

**A GAP ANALYSIS OF COMMUNICATION
RESPONSES FOR SERVICE PROVIDERS AT
IGI AIRPORT**

By

VICKRAM SAHAI
COLLEGE OF MANAGEMENT AND ECONOMIC STUDIES

DR. ARVIND K. JAIN
Associate Professor & Program Head

DR. S.P.S NARANG
Professor & Associate Dean

COLLEGE OF MANAGEMENT AND ECONOMIC STUDIES

Submitted

In Partial Fulfilment of the Requirement of the Degree of

DOCTOR OF PHILOSOPHY

To



UNIVERSITY OF PETROLEUM AND ENERGY STUDIES

DEHRADUN

JULY 2014

**A GAP ANALYSIS OF COMMUNICATION
RESPONSES FOR SERVICE PROVIDERS AT
IGI AIRPORT**

By

**VICKRAM SAHAI
COLLEGE OF MANAGEMENT AND ECONOMIC STUDIES**

Submitted

**In Partial Fulfilment of the Requirement of the Degree of
DOCTOR OF PHILOSOPHY**

To



**UNIVERSITY OF PETROLEUM AND ENERGY STUDIES
DEHRADUN**

JULY 2014

Dedicated to my loving daughter

Shreyasi

ACKNOWLEDGEMENT

I would like to first of all thank my Gurus, Dr. A. K Jain (Associate Professor and Program Head) & Dr. S. P. S Narang (Professor and Associate Dean) who have been a phenomenal support and been there for me always. Words fail me while expressing my gratitude.

A special mention and gratitude expressed to Dr. Sussannah Temple and Ms. Vanessa Williams for the mentoring they provided on taking the Functional Fluency model forward.

My appreciation to Dr. S. J Chopra, Chancellor and Dr. Parag Diwan, Vice Chancellor of the University of Petroleum and Energy Studies, Dehradun for providing me with this opportunity to pursue my doctoral program. I will also like to thank Prof. Utpal Ghosh, Pro-Vice Chancellor, Dr. Shrihari, Campus Director, Dr. Anirban Sengupta, Dean, Dr. K. K Pandey, Assistant Dean – Research and members of the Faculty Research Committee, College of Management & Economics Studies for the support. Dr. Kamal Bansal, Dean College of Engineering Studies and my immediate supervisor for those encouraging words. I also thank Dr. S.K Banerjee, Senior Professor & Associate Dean and Prof. S.C Gupta, Associate Professor & Associate Dean for the encouragement.

Dr. Piyush Kuchhal, Ms. Tanushree Sharma, Dr. Ajit Nigam, Dr. P. C Bahuguna, Dr. Tarun Dhingra, Mr. Amit Nautiyal, Ms. P. L. L Annapurna, Ms. Noopur Jha, Mr. Arunabh Banerjee Mr. Arif Iqbal & Mr. Sasi Sekhar for their support at different phases of the work.

I express my deep reverence to the almighty for providing me with the courage to go on and being there in the form of my family during some tough phases of the work. I would like to thank my parents, Major Vishnu Sahai (Retd.) and Mrs. Sunita Sahai who have nurtured and supported me during my trying moments, my wife Smita Sahai from who I derive much strength and my daughter Shreyasi for making those tense moments playful and easy. They have always shown a lot of faith in me. They have been my real motivation to achieve the task in hand.

Thank you, all!

DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which has been accepted for the award of any other degree or diploma of the University or other institute of higher learning, except where due acknowledgment has been made in the text.

