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Activity-Resource-Based View (ARBV)

Highlights

Practices of MNCs in Bangladesh

Corporate Social Responsibility (CSR)

Discovering Thoughts, Inventing Future

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Corporate Social Responsibility (CSR) Practices of MNC's In Bangladesh: A Case Study on Chevron Bangladesh

By Hosne Ara Parveen

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Abstract- Corporate social responsibility (CSR) is considered a global new trend in today's business world. CSR concentrates on benefits of all stakeholders rather than just the stockholders. Awareness and sense of necessity for practicing CSR is becoming more and more pronounced as the country has to adapt itself to the process of globalization. But the overall status of CSR in Bangladesh is still very meager because of lack of Good Governance, absence of strong labor unions or consumer rights groups. There are many multinational corporations in Bangladesh who are practicing CSR in their business operations. This paper examines how CSR practice is being adopted and adapted by Multinational Companies (MNC's) in Bangladesh. A critical view on chevron Bangladesh to explore their current practices in CSR & its impact on the socioeconomic life of the people on their area of operations.

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I. INTRODUCTION

Business is an inseparable and embedded part of the society. In addition to its economic role in society, business also has several other roles and responsibilities towards society (Preston and Post, 1975; Davis and Blomstrom, 1971), responsible conduct of business activities while pursuing economic gains; the social and environmental responsibilities of the business towards its stakeholders; and business's contributions that would benefit the society at large (Margolis and Walsh, 2001; Sethi, 1975). It is mandatory for companies to conform to the legal responsibilities as they are prescribed by law. So, organizations have no alternative but to comply with the basic law of the land (Carrol, 1979). On the other hand, Ethical responsibilities of corporations are taken as additional responsibilities going beyond legal compliance and profit making and include those that firms believe are the right things to do. Ethical responsibility originates from humanistic, religious and moral orientation of corporations (Lantos, 2001). The voluntary responsibilities to the society refer to the discretionary nature of obligations rooted in the altruistic principles which are not required by law. The motivation for such sense of responsibilities arises from the reciprocal obligation of giving back to the society in exchange of profit and power that companies receive from society. This school of thought gave rise to CSR which is seen as continuing commitment by business to

behave ethically and contribute to economic development while improving the quality of life of the workforce, their families, local community, and society at all, including the environment. Even though Bangladesh is one of the world's poorest countries, CSR activities in Bangladesh have risen significantly in importance. It is believed that the interest in CSR initiatives in Bangladesh has been fuelled by MNCs' global activities.

II. REVIEW OF LITERATURE

Ali Abbaas Albdour (2012) the early writings on CSR began with Bowen who published "Social Responsibility of the Business Man" in 1953. Subsequently many researchers during the 60s have attempted to formalize or, more accurately, state what CSR means. Simply, corporate social responsibility means the responsibility or obligation of the firms or organization toward the society for society's benefits or like something. The World Business Council for Sustainable Development (WBCSD) (2002) defines CSR as the commitment of the company to contribute to the sustained economic development by working with employees, their families, the local community, and the entire society in order to improve life quality. Adding onto the definition from the social perspectives, Baker (2003) maintained that CSR concerns the way companies manage their business processes which positively affect society aligned to the business.. Business is an inseparable and embedded part of the society (Alam et al. 2010) here; society includes stockholders, stakeholders, customers, investors, employees, suppliers, communities, regulators, special interest groups etc. Now a day's businesses are more concerned with its social responsibility. No doubt CSR actions are costly, but it ensures a company's long term sustainability, as it helps to build corporate image. CSR has been historically viewed as a developed-country phenomenon. As such, a large body of literature on social performance of firms has emerged in the context of developed countries. Literature on the theory and practice on CSR in the developing countries therefore remains scant (Belal, 2000). CSR has generated significant debate in academic and corporate circles in recent times. This debate acknowledges the importance of CSR in the first-world, but raises questions regarding

the extent to which corporations operating in developing countries have CSR obligations (Jamali and Mirshak, 2007). Historically, the business leaders, government and policy makers in Bangladesh placed economic imperatives before social justice in order to accelerate the pace of economic growth (Quazi, 1994). The community also supported this national priority and overlooked the negative consequences of business operations (such as environmental pollution) for the sake of national prosperity. However, there has been increasing pressure on national and multinational corporations in Bangladesh to consider the social implications of their actions (Belal, 2001). Conventional wisdom suggests that CSR is more relevant to corporations operating in the developed countries due to elevated community expectations of socially responsible behavior. In contrast there is also a belief that societal expectations in the developing countries mainly centre on economic growth; therefore relegating CSR to be of lesser importance to the society and the firms (Khan, 1985). Against this backdrop, this paper discusses the situation prevailing in the developing world to broaden the understanding of the perceptions and practices of CSR. In this paper I tried to represent the implementation of CSR by Chevron Bangladesh is enhancing & accelerating the socio- economic life of the people in there are of operation.

III. OBJECTIVES OF THE STUDY

This paper is organized around to reveal the importance of Corporate Social Responsibility to the socio-economic life of the citizens in the operation area of chevron Bangladesh.

- How MNC's are trying to balance both parties' interests, shareholders (profit) and stakeholders concerns for example-Poverty eradication, increasing employment opportunity, reducing pollution omission etc.
- How MNC's are adapting to local set laws and rules and in this way trying to enhance sustainable development.
- How CSR is used by MNC's in order to expand their market share/profit and Competitiveness.

IV. STUDY METHODOLOGY

The research is based on 'non probability' sampling methods. For in-depth study multiple methods is used for example: exploratory study, interview, were conducted to organize data. For direct interview (over the phone, & face to face communication) 5 managers mostly from top management or department head at the corporate head office were selected based on the potential for information about CSR practices. The case study design was adopted as a research strategy to study the CSR phenomenon in Bangladesh because

Chevron Bangladesh is the pioneer in the relevant sector.

Primarily Annual reports of last five years and various CSR publications were used to analyze current practices in the field. I have collected important information from - Chevron Bangladesh News letter (SANJOG) 2008-2013.

V. MNC'S AND CSR

CSR is the most talking terminology in recent times among corporate world, commercial community and capitalistic industry, and its practices are being integrated into national and international business practices and hence it is becoming one of the determining factors for market access. According to United Nations Industrial Development Organization, CSR is generally understood as being economic, environmental and social imperatives (Triple-Bottom-Line-Approach), while at the same time address the expectation of shareholders and stakeholders. The world business council for sustainable development in its publication "MAKING GOOD BUSINESS SENSE" by Lord Holme and Richard Watts defined CSR "is the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the work force and their families as well as of the local community and society at large."

Traditionally in the USA, CSR has been regarded as humanitarian model. Companies make profits, fulfilling their duty to pay taxes. Then they donate a certain share of the profits to charitable causes. The European model is much more structured and sophisticated, focusing on function the core business in a socially responsible way. Economists and CSR experts have emphasized on practicing the European Model for sustaining development and better CSR programmed.

The concept of CSR derived from ensuring improving corporate governance, labor rights, work place safety, fair treatment of workers, community development and environment management, but also for industrialization and assurance for the global market access. Some corporate houses and multinational companies are pioneering the practice of CSR by performing various programmed for community development, environment safety and ensuring good governance.

In recent times, there has been an acceleration of multinational corporate activity, in the era of globalization, MNC's that conduct business across national boundaries in many countries are no longer able to conduct destructive and unethical practices under protective radar. With a dramatic proliferation of media attention, propagation of non-governmental organizations (NGOs) and global information sharing, there is a surging demand from civil society, consumers,

governments and shareholders for corporations to conduct sustainable business practices. The corporate response has often meant an adoption of a new consciousness of doing business and this has been known as CSR since the 1970s. MNC's are complex differentiated networks marked with internal heterogeneity and with the complexity of managing across globally dispersed, diverse units (Bartlett and Ghoshal, 1989; Ghoshal and Nohria, 1989). MNCs are faced with diverse stakeholder environments across their international operations. Global CSR management also involves cross-border transfer and management of CSR practices, from one part of the MNC to another, as well as the management of local CSR practices suited to the local context of the subsidiary units. CSR practices in these MNCs revealed the globally-managed CSR practices and their transnational management processes, as well as several local CSR practices.

The international business domain offers a challenging context for inquiry into firm's CSR and ongoing stakeholder relationship management since there are many more and diverse stakeholders of international business firms (Wood and Pasquero, 1997). The MNCs are faced with wider CSR expectations, and MNCs are under increasing pressure for socially responsible behavior in their global operations. The complex legitimacy issues faced by MNCs across these diverse political, economic, institutional and sociological environments are also discontinuous and marked with uncertainty and preclude universal corporate policies because what may be acceptable in one country or at a time may run counter to public policies or acceptable norms elsewhere or at other times (Logsdon and Wood, 2002). Common CSR practices in Bangladesh by MNCs are centered around namely poverty alleviation, healthcare, education, charity activities, cultural enrichment, youth development, women empowerment, patronizing sports and music etc. these activities are devised to be the partners in development as responsible citizen.

VI. CSR PRACTICES IN BANGLADESH

In Bangladesh businesses are involved in community development work in the form of charity without having any definite policy about the expenses or any solid motive regarding financial gains in many instances. (Mondol, 2007). It is evident that the importance of CSR in the first-world, questions regarding the extent to which corporations operating in developing countries have CSR obligations are still to be worked out. (Jamali and Mirshak, 2007). There has been increasing pressure on national and multinational corporations in Bangladesh to consider the social implications of their actions (Belal, 2001). CSR practices in Bangladesh is still in infancy. Companies are getting aware of it because being a part of global market. It is

evident that CSR practices are gradually getting integrated into cross-border business practices and consequently becoming one of the determining factors for accessing market. It is becoming equally instrumental for local acceptability as well. Bangladeshi firms are to focus on CSR not only for improving corporate governance, labor rights, fair treatment of workers, community development and environment management, but also for industrialization and ensuring global market access. The government of Bangladesh is going to undertake an initiative to promote CSR practices. The objective would be to encourage the businesses to carry out the good citizen-like activities with the aim to reversing the perceived trend of businesses to have little commitment to society. (Ataur, 2008) A number of corporations are now following an increased commitment to CSR beyond just profit making and compliance with regulation. Organizations such as CARE Bangladesh, Katalyst and Bangladesh Enterprises (BEI) are working at the forefront of CSR activities in Bangladesh. And their initiatives are more discretionary in their nature, they have resulted in the creation of jobs and value-added services to communities. It is also found that initiatives in CSR activities in Bangladesh are pioneered by MNCs. There are many multinational companies in Bangladesh who are performing CSR - **Chevron** (Petroleum Industry), **Grameen phone Ltd** (Concern of Telenor, Telecommunication industry), **Unilever Bangladesh** (Consumer & house hold product), **Standard Chartered Bank** (Banking Industry), **British American Tobacco** (Cigarette): **Nestle Bangladesh**.

Bangladesh is now exposed to global standard, it can be anticipated that CSR activities in Bangladesh will continue to be extended. Firms are now trying to uphold their corporate image of socially responsible firms and consequently influence consumer buying decisions in favor of the goods and services marketed by them. The CSR expectations, definitions and meanings are drawn from the context within which these occur. The implementation of CSR in the global operations of MNC's, discussed in this paper, is an empirical in-depth investigation using multinational company Chevron Bangladesh.

The analysis of self-reported CSR practices in this MNC's revealed the globally-managed CSR practices and their transnational management processes, as well as several CSR practices not transnational managed across multiple units and levels of the MNC's and also several local CSR practices. The exploratory study undertaken for this research, using the activities of multinational Company Chevron. The empirical findings of MNC's management of CSR in routine stakeholder relations, with employees, consumers, environment and communities are presented. Influences of the home country environment

in the Bangladesh, as well as the global and local environments faced by the MNC are analyzed.

VII. FINDINGS

Chevron in Bangladesh Delivering Energy and Helping Neighbors Learn, Earn and Live Better:--

In Bangladesh, hundreds of people in and around Chevron's areas of operation in the country's northeast are being benefitted through partnerships the company has forged with the community and NGOs in a collective bid to address a range of socioeconomic issues. They are doing it as a part of CSR. These range from community health and education to livelihood development programs for the establishment of small businesses. "With more than a decade of successful energy development and community relations, the prospects have never been brighter for our long-term partnership," says Steve Wilson, president of Chevron Bangladesh - one of the country's largest foreign investors and a major supplier of its natural gas. "Success not only means economic profit, but a commitment to values under The Chevron Way, our company's global policy of honesty, integrity, excellence, trust and dedication to enrich the lives of local citizens", Wilson added. "One of our highest priorities is forging lasting relationships with neighbors based on mutual trust. We see community engagement not as an add-on, but an integral part of our business."

a) CSR Practice In Health Sector

Chevron Bangladesh's Community Relations Manager, Obaidullah Al Ejaz says Chevron works with the community to address areas of greatest need, especially health. Chevron Joined with Smiling Sun clinic to serve the basic health needs of its neighbors in its Bibiyana and Moulavi Bazar project areas. The Smiling Sun Franchise Program (SSFP) is a USAID-sponsored countrywide structured program that has been extended in Chevron's project areas of Bibiyana and Moulavi Bazar "In today's world, public-private partnerships are an essential component of sustainable health services," says James F. Moriarty, U.S. ambassador to Bangladesh. "Government resources and donor support can only partially meet increasing health care needs. In this context, the partnership between the community, the Smiling Sun program and Chevron is very significant and this model can be applied more broadly in Bangladesh. "Chevron-sponsored Smiling Sun clinics now reach more than 7,000 villagers per month in partnership with Sylhet Samaj Kalyan Sangstha (SSKS), a national NGO which efficiently manages and operates both the main clinics and a network of satellite clinics. "Besides ensuring local healthcare services, their team is equally involved in awareness building," says Dr. Md. Jamal Uddin, Bibiyana clinic manager. "We arrange for advocacy meetings where we involve union perished members and chairmen, local elites as well as imams of

mosques to ensure participation of the local people." Indeed, community partnership is vital to expanding the clinics' reach, says Ahmed, noting that Chevron-funded facilities are built on land donated by local families. The awareness-raising campaign include sessions on maternal and child health, safe hygiene and sanitation and First-Aid. Other services offered include vaccinations, referrals and ambulance facilities to transport patients to the nearest major hospitals. Recently, North East Medical College Hospital of Sylhet teamed with Smiling Sun in Bibiyana and volunteers from Chevron's Health and Medical Services team to stage a one-day health camp in three locations, enabling some 3,000 residents to consult with nurses, paramedics and 24 doctors in 12 medical disciplines. Free medicines were distributed, and the college provided free treatment to 120 critically ill patients.

b) Sanitation, Eye Care, Safe Blood Program

In the Bibiyana area, the company has upgraded village sanitation, providing latrines for 2,700 households of the Dighalbak and Inatganj unions, reducing the risk of disease. The company also funds health research, aiding a tuberculosis laboratory in Dhaka and a blood-disease laboratory in Dhaka Medical College Hospital with the nonprofit group Sandhani. Partnering with the Rotary Clubs of Jalalabad and Greater Sylhet, Chevron has co-sponsored eye camps which have helped thousands of villagers treat conditions before they become acute. And the company has helped the Jalalabad Eye Hospital modernize its facilities." Jalalabad Eye Hospital has been tirelessly treating the underprivileged patients of the Sylhet area," says Bangladesh Finance Minister Abul Maal Abdul Muhith. "I would like to thank Chevron Bangladesh for supporting this noble cause and equipping the hospital to take several strides forward in its standard of care. This wonderful example of corporate social responsibility in Bangladesh should be replicated by other corporations." Addressing yet another core priority, Chevron and its employees have made a special effort to assist the Bangladesh Red Crescent Society's Safe Blood Program. For example, the company's support has helped Sylhet BDRCS offer screening services to ensure access to blood uncontaminated by harmful viruses, benefiting some 4,000 patients per year.

Chevron employees are always among the top donor groups during Red Crescent's blood drives. Every year, Chevron Bangladesh employees voluntarily donate blood to mark World Blood Donor Day. The Bangladesh Red Crescent Society recognized Chevron Bangladesh as the "Best Voluntary Blood Donor Organization" for 2011. The company has also supported addition of new rooms and an incubator to Red Crescent's Sylhet Maternity Hospital.

c) *CSR practice for Building Local Economic Capacity*

Communities prosper when citizens can gain skills which enable them to help themselves, pursue their ambitions and improve their standard of living while preserving their culture. Chevron launched an Alternative Livelihood Program (ALP) in 2006 to assist underprivileged families residing near the Bibiyana field to augment their household incomes through the provision of technical and financial support to spur the growth of small businesses and farms. ALP manifests the concept of Community-Driven Development and seeks to improve community wellbeing by promoting direct control over its own development process. The program aims to empower the communities and make them self-sufficient to run and manage their own micro-enterprises. The approach used seeks to build human and institutional capacity, achieving long-term, sustainable economic development in the process and equipping families to take control of their own futures. Opportunities are created for beneficiaries to increase income-generating skills via micro-intervention mechanisms, such as, (a) knowledge transfer and training, (b) orientation on financial management (c) provision of capital and asset transfer (d) market linkages to allow them to sell their own products. Critical support is provided to establish and run various agro and non-agro enterprises, including poultry farming, pond fish culture, duck hatchery, homestead and commercial gardening of fruits and vegetables, diesel engine maintenance, sewing and embroidery, goat rearing and cattle fattening. By the ALP in the area of the Bibiyana and Moulavi Bazar gas fields Chevron has since provided facilities to 4,700 families with training, adult literacy programs and micro-loans to help start new businesses. The program advised by 12 Village Development Organizations comprised of local citizens was developed in partnership with the NGO, Friends in Village Development Bangladesh (FIVDB), the program has helped Chevron's neighbors to create more than 1,000 micro enterprises to increase both household income and self sufficiency.

