



SKILL POOL MANAGEMENT: A STUDY OF SATISFACTION AMONG TEACHERS IN BUSINESS SCHOOLS

Dr. Garima Srivastava

Associate Professor, ICCMRT, Lucknow.

ABSTRACT

Human resource management refers to the functions such as planning and allocating Resources and providing direction, vision, and goals. An effective management of human resources aims at developing an environment in which employees are motivated and utmost satisfied. It also focuses on removing obstacles that hinder the Employees' progress. Workplace dynamics can be divided into two key work areas- Physical which means infrastructure of organization and Moral which means culture of the organization. Physical work area refers to the facilities available to the employees. Modern key work area revolves around three aspects i.e. Self, Team and Corporate. Human Resources if effectively managed at workplace leads to high job Satisfaction in the employees. Skill pool management is the systematic attraction, identification, development, engagement/ retention and deployment of those individuals with high potential who are of particular value to an organization.

Skill pool management and job satisfaction are complimentary to one another. On the other hand dissatisfaction leads to heavy brain drain from organizations. This paper consists of study of two factors related to the faculty in Business schools. These factors are Physical and Moral Factors. The research identified key elements of Skill pool Management Practices leading to a correspondingly higher rate of job satisfaction. The research has been done in about 15 Business Schools in U.P. A Questionnaire of 50 questions was used as a tool to measure the job satisfaction level among the faculties in these B-Schools. The result shows that the Quality of work life and Team building are directly related to higher job satisfaction.

KEY WORDS: skill pool Management, Job satisfaction, Quality of work life, Team building.

Introduction:

Skill pool management is the systematic attraction, identification, development, engagement/ retention and deployment of those individuals with high potential who are of particular value to an organisation (CIPD, 2006).

According to Blass (2007), skill pool management can be defined as "the additional management, processes and opportunities that are made available to people in the organization that are considered to be talented".

skill pool management is the systematic effort to recruit, develop and retain highly productive and promotable employees or human resource (Rothwell and Kazanas, 2004). Skill pool management pertains to making an investment in people development, by identifying Talented individuals to develop for leadership roles in the organization/ institution (Gay and Sims, 2006).

Literature Review:

Management Education Industry:

Higher management education including other professional education at graduate and post graduate level in the twenty first century promises to be not only demanding but also refreshingly different in terms of capacity building among the students. Management education in India is considered as professional education and hence it comes under the purview of AICTE which is a regulatory and quality maintenance body of Govt. of India. With the growing demands of business graduates, the universities at centre and state level established business management departments and similarly technical institution started imparting management education. Thereby many public universities gave affiliation to private institutions to impart the managerial education apart from the AICTE autonomous institutions. It resulted mushrooming of management institution with profit making motive of promoters and hence the quality of education and training deteriorated exhaustively. Private institutions also suffer due to lack of vision of promoters along with lack of qualified and trained faculty member as well as infrastructure.

Faculty crunch affect India's research capacity. Professors' teaching load has increased in all but most in the top research-intensive schools, high-paying private sector jobs, or research opportunities at better-funded institutions abroad attract most talented and potential research students. The number of students from top-ranked Indian engineering institutions that head overseas after completing their undergraduate studies is estimated by some to be as Job satisfaction is the key variable associated with a faculty member's decision to leave or to remain at a higher education institution (Hagedorn, 1996, 1998; Smart, 1990) high as 50 percent. However the level of satisfaction has differed according to whether the faculty member has been a full professor, an associate professor, or an assistant professor.

An organization that fails to maintain a steady, capable workforce may suffer decline in areas such as performance, customer satisfaction, and employee morale in addition to financial costs associated with turnover (Abbasi & Hollman, 2000). Projected faculty shortages have compounded these concerns.

Moreover, in technical field faculty members have increased incentive hence leave academic because of high salaries in business and industry (Ruhland, 2000; Wilson, 1999). In a study of faculty at research-oriented universities, 57.1 % of full professors reported being very satisfied with their career, in comparison with 50.0% of associate professors, while only 12.5% of assistant professors reported being very satisfied with their career (Kalivoda, Sorrell, & Simpson, 1994).

Two groups of professional factors are important. The first group is human capital measures, a term from economic theory, which are often used to quantify professional training, job experience, and seniority by career age, years in position, academic rank, and tenure status. These measures of professional experience overlap, but each carries unique information. The second group of professional factors quantifies productivity, including teaching load, research productivity, and community services. Academic ranks partially indicate job satisfaction, tenure status, or career age, has been identified as all influential factor affecting faculty turnover (Smart education and training deteriorated exhaustively. Private institutions also suffer due to lack of vision of promoters along with lack of qualified and trained faculty member as well as infrastructure.

