, free trade, and competition in the global market can have profound benefits for governments, companies, communities, and families. That would be a discussion for another time. For now, I chose to shed light on the significant un-level playing field between local farmers and big companies via globalization in the food industry, and its nutritional affect.

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## CHICK-FIL-A'S EXCELLENCE GOING GLOBAL

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### ABSTRACT

*This paper will discuss the management and facts of Chick-fil-A. This company has shown exemplary management skills and so much success in their business. They continue to grow despite what statistics say should happen. Their management practices have remained the same from the beginning with very little changes. The changes being to add more positions, and accommodate the growing business, but the foundation have remained the same. Even now, the company continues to bring in more money and plant more restaurants despite the fact studies show when companies grow income goes down. This paper will examine Chick-fil-A's history and how they have grown along with how the business' management is set up. The examination will go from the CEO down to how the individual restaurants are managed.*

**Key Words:** *Manage, management, restaurant, Chick-fil-A, company, business, globalization.*

**JEL classification:** *F6, F69*

### INTRODUCTION

Chick-fil-A is one of the most well-known restaurants in America today. While they have not expanded everywhere, most people have at least heard of one. They are known for their delicious chicken, hospitality, second mile service, and the infamous "my pleasure." In 1946, Truett Cathy opened a restaurant called the Dwarf Grill located in Hapeville, Georgia. He and his wife had three children, all of whom work in the family business, and one who is the CEO. While this was not the original Chick-fil-A, it was where the original chicken sandwich was created in 1961. A few years later, the first Chick-fil-A restaurant was opened in the Greenbriar Shopping Center in Atlanta. After this the company has become "one of the largest privately-owned

restaurant chains in the country.” This business exploded and now there are Chick-fil-A’s across the nation. Truett has done many other things off of this company. He has opened a few other restaurants that are not Chick-fil-A’s, has written multiple books, and started the WinShape Center Foundation and the WinShape Homes program. Truett Cathy died on September 8, 2014. He was 93 years old, but his legacy and management practices continue to live on [2]. Chick-fil-A has been so successful because of the great leadership it has had and continues to have. Their management is exemplary, and they stick to what works. Chick-fil-A continues to thrive because of the financial and management decisions it makes, and firsthand accounts can attest to this.

## **BUSINESS STRATEGY**

- **Financial Decisions**

The statistics on Chick-fil-A’s financial successes are from 2017 which means the numbers are greater now. As of 2017, “Chick-fil-A’s systemwide sales have increased nearly 73 percent, to nearly \$7.9 billion from 4.6 billion.” [3] Their unit volume had also increased more than 39 percent from five years earlier. These numbers may seem normal for large, successful businesses, but what makes Chick-fil-A stand out so much is the fact they are only in operation six days a week. It also closes its doors at a certain time every night. They are not open 24 hours and keep the same hours during holidays instead of extending hours to make sales go up. “Chick-fil-A’s unit volumes are the 11<sup>th</sup> best among the 100 largest chains. And every one of the 10 chains with higher volumes are full-service concepts with much higher average checks or, in the case of No. 1 Dave & Buster’s and its 11.7 million-unit volumes, a massive games area.” Chick-fil-A has higher volumes than fast food restaurants that serve food around the world and those that serve alcohol. At the end of 2016 Chick-fil-A had 2,085 locations, meaning there are even more now. This number was up 25 percent five years before 2017 when it only had 1,669 units. Usually, expansion of restaurants hurts sales due to the number hurting nearby businesses, but in Chick-fil-A’s case it actually helps. The reasoning behind this is because of the volume Chick-fil-A’s do on the daily basis. Putting another restaurant across town from another seems like it would hurt the sales of the other store, however, the Chick-fil-A does such a large volume, having another restaurant nearby takes some of the pressure off of the other Chick-fil-A. “Chick-fil-A’s estimated unit volumes have grown at a faster rate than its unit volume growth” [3]. Something spectacular that was shared during an interview is that Chick-fil-A is debt free. They are completely paid for and continue to pay for everything from their income. They do not owe money to anyone. This seems to be unheard of today. According to human resource management (HRM), it is resilient organization because employed people who can respond to changes with minimum stress promptly and efficiently [4]

- **Management**

Anyone can apply to become a Chick-fil-A operator. While it is very competitive, it is possible. “It’s less expensive to open a Chick-fil-A than it is to open a location of almost any other chain- Chick-fil-A charges franchisees only \$10,000 to do so.” Chick-fil-A has stated that they want “to put somebody in the store that was close with the customer.” The company puts operators in place so they are able to reach the community. They want them to make connections with those around them and bring the community together. Chick-fil-A franchise owners make their own decisions when it comes to their business. No Chick-fil-A is truly the same because each operator is allowed to do what they want- within corporate boundaries. They are able to hire and fire employees and they are also allowed to and asked to get involved with organizations around them and participate in activities. They are greatly encouraged to get out into the community. Corporate wants its operators to make connections and bring the community closer (Kate, 2018). Chick-fil-A is a privately-owned business and has many different leaders. Until 2014, Truett Cathy was the CEO, but when he passed away his son, Dan Cathy became CEO. With that being said, Chick-fil-A resembles a family business. It definitely started off this way when Truett started many years ago. However, due to the great volume the company now has thousands of employees all over the nation. They have strategies in place that allow for everyone to work together for a common goal. There are many different positions, but there is not one person calling the shots. When Truett died he left with his family and employees his legacy of how he managed his company. This worked for many years and continues to work today.