After successful implementation in Bibiyana, this program was replicated in the communities near Chevron's two other gas fields, Moulavi Bazar (2008) and Jalalabad (2010) – being known as 'Jibika' in the latter. Jibika is based on a "triple E" concept to "engage, execute the program and empower" neighbors, diversifying their options for making a living with new skills and capabilities, explains Ahmed. The program, which will include adult literacy and other educational outreach along with the economic empowerment elements, will reach 1,200 families by forming 60 Self Help Groups over three years. "Including Jibika, our ALP investment in our project areas will be more than \$250, 000," says Ejaz. "This expansion underscores the value of our FIVDB partnership and demonstrates our commitment to grow our community support as we

grow our investment and gas production." Meanwhile, Chevron is exploring new directions for empowering neighbors with a new partnership to provide crochet and knitting training for 150 underprivileged women in the Moulavi Bazar Field area. The partner for this program is Hathay Bunano, an established social enterprise which employs 3,500 artisans across a network of 33 rural cooperatives to make toys for local sale and export to the United States, Europe and Australia. Says Wilson, "Chevron is proud to partner with a proven, established business and successful exporter to help enhance the income-generation capacity of women."

The interventions (solar photovoltaic panels to households and schools, Improved Cooking Stoves and biogas plants) lead to a range of socioeconomic benefits and cost savings that are retrenched into micro-enterprises for which program participants have been trained. Implemented by NGOs Center for Natural Resource Studies (CNRS), Prochesta and Institute for Development Affairs (IDEA), Chevron's economic development programs currently cover nearly 4,000 families residing in over 100 villages near Chevron's three gas fields.

d) *CSR practice for Supporting Education Sector*

In addition to job training and help for adults, Chevron provides significant help for education through its five-year, \$250,000 School Support Program for financially disadvantaged students. Starting in 2006, the company awarded 128 scholarships to secondary school students in the Bibiyana area. Chevron Bangladesh has been running the scholarship program for several years with a view to improving the overall educational scenario of schools near its three gas fields. The number of Chevron supported scholarships continues to increase significantly every year. In 2008, the number of scholarship recipients stood at 551, while in 2009 it was 587, in 2010 it was 870, in 2011 about 1,100 students were supported each being selected on the basis of their financial need and academic performance. Zulfikar Ahmed Chowdhury, field community relations manager says, "The scholarships not only help the winners to continue their education, but also they help to motivate more students to work harder. Everything we do is aimed at empowering local people from childhood through adulthood". Looking to the needs of younger, disadvantaged students, the internationally respected NGO, Save the Children and Chevron have established 26 non-formal primary classrooms in villages, complete with water and sanitation access. Some 780 youngsters have benefited and the program has also taught 750 parents how to help their children learn and better manage household health and nutrition. Meanwhile, Chevron funds more than 12 teachers in schools near its operations and the company has helped to pay for new primary school buildings in the Bibiyana and Moulavi Bazar areas. They

also provide uniforms, sports equipment and furniture. In association with Save the Children, 15 pre-primary schools were run in 15 villages near the Bibiyana field. Recently, Chevron funded a five-year program at the Asian University for Women in Chittagong – a university which can help to build the next generation of thoughtful and ethical future leaders for the nation according to Chevron Bangladesh President Wilson. The company's \$250,000 grant will provide scholarships and internships to students from South Asia, Southeast Asia and the Middle East who attend the Asian University for Women (AUW) in Chittagong, Bangladesh. Rebecca Knowles, AUW's director of communications and logistics, said: "Chevron's generosity is helping in a very direct way to make the dreams of our talented students for a better life and greater opportunities into a reality".

e) *CSR Practice for Protecting the Environment*

Chevron Bangladesh is very much concern about environment they have a special concentration to protect the environment. Chevron's facilities are designed and operated to prevent releases and protect the biodiversity of the areas in which it operates. Following a 3D seismic survey which included parts of the Lawachara Forest in the Moulavibazar, a post-seismic assessment was conducted by a reputable third-party agency, IUCN. The results indicated that no lasting impact had been made on the flora and fauna as a result of Chevron's seismic activities. In fact, Bangladesh lost over 50 per cent of its forest in the last two decades, so Chevron Bangladesh has introduced programs to protect and enhance the environment and biodiversity near its operations. These include a tree-planting program in cooperation with the Forest Department of Bangladesh, and in the past five years local citizens have been hired to plant more than 100,000 native trees. Since 2007, Chevron has planted over 213,000 indigenous timber yielding, fruit-bearing and medicinal saplings in tea-gardens, homestead and roadside areas. Chevron employees participate in tree plantation drives each year to advance the company's regular environmental stewardship endeavors. Chevron Bangladesh employees are enthusiastic volunteers in these tree plantation drives.

f) *CSR Practice for Road Safety*

Vehicle accidents cause numerous deaths and injuries in Bangladesh. With a very strong commitment to safe operations, Chevron employees in Bibiyana, Jalalabad and Moulavi Bazar fields have achieved a total of 13.2 million work-hours without a single day away from work caused by an incident. Also, Chevron vehicles have driven more than 6 million miles (10 million km) since 2007 without any record-able incidents. The company is sharing its safety culture with the community in many ways, including first-aid training for drivers. Also, a Road Safety Program in partnership with local Rotary Clubs has provided workshops for 225

local drivers and awareness campaigns in schools and community with new road signs and T-shirts for children.

g) *CSR Practice for Enabling and Empowering Communities*

"Economic growth depends on building capacity in both people and institutions", says Naser Ahmed, director of external affairs for Bangladesh. "And just as Chevron's success depends on the human energy and ingenuity of our employees, the communities in our project areas rely on the human energy of their citizens and next generations," he says. Naser Ahmed gives much of the credit to partnerships with neighborhood Advisory Committees, the government and non-governmental organizations (NGOs). Along with a special emphasis on health with the Bangladesh Red Crescent Society and others, alliances include preschool education with Save the Children; affordable housing with Habitat for Humanity; and improving local economies with by Friends in Village Development Bangladesh (FIVDB) to empower and enable local citizens.

h) *CSR Practice for Connecting Neighbors to Neighbors*

The company has so far improved more than 16 kilometers of roads with paving or reinforcement. Also, Chevron employees renovated an iron bridge over the Shawoncherra Stream, ensuring safer passage for 400 villagers and 300 workers at a rubber plantation. And on land donated by villagers, employees built the steel Bibiyana Friendship Bridge over the Norkhai River to help more than 15,000 neighbors in the Dighalbak and lanthgani unions travel more safely to schools, markets and mosques. The 2.6 km Kosba-Dighalbak Road, recently paved by Chevron, was previously a muddy route often impassable during the rainy season. Today, the road promotes trade between five villages to the benefit of 10,000 neighbors. "Chevron's development of the road has literally opened doors for us," says Abu Sayed Awla Miah, former chairman of the No. 4 Dighalbak Union Parishad. "It is now much easier for us to access the markets to sell our produce, On behalf of my fellow villagers I would like to express my heartfelt gratitude to Chevron for its support in this venture and for always standing by the Bibiyana community. Since 2001, Chevron Bangladesh employees have been regular volunteers in Habitat for Humanity International – Bangladesh's (HFIH-B) house-building programs, with the goal of supporting the underprivileged to build low-cost but durable homes.

VIII. RECOMMENDATIONS

- * The study reveals the importance of corporate social responsibility as a tool to gain competitive advantage, has positive impact on employees' behavior, customers' behavior and in establishing a

Multinational companies image. These all may create reputation and long term interest by all the parties related to the Company. So companies should provide more attention to this sector.

- * Multinational companies should diversify their CSR practices and considered the other important areas of the society, such as women empowerment, rural development activities related to the poverty alleviation. This can ensure the overall development of the country. For this reason, the Government can monitor the CSR adoption and performance of MNC's and also give some directions to the MNC's and provide some priority areas for CSR practice.
- * Promote CSR activities to protect environment. They should perform their operational activities in a ecologically friendly way & ensuring emission of less Carbon.

IX. CONCLUSION

Companies in the developing countries like Bangladesh are showing interest and commitment to CSR. The recent advancement of CSR practice is appreciate able but corporations are still not doing enough or are only acting in self interest, Multinational corporations must have good CSR policies in order to maintain their reputation, they are also expected to maximize profits for stakeholders such as shareholders, employees, and customers. Accountability and transparency are key to conducting business in a responsible manner. Furthermore, stakeholder expectations, critical social issues, norms, and values, and institutional and sociological requirements also change over time. CSR is behavior that has to be congruent with prevailing social norms, values and expectations of the society. As CSR practices and stakeholder expectations vary across countries as well the MNCs must consider the indigenous factor while devising CSR policy matters.

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Toyota Process Flow Analysis

By Osama Alshehri

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Abstract- Toyota is a world class company that is known for its quality practices and the production and supply chain is diligently managed so that it can meet its customer demand well on time. The company strategies are well supported through comprehensive production process so that it can manage cost efficiency, drive better quality output vehicles and to manage the high class operational environment. Toyota can further enable Just-in-Time and Total Quality Management practices so that it can help improve productivity, manage high quality standards and able to meet customer demand well on time. Company can further develop predictive metrics, drive transformation and put high quality standards to further manage its production and supply chain to meet competitive standards.

Index Terms: *manufacturing, process flow, activities, inputs, output, TQM (total quality management), TPS (toyota production system).*

GJMBR - A Classification : *JEL Code : M10*



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Index Terms: manufacturing, process flow, activities, inputs, output, TQM (total quality management), TPS (toyota production system).

I. ABOUT COMPANY

Toyota is one of Japan's top automobile manufacturing company and known for its quality products across the globe. Toyota motors was founded in the year 1937 by Kiichiro Toyoda and has its headquarter in Aichi, Japan. Toyota has around 338 thousand employees across the globe and has wide range of vehicles offering to the customers. Toyota mission statement is to provide "high valued products and services to its customers" while vision statement is to "be the most powerful and respected car company across the globe". The report is going to cover detailed process flow adopted by Toyota to manage vehicle manufacturing and able to further link it with business strategies and define metrics to manage operational strategies. The capacity analysis is to be linked with business strategies and able to come up with improving the process on given metrics.

a) Company's Strategies

Toyota has following key company strategies that are enabled at production so as to drive effective operations. Those are as follows:

- Enabling cost effective approach so that production can be done to drive value for money products to customers.
- Able to manage high quality of product through putting up comprehensive quality process in place.
- Ensuring optimum production is done to meet customer demand so as to manage optimum inventory level and to meet customer requirements.

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II. DETAILED PROCESS FLOW

The process flow of Toyota includes following key segments while each process steps enable company to well support its business strategies.

a) Inputs

The inputs for the Toyota manufacturing is managed through inbound logistics. The raw material is obtained through set of defined third party vendors. The primary machineries and technology is obtained from Japan central office while other daily raw material is obtained from sourcing countries.

Toyota has put assembly system in place so that its raw material can be further arranged as per need and supplied to the plant from the warehouse. The assembly system is done so that inventory piling can be avoided and raw material can be made available as per need. There are 12 full time workers deployed to manage a plant inbound process while processing time is 6 hours to manage the single consignment.

b) Activities – Key operational production activities

The key operational activities for Toyota production include transforming input raw material into final product. The material to flow through production assembly line and to be managed through TPS (Toyota production system) by which each assembly line help create final product in form of vehicle.

The part sequencing and setting up schedule is done so that right parts can arrive during the production of vehicle and complete process is done through enabling pull system. The processing time is around 3 days to manage production of 50 vehicles in one batch and takes deployment of 35 full time employees.

c) Output

The final output from the Toyota plant is the vehicle that is ready to get dispatched to dealers so that customer can purchase them directly from retail outlets. The output process goes through quality parameters while ensuring logistic of vehicle is done through providing proper safety measures to manage the similar quality of vehicle till it reaches dealer location. The final output i.e. vehicles are delivered through sealed containers to the dealer location.

There is around seven full time employee deployed to manage one consignment of 50 vehicles so that quality control, dispatch of vehicle and logistic arrangements are done from the plant. Rest of the activities once vehicle reaches dealer location are out of scope for company.

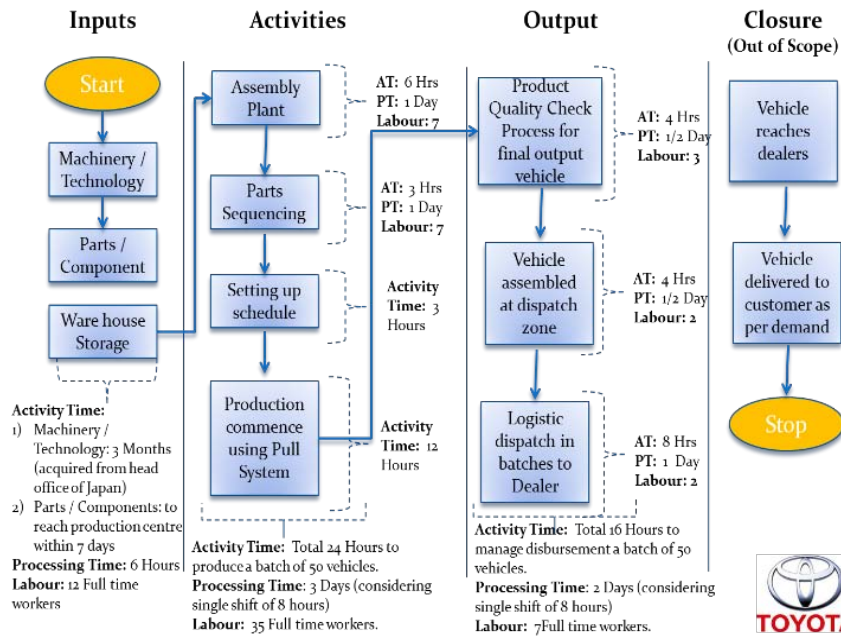


Figure 1 : Process flow chart

III. PROCESS MEASUREMENT METRICS

The various suggestive process measurement metrics that can be deployed to track process performance are:

- **JIT (Just in Time):** The first key metrics is that production should be able to meet the demand and products are available through concept of JIT. The JIT enable company to manage minimum inventory level, able to manage customer demand without wait time and help manage operations optimally.
- **Driving TQM (Total Quality Management):** The process can be measured through deploying TQM. Each process steps need to have defined quality standards and those standards should classify the best quality output delivered to customers. The TQM help reduces the defects and able to manage the right output to customer without any variance.
- **Meeting product specification and deliverables:** Another key process measurement metrics is to ensure that product (vehicles) are able to meet their product specifications and all deliverable are met well on time. The right QC (Quality check) is put in place to manage the process.

IV. STRATEGIES TO ADDRESS EXPECTED CUSTOMER DEMAND

The customer demand is uneven throughout years while it is especially high during the peak seasons like festivals, year-end inventory clearance sale and during corporate bonus times. The Toyota need to specially come up with following strategies so that it can manage customer demand:

- **Demand forecast:** Company can do a demand forecast for the year on basis of historical data and also evaluating other external sources so that it can adjust product accordingly.
- **Managing optimum inventory:** company need to also ensure that it manage inventory level in range of 7-10% depend on production fluctuation. The inventory level will help company to manage meeting customer demand even if the production is impacted due to internal factors.
- **Getting coordination between plants:** Company can also ensure that each plant production capacity is ascertained so that effective coordination can be establishing to manage the customer demand at any given point of time.

V. POSSIBLE PROCESS IMPROVEMENTS

Toyota has best in class practices to manage its production and supply chain however the following set of improvements can be adopted to further driven performance. The key process improvements are as follows:

- **Using transformation to further driven process capacity:** Toyota can further upscale its process capacity through using advanced transformation to improve assembly line, production and supply chain process. The transformation includes minimizing manual productivity, improving quality standards and ensuring the product gets commenced within less turnaround time.
- **Driving predictive metrics to manage production and output:** Company can further develop predictive metrics so that it can well manage customer

demand throughout the year and also able to manage inventory level. The predictive metrics can be developed through using “bid data” technology and using comprehensive analysis of market.

- Putting up quality standards: Company can further drive improvements through raising quality standards so that there is minimum production waste, product gets ready well on time and company able to manage its brand image. The quality standards include putting up effective QC parameters in place, ensuring all manual check points are removed and able to drive high quality output.

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Mathematical Model of Knowledge Management System in an Organization

By Akuamoah Worlanyo Saviour, François Mahama, Noble Kuadey &
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Abstract- Knowledge Management System (KMS) is one way of organizing and documenting knowledge in an institution. Knowledge, considered as a new factor of production, becomes a key element in business processes. In the last few years, enterprise awareness about the worth of a correct KMS has grown exponentially.