Conceptual Framework:

This study aims to explore how effective skill pool management practices lead to enhancement of satisfaction of the Faculty. For this purpose, we have taken two variables- Organizational Culture and Achievement

Organizational Culture:

Every company has its own unique personality. The unique personality of an organization is referred to as its culture. In groups of people who work together, organizational culture is an invisible but powerful force that influences the behavior of the members of that group. Organizational culture is a system of shared assumptions, values, and beliefs, which governs how people behave in organizations. These shared values have a strong influence on the people in the organization and dictate how they dress, act, and perform their jobs. Every organization develops and maintains a unique culture, which provides guidelines and boundaries for the behavior of the members of the organization. Let's explore what elements make up an organization's culture.

Organizational culture is composed of seven characteristics that range in priority from high to low. Every organization has a distinct value for each of these characteristics, which, when combined, defines the organization's unique culture. Members of organizations make judgments on the value their organization places on these characteristics, and then adjust their behavior to match this perceived set of values. Let's examine each of these seven characteristics.

Characteristics of Organizational Culture

The seven characteristics of organizational culture are:

1. **Innovation (Risk Orientation)** - Companies with cultures that place a high value on innovation encourage their employees to take risks and innovate in the performance of their jobs. Companies with cultures that place a low value on innovation expect their employees to do their jobs the same way

that they have been trained to do them, without looking for ways to improve their performance.

- 2. Attention to Detail (Precision Orientation)** - This characteristic of organizational culture dictates the degree to which employees are expected to be accurate in their work. A culture that places a high value on attention to detail expects their employees to perform their work with precision. A culture that places a low value on this characteristic does not.
- 3. Emphasis on Outcome (Achievement Orientation)** - Companies that focus on results, but not on how the results are achieved, place a high emphasis on this value of organizational culture. A company that instructs its sales force to do whatever it takes to get sales orders has a culture that places a high value on the emphasis on outcome characteristic.
- 4. Emphasis on People (Fairness Orientation)** - Companies that place a high value on this characteristic of organizational culture place a great deal of importance on how their decisions will affect the people in their organizations. For these companies, it is important to treat their employees with respect and dignity.
- 5. Teamwork (Collaboration Orientation)** - Companies that organize work activities around teams instead of individuals place a high value on this characteristic of organizational culture. People who work for these types of companies tend to have a positive relationship with their coworkers and managers

Achievement can be defined in following aspects:

Educational Achievements

Most job applications are set up with an education section before any work experience, so it's important to list your achievements in this area first. This makes it easier for the person looking at your application to make connections within the different areas. Your educational achievements should include any academic awards received at graduation, awards from or participation in any clubs or organizations, leadership positions or scholarly works related to your major or the job for which you are applying.

Work-Related Achievements

After your educational achievements, list any work-related achievements you may have. These should include leadership roles such as project management positions, awards for leadership or product development and grants for research from professional or nonprofit organizations. Also include the length of time you have held any work-related responsibilities that go above and beyond your regular duties. This can include training new employees, exceeding project goals and meeting budgets and deadlines regularly.

Organizational Achievements

Potential employers look for leadership qualities in employees at all levels. If you are a member of an association, professional organization or union, take time to list leadership positions, projects or event coordination within the achievement section. These areas show your dedication to your field or craft outside of the regular working environment. Speaking at an organizational event, teaching continuing education classes for an association or serving as a union representative or liaison are all important achievements for a job application.

Community and Personal Achievements

Leadership and other qualities you possess also can be seen through community involvement and personal achievements. Community organization achievements through clubs, parent/teacher associations and volunteerism can set you apart from someone who is not as active in these areas. Organizing charity fundraisers, serving on nonprofit boards and setting and achieving personal goals -- such as running a marathon or becoming fluent in a new language -- will estab-

lish you in the minds of potential employers as a goal-oriented person with useful leadership skills.

Objectives:

- To explore relationship between achievement and organizational culture.
- To study the skill pool management practices prevalent in management colleges.
- To discover the relationship between skill pool management practices and satisfaction

Research Methodology:

Hypothesis:

Ho = There is no relation between Achievement and Organizational Culture.

H1 = There is significant relationship between achievement and organizational culture.

Area: Lucknow

Sample size:40

Respondent: Employees of Management colleges between the age group of 25 to 45

Research Design:

- Nature of Study:** Field Study

- Design:** Correlational design

Research Tool:

- Cronbach Alpha is used to assess the reliability of data.
- Correlation technique is used to analyze the data.

Type of data: Primary data and Secondary data

Data source: Private Management Colleges in and around lucknow

Research Instrument: close ended questionnaire with 5 point Likert scale

Data analysis and Interpretation:

The data has been analysed with the help of correlational analysis using 2 tailed test at 2% and 5% significance level. The factors of achievement and organizational culture are taken to analyze the satisfaction amongst the faculty of B-schools.