- **An operator’s standpoint**

An owner/operator of a Chick-fil-A has a tough but rewarding job. They are able to make decisions on how their management structure will work best for their location(s). An operator, and the store I actually work for, helped me out with some information about his choice of management structure. The operator, Mark, has different levels of management, and this is, for the most part, standard for each Chick-fil-A, but each operator can do something different. At this particular Chick-fil-A there are five different levels of employees. It starts with team members. Chick-fil-A works as a team to make operations happen which is why the term “employee” is not often used. Team member stands out, just like Chick-fil-A. The next level is team leader. These individuals are in charge of leading the shifts and getting the orders taken, food prepared, and out of the restaurant to the guest. They basically oversee the operations of team members. Next, are managers? Managers oversee both the team leaders and members. They have the same job as a team leader but are in charge of making sure things are running smoothly and fixing problems when they arise. The next level is directors. Each of these team members operates a different part of the

store. While they do work in the store, they are in charge of making different aspects of the restaurant run smoother. They are also constantly searching for ways to improve and innovate the systems that are in place to enhance and give a better customer experience. As of now there are five directors that work in the store: director of hospitality, HR director, director of back of house operations, hiring director, and finally the director of operations. The person in charge of operations is basically the leader in the store. While the operator oversees every aspect, the operations director is the person people go to while at the restaurant, and if need be, he reports to the operator. The final level would be the operator. This system works very well. Everyone has someone to answer and go to, but each level builds on the other. Overall, Chick-fil-A as a whole works together as a team. There must be people in authority in order for things to run smoothly, but they all work together.

## CONCLUSION

In conclusion, Chick-fil-A is a one-of-a-kind and successful global company. There really is no other company like it. The management has been thought through and through trial and error it has been made into a well-oiled machine. However, like any company, there are always hiccups and problems. There are things I see daily that need to be fixed or made better, but what makes Chick-fil-A stand out is the fact they put people in place to do that. One thing that has stood out to me is the fact each operator is interviewed many times before they are hired. They put a lot of time and effort into choosing Chick-fil-A operators. It is a long and vigorous process. When the operator I worked for was interested it was many years ago, but he still had to go through a lot of steps and interviews to become an owner. However, now it is even more competitive. There is a much larger volume of people who want to become operators than there has been in the past. Along with that, at the store I work at, each person is interviewed before they are hired. Instead of just putting in an application and looking for certain makers then being hired, we have a hiring director. Each potential team member puts in an online application. Then the applications are reviewed, and they are called back for either a personal or group interview. Next, they may have one more personal interview and then they are hired. Throughout each process there are things the hirer is looking for. While this is a tedious process, it allows Chick-fil-A to uphold its reputation of having polite and helpful team members.

After researching more about Chick-fil-A, the reason the business thrives is because of the way it was set up in the beginning. The values and ethics that were the foundation of the business are still being used today [6]. The management is set up in a way that the company works as a team. Each position works toward making the company better.

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## **INSTRUCTION TO AUTHORS FOR WRITING AND PREPARATION OF MANUSCRIPTS**

Entrepreneurship and economic resilience are two seemingly different issues which are inherently connected. Economic resilience is an emerging field which has been applied to study economic performance and responsiveness to external shocks in different regions. Shocks such as financial crisis which have been faced by entrepreneurial actions in the economic history of the regions; however, the entrepreneurship-economic resilience nexus is recently drawing the attention of scholars and policy makers. This approach, more specifically, could pave the way for those societies which are following economic resilience policies to handle their economic issues.

The main objective of the journal is to fill the existing knowledge gap within the fields of entrepreneurship and economic resilience. In spite of the raising interest in this field, there are very few sources of research for this subject, especially in the field of entrepreneurship-economic resilience nexus.

### **MANUSCRIPT SUBMISSION**

Authors can submit manuscript, necessarily in electronic form, to e-mail: [jebroffice@gmail.com](mailto:jebroffice@gmail.com). In version of the paper at the address: Faculty of Economics and Engineering in Novi Sad ,21000 Novi Sad, Cvećarska 2, Serbia, with the directory “For the editorial staff of the journal Journal of Entrepreneurship and Business Resilience (JEBR)

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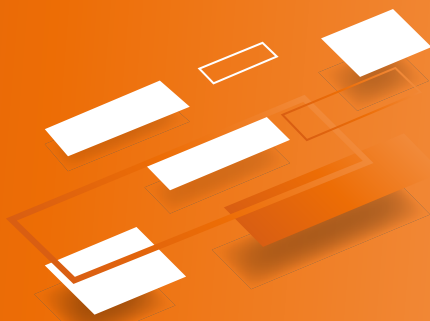
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