In many situations the quality of decisions made is very important; overcoming the deficiencies of human judgment is an important issue in the scientific community.

In this study, we have proposed a mathematical model for knowledge transfer in order to make knowledge management mechanism or system take root in an organization and to obtain guidelines to make it work.

Keywords: knowledge management system, organizations, felicitous difference, earnings, expenditure and transfer.

GJMBR - A Classification : JEL Code : M19



MATHEMATICAL MODEL OF KNOWLEDGE MANAGEMENT SYSTEM IN AN ORGANIZATION

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Mathematical Model of Knowledge Management System in an Organization

Akuamoah Worlanyo Saviour^α, François Mahama^σ, Noble Kuadey^ρ & Carlos Ankorah^ω

Abstract- Knowledge Management System (KMS) is one way of organizing and documenting knowledge in an institution. Knowledge, considered as a new factor of production, becomes a key element in business processes. In the last few years, enterprise awareness about the worth of a correct KMS has grown exponentially.

In many situations the quality of decisions made is very important; overcoming the deficiencies of human judgment is an important issue in the scientific community.

In this study, we have proposed a mathematical model for knowledge transfer in order to make knowledge management mechanism or system take root in an organization and to obtain guidelines to make it work. It was realized that as the felicitous difference becomes bigger, it becomes less likely for an institution to make use of the knowledge realized. Based on this model which consists of the earning and the expenditure, if the earnings are bigger than the expenditure, knowledge transfer will actively take place while there is likelihood of little knowledge been transferred if the earning is smaller than the expenditure from the provider and the recipient.

Keywords: knowledge management system, organizations, felicitous difference, earnings, expenditure and transfer.

1. INTRODUCTION

Organizations are the pillars of human societies [2]. They can be seen as living entities composed of individuals who execute a set of activities. These activities are the result of the collective work of the members of the organization in order to achieve an organizational objective. To perform each individual activity it is essential to own appropriate domain knowledge. Nowadays most companies work in complex application contexts which create huge amounts of information. The whole knowledge used by an organization for its functions, forms the so-called organizational knowledge. Moreover, the markets and their competitive pressure are continuously growing, the organizations must react quickly to changes in their domain; information loss may lead to a missed opportunity.

In each organization, the application of analytical systems for decision-making has gained

increased attention in enterprises since they can provide insights to find solutions that help businesses to remain competitive in the current environment of globalization of markets.

For this reason, organizations are constantly searching for new solutions to adapt to new conditions in order to survive in these increasingly competitive environments. This is why KMS have been introduced in many enterprises. However, we can find only a few successful cases. We have also experiences of failures. For example, a system could not accumulate enough volume of knowledge because of low sense of participation of users. And another system could not utilize accumulated knowledge because the users didn't understand the knowledge well enough to use it.

In order to fully understand what actually the Knowledge Management System is, it is essential to comprehend the concept of knowledge and its features. Knowledge is defined by Davenport and Prusak [4] as a fluid mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information. It originates and is applied in the mind of knowers'. In organizations, it often becomes embedded not only in documents or repositories but also in organizational routines, processes, practices, and norms.

A common mistake is to identify with the term knowledge, that is, only information or merely data. This usually leads us to consider the KMS as a simple data manager or information system. In order to avoid confusion it is necessary to understand the evolution process that leads data to become knowledge as shown in Figure 1.1 below

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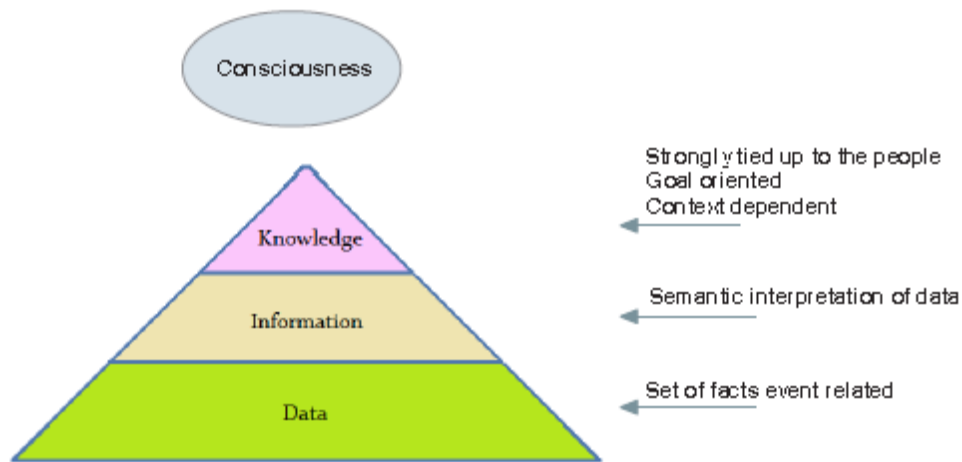


Figure 1.1 : Knowledge Pyramid [4]

The data are symbolic representations of facts, events related without meaning, so they do not constitute a basis for any kind of action. When a data is linked to a context, the context enriches the data of the meaning. The data thus is turned into information. Knowledge comes from the information and evolves by means of individuals. It is the result of experience and it is strongly related to expert skills. The shift from information to knowledge involves two processes: the selection of information and integration with the domain of knowledge already gained. The selection process of the information is handled by the objectives of the knowledge. So the information are reviewed and retained in proportion to help us to achieve the goal of knowledge. The selection process is followed by the integration process, through which the information is integrated into the knowledge domain of the individual. Unlike the information, knowledge has implications for decision-making, in other words who knows is able to act in certain circumstances within a given context.

There is no generally effective formal Knowledge Management analysis technique, which can be used to judge whether the Knowledge Management mechanism and system will work well before introducing them into the organization as such we have repeated similar failures. Jun Ma, et al, studied influences of organizational structure on knowledge transfer in organization and showed that knowledge transfer happens more in organization with a flat structure than in organization with a hierarchical structure. However, their work only treats the organizational structure so it is not enough to use it to analyze a KMS mechanism in an organization.

[8], established a model to show how knowledge transfer takes place in spirited relationship based on game theory and made some suggestions about its management.

But the model explains a specific situation where the relationship is competitive, and the model doesn't cover the many practical enterprise situations.

In order to solve the above problems we have proposed a mathematical model for knowledge transfer. The model is based on our experiences applying KMS to enterprise environment, and one of the purposes is to obtain guidelines to make a KMS take root in the organization and to make it work well. The model shows how a knowledge transfer takes place depending on the balance between earning and expenditure on the provider and the recipient.

II. RELATED WORKS

According to [3], the term of KM was first introduced in 1986 in the European management conference (American Productivity and Quality Center, 1996). The concept of KM then expanded rapidly and attracted the attention of many parties, and also reaped a lot of criticism. Nilmini Wickramasinghe & Dag Von Lubitz explained that the activity of knowledge centered on individual psychology processes such as experience, perception and emotion. In organizations there are four main activities of knowledge, which are (1) knowledge acquisition, which refers to the internalization of information, (2) knowledge creation, which are related to the creation of new knowledge (3) knowledge distribution, which is the phase distribution of knowledge within the organization, and (4) knowledge application, which refers to the use of knowledge in the practical work, [6].

The same thing was suggested by [1], which stated that within the knowledge life cycle, there are several processes undertaken by the organization. Phases of the KM life cycle process can be divided into creation, capturing, organizing, refining, and transfers. The phase of creating is a new phase of knowledge creation from both a research as well as the phenomenon of certain events. The phase of capturing is the phase of collecting and comprehending knowledge which is documented or not. The next phase is the phase of organizing, which is the phase of organizing knowledge so that it can be searched easily

and reused by individuals within the organization. Method of organizing knowledge can be done with indexing, clustering, cataloging, filtering, codifying, ontology, etc. The phase of refining is an activity in which the organized knowledge is refined for example data mining. The final phase is the phase of transferring / disseminating, which is a phase that exchanges the knowledge which either can be procedure, tutorial or guide.

Knowledge Based System: The Knowledge Base represents the knowledge container, whose relations

and concepts are described using an ontological structure of instances suitable for application purposes of a specific domain. A Knowledge-Based System is able to represent specific domain knowledge and to apply it to solve problems through inference processes. The main components of Knowledge - Based System [2] are the following (Fig. 2.1):

- The Knowledge Base is the passive component of a Knowledge-Based System. It plays a role similar to a database in a traditional informative system.

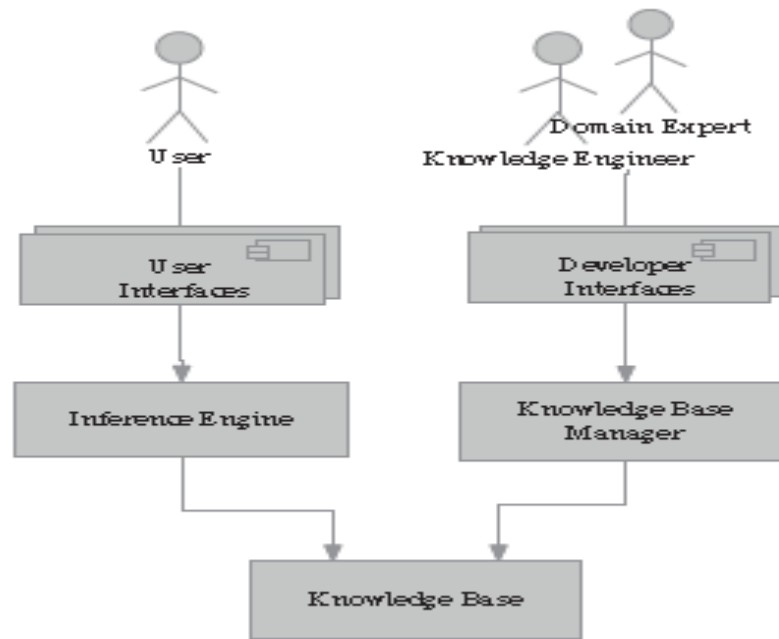


Figure 2.1 : Knowledge Based System Architecture [2]

- The Inference Engine is the core of the system. It uses the Knowledge Base content to derive new knowledge using reasoning techniques.
- The Knowledge Base Manager manages coherence and consistency of the information stored in the Knowledge Base.

a) The SECI Model

According to Nonaka et.al [7][8][9][10], the evolution and creation process of organizational knowledge is a spiral that crosses two levels: individual and collective level. In each level, the knowledge takes two dimensions: tacit and explicit dimension.

The tacit dimension of knowledge, seen in figure 2.2, is characterized by the fact that it is strictly linked to the people and therefore hard to formalize and communicate. The tacit knowledge is constituted by experiences, personal skills and know-how and it comprises both cognitive and technical elements. The cognitive element refers to an individual mental models consisting of mental maps, beliefs, paradigms and viewpoints. The technical component consists of

concrete know-how and skills that apply to a specific context. The explicit dimension of knowledge, on the other hand, is the knowledge that is simply transferable, as previously seen. While in the individual level the knowledge is created by an individual, the collective knowledge is created by the collective actions of a group. Human beings acquire knowledge by actively creating and organizing their own experiences. So, the Knowledge Management requires continuous knowledge conversion processes that permit to capitalize information, experiences and expertise.

Nonaka and Takeuchi [6] defined a dynamic model, the SECI Model, based on the principle that organizations create knowledge through the interactions between explicit knowledge and tacit knowledge. The interaction between these types of knowledge is achieved through four modes namely socialization (from tacit knowledge to tacit knowledge); externalization (from tacit knowledge to explicit knowledge); combination (from explicit knowledge to explicit knowledge) and internalization (from explicit knowledge to tacit knowledge), as shown in Fig. 2.2 below.



Figure 2.2 : The SECI Model. [6]

[5], proposed a model named Relational Model Theory (RMT) and suggested that there are four fundamental relation models to which people refer to generate social action, understand and evaluate other's social behavior as well as coordinate, plan, encode and remember social behavior. Based on Fiske's perspective, Boer [11] proposed the relation models of knowledge sharing and asserted there are four fundamental models, which are Communal Sharing

(CS), Authority Ranking (AR), Equality Matching (EM) and Market Pricing (MP), coexisting within the relationship structure of individuals while they share knowledge with each other. Further they claimed that with the combination of these four relation models, it could provide comprehensive and overall interpretation for the dynamics of knowledge sharing.

III. MATHEMATICAL MODEL OF KNOWLEDGE MANAGEMENT SYSTEM

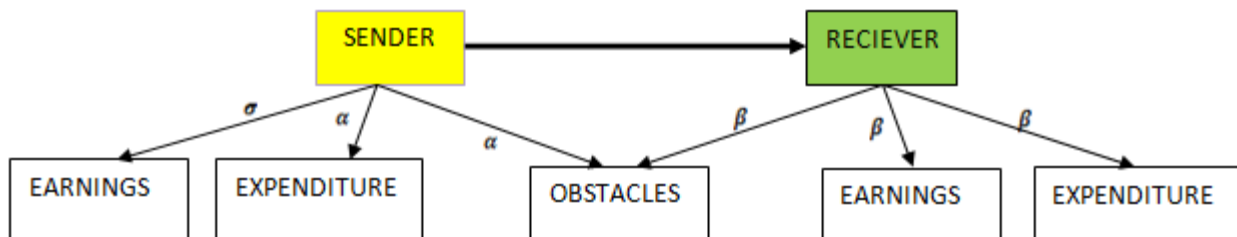


Figure 3.1 : The Compartmental diagram of Knowledge Management System

According to [12], the *sender* is anyone who wishes to convey an idea or concept to others, seek information, or express a thought or emotion. The *receiver* is the person to whom the message is sent. The sender encodes the idea by selecting symbols with which to compose a message. The message is the tangible formulation of the idea that is sent to the receiver. The message is sent through a channel, which is the communication carrier. The channel can be a formal report, a telephone call, an e-mail message, or a face-to-face meeting. The receiver decodes the symbols to interpret the meaning of the message."

a) Earnings

From figure 3.1, the Sender's Earnings (σE) include Approval, Incentives, Intelligence of input, Achievement and Fulfillment. The direct gain of the

sender is the improvement of his own skills, etc. whereas the Receiver's Earnings (βE) includes improvement and progress in work efficiency as a result of receiving the knowledge, etc.

b) Expenditure

The Sender's Expenditure (αS) required for providing and receiving knowledge includes time required for creating documents and explaining the documents to his customers whereas the Receiver's Expenditure (βS) includes the work to interpret or convert the received knowledge into useful information.

Felicitous difference (d) is considered as the major factor that influences the expenditure. Felicitous here means the background of the knowledge that is whether the transferred knowledge can fully demonstrate power at its destination, such factors

includes implicit knowledge, organizational culture and environment.

[5], proposed the term *Partially Correct Construct* (PaCC), as a general term for constructs that only partially match the corresponding mathematical knowledge elements that underline the learning context. Obviously one cannot expect that a sender will construct every aspect and meaning of a knowledge element. In this sense, knowledge is always partial. Thus, discussion of PaCC's requires clarifying with respect to which whole entity a construct is partially correct.

Therefore the expenditure can be regarded as an increasing function of the felicitous difference between the sender and the receiver. This means the greater the felicitous difference is, the more work it takes. For example, chances are, your customers have less technical knowledge than you do therefore one needs to be extra careful when explaining things to them. If you use acronyms, be sure you identify what the acronym means. The same acronym can mean different things. For example within an IT context (ASP can refer to "Application Service Provider" or "Active Server Page"). Be careful that you don't make two opposite mistakes: either talking over their head or talking down to them. Keep your eyes on customers when you talk to them and be alert to clues indicating that they don't understand. Ask them whether they understand what you're saying, if necessary.

For instance, according to [12], if you compare the case where one tries to convey the knowledge about a sales activities in one industry sector to a member belonging to the same team with the case where one tries to convey it to a team engaged in sales activities to a different customer in a different industry sector, the latter clearly requires more explanation for knowledge transfer compared with the former. On the other hand, when the felicitous difference between a sender and a receiver is large, the earning obtained from the knowledge tends to fall in general.

As the felicitous difference becomes bigger, it becomes less likely for an institution to make use of the knowledge realized. Based on this model which consists of the earnings and the expenditure, if the earnings are bigger than the expenditure, knowledge transfer will actively take place while there is likely to be little knowledge transfer if the earning is smaller than the expenditure. However, generally, the condition alone does not seem sufficient to promote knowledge transfer. For example, simply giving incentives to increase earnings does not drive people to actively provide knowledge to others. It is suspected that a factor other than the earning and the expenditure is involved. In this paper, we assume the factor as the obstacle and define it as follows:

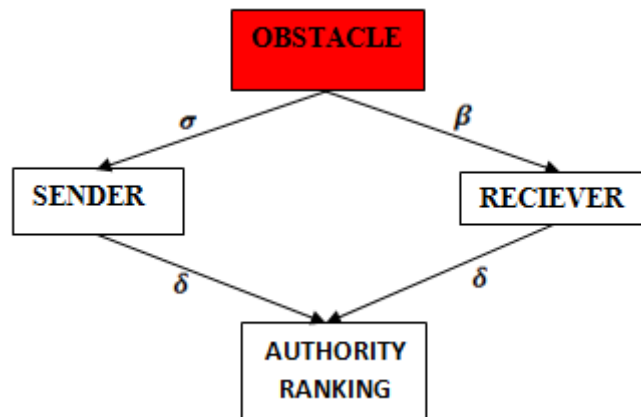


Figure 3.2

c) Obstacle

Obstacle is defined as an action or situation that causes an obstruction; there are different types of obstacles, physical, economic, biopsychosocial, cultural, political, technological or even military, but from figure 3.2 our definition of obstacle here is something that influences knowledge transfer in an organization. Its effect is either positive or negative influence on the motivation to provide or receive the knowledge.