Case Processing Summary			
		N	%
Cases	Valid	40	100.0
	Excluded ^a	0	.0
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.971	37

Correlations											
		HACH1	HACH2	HACH3	HACH4	HACH5	OC1	OC2	OC3	OC4	OC5
HACH1	Pearson Correlation	1	.646**	.182	.073	.621**	.081	.212	.380*	.294	.473**
	Sig. (2-tailed)		.000	.261	.655	.000	.618	.188	.015	.065	.002
	N	40	40	40	40	40	40	40	40	40	40
HACH2	Pearson Correlation	.646**	1	.242	-.025	.395*	.191	.217	.325*	.265	.483**
	Sig. (2-tailed)	.000		.133	.879	.012	.237	.180	.041	.098	.002
	N	40	40	40	40	40	40	40	40	40	40
HACH3	Pearson Correlation	.182	.242	1	.014	.222	.241	.217	.250	.236	.414**
	Sig. (2-tailed)	.261	.133		.934	.169	.134	.179	.120	.143	.008
	N	40	40	40	40	40	40	40	40	40	40
HACH4	Pearson Correlation	.073	-.025	.014	1	.415**	.001	.133	.037	.066	-.002
	Sig. (2-tailed)	.655	.879	.934		.008	.995	.413	.820	.684	.990
	N	40	40	40	40	40	40	40	40	40	40

HACH5	Pearson Correlation	.621**	.395*	.222	.415**	1	.215	.252	.315*	.343*	.243
	Sig. (2-tailed)	.000	.012	.169	.008		.183	.116	.048	.030	.132
	N	40	40	40	40	40	40	40	40	40	40
Oc1	Pearson Correlation	.081	.191	.241	.001	.215	1	.763**	.709**	.667**	.598**
	Sig. (2-tailed)	.618	.237	.134	.995	.183		.000	.000	.000	.000
	N	40	40	40	40	40	40	40	40	40	40
Oc2	Pearson Correlation	.212	.217	.217	.133	.252	.763**	1	.780**	.833**	.665**
	Sig. (2-tailed)	.188	.180	.179	.413	.116	.000		.000	.000	.000
	N	40	40	40	40	40	40	40	40	40	40
Oc3	Pearson Correlation	.380*	.325*	.250	.037	.315*	.709**	.780**	1	.859**	.796**
	Sig. (2-tailed)	.015	.041	.120	.820	.048	.000	.000		.000	.000
	N	40	40	40	40	40	40	40	40	40	40
Oc4	Pearson Correlation	.294	.265	.236	.066	.343*	.667**	.833**	.859**	1	.726**
	Sig. (2-tailed)	.065	.098	.143	.684	.030	.000	.000	.000		.000
	N	40	40	40	40	40	40	40	40	40	40
Oc5	Pearson Correlation	.473**	.483**	.414**	-.002	.243	.598**	.665**	.796**	.726**	1
	Sig. (2-tailed)	.002	.002	.008	.990	.132	.000	.000	.000	.000	
	N	40	40	40	40	40	40	40	40	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Factor 1. HACH1 states “I feel satisfied to be faculty of the institute”-It has strong correlation with HACH2 and HACH5 which state that “I fulfilled my dream profession as faculty of the organization” and “My achievements are recognized in the institute”. HACH1 has strong correlation with cultural factor HOC5 which states “There is participative decision making in the organization”

Factor 2. HACH2 states “I fulfilled my dream profession as faculty of the organization” -It has strong correlation with HACH5 which state that “My achievements are recognized in the institute”. HACH2 has strong correlation with cultural factor HOC5 which states “There is participative decision making in the organization”

Factor 3. HACH3 states “I feel I am best fit for the profession” -HACH3 has strong correlation with cultural factor HOC5 which states “There is participative decision making in the organization”

Factor 4. HACH4 states “I always aspire to grow in the organization” -It has strong correlation with HACH5 which state that “My achievements are recognized in the institute”.

Factor 5. HACH5 states “My achievements are recognized in the institute”. HACH5 has strong correlation with HACH1 which states that “I feel satisfied to be faculty of the institute” and HACH4 which states that “I always aspire to grow in the organization”

Factor 6. OC1 states “This institute practices good organizational culture” which has strong correlation with its all the other factors such as mentoring by

superiors(OC2), use of expertise by the superiors (OC3), friendly and informal communication(OC4), and participative decision making(OC5).

Conclusion:

SKILL POOL Management practices like good organizational culture lead to higher satisfaction among faculties. When the faculty is involved in the decision making process and his/her achievements are recognized he/she feels satisfied and motivated. Transparency in communication, guidance and mentoring by superiors and opportunities for growth in the organization lead to higher satisfaction. Business schools should focus on SKILL POOL management practices like effective organizational culture and achievement to enhance satisfaction.

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