The obstacles on the sender side (σB) includes the level of trust in the knowledge sender, competitive

relationship, sense of discomfort, success or failure experiences, human relationship with the sender, etc.

The obstacles on the receiver side (βB) includes factors that affect the motivation to acquire knowledge, such as the level of trust competitive relationship, sense of discomfort success or failure experiences, human relationship with the receiver about the knowledge, extravagant behavior etc.

Authority Ranking (AR) (δ) relationship is based on a model of the asymmetry among human, therefore people in such relationship have distinctive hierarchical

ranks based on formal power, expertise or age [5]. Knowledge is perceived as a means to display rank difference and knowledge sharing is motivated by power differences. People in higher rank would like to share knowledge with their inferiors to show their nobility and largesse and in that way they could also get authority, respect and status in return. People in lower rank would like to share their knowledge to please and have better relationship with their superiors. Also in reality, superiors have power over their subordinates and can demand their subordinates to share knowledge with them. To sum up, the major elements of AR include: authority, power, demand and control and obey. [2], found the power centralization and formalization of an organization will elevate the intention of free riding behavior (i.e. not share or withheld effort or knowledge). The empirical study of [5] also confirmed that we introduced into our model the parameter δ as the Authority ranking parameter

IV. MODEL DERIVATION

We let αE = Sender's Earning

βE = Receiver's Earning

αS = Sender's Expenditure

βS = Receiver's Expenditure

σB = Sender's obstacle

βB = Receiver's obstacle

δ = Authority Ranking parameter

d = Felicitous difference

Phase I: Case where knowledge is accessible

$$[\alpha E - (\alpha S \times d)] > (\alpha B + \delta)$$

Where $[\alpha E - (\alpha S \times d)]$ is the sender's earning and expenditure, we represent it as Accessible Value (**AV**) and represent $(\alpha B + \delta)$ as Obstacle Value (**OV**).

Phase II: Case where knowledge is received

$$(d\beta E - d\beta S) > (\beta B + \delta)$$

Where $(d\beta E - d\beta S)$ is the receiver's earning and expenditure, we represent it as Earned Value (**EV**) and represent $(\beta B + \delta)$ as Obstacle Value (**OV**).

The above expressions mean that, if more earnings than barriers remain after the cost are deducted from the earnings, knowledge transfer will occur.

a) Data Collection

Assessment and evaluation are essential components of teaching and learning in Mathematics. Without an effective evaluation program it is impossible to know whether students have learned, whether teaching has been effective, or how best to address student learning needs. The quality of the assessment and evaluation in the educational process has a profound and well-established link to student performance. Research consistently shows that regular monitoring and feedback are essential to improving

student learning. What is assessed and evaluated, how it is assessed and evaluated, and how results are communicated send clear messages to students and others about what is really valued, what is worth learning, how it should be learned, what elements of quality are most important, and how well students are expected to perform.

The study was based on collection of primary data; an interview schedule was designed for the study. The draft questionnaire was tested with 50 teachers in the study area for three months (1st August 2015 to October 22, 2015). The questionnaire was modified and rearranged according to the experience gathered in pre-testing of questionnaire. A combination of questionnaire interview and Participatory Rural Appraisal (PRA) tools such as Focus Group Discussion (FGD) and crosscheck interviews were conducted. All the collected information were accumulated and analyzed by Microsoft - Excel.

b) Model Analysis

In the analysis, 70 cases of information and ideas were accumulated. The provision of knowledge was done on the trial basis without any incentives except for a request for entries only twice in a week and done as an activity separate from the participants' main business. Still, within 24 hours of registration of each knowledge, approximately 85% of them received feedback of 4 or more comments as a result of reviewing.

The reviewed process was carried out in three phases;

In phase one 10 people received the knowledge daily, and then in phase two another 10 review the received knowledge then in the final phase the knowledge is then processed into a useful information.

However, in this trial, we only evaluated our model under the experimental environment. This is because there were no opportunities to utilize the design model in other sectors with the trial period being 3 months.

c) Graphs

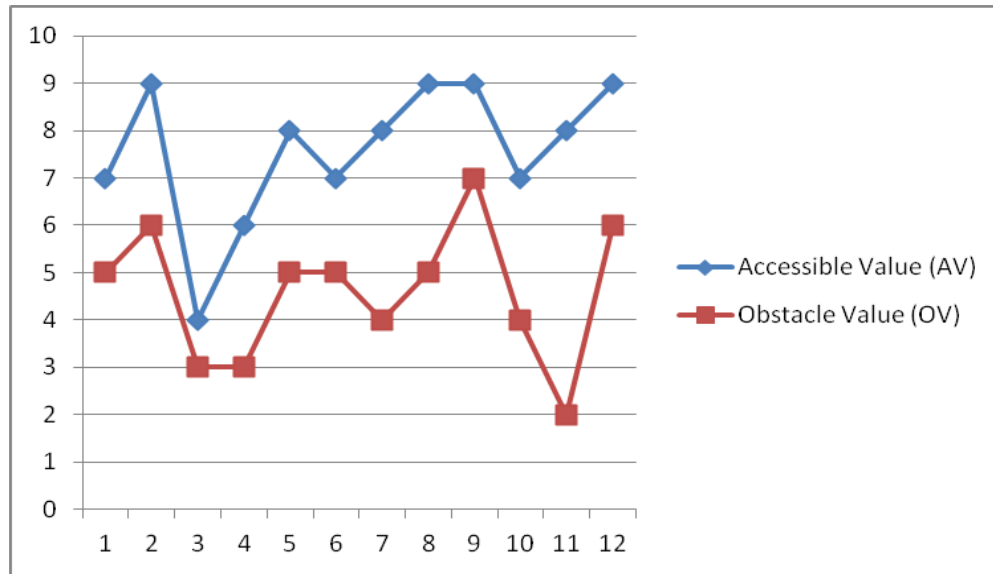


Figure 3.3 : Trend of Available Knowledge

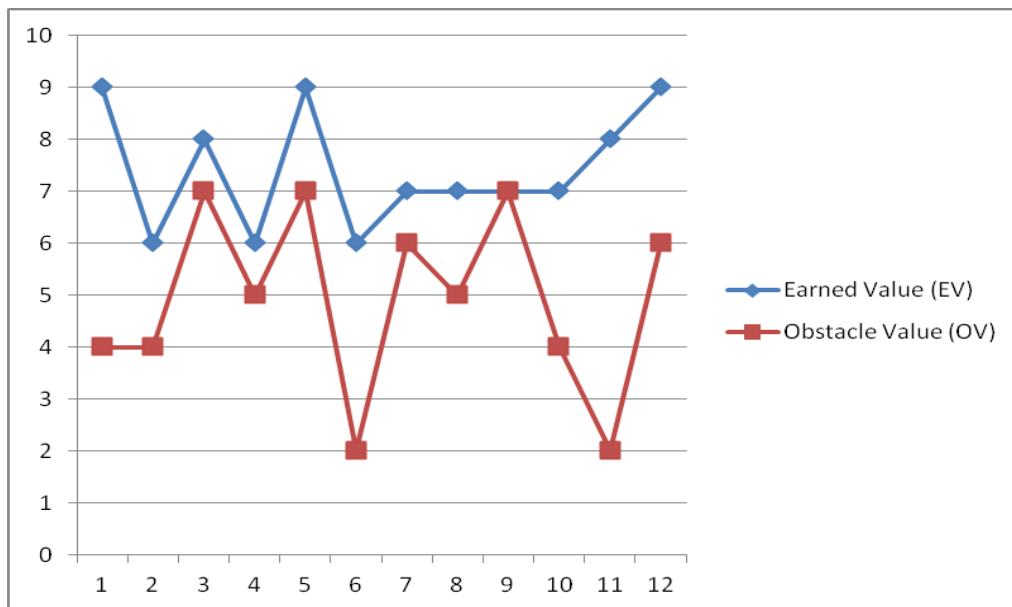


Figure 3.4 : Trend of received knowledge

(Note: Microsoft Excel Solver was used to calculate the parameters).

As a result, from figure 3.3 and figure 3.4 above it was observed that the design guidelines derived from the mathematical model were functioning successfully for knowledge provision. This has allowed us to demonstrate that the mathematical model could be used as guidelines to make the KM system function successfully.

V. CONCLUSION

In this study, we described the outline of the mathematical model of Knowledge Management System in an organization.

We have successfully demonstrated that it is possible to derive the design guidelines using the model and that the guidelines are valid.

In our model, knowledge transfer is defined using three factors (earnings, expenditure and obstacle). Knowledge transfer actively takes place when the remainder after subtracting the cost from the earning is greater than the obstacle. Furthermore, the felicitous difference between the provider and the recipient of the knowledge affects the expenditure and the earning on the recipient side and serves as a parameter of the knowledge transfer.

Based on the analysis with the model, we derived two operation guidelines:

- Mutual reviewing to increase the sense of participation;
- Establishment of the criteria to evaluate the background information about the knowledge to be shared.

As a result, it is shown that the mathematical model derived makes the KM system function successfully.

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Asian Minority-Owned Business in the U.S.

By Osama Alshehri

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Abstract- Minority-owned businesses are not increasing in number since 2008 because the economy in the United States, and most of the world for that matter, are yet to recover fully. The period following the recession has been characterized by very high lending interest rates in different financial markets in the U.S. and the world over. Minority-owned businesses have been struggling to circumvent the high expenses of doing business as financial institutions try to recover from the catastrophic 2008 recession. The costs of acquiring resources necessary for production, too, have been increasing progressively, limiting the number of minority-owned businesses that can be established. The rapid flow of customers that existed before the 2008 recession, too, is yet to resume to its full capacity and the reduced demand has affected the emergence of new, minority-owned businesses (Brunner, 2007). Minority-owned businesses are also facing stiff competition from larger corporations that managed to stay virtually unaffected throughout the 2008 recession.

Index Terms: *minority group, recession 2008, minority-owned businesses, recovery of the united states economy, the costs of acquiring resources, financial crisis of 2008, diversity.*

GJMBR - A Classification : JEL Code : M00



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Index Terms: minority group, recession 2008, minority-owned businesses, recovery of the united states economy, the costs of acquiring resources, financial crisis of 2008, diversity.

I. CHALLENGES FACING BY ASIAN MINORITY OWNED BUSINESS IN THE US AND GLOBALLY

Several research investigations have stated that Asian minority owned businesses in United States faces many challenges and one of the major challenge that minority Asian owned businesses facing is access to the finance as compared to White owned US businesses. A research study was conducted in which 403 small owned businesses in the 15 localities in United States were investigated. In such study it is found about 60% of the Asian owned minority businesses had sought loans from banks verses about 40% of the White and African-Caribbean minority owned businesses that had applied for bank loan. About 40% of the Asian owned businesses had reported that encounter many problems in getting loan such as either their loan application has been rejected or paying loans under conditions which are not reasonable. However only about 20% of the White owned businesses reported such problems in obtaining loans in the United States

(Jones and Trevor). The Asian owned businesses rely more on the non-business market loans and usually finance, their start-up with their own loan and reported that due to the lesser access to finance in the US they face problems in the expansion of their businesses.

Another challenge that Asian minority businesses such as Bangladeshi facing is the collateral issues due to the creditworthiness problem of the Asian minority businesses require them to keep a valuable collateral with the bank in the return of bank loan and this collateral issue is associated with the Asian owned businesses operated in disadvantaged inner areas of cities due to which this disadvantage further creates problems of skill shortages, poor health conditions and also access to the health services and also the crime level in these cities are high which further created problems for these businesses (Hussain and Javed). Language and cultural barriers of Asian owned businesses creates challenge of free flow of the information between these businesses and lenders. Due to information deficiencies and poor communications these Asian businesses appears more riskier to the lenders which worsens their access to the finance (Dhaliwal and Spinder). Higher rate of interest that these Asian businesses have to pay on the loan payment further worsens the access to finance for these loans as due to the higher interest loans as compared to the White owned businesses these businesses face difficulty in accessing the loans (Fraser and Stuart).

II. IMPACT OF DIVERSITY ON THESE BUSINESSES

As the increasing globalization in the world requires more interaction amongst different people that belongs from different cultures, have different beliefs and value systems and backgrounds. Diversity has an impact on Asian and other minority owned businesses because it increases the creativity, new skills, productivity, global understanding, solutions of different problems, and new attitudes of these businesses (Wangare).

Diversity creates greater agility, stronger community and customer loyalty, better insight of the market, improved the innovation of these businesses. However management of diversity is important for these businesses proper working and taking advantages from diversity are regular bases because failure to manage the diverse workforce results in losses for these businesses (Wangare).

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III. IMPACT OF 2008 FINANCIAL CRISIS ON ASIAN AND OTHER MINORITY OWNED BUSINESSES

The 2008 financial recession has impacted the Asian owned businesses and also other minority owned businesses throughout the globe. As the minority owned businesses help the economy in recovering but the 2008 financial crises has put several Asian owned businesses and other minority businesses into deficit (Ram and Monder).

It is also found that due to 2008 financial crises the banks restrict their line of credit to the minority owned businesses due to which the minority owned businesses become impaired and they faced severe difficulties in the expansion of the minority owned businesses due to credit unavailability during recession period which affected the survival of the Asian and other minority owned businesses (Ma and Yigui). Asian minority businesses and others countries minority businesses especially those that are innovative ones are hit hard by the financial crises of 2008 because in majority of cases as their main asset is intangible in the nature due to which it was difficult to them to find their value which makes them very hard to borrow loans from the banks or to sell or float them and as the banks were not providing loans to these firms due to which they failed to further innovate and failed difficulties in the expansion and survival due to financial crises of 2008 and also the consumer spending has also decreased badly by the financial crisis due to which they stopped buying things from the Asian and other minority businesses throughout the globe and only purchase their necessary things from their owned countries companies and saved their remaining incomes because of low purchasing power and lower employment (Taylor and John).

IV. 2008 FINANCIAL CRISES IMPACT ON THE NUMBER OF ASIAN AND OTHER MINORITY OWNED BUSINESSES

After the economic and financial crisis of 2008 the number of the Asian and other minority owned businesses decreased in number in United States and globally because as these businesses rely on short term debt of the banks for their expansion and survival but after the 2008 financial crisis 70% of the banks has decreased the access of the finance to these ethnic owned businesses and increased the interest rate that is charged on bank loans for Asian and other minority owned businesses which caused a decreased in the number of the Asian and other minority owned businesses throughout the globe (Cowling and Marc).

V. CHALLENGES AND OPPORTUNITIES THAT ASIAN OWNED BUSINESSES ARE FACING DUE TO EMPLOYMENT OF DIVERSE WORKFORCE

It is found that diverse workforce in the Asian minority owned businesses provides large variety of the solutions to the problems that they face in the sourcing, services and allocation of different resources. These diverse employees having different backgrounds with different talents and skills help these businesses in adapting to the different markets customers' needs and fluctuations in the market. Due to the diverse workforce skills and experiences such as different languages and understanding of cultures these businesses are much more able to provide services to the customers globally. Due to the diverse workforce these Asian minority businesses get more effective ideas due to different skills and perform different projects effectively. It is found that due to the diversity the corporate leaders perform much better because these leaders are become more sensitive to the different cultures of the employees and take the business decisions that are better for the business and also according the particular skills of the diverse workforce. Moreover they work for creating more interaction between the diverse team members so that they communicate with each other's effectively and better the tasks in their team because improved communication decreased the conflicts between the employees (Adams and Ferreira). However workforce diversity also creates certain challenges for the Asian minority owned businesses such as different cultures of the employees and different languages of the diverse workforce creates ineffective communication which results in the confusion, low morale of employees and less team work. Another challenge that Asian minority owned businesses faced due to its diverse workforce is more conflicts amongst the employees and more resistance of these employees towards the change when they consider the particular change as against their beliefs and cultures (Wangare). Management of the diversity workforce is also one of the challenge that these organizations face due to diversity in workforce. This requires the managers to recognize the value of the differences, promoting inclusiveness and combating the discrimination. Management of the workforce diversity is costly for these businesses (Wangare).

VI. PROJECTIONS ABOUT CONTINUOUS USE OF DIVERSE WORKFORCE EMPLOYMENT IN ASIAN AND OTHER MINORITY OWNED BUSINESSES IN FUTURE

Due to the globalization and increasing number of immigrants in the United States, United Kingdom and globally it is projected that the diverse workforce will

increase in the Asian and other minority owned businesses which will require these businesses to manage them and to keep on continuous advantage from these diverse workforce (Bernard and Andrew).

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Assessment of Principals Practice of Leadership Behaviors in Some Selected Primary Schools of Sodo Town Administration

By Mr. Bekele Atanaw

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Abstract- The Main purpose of this research is to investigate the extent to which primary school principals' practice leadership behaviors at primary schools of Sodo town Administration. For this purpose the researcher using purposive sampling to select four primary schools among primary schools found in the town administration. In these schools 63 teachers 9 principals were taken as a sample of the study. Information collected using questionnaire and interview were analyzed through using frequency and percentage. Based on the analysis and interpretation of data the result found indicated that the majority of principals does not have adequate leadership practice in their respective schools. Due to limited leadership ability and skill, work load, complexity of their task and low awareness of society to instructional leadership and students disciplinary problems. Finally based on the analysis and interpretation of data principals found to be medium practicing leadership behavior in their schools. This needs to be further improved to achieve the success of primary schools in all aspects of teaching learning process which intern brought change in all primary schools of Sodo town administration.

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I. BACKGROUND OF THE STUDY

Leadership is the process by which a person exerts influence over other people and inspires, motivates, and directs their activities to help achieve group or organizational goals. (Jones and George 2003p443).

Leadership is one of the most important factor that differentiate between successes and unsuccessful in organization could be the availability of dynamic and effective leadership and lack of it respectively. When leaders effective, the influence they exert over others help a group or organization achieve its performance goals. When the leaders are ineffective their influence does not contribute to, and often detracts from, goal attainment, (Jones and George 2003p443)

The most required for successful educational programs in school level is effective principals. A crucial characteristic of effective principal is practicing leadership activities in the school level to achieve the school objectives. A good principal leadership behavior includes smooth relationship with employees, concerning with group rather than person in supervision and decision making process, motivate and support

his/her subordinates. A good principal activity facilitator rather than any information provision (Rezene 2002p1).

According to Mishrac cited in (Rezene 2010) leaders have a big contribution in improving instructional programs by encouraging others to make an effort. Building leadership capacity means using effort to elicit effort from other. All members of the education community play significance roles if there is effective leader.

To ensure quality, access and equity of education in the school principals should play leadership behavior. Some principals play leadership behavior that derives from position or power.

In general, investigating in the leadership behaviors of principals are crucial in the achievement of school objectives. Even though the principals leadership behavior of principals is crucial issue on the achievement of school objectives, the objective of the school could be achieved when the principal implement his/her leadership behavior in the actual work process of the school. Therefore, this study aims at assessing the principals' practice of leadership behavior in some selected primary schools of Sodo Town Administration.

In light of the above perspective this study is designed to assess principals leadership practice and related problems in some selected primary schools of Sodo town administration. To this end the study will be designed by the following questions:

1. What kind of leadership behaviors employed by school principals in primary schools of Sodo town administration.
2. To what extent does different leadership behaviors which employed by principals influence teachers in schools?
3. What can be the participation of different stakeholders in the school to support principals in practicing different leadership behaviors?

II. OBJECTIVE OF THE STUDY

This section introduces the objectives of the study which includes general and specific objectives.

a) General Objectives

The main objectives of this study is to assess and evaluate the principals practices of leadership

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behavior in some selected primary school of Sodo Town Administration.

b) *Specific objective*

1. To see to what extents the principals execute leadership behaviors
2. To identify and recommend the main challenges of principals leadership behavior.
3. To find out the aspects or leadership behavior in the primary school.

III. CONCLUSION

The main purpose of this research was to assess the extent to which primary school principal practice leadership behavior in the school level. In order to achieve this objectives, three basic questions were raised. To this end, two instruments, namely questionnaires and interview were used to collect the necessary data to answer the questions. Hence based on the analysis of the data and the findings, the following conclusion can be made.

Effective instructional leadership are greatly depend on conditions of the school environment. Based on the study, some of the common leadership behavior of effective school principals were mentioned above. According to this some respondents indicated that effective instructional leader half the ability to work with others i.e. with teachers students and other school parent.

An effective instructional leadership have the ability of improving teaching learning conditions, motivating teachers and school and task delegate to others in addition to above, effective leaders have the ability of classroom observation. Which is part of internal supervision and the ability of providing immediate feedback for the observed phenomena. They developed also the risk taking ability in the school and preparing plan, strategies and policies in the school level. They have developed the ability of creating new things ideas, and materials which are important for the network of the school.

Regarding to implementation of the behaviors of effective leadership, the finding shows, most of the leadership behaviors in the school level are not practiced by the principals. However it is not denied that, some principals have better response of practicing some of the leadership behavior in the school. For instance some respondents indicated that though there are difficulties in the school principals tend to motivate teachers and students as much as possible and some principals have good practice of classroom observation, preparing school plan and task delegation when it is necessary.

On the other hand, some factors can hampered the effectiveness of primary school principals leadership behavior in the school system. Different factors affect instructional leaders in the school. The problems were

the principals work load students behavior in the school teachers resistance especially those who served for many years. The less participation and engagement of society about school problems.

IV. DISCUSSIONS FINDINGS

1. The data collected on the characteristics of respondents shows that 5(55.55%) principals were diploma where as 4(44.44%) principals were first degree. These show that principals are up grading into degree to change schools.
2. Regarding the principals ability of working together with teachers students and the community teachers responded 43(68.25%) medium and principals themselves answered 4(44.44%) and 4(44.44%) high and medium respectively. It showed that it is average that existed in the school situation.
3. In connection with principals abilities working as a model of others with in the school activities 44(69.8%) teachers 6(66.66%) said medium and principals said high. On the sides of principals as I observed their response expect themselves they do everything effectively.
4. The effectiveness of principals in participatory decision making in the school 46(73.01%) teachers said medium and 4(44.44%) and 4(44.44%) principals respectively said high and medium. According to the responses found from the teacher and principal it is medium for participating stakeholders during decision making process.
5. The capacity of principals improving the instructional process of schools teachers said medium includes 46((73%) and principals answered by saying medium also contain 5(55.55%). Based on this it was in the midway improving instructional problems if unfortunately unexpected situations happened.
6. The initiation of principals to take risks that are created in the schools responded teachers 47(74.60%) medium and principals answered as 5(55.55%) high and 4(44.44%) medium respectively. It is observed that the initiation of principals to take risks is medium.
7. The effort of principals to motivate teachers students and other staff workers is answered as 41(65.079%) medium by teachers and 44.44% by principals answered equally both high and medium.
8. Among the respondents with teachers about principals initiation to delegate work for others 43(68.3%) teachers and 5(55.55%) principals said medium and high respectively. The remaining 33.33% principals answered as medium.
9. The practice of principals observing teachers while they were teaching in the class is medium. It needs to be improved. In this regard respondents like teachers answered medium 47(74.6%) and principals 5(55.55%).

10. Provision of feedback after class observation is also medium.
11. Principals ability to receive perception from his/her colleague and other stake holders also different. To this 48(76%) teachers said medium and 5(55.55%) principals said high. most of the time principals gave high rank for every question they asked.
12. Respondents concerning the principals ability of preparing annual plan and its implementation agreed that it is high.
13. The creative ability of principals in their schools is high. Principals answered it is high. During changing the school principals face challenges from the work situation, from students teachers and from the society. Finally many teachers in the school need support from their principals especially working through coordination motivation and professional support. The principals ability to implement the above activities are medium.

Tables 1 : Personal information of respondents

No	Item		Respondents			
			Teachers		Principals	
			No	%	No	%
1	sex	Female	20	31.74	2	22.22
		Male	43	68.25	7	77.77
		Total	63	100	9	100
2	Age	20-30	3	4.76	1	11.11
		31-40	9	14.28	3	33.33
		41-50	28	44.44	2	22.22
		Above 51	23	36.50	3	33.33
		Total	63	100	9	100
		Certificate	16	25.397	-	-
3	Qualification	Diploma	45	71.43	5	55.55
		Degree first	2	3.175	4	44.44
		Total	63	100	9	100

According to the above table, item one 20(31.74%) of teachers were females and 43(68.25%) of teachers were males. Regarding principals 2(22.22%) of principals were females and 7(77.77%) were males. As the data shows the percentage of female principals in primary schools for managing the teaching learning process is very limited compared to that of males.

As of the above table item two shows the age distribution of respondents. According to the table 3(4.76%) of teachers were between 20-30 and 9(14.28%) teachers were under the age of 31-40 and 28(44.44%) and 23(36.50%) with these ages. Many teachers age were more than 30 years old. Concerning the age of principals 1(11.11%) was with the age 20-30, 3(33.33%) at the age of 31-40 the rest of principals (22.22%) principals were between 41-50 and 3(33.33%) were

above 51 years as that of teachers age principals age above 30 years old. Interims of experience both teachers and principals were better for primary schools.

Based on the above table respondents qualification were 16(25.39%) were certificate 45 (71.43%) were diploma and 2(3.175%) were degree holders. Many teachers who taught in primary schools were diploma and some were certificate. But first degree teachers were insignificant compared to certificate and diploma. The qualification of principals at primary schools of the study area was that 5(55.55%) were diploma 4(44.44%) were first degree. There were no principals who had certificate. This shows to be a school principal it needs at least to have diploma.

Table 2 : Principals Ability working with the school and community

No	Item		Respondents			
			Teachers		Principals	
			No	%	No	%
1	Principals relation with teachers, students and community	High	17	26.98	4	44.44
		Medium	43	68.25	4	44.44
		Low	3	4.76	1	11.11
		Total	63	100	9	100
2	Abilities of principals to work as model or exemplary within the school activities	High	14	22.22	6	66.66
		Medium	44	69.8412	2	22.22
		Low	5	7.93	1	11.11
		Total	63	100	9	100

3	Principals effectiveness of making participatory decision in the school.	High	14	22.22	4	44.44
		Medium	46	73.01587	4	44.44
		Low	3	4.76	1	11.11
		Total	63	100	9	

As indicated in table 3.2 item one shows principals relation with teachers, students and the community. According to the above table 17(26.98%) of teachers and 4(44.44%) of principals say the relation between principals with teachers students, and community is high. However, 43(68.25%) teachers 4(44.44%) and principals responded to medium. Among teachers and principals 3(4.76%) teachers and 1(11.11%) principal said the relation of principals with teachers students and community is low. According to the data obtained from the response of teachers and principals the relation of principals with stake holders mentioned above is not strong enough. Many respondents who showed principals relation with teachers, students and community is medium. As indicated in table 3.2 in item two the abilities of principals to act as a model in the school while leading the teaching learning process of the school looks like the following. Among teachers 14(22.22%) and 6(66.66%) principals said high. Teacher respondents who said medium were 44(69.8412%) and 2(22, 22%) said medium. The rest respondents 5(7.93%) teachers and 1(11.11%) principals answered it is low.

As the data abstained and observations made during the research many teachers complained that many principals who assigned in schools lack the necessary skills of to be a model for teachers. Hence in many primary schools there is lack of to be role model for teachers and schools the leadership practiced by principals.

According to the same table 3.2 item three 14(22.22%) teachers and 4(44.44%) principals answered that the participatory decision making effectiveness of principals by participating school community like teachers, students and others is not that much satisfactory. Especially principals asked it is high. However in the real sense it was not true. Rather according to teachers response it is medium. For this evidence 46(73.015%) teachers and 4(44.44%) principals which is equal with respondents said high was the same during filling the questionnaires said medium. Among respondents teachers 3(4.76%) and 1(11.11%) principals said participatory decision making practice of principals was low principals didn't participate concerned stakeholders during decision making process on school issues.

Table 3 : Principals' ability of improving the teaching learning process and risk taking situation

No	Item		Respondents			
			Teachers		Principals	
			No	%	No	%
1	Principals capacity in timely improving instructional process	High	13	20.63	4	44.44
		Medium	46	73.015	5	55.55
		Low	4	6.34	-	-
		Total	63	100	9	100
2	Principals initiation in taking risks that and created in schools	High	10	15.873	45	55.55
		Medium	47	74.603	4	44.44
		Low	6	4.523	-	-
		Total	63	100	9	100

According to table 3.3 there are two items namely principals capacity in timely improving instructional process, and principals initiation in taking risks to create conducive teaching-learning process. As the table above (3.3) item one 13(20.63%) teachers and 4(44.44%) principals responded that the principals highly motivated to improve instructional process in the school. However 46(73.015%) teachers and 5(55.55%) principals responded medium. As of the respondents response the capacity of improving instructional process immediately is not practiced in many primary schools. It is medium that means they stayed until complains raised by teachers. Respondents of teachers 4(6.34%) and no principals said low was responded concerning the principals active involvement in improving instructional process. Thus it needs to practice

improving instructional process of the school to achieve the desired goals of every primary schools.

In the same table above (3.3) item two teachers and principals were asked to what extent school principals taking risks that are created in schools. To this problem 10(15.873%) teachers and 5(55.55%) principals were responded it is high. The other respondents in the school 47(74.603%) (of the teachers and 4(44.44%) principals responded it is medium. The remaining 6(9.523%) teachers said low. But there was no principal who said low. This due to the fact that if they said low they may assume there is a problem in their leadership practice. The data clearly indicated that many principals don't ready to take risks created in the school.

Table 4 : Principals' ability of motivating teachers, learners and initiation of work delegation

No	Item		Respondents			
			Teachers		Principals	
			No	%	No	%
1	Principals effort to motivate teachers, students and other staff workers	High	17	26.98	4	44.44
		Medium	41	65.079	4	44.44
		Low	5	7.9365	1	11.11
		Total	63	100	9	100
2	Principals initiation of work delegation for other employees or teacher in the school.	High	14	22.22	5	55.55
		Medium	43	68.2539	3	33.33
		Low	6	9.5238	1	11.11
		Total	63	100	9	100

According to table 3.4 item one above teachers and principals were asked to what extent school principals tend to motivate school teachers, students and staffs as a whole. Based on this 17(26.98%) teachers and 4(44.44%) principal responded that school principals made high effort to motivate teachers, students and staffs. Whereas 41(65.079%) teachers and 4(44.44%) principals responded it is medium that principals initiation to motivate school community. The rest of the respondents like 5(7.9365%) teachers and 1(11.11%) principals responded low.

Based on table 3.4 item two teachers and principals were also asked to what extent is school

principals showed an effort in delegating work. According to this data 14(22.22%) teachers and 5(55.55%) principals responded there is high initiation to delegate employees when necessary. Others responded medium which contains 43(68.2539%) teachers and 3(33.33%) principals. The remaining 6(9.5238%) teachers and 1(11.11%) principals respond responded as school principals made less effort to delegate others in the school matters.

As the data and other in formations obtained in the school showed delegation of employees by principals where necessary is medium.

Table 5 : School principals' ability of classroom observation of teaching learning process and provision of feedback

No	Item		Respondents			
			Teachers		Principals	
			No	%	No	%
1	School principals ability of classroom observation in the time of teaching-learning process	High	12	19.047	3	33.33
		Medium	47	74.603	5	55.55
		Low	4	6.349	1	11.11
		Total	63	100	9	100
2	School principals' a ability of providing feedback to the already observed in the class.	High	11	17.460	3	33.33
		Medium	48	76.190	6	66.66
		Low	4	6.349	-	-
		Total	63	100	9	100

According to table 3.5 item one teachers and principals asked to what extent school principals observe their teachers during teaching-learning process. Based on this 12(19.044%) teachers and 3(33.33%) principals responded that principals observe their teachers in the class during teaching learning process. Others 47(74.603%) teachers and 5(55.55%) principals it is medium that teachers spent on observing the actual teaching-learning process of teachers in the school. The remaining respondents especially 4(6.349%) teachers responded and 1(11.11%) principals there is less practice of class observation by principals. As the principals response class observation to assess teachers performance on the actual teaching is medium. In the same table above teachers and principals asked the extent to which principals ability of providing feedback to teachers aster class-room teaching learning

process. In connection to this 11(17.460%) teachers and 3(33.33%) principals responded there is high abilities giving feedback for teachers after class observation.

On the other hand 48(76.190%) of teachers and 6(66.66%) principals responded that principals giving feedback at medium level to teachers. The remaining 4(6.349%) teachers responded there is low ability of giving feedback for teachers things observed in the class during teaching learning process. There was no principal who said low ability of principals giving feedback. This showed that principals don't open to show their weakness.

Table 6 : School principals' ability of receiving perception from his colleagues and other stakeholders and initiation to create conducive teaching learning process

No	Item		Respondents			
			Teachers		Principals	
			No	%	No	%
1	School principals ability of receiving perception from his colleagues and other stakeholders	High	9	14.285	5	55.55
		Medium	48	76.190	3	33.33
		Low	6	9.523	1	11.11
		Total	63	100	9	100
2	Principals initiation to create conducive teaching-learning process	High	9	14.285	4	44.44
		Medium	50	79.365	5	55.55
		Low	4	6.349	-	-
		Total	63	100	9	100

In the above table 3.6 item one teachers and principals were asked whether or not the principals tend to receive perception from their colleagues and others. Based on this 9(14.285%) teachers and 5(55.55%) principals gave their response that there is a high ability of principal ability of receiving perceptions for warded from colleagues and other stakeholders. In connection with principal ability of receiving perception 48(76.190%)teachers and 3(33.33%) principals responded as it is medium for receiving and using as are commendation for leadership practice in primary schools. The remaining respondents both teachers and principals who constituted 6(9.5237%) and 1(11.11%) teachers and principal responsively responded as there is less practice of receiving perceptions from colleagues. For effective practicing of instructional leadership accepting whatever suggestions and perceptions are essential for school principals. However many school principals are medium in accepting perceptions suggested from their colleges.

As table 3-6 of the above table 9(14.285%) of teachers and 4(44.44%) of principals responded that school principals work effectively towards creating conducive instructional process, where as 50(79.365%) teachers and 5(55.55%) principals partially create conducive situation for instructional process of schools. The other respondents 4(4.44.44%) teachers said principals showed limited situation to create conducive instructional process of the school. Principals didn't respond there is low ability of principals didn't respond there is low ability of principals in the process of creating conducive instructional process. Therefore according to the above data the school principals expected to improve the schools situations by creating conducive instructional process. This is due to the fact that the school principals are the forefronts to create a good teaching-learning atmosphere in the school.

Table 7 : School planning

No	Item		Respondents			
			Teachers		Principals	
			No	%	No	%
1	Principals ability of preparing a annual plan and the ability of implementing it.	High	44	69.841	6	66.66
		Medium	17	26.984	3	33.33
		Low	2	3.174	-	-
		Total	63	100	9	100

According to table 3.7 item one teachers and principals asked to what extent school principals prepare annual plan and work for its implementation. Based on this 44(69.841%) of teachers and 6(66.607%) principals responded as it is high for preparing and implementing to bring change on schools. And 17(26.984%) teachers and 3(33.33%) of principals agreed that it is at medium level that principals ability of preparing annual plans and its effective implementation. The remaining teachers 2(3.174%) said it is low. No principal who said low. That is there is an effect for preparing annual plan in every schools.

Table 8 : Creative Ability

No	Item	Respondents Principals		
		No	%	
1	To what extent do you work to introduce new things to the school which is	High	4	44.44
		Medium	4	44.44
		Low	1	11.11
		Total	9	100

In relation with the creative ability of principals teachers and principals asked to what extent they introduced new things to implement in their schools. Of the total principals respondents 4(44.44%) agreed that it is high to show creative ability in the school for improving the existing situations others 4(44.44%) principals said it is medium and the remaining

1(11.11%) answered it there is low level of principals participation in creating new things in schools. As the data obtained through observation and unstructured interview from teachers many principals are busy enough other routine activities Due to this they didn't give emphasis for creative new things. The response is found that they simply said as the above way.

Table 9 : Challenges of Effective leadership

No	Item	Respondents Principals	
		No	%
1	Is there any problem that affects in your leadership process? A. Yes B. No		
		5	55.55
		4	44.44
		9	100
2	If you say yes for the above problem from what they initiate what are the main sources of these problems A. The work situation B. Students C. Teachers D. Society Total		
		3	33.33
		2	22.22
		1	11.11
		3	33.33
		9	100

According to the above table item one principals asked if there is any problem that affects their leading ability. Based on this 5(55.55%) principals responded there is problem that affects principals leadership process. However, 4(44.44%) principals answered no. This shows there is no any problem that affects their regular leadership practices in the school.

In the same table above in item two principals asked from where problem arise if there is any problem

that hinders principals leadership process. To this 3(33.33%) of principals leadership process. To this 3(33.33%) of principals answered the source of the problem is from the work situation. 2(22.22%) principals responded the students can be the source of the problem is from the and 1(11.11%) responded teachers affect principals leadership process. The remaining 3(33.33%) arises from society. That is lack of assisting principals leadership process aggravated the problem.

Table 10 : Teachers' perception on the school principals

No	Item	Teacher respondents	
		No	%
1	What do you expect from your principals to carry out your task effectively? A. Working together B. Motivation C. Professional support D. Gibing vacation according to teachers interest Total		
		27	42.857
		16	25.3968
		19	30.158
		1	1.587
		63	100

2	To what extent does the above expected pre-condition of school principals applied in your school?		
A.	Highly a applied	26	41.2698
B.	Rarely applied	33	52.386
C.	Applied in the low level	4	6.349
D.	Never applied	-	-
	Total	63	100
3	The school principals ability of leading by keeping the organization and personal goals parallel is		
A.	High	7	11.11
B.	Medium	45	71.428
C.	Low	11	17.460
	Total	63	100

In the above table item one teachers were asked what they expected from the principals to cope up with their task effectively. Based on this 27(42.857%) of teachers answered if better of principals work together with the school community. The other 16(25.3968%) respondents were responded motivation is the most expected factor for effective teaching learning process. The remaining 19(30.155%) of respondents answered that professional support of principals is very important that is expected from primary school principals. The remaining 1(1.587%) responded giving vacation. It is insignificant compared from other respondents.

According to table 3.10 item two teachers were asked whether or not principals applied in their schools items mentioned in question numbers. Based on this 26(41.27%) respondents were answered it is highly practiced and 33(52.38%) were said it is rarely applied in their schools. The remaining 4(6.349%) agreed that it is low in its implementation.

Based on the above data school principals didn't different encouraging items mentioned in the table above it is in the medium level.

Regarding the school principles ability of leading by keeping the organizational goal and personal interest in the organization is also different. In this regard 7(11.11%) respondents agreed that principals have high ability in leading the organization. And 45(71.428%) teachers answered school principals have medium ability of considering equally the school and personal benefits. The remaining 11(17.460%) of the respondents were answered that school principals have low ability of considering the organizational objectives and personal in tersest of employees.

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Is Activity-Resource-Based View (ARBV) the New Theory of the Firm for Creating Sources of Sustainable Competitive Advantage in Services Firms?

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Abstract- This paper advocates the extension of the resource based view (RBV) by proposing a new theory to understand the actual creation process of sustainable competitive advantage using a services firm in the motor industry in Kenya as a case, by integrating the activity-based view (ABV) with the RBV, through activity drivers, to generate a new theory: Activity-resource-based view (ARBV). A qualitative case study of a consistently high performing firm in the motor services industry in Kenya was used to determine if the ARBV assists in creating a sustainable competitive advantage. The results from the in depth semi-structured qualitative case study shows that a firm in a motor service industry that adopts the new theory, ARBV, will generate and sustain a competitive advantage for itself.

Keywords: *activity-resource based view, activity drivers, and sustainable competitive advantage, activity and resource-based view; sustainable competitive advantage; activity drivers; service industry.*

GJMBR - A Classification : *JEL Code : M10*



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Is Activity-Resource-Based View (ARBV) the New Theory of the Firm for Creating Sources of Sustainable Competitive Advantage in Services Firms?

New Theory of Sustainable Competitive Advantage

Dr. Hanningtone Gaya^α & Prof Miemie Struwig^σ

Abstract- This paper advocates the extension of the resource based view (RBV) by proposing a new theory to understand the actual creation process of sustainable competitive advantage using a services firm in the motor industry in Kenya as a case, by integrating the activity-based view (ABV) with the RBV, through activity drivers, to generate a new theory: Activity-resource-based view (ARBV). A qualitative case study of a consistently high performing firm in the motor services industry in Kenya was used to determine if the ARBV assists in creating a sustainable competitive advantage. The results from the in depth semi-structured qualitative case study shows that a firm in a motor service industry that adopts the new theory, ARBV, will generate and sustain a competitive advantage for itself.

Keywords: activity-resource based view, activity drivers, and sustainable competitive advantage, activity and resource-based view; sustainable competitive advantage; activity drivers; service industry.

1. INTRODUCTION

This paper reviews the creation of sustainable competitive advantage by focusing on the actual process of value creation by tangible resources of a consistently high-performing firm in the motor services industry in Kenya. The main purpose of this paper is to show that by integrating the activity and resource-based views, a new theory, the activity and resource-based view (ARBV) is generated. It further explains the actual value creation process by tangible resources through activity drivers in a services industry. The new theory, ARBV, addresses the weaknesses and criticisms of the original resource-based view in the realm of strategic management.

For nearly three decades, the resource-based view has been considered one of the main theoretical frameworks for analyzing the creation of sustainable

competitive advantage in industries and in different firms in the same industry (Armstrong & Shimizu 2007, Barney 2001, Barney, Wright & Ketchen 2001, Hitt, Ireland & Hoskisson 2007, Hoopes, Madsen & Walker 2003, Kraaijenbrink, Spender & Groen 2010, Newbert 2007, Priem & Butler 2001). The actual process of creating sustainable competitive advantage that is reviewed in this paper is anchored on the result of a study based on the theory of the resource-based view of the firm as integrated with the activity-based view (Gaya, Struwig & Smith 2013). Gaya et al. (2013) integrates the activity-based view into the resource-based view, and postulates that an integration of these two theories explain the actual process of value creation for the customers in a consistently high performing firm in the motor service industry in Kenya. According to the new theory ARBV, a firm in a motor service industry that adopts the new theory will generate and sustain a competitive advantage for itself and be a consistently high performing firm in the service industry the firm competes in (Gaya et al. 2013). This main finding in Gaya et al. (2013) is supported by a number of authors such as Pearce & Robinson (2011), Ray, Barney & Muhanna (2004) and Sheehan & Foss (2007).

The firm under study in Gaya et al. (2013) has been a consistently high performer for over ten years in the motor service industry. This consistent superior performance remains of great concern to competitors, scholars and investors in the motor service industry in Kenya.

This paper starts with the background and importance of the study under review, followed by a literature review, including a specific section illustrating the integration of the activity- and resource- based view frameworks. The literature review section also includes the actual value creation process for the customer, which is followed by a section on the testing of the new model in the creation of sustainable competitive advantage. The creation of the new model contributes to a new theory of creating sources of sustainable competitive advantage: The activity and resource-based

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view (ARBV). A brief section follows that explains the justification for the choice and use of qualitative case study as the most appropriate research design and methodology. The final section of the paper concludes with the findings, conclusions and contributions of the study.

II. BACKGROUND TO THE RESEARCH

Activity and resource-based views are two frameworks that are used in the analysis of firm performances, especially in the understanding of the sources of consistent superior performances among firms, including firms in the same industry (see, for example, Barney 2001, Barney & Arikan 2001, Grant 2010, Hitt, Ireland & Hoskisson 2007, Sheehan & Foss 2007). However, while there have been conceptual papers (see for example, Sheehan & Foss 2007) there are no empirical studies that directly link activity and resource-based views in strategic management literature available.

In addition, there has been no empirical research in Kenya to date that explains the persistent difference in the performances of firms operating in the same industry, and especially in the motor service industry and under the same market conditions and competitive environment.

High firm performance is represented by market share (Gaya et al. 2013), with market share being considered as the key indicator of superior performance among firms competing in the same industry. The use of market share as an acceptable measure of firm performance in Gaya et al. (2013) is also supported by Hill & Jones (2009).

According to Gaya et al. (2013), the consistent superior performance by the high performing firm posed the research problem: *"Why some firms outperform others consistently over the years, while competing in the same market under the same operating environment"*. Specifically, this research problem was posed on the one firm that had consistently outperformed others for over ten years. The research problem and questions were framed and informed by a number of literatures in strategic management theory, such as, Hill & Jones (2009), Peteraf & Barney (2003) and Sheehan & Foss (2007).

The study under review set to solve the research problem by answering the broad research question, 'How has a consistently high performing firm in the motor service industry managed to create and sustain its competitive advantage over the rivals and hence superior performance, leading to market leadership, in the last ten years?' To answer this broad research question, this study investigated how activities, through activity drivers of scale, location and capacity utilization, acted on tangible resources with unique characteristics as rarity, invaluability, inimitability and

insubstitutability, to create sources of sustainable competitive advantage for the firm, which then generated superior performance consistently, enabling the firm to capture and retain a large market share over a very long period of time. The importance of this paper as it contributes to the conversation in the realm of strategic management follows next.

III. IMPORTANCE OF THE PAPER

A number of reasons can be given as justification for this paper. These include the extension to the resource-based view theory, overcoming the criticisms of the resource based view, addressing the gaps in resource-based view literature, clarification of terminologies currently being used interchangeably in the strategic management literature and attending to the appropriateness of research design and methodological challenges.

• Extending the resource-based view theory

From a strategic management perspective, the major justification for the paper is to provide an opportunity for extending the resource-based view's strategic management theory, by explaining the actual value creation process and how this process informs differences in the performances of firms operating in the same industry and under the same environment. The justification to extend the theory is supported by Kraaijenbrink et al. (2010) and Priem and Butler (2001). This paper also sets to prove that an integration of the activity-based view and resource-based view helps extend the potential of both theories and subsequently contribute to the body of strategic management knowledge (Priem & Butler 2001, Ray et al., 2004, Sheehan & Foss 2007).

• Criticisms of the resource-based view

While being one of the most respected theoretical frameworks in strategic management, a number of criticisms continue to be levelled against the resource-based view theory (Foss & Knudsen, 2003 and Kraaijenbrink et al. 2010). These criticisms include criteria for resource sustainability (Priem & Butler 2001, Teece 2007); the understanding of how competitive resources actually create value (Sirmon, Hitt & Ireland 2007); the possible inappropriate choice of research design (Armstrong & Shimizu 2007, Hoopes et al. 2003, Newbert 2007), possible generalisability of research findings (Lockett, Thompson & Morgenstern 2009) and lastly, ascertaining the presence of a chain of causality from the moment resources are deployed to the generation of the firm's performance (Armstrong & Shimizu 2007, Newbert 2007, Sanchez 2008). Of particular significance, are Priem and Butler's (2001) main critique of the resource-based view, that the theory provides an explanation of resource sustainability but not the actual process of value creation. This paper asserts that by integrating the activity and the resource-

based views into one new theory, the Activity-resource-based view (ARBV), these critiques are answered.

- Gaps in the empirical literature

According to Lockett et al. (2009) there are a number of significant issues raised in previous resource-based view research, in several areas, an example of which is in empirical research methodologies (Armstrong & Shimizu 2007, Newbert 2007, Sanchez 2008). For instance, in previous studies, tangible resources were excluded as not being significant sources of sustained competitive advantage (Clulow, Barry & Gerstman 2003, 2007). A further gap that exists is the role of and challenges facing managers in terms of resource identification, development, conservation and deployment (Kraaijenbrink et al. 2010, and Sirmon et al. 2007). The study reviewed in this paper clearly points to the role and place of tangible resources as sources of sustainable competitive advantage and asserts the role of top managers in terms of resource identification, development, conservation and deployment.

- Need to clarify key terminologies

Hill & Jones (2009), Hitt, Ireland and Hoskisson (2007) as well as Kraaijenbrink et al. (2010) encourage scholars and researchers to understand the importance of the distinction between a firm's competitive resources, competitive capabilities and core competencies. This clarification and parsimony in terminology is necessary in order to determine which types or characteristics of competitive resources and competitive capabilities have the potential to create core competencies that are the building blocks of creating and sustaining competitive advantages. Hill & Jones (2009) postulate that the distinction among such terminology as resources, capabilities and competencies, is critical to understanding what actually creates sources of sustainable competitive advantage and hence superior performance of a firm. Currently, the definitions of the various terminologies, especially resources, capabilities and competencies are expansive and used interchangeably, thereby hindering interpretations of study findings as well as hampering the choices of what are the most appropriate research design and methodologies to use.

This paper serves to assert the findings of the study under review by emphasising on the importance of having parsimony in the terminologies used in the creation of sustainable competitive advantage, as per the recommendations in Gaya et al. (2013).

- Design and methodological challenges

The research methodology challenges posed by the expansive nature of definitions of terminologies used in the process of creating and sustaining competitive advantage has also been of concern to other scholars and researchers (Denrell, Fang & Winter 2003, Hoopes et al. 2003, Newbert 2007, Priem & Butler

2001). These research methodological challenges emanating from the broad use of competitive advantage terminologies can be avoided, as was done in the Gaya et al. (2013) by clear clarification of specific resource definitions. The second method of overcoming the effects of broad definitions of terminologies used in the concept of sustainable competitive advantage is achieved by locating the research within an all-encompassing theoretical framework. This is advocated by this paper and is supported in literature such as Armstrong & Shimizu (2007), Denrell et al. (2003), Hoopes et al. (2003), and Newbert (2007). Literature review is next.

IV. LITERATURE REVIEW

This literature review section starts with a review of the key concept of sustainable competitive advantage, including brief discourses of activity and resource-based views. Brief explanation of activity drivers and the actual integration of the activity and resource-based views to create core competencies are then provided.

a) *The Concept of Sustainable Competitive Advantage*

When the imitative actions have come to an end without disrupting the firm's competitive advantage or when it is not easy or cheap to imitate, the firm's competitive strategy can be called "sustainable" as supported by Barney (2001), Haberberg & Rieple (2008), and Grant (2010) or when barriers to imitation are high (Hill & Jones 2009). According to Hill & Jones (2009), the pursuit for sustainable competitive advantage has been the primary objective in the study of a firm's competitive strategy and generation of superior profitability. Porter (2004) considers the term sustainable as encompassing the protection of resources for longer period of time into the future. Porter (2004) is supported by recent literature, including Haberberg & Rieple (2008), Grant (2010), Hitt, Ireland, & Hoskisson, (2007) and Thompson, Peteraf, Gamble & Strickland (2012).

According to Grant (2010), Haberberg & Rieple (2008), Wheelen & Hunger (2010), the concept of sustainable competitive advantage is best understood through dimensions of durability and imitability. In Gaya et al (2013:2050), the durability dimension determines how long the competitive advantage is sustainable. Durability is also considered in terms of the ability of competitors to duplicate or imitate through gaining access to the competitive resources and competitive capabilities on which the competitive advantage is built (Gaya et al. 2013). Wheelen & Hunger (2010) add that durability represents the pace at which a firm's underlying competitive resources, competitive capabilities or core competencies depreciate or become obsolete or irrelevant, owing to causes including new technology and innovations.

The durability dimension is further explained by Hill & Jones (2009) who state that the longer it takes for the competing firms in an industry to achieve imitation, the greater is the chance for the consistently high performing firm to improve on the core competencies or build new core competencies, to stay a number of steps ahead of the competition in the market. Hill & Jones (2009) are supported by recent literature including Grant (2010) and Thompson *et al.* (2012).

A number of scholars now agree on the use and suitability of terminologies used in relation to sustainable competitive advantage. These scholars include Grant (2010) Hill & Jones (2009), Hitt *et al.* (2007) and Lynch (2009) who postulates that core competencies are the direct source of sustainable competitive advantages, through competitive resources and competitive capabilities. Lynch (2009) specifically state that core competencies are special skills and technologies that enable a firm to provide a specific value added service or product to customers, as the core competencies provide the foundation of core products and services which ought to be at the centre of a firm's activities, if the firm has to create and sustain competitive advantage.

b) *Resource-Based View on the Creation of Competitive Advantage*

The resource-based view became the dominant approach in strategic management after its introduction in the 1980s, but the criticism on the approach was quiet for a notably long period (Sanchez 2008). The first true wave of resource-based view criticism came in the late 1990s and early 2000s by a wide range of researchers (Priem & Butler 2001, Foss & Knudsen 2003). The first wave was followed by a significant number of critical appraisals on the resource-based view that turned into a theoretical debate (Sanchez 2008, Lockett *et al.* 2009, Kraaijenbrink *et al.* 2010) and reviews of the empirical validity of resource-based view theory (Armstrong & Shimizu 2007, Newbert 2007). The problems in the resource-based view derive from its quickly laid foundations that have led to problems in defining what does or does not belong to the resource-based view, and some central pieces of what seem to be missing in the literature (Foss & Knudsen 2003). The result of these criticisms is that questions have been raised of the suitability of the resource-based view as a scientific theory and its practical usability to support managerial decisions (Priem & Butler 2001).

c) *Activity-Based View of the Firm*

Porter (2004; 1991; 1985) contributed to the activity-based view of the firm, including the concept of activity drivers as being sources of competitive advantage. The literature of Ray *et al.* (2004) clearly delineated the role of activities in the creation of competitive advantage. Both Porter (2004) and Ray *et al.* (2004) acknowledge that resources of a firm can

generate value for the customers only through the firm's activities. Porter (2004) adds that activity drivers such as capacity utilization, location and scale, are the firm's levers that can be deployed to create value for the customer through lower costs and differentiation, which is then appropriated by the firm when satisfied customers pay a premium for the firm's services and products. According to Hill and Jones (2009), the actual process of value creation involves using activity drivers like capacity utilization, location advantage and economies of scale, to create efficiency, quality, innovativeness and effectiveness of response of individual firm activities (see, also Hitt *et al.* 2007, Ray *et al.* 2004, Sheehan and Foss 2007).

In the case of the motor service industry, any firm that expects to compete effectively ought to be involved in performing a variety of this industry's discrete activities such as car sales, customer follow-ups, car aftersales service and spare parts support and supply. It is these discrete activities that generate lower operating costs for the firm and create value for the customers through low pricing and differentiation advantages (Porter 2004).

Porter (2004) is supported by Sheehan and Foss (2007) who posit that activities are the foundation of competitive advantage analysis at the firm level. Porter (2004) and Sheehan & Foss (2007) assert that the activity-based view is based on the logic that firms are compensated for the activities performed, to provide services needed and expected by customers and responsiveness to customers. Hence, activity-based view, alongside the resource-based view, is at the core of analyzing a firm's competitive advantage. Activity-based view also provides a means of conceptualizing the firm in a way that explains the foundations of competitive advantage and its sustainability by explaining internally consistent outline of activities that offer low cost structure and differentiation of a firm from its competitors (Hill & Jones 2009).

The activity drivers provide the foundation for effectiveness, quality, customer responsiveness and efficiency through which respective activities, such as aftersales service and spare parts support and supply, are conducted (Hill & Jones 2009, Porter 2004). This then translates into lowered costs due to economies of scale and or differentiation in service offered by the firm, through superior customer responsiveness and performance. Either of the subsequent four core competencies namely efficiency, quality, innovation and customer responsiveness, creates value to the customer. According to Hill & Jones (2009) and Peteraf & Barney (2003) cost drivers reduce activity cost by decreasing the cost of input or reducing the amount of input required to produce the same output. For example, scale is a cost driver of a firm's activities if cost per unit declines as activity levels increase. Differentiation drivers influence the customer's

willingness to pay by increasing the value of the product itself. A firm may increase a buyer's willingness to pay by reducing pre and post-purchase costs. For example, location is a differentiation driver for marketing activities if the firm's location induces customers to pay a higher price due to strong purchasing power to explain the total cost and value generated by a firm. Managers with knowledge of their competitors' activity networks can use this information to analyze their position to their advantage, relative to competitors (Hill & Jones 2009).

The next section explains how discrete and industry specific activities of sales, parts supply and aftersales service in a motor industry services firm and activity drivers of location, scale and capacity utilization in the activity-based view framework are integrated with the strategic tangible resources of a large and modern sales room, parts warehouse and well equipped and managed service workshops, competitive capabilities and core competencies in the resource-based view framework.

d) Overview of Activity Drivers

This paper, as in the study under review, places emphasis on activity and activity drivers to seek to integrate the activity and resource-based views, in order to address the shortcomings of the resource-based view theory and to explain the actual value creation process for the customer and the services firm.

The first activity involves the activity drivers to improve the efficiency and effectiveness of individual firm core activities of car sales, spare parts supply and aftersales car service and repairs. These activity drivers include economy of scale in spare parts purchase and stock management, which affords the firm's customers' parts at affordable prices in addition to improving the availability of spare parts, hence reducing the downtime. The size of the warehouse for spare parts enables customer responsiveness, facilitates adequate inventory holding that improves spare parts availability to customers, resulting in customer confidence, satisfaction, trust and loyalty.

The second activity involves improving the fit at the level of the firm's activity set. Managers at a high performing firm in the motor service industry in Kenya identified potentially rewarding competitive tangible resources, such as locations of the after-sales service complex. They then used the competitive capabilities ensued to build core competencies such as timely repairs to the motor vehicles and facilitating easy access by customers to the facilities to create competitive advantage. The managers sustain this through a continued improvement philosophy to generate superior firm performance. The creation of customer value through customer responsiveness and subsequent provision of superior customer service to create sustained competitive advantage is supported by Hill & Jones (2009) and Lynch (2009) who state that a

customer focussed firm deliberately seek to provide superior levels of customer service that competitors are unwilling or unable to match or cannot afford to support. The superior level of service leads to customer satisfaction and hence loyalty, with repeat sales.

e) Integrating Activity and Resource-Based Views

The activity-based view theory of the firm and the resource-based view frameworks share a common objective of gaining and sustaining superior positions for the firm. With the activity-based view, firms gain profitable positions by configuring their discrete industry specific activities using activity drivers. A new model incorporating the tangible resources isolated by the value chain concept, with the core activities and the activity drivers of a typical motor service firm, was tested through in-depth semi-structured interviews and the findings, which are supported by literature, proved the successful testing of the theory.

The activities and activity drivers in the new model are generic to all motor service firms. They are car sales, workshop services and spare parts availability and supply. Additionally, the activity drivers, comprising capacity utilization, scale and location were included in the new model and empirically tested during the field interviewing.

The low cost and differentiation advantages are further created by the identified and industry specific tangible resources, through the activity drivers of scale, location and capacity utilization, by enhancing the efficiency of service provision, quality in customer care and availability and supply of spare parts when needed at lower costs. Location of the aftersales service complex, and the economies of scale enabled by the size of the service workshop and presence of financial resources that enabled bulk purchase and stock of spare parts, all contributed toward achieving superior customer responsiveness, a main core competence and hence source of sustainable competitive advantage (Hill & Jones 2009).

Sheehan & Foss (2007) summed up that the creation of sustained competitive advantage can only result from the integration of activity drivers into strategic firm resources. In the new ARBV model, tangible resources and the firm's core activities were treated as one and the same, as recommended in Sheehan & Foss (2007) who confirm the earlier views of Barney (2001).

V. RESEARCH DESIGN AND METHODOLOGY

The study employed a qualitative case study research design and methodology. The qualitative case study has been termed as the most appropriate research design and methodology in strategic management research realm, especially where a new theory is to be generated or an existing theory is being extended, as was the case in this study. This position is

supported by numerous scholars and researchers and recent literature (Armstrong & Shimizu 2007, Denrell, et.al 2003, Hoopes et al. 2003, Newbert 2007, Yin 2009). Armstrong and Shimizu (2007) posit that in view of the fact that competitive environments are fluid, researchers ought to consider using the qualitative approach in field interviews when applying the resource-based view to new areas or complex business firm situations. In light of this literature, this paper concludes that a qualitative in depth case study was the most appropriate research design and this contention is supported by a number of recent researchers (Armstrong & Shimizu 2007, McKeivily and Chakravarthy 2002). Further support from literature is found in Fontana and Frey (2005) who posited that an in-depth interview is one of the most common and powerful ways in which to understand issues in strategic management.

The choice of case study research design and methodology is also supported in Bergh et al. (2006) and Yin (2009), who strongly recommends the application of the case study research design in social sciences, especially in the field of strategic management research. Indeed, Amabile et al. (2001) and Siggelkow (2007) contend that case studies represent a qualitative research methodology that is ideally suited to the generation of knowledge in the discipline of management.

This paper's research design and methodology of an in-depth qualitative and case study is also considered one of the most suitable to obtain the thickness of data required for a detailed analysis of a specific high performing firm in an industry (King 2004, McKeivily & Chakravarthy 2002, Rouse & Daellenbach 2002).

In order to meet the study objectives, the study employed a single firm, single industry, qualitative case study of a consistently high-performing firm in the motor service industry in Kenya (Yin 2009). Data was collected by the use of in-depth, semi-structured study instrument in face-to-face audio-taped interviews, based on a prior agreed study rationale guided by a theoretical framework constructed from literature, with nine senior managers of the study firm, including the chairman and CEO, as key informants. The key informants were chosen on the basis of their experience in the motor industry which qualified them as industry experts. The nine informants benefitted the study as multiple sources of data, introducing broad issues and information and most importantly, enabling concept triangulation, hence improving data validity and study credibility (Yin 2009).

VI. DATA ANALYSIS

Data analysis included data presentation, discussion and interpretation. Tables were used extensively to present the findings, illustrating the respective themes and facilitating systematic analysis

and reporting. Working from the transcripts and guided by the themes agreed upon earlier, the firm's activities formed the basis for the interpretation of the phenomena gleaned from the informants' responses.

The data collected from the case study was then presented using matrices with key categories and themes, following the order of the questions in the semi-structured interview schedule and the pre-determined categories and themes of resources, activities and activity drivers, as represented in the case study conceptual framework and study model.

In summary, the data analysis for this study relied on the theoretical propositions through a conceptual framework. The conceptual framework helped to focus attention on the data needed to contribute to theory testing or extension. Pattern matching data analysis technique was applied as the logic to compare the empirical pattern from the collected data with the predicted pattern.

VII. RESEARCH FINDINGS

The key finding in this study is the actual value creation process when activity drivers act on discrete activities of a specific services firm in the motor service industry.

In Gaya et al. (2013), all the nine key informants mentioned responsiveness to customer as the main objective of the services firm's investment, development, maintenance and deployment of its main strategic tangible resource. The strategic tangible resource is a state of the art car sale, aftersales service workshops and spare parts support complex.

To identify these state of the art facilities and to be able to develop and sustain competitive advantage, the firm invested in regular and continuous employee training and development of human resources. The well trained and developed human resource was able to achieve high standards in superior customer responsiveness, measured through a customer satisfaction index. The superior responsiveness to customers in car sales, work shop repair service and spare parts availability, were activities geared to achieving customer satisfaction, as a way of building customer trust and customer loyalty, and in turn guarantee customer retention. Customer retention ensured continued purchase of the case study firm's vehicles, spare parts and workshop service. These key findings are consistent with recent literature (Hill & Jones 2009, Hitt et al. 2007).

In achieving superior responsiveness to customers and hence gaining customer satisfaction, the tangible resources identified generated core competencies that formed the building blocks of sustained competitive advantage. The four core competencies so generated, of superior operating efficiency, quality aftersales service, service process

innovation and superior responsiveness to customers, allow the firm under study to differentiate its service offering in the motor service industry, and hence offer more utility to the customers and secondly, to lower the firm's cost structure in order to earn more profits as well as to pass cost advantages to the customers through competitive pricing. This key explanation of the actual value creation process for customers is supported in the literature (Hill & Jones 2009, Hitt et al. 2007).

Additional findings was that all the nine respondents confirmed that having low interest financial resources also enabled the study firm to develop a firm

capability and core competence that could not be replicated by the competition, in a developing economy like Kenya, where the cost of capital is high. The low interest and ready availability financial resources enhanced the firm's capability of purchasing cars and spare parts in bulk, hence benefitting from economies of scale, resulting into low cost advantage that the motor service industry firm in the study leveraged on through relatively lower pricing for the cars and spare parts. Table 1 outlines how tangible resources create and sustain a competitive advantage.

Table 1 : How Tangible Resources Created And Sustained Competitive Advantage

Resource and component	How sustainable competitive advantage is created
Sales showrooms	Enable superior responsiveness to customers through differentiating the study firm and competitors who do not have the facility. The superior responsiveness to customers helps build customer loyalty and repeat purchases. Premium pricing is also enabled.
Service workshops	Size increases customer response time therefore more customer satisfaction due to quick service and more profit for firm from increased volume of cars serviced.
Spare parts warehouse	Large space enables adequate stock holding, improving availability and reduces cost, hence differentiates study firm with competitors with less or without.
Financial resources	Enables heavy investments that the competitors cannot afford. The financial resources also supports bulk purchases of spare parts, leading to low pricing. These offer barriers to imitation and substitution by competitors.
Human resources	Offers the base for knowledge, skills, culture, relationships that are not easy to imitate or substitute or transfer. The human resource are also able to identify, develop, protect and deploy the tangible resources, creating a role for management.

Source: Gaya et al. (2013)

Table 1 shows how each of the tangible resources create core competencies for the firm, which then create sources of differentiation based or lower cost based sustained competitive advantage for the customers and the firm. The core competencies created of superior customer responsiveness, service efficiency, quality, and innovation in spare parts availability, and supply at relatively lower prices, are all integral to achieving superior responsiveness to customers, resulting in customer satisfaction, customer loyalty, customer trust and subsequently customer repeat purchases.

The results further showed:

- Sales Showroom

All the divisional managers were unanimous in their responses that the modern sales showrooms enabled customer responsiveness leading to the creation of a differentiated advantage by enabling the firm to display a wide range of cars. In addition, the modern sales showrooms facilitated customer care through the provision of a place to offer soft drinks, Internet access and a waiting area. In addition, the

physical presence and the ambience contributed to creating confidence in the firm and peace of mind. Owing to the high price of land in Nairobi and the costs of building and equipping a state-of-the-art sales showroom, coupled with the unavailability of land in an area occupied by potential customers, the modern sales showroom is valuable, rare, inimitable and not easy to substitute. The responses of the divisional managers were further triangulated by the two supervisory staff. The competitive capability of the sales showrooms to handle different models reaffirms the importance of scale and capacity utilisation which are two activity drivers included in the new theoretical model and consistent with literature (Hill & Jones 2009, Porter 2004, Sheehan & Foss 2007).

- Service Workshop

The responses from the divisional managers, and confirmed by the CEO and the chairman, points out that the availability of a service workshop extend the total customer experience, leading to customer satisfaction and subsequent customer loyalty. The customer experience starts with the purchase of a car

and includes the customers' expectations and needs for efficient customer care coupled with a promise of quality after-sales service and support, so that customers can enjoy car ownership. The presence of superior responsiveness to the customers directly contributed to a sense of security and peace of mind by the customer, which further created a feeling of reliability when owning the firm's cars. The promise of availability of efficient service and quality after-sales service and support, when required created the feeling of security. Availability of an efficient aftersales service and parts availability increased the cars' reliability, greatly contributing to customer satisfaction, resulting in trust and loyalty. The competitive capabilities to make customers feel satisfied, as a result of the presence of facilities that guarantee superior responsiveness to customers, are core competencies that create and sustain competitive advantage. This finding is supported in literature (Hill & Jones 2009, Hitt et al. 2007).

- Spare Parts Warehouse

All the informants stated that the presence of spare parts warehouse was one of the most important facilities contributing to superior customer responsiveness. The informants stated that the availability of ample spare parts and supply at affordable costs was a key requirement for success in competing in the motor service industry. Spare parts supported the service workshop activities, enhanced road safety and reduced car repair down time. In the literature, repair down time is described as customer response time when vehicles are in the work shop waiting for the spare parts to be ordered urgently, often by air, at added costs (Hill & Jones 2009). The spare parts warehouse, when large, enabled the holding of more regular stock of spare parts, thereby reducing the spare parts pricing and order lead time. Spare parts availability also enhanced the resale value of the vehicles as well as the image of the study firm.

- Financial resources

Most managers scored the ownership of substantial financial resources high, but not as high as the physical resources. The presence of financial resources created sustained competitive advantage for the firm by offering well priced car purchase loans to the car buyers, especially individuals and small micro-enterprises that do not normally qualify for loans from commercial banks. The offering of finances and insurance services are an additional response to customers' needs, as well as being innovations for car purchase processes, thereby adding more value to what the physical tangible resources of modern showrooms, service workshops and spare parts warehouses are already creating.

- Human Resources

The importance of human resources was also captured by all informants and rated as very high in

terms of being a source of sustained competitive advantage. All the key informants stated that employees were treated extremely well, with management skill training being important. When coupled with a good, creative and rewarding environment, the firm has managed to retain top-performing employees.

This path which is dependent on a process of employee development and deployment, made it difficult for employees to leave and join the firm's competitors. Those few who left were often not good performers, and eventually left the firm through their inability to be productive. These human resource practices create a source of sustained competitive advantage, through increased and self-supervising productivity which is part of the total quality management concept. The quality management concept additionally contributes to sustainable competitive advantage by providing greater efficiency and the lowering unit costs associated with reliable service. According to Hill & Jones (2009), when customer service is reliable, less time is wasted making defective workshop repair service or providing substandard services and less time has to be spent fixing mistakes, which translates into higher employee productivity and lower unit costs. Therefore, high service quality not only enables a firm to differentiate its services from that of competitors, but if the service is reliable, it also lowers costs, hence lower pricing for customers and more profitability for the firm enjoying the lower costs (Hill & Jones 2009).

The results and literature discussion enable the development of a new theoretical model that incorporate both the activity and resource based view of competitive advantage for a firm. This theoretical model is depicted in Figure 1.

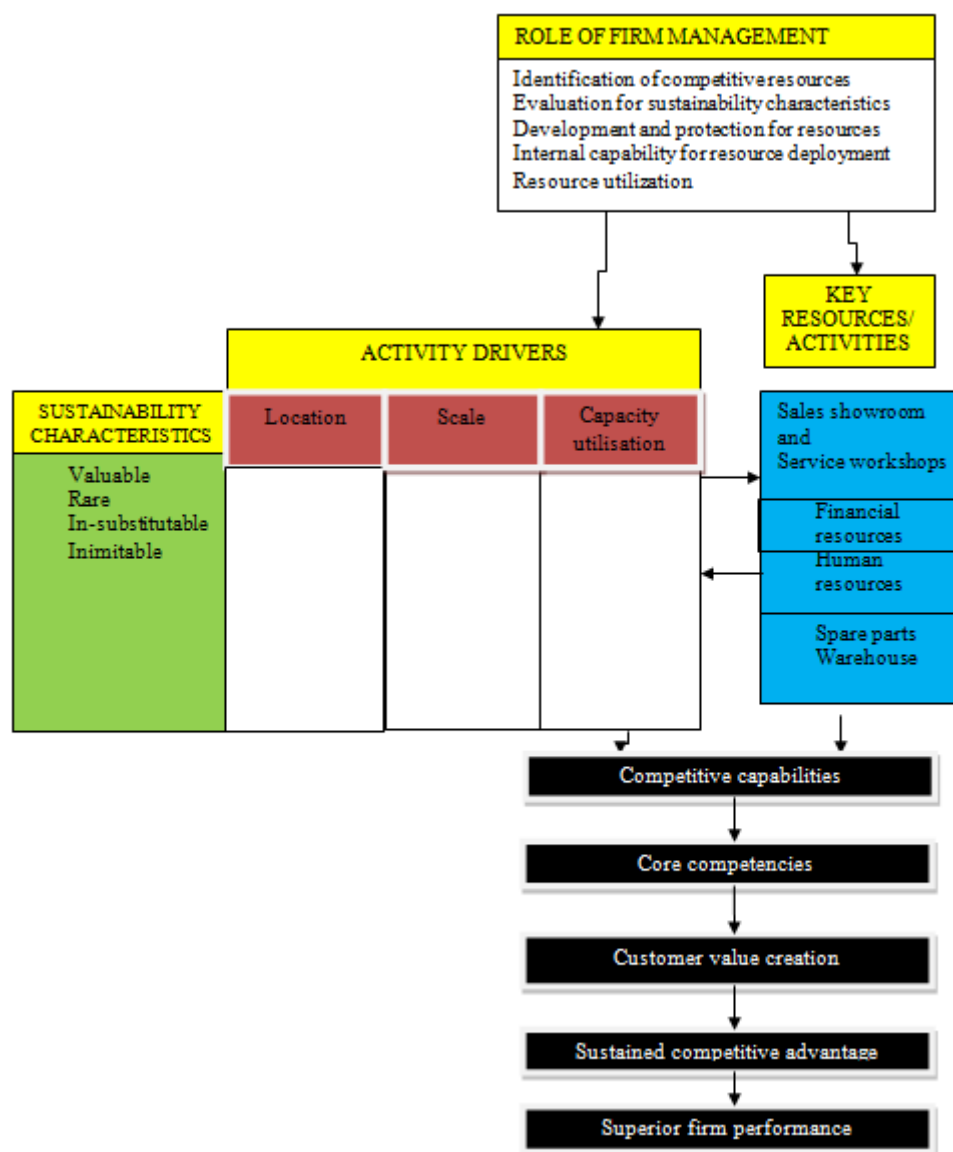


Figure 1 : Activity-and Resource-Based View (ARBV) of Creating Sources of Sustained Competitive Advantage

Source: Developed from literature and modified from data analysis

Figure 1 illustrates how core activity drivers of scale, location and capacity influence the efficiency of core firm activities of car sales, workshop service and spare parts availability when utilising the tangible resources that possess the four criteria of being rare, valuable, costly to imitate and not easily substitutable, create sources of sustainable competitive advantage. The creation of sustainable competitive advantage commences with enabling the generation of competitive capabilities from the tangible resources, through activity drivers acting on the specific industry activities, to then form core competencies that produce superior efficiency, quality aftersales service and spare parts support, service process innovation and superior customer responsiveness.

These distinct core competencies enable the firm to differentiate its products and service offering,

hence extending more utility to the firm's customers, and lower the firm's cost structure. Figure 1 therefore represents the tested model of activity- and resource-based view on the creation of sustainable competitive advantage. Figure 1 therefore represents a new theoretical activity and resource-based view model of analysing sources of sustainable competitive advantage in firms in a service industry. This is the main objective of this paper.

VIII. CONCLUSION

The key tangible resources of a firm competing in the motor service industry, comprising modern showrooms, service workshops and spare parts warehouse, were included alongside the core activities of a typical motor service firm in Kenya, namely their car

sales, workshop repairs and spare parts availability, as rendered in the new model and supported by theory (Ray et al. 2004, Sheehan & Foss 2007). The effect of activity drivers of location, scale and capacity utilisation on the industry specific activities and tangible resources were also indicated and integrated in the new model (Gaya et al 2013).

The four criteria needed for tangible resource sustainability; rarity, valuableness, inimitability and non-substitutability as recommended by Barney (2001), Barney (2002), and Hitt et al. (2007), were also included alongside the isolated tangible resources to complete the new model. The new model thus illustrates the process from identifying the tangible resources to building competitive capabilities, which in turn forms the core competencies (Hill & Jones 2009, Hitt et al. 2007). The superior customer responsiveness and actual value creation process illustrated in the new model was empirically and successfully tested, by incorporating the information in a study rationale that guided the construction of the semi-structured interview schedule, data collection, analysis and discussion.

In the findings, additional tangible resources creating sustainable competitive advantage for the firm namely financial resources and human resources were identified. These and the support the study findings obtain from the literature are proof of the successful testing of the new model.

Figure 1 represents the new theoretical model based on the findings of the study (Gaya et al. 2013). This new theoretical model is an addition to the existing body of knowledge and represents new knowledge titled: Activity - and resource-based view (ARBV) of the creation of sources of sustainable competitive advantage. The new ARBV model also reflects the successful empirical integration of the two theories that guided the study under review in this paper: activity-based and resource-based views frameworks. The new model therefore poses additional question: Is the Activity - and Resource-based view (ARBV) a new theory of the firm? Our answer is, yes and the study under review in this paper has empirically tested and supports this major conclusion (Gaya et al 2013).

IX. IMPLICATIONS OF THE PAPER

This paper has different implications, namely contribution to new knowledge, implications for policy makers and practice. Importance of this paper has also been given, due to a number of issues the paper flags in the realm of strategic management research, by suggesting possible answers to the critiques of the original resource based view theory and a number of previous research design and methodologies used.

a) *Distinct Contribution to New Knowledge*

First, an emphasis is made that firm performance differences are attributable to the unique

competitive resources, competitive capabilities and core competencies owned, developed, protected and deployed by the firms, through strategic choices made by the top management, to meet customer needs and expectations. The needs and responses are met through offering superior customer responsiveness, lower cost and quality service differentiation. This is explained by the integration of the activity-based and resource-based views of firm approach (Armstrong & Shimizu 2007, Grant 2010, Hitt et al. 2001, Porter 2004, and Sheehan & Foss 2007). Hence, this study has generated a new theory, the ARBV of creating sources of sustainable competitive advantage.

Second, is that to understand the process of creation of sustainable competitive advantage, the distinct differences and meaning of the terminologies competitive resources, competitive capabilities and core competencies, all used in the creation of sustainable competitive advantage, ought to be clarified, understood and used in all the strategic management literature (Grant 2010, Hill & Jones 2009, Hitt et al. 2007, Wheelen & Hunger 2010).

b) *Implications for Policy Makers*

This paper also concludes that the state-of-the-art modern customer service complex is central to the creation of the firm's sources of sustained competitive advantage. This is because the tangible resources identified in the study created value for the customers by enabling superior customer responsiveness in providing customer service by offering efficient and effective after-sales service and spare parts supporting following car purchases. The impact of the findings of customer responsiveness in the study requires the building of a customer service complex, as a minimum requirement for investing in the motor service industry. The setting up of a customer service complex is a key requirement to ensure success when competing in the motor service industry, which should not be ignored by investors and top managers of firms competing in the motor service industry.

According to the study findings, no make of car should be introduced into the motor service industry before investments is made in the setting up of tangible resources in building an after-sales service complex, complete with modern showrooms, service workshops and spare parts warehouses. These study findings, therefore, also inform strategic policy formulation and implementation by all firms expecting to or already competing in the motor service industry (Armstrong & Shimizu 2007, Grant 2010). The new knowledge on the activity-resource-based view (ARBV), therefore, forms the basis for strategy formulation and implementation, and is at the core of solving the research problem of persistent performance differences in the motor services industry. This conclusion is supported in literature (Grant 2010, Sheehan & Foss 2007). The activity-resource-

based view (ARBV) therefore, offers solutions to the research problem of poorly-performing firms in the motor service industry in Kenya and similar industry and market environments.

c) *Implications for Practice*

First, it is important to recognise that the performance differences between firms in the motor service industry is attributable to the unique competitive resources, competitive capabilities and core competencies owned, developed, protected and deployed by each individual firm in the motor service industry.

The second implication is to recognise that identification and acquisition of competitive resources and competitive capabilities are strategic choices available and can be made by the top managers, to meet customer needs and expectations and that this can be understood through the activity-resource-based view (ARBV) approach of firm strategy (Gaya et al. 2013, Grant 2010, Hitt et al. 2001, Porter 2004, Sheehan & Foss 2007).

The study under review also concludes that the top management of firms in the motor service industry has a role in acquiring tangible resources and subsequently developing, leveraging and nurturing the acquired tangible resources, to develop new competitive capabilities and core competencies to sustain competitive advantage and subsequently achieve superior firm performance.

The other implication for practice is that where the existing tangible resources of a firm are not adequate to facilitate the expected market share and competition in the motor service industry, there is need for the managers to acquire new and develop current tangible resources to a level that enable the firm to be competitive. This means that firms competing in the motor service industry should exploit existing competitive capabilities using the present tangible resources, while generating and developing a new set of competitive tangible resources and competitive capabilities, to sustain the firms' competitiveness. This implication is supported in Armstrong & Shimizu (2007) and Hill & Jones (2009). This implication also means that top management have a role in developing and obtaining rare, valuable, inimitable and insubstitutable resources, developing an appropriate firm capabilities, a departure in thinking found in Miller (2003), Priem & Butler (2001).

X. LIMITATIONS AND FUTURE RESEARCH

This paper cautions that the study under review was conducted in a single firm, in a single industry in the motor service industry, in a developing economy, Kenya. The generalisability of the study findings may therefore be limited. However, through analytic generalisation, the key findings of this study inform and

contribute to new knowledge known as activity and resource-based view (ARBV) theory of understanding the actual creation of sources of sustainable competitive advantage. This analytic generalization is supported strongly by research literature in the realm of theory generation. Such literature includes Lockett et al. (2009), Sanchez (2008) and Yin (2009).

The paper suggests that results of the study under review, coming from a single firm in a single industry, present an opportunity for further research to replicate the study in similar firms and in different service industries and country environments (Armstrong & Shimizu 2007, Gaya et al. 2013). Further studies of this nature within different firms in the motor service industry would allow an opportunity for contrast and comparison, as recommended by among other literature such as Easterby-Smith, Thorpe & Jackson (2009).

While there are no similar past studies in Kenya on which to compare the study findings, the study under review is significant as it provides a benchmark upon which future studies in similar service firms, markets and industries can be based. Future research would be well served to examine if there are further characteristics that influence a service firm's tangible resources to create and sustain competitive advantage in different firms, in different industries and under different country settings.

The key conclusions of this paper present significant implications for further activity-resource-based view (ARBV) theory development, especially the role of activity drivers when integrated with tangible resources to creating and sustaining competitive advantage in high-performing firms in the service industries. This is in order to agree with, extend or disagree with this paper's conclusions.

Also, of particular interest for scholars and researchers for future theorising and empirical research, is to extend further the activity-resource-based view (ARBV) theory, by the need to have a universally-accepted definitions and demarcations of the terms *competitive resources*, *competitive capabilities* and *core competencies* in the realm of strategic and services marketing management (Hill & Jones 2009, Hitt et al. 2007, Kraaijenbrink et al. 2010).

Lastly, the literature suggests that the strategic and services marketing management interface on the role of tangibility in services management, remains inconclusive. The importance of tangible resources in the creation of sustainable value to the customer needs more illumination. The study under review in this paper and the subsequent assertions set an urgent foundation and reason for prompt further research and theorising.

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This paper is based on the PhD study of Dr Hanningtone Gaya and the article has never been published before.

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- (g) Discussion should cover the implications and consequences, not just recapitulating the results; conclusions should be summarizing.
- (h) Brief Acknowledgements.
- (i) References in the proper form.

Authors should very cautiously consider the preparation of papers to ensure that they communicate efficiently. Papers are much more likely to be accepted, if they are cautiously designed and laid out, contain few or no errors, are summarizing, and be conventional to the approach and instructions. They will in addition, be published with much less delays than those that require much technical and editorial correction.



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It is vital, that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.

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Language: The language of publication is UK English. Authors, for whom English is a second language, must have their manuscript efficiently edited by an English-speaking person before submission to make sure that, the English is of high excellence. It is preferable, that manuscripts should be professionally edited.

Standard Usage, Abbreviations, and Units: Spelling and hyphenation should be conventional to The Concise Oxford English Dictionary. Statistics and measurements should at all times be given in figures, e.g. 16 min, except for when the number begins a sentence. When the number does not refer to a unit of measurement it should be spelt in full unless, it is 160 or greater.

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- One should start brainstorming lists of possible keywords before even begin searching. Think about the most important concepts related to research work. Ask, "What words would a source have to include to be truly valuable in research paper?" Then consider synonyms for the important words.
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References

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21. Arrangement of information: Each section of the main body should start with an opening sentence and there should be a changeover at the end of the section. Give only valid and powerful arguments to your topic. You may also maintain your arguments with records.

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27. Refresh your mind after intervals: Try to give rest to your mind by listening to soft music or by sleeping in intervals. This will also improve your memory.

28. Make colleagues: Always try to make colleagues. No matter how sharper or intelligent you are, if you make colleagues you can have several ideas, which will be helpful for your research.

29. Think technically: Always think technically. If anything happens, then search its reasons, its benefits, and demerits.

30. Think and then print: When you will go to print your paper, notice that tables are not be split, headings are not detached from their descriptions, and page sequence is maintained.

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Approach

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Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
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Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring



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