Vickram Sahai

July 2014

Contents

Executive Summary	vi
List of Tables	xi
List of Figures	xii
Chapter 1: Introduction	2
Chapter 2: Literature Review	10
Chapter 3 –Transactional Analysis and its Functional Fluency Model	39
Parent Ego State	42
The Child Ego State	43
The Adult Ego State	44
Clues for Understanding Ego States	48
TA Model – Birth of Functional Fluency	51
Functional Fluency – The Model	53
Elements of Functional Fluency Modes in Action	59
Descriptors of Functional Fluency	63
Chapter 4: Research Methodology.....	67
Questionnaire Development for Training Needs Analysis	68
Questionnaire Development.....	70
Validity of the Questionnaire.....	73
Reliability of the Questionnaire	76
Scoring Rationale – Creation of Norms.....	81
Questionnaire Administration at IGI Airport.....	86
Training Framework Development.....	90
Chapter 5: DATA ANALYSIS	98
Introduction.....	98
The Analysis	99
Revisiting the NORMS and the Comparison with 9 Modes.....	106
Comparison of Male and Female Means	113
Factor Analysis	116
Chapter 6: Findings & Discussion	123

Demographics - Gender	124
Demographics - Age	124
Demographics - Categories.....	126
Demographics - The Average Profile	127
Training Needs Analysis - The Emergent Pen-Picture	129
The Training Framework	132
Functional Fluency Modes & Customer Satisfaction and Customer Service.....	139
Chapter 7: Conclusion.....	144
Limitation.....	149
Scope of Study	151
Rationale and Motivation for the Research	152
Future Scope of Study.....	153
References.....	156
Appendix A: SaRMaQ (Questionnaire).....	182
Appendix B: IPC – Performance Mapping Questionnaire	187
Appendix C: Judge’s Kit.....	189
Appendix D: Judge’s Choice on Statement	196
Author’s Biography	203

Executive Summary

Enhanced interpersonal communication between service providers namely the airport travel retail and the passengers in an airport becomes important for achieving high customer service standards, service quality ranking and affecting non-aeronautical revenues for an airport. The SERVQUAL model of service quality identifies gaps in the service quality model. The Gap 3 in the model points towards the service delivery being affected due to poor interpersonal communication of the frontline staff. However, there is no training intervention that suggests the closing of the gap 3 specifically.

There is a generic soft skills training needs analysis put in place and generic training that is imparted on soft skills at the IGI airport, New Delhi. There isn't, however, any study that suggests a specific training need analysis on airport retail staff's interpersonal communication. Moreover, no such specific training framework on enhancing their interpersonal communication is outlined.

The study identifies the Training Needs Analysis on the interpersonal communication that is based on the Functional Fluency Model of Transactional Analysis and is also a model of interpersonal communication. The model is about '*choosing our responses*' by responding and not reacting. There are 54 variables / descriptors in the model, out of which 30 are negative ways of reacting and 24 are

positive ways of responding. Therefore, employees can monitor their communication responses with the passengers / customers and thereby improve not only the customer experience but also help in their self-development. Hence, instead of a generic soft skills training program, a questionnaire based on the Functional Fluency model of transactional analysis is developed to assess the training need analysis on interpersonal communication of the airport travel retail staff.

The questionnaire to assess the interpersonal communication of airport travel retail staff at the IGI airport, New Delhi, was validated by interpersonal communication experts and reliability checked on a sample of 73 senior airport retail personnel and scoring norms (benchmark) accordingly created for the questionnaire. Thereafter, a sample size of 271 retail staff from 7 retail categories at IGI airport was selected; covering all the retail outlets in the 7 categories. The questionnaire was administered on these airport retail staff. Factor Analysis was applied to analyze the interplay of 54 variables of the functional fluency model for the cohort. With the labeling of the factors based on the emerged variables, a pen-picture on the training needs on interpersonal communication was framed for the retail staff.

The pen picture or the training needs analysis for the airport travel staff at IGI Airport is a combination of positive and negative descriptors of the functional fluency model. It is observed for the retail staff that their *dominant* style points towards 'being responsive' to the customers,

however they are *overindulgent* and *compliant / resistant* in their interpersonal communication.

The training framework is thereafter created for the retail staff based on the functional fluency model. The framework outlines the enhancement/restrain of the retail staff's interpersonal communication responses through the meaning attributed to functional fluency modes. Also, it looks at the enhancement of positive variables / descriptors (that did not emerge in the findings) and to exercise restraint on the negative variables / descriptors (that did emerge in the findings) as per the factor analysis applied on the variables of the model.

The study also conducted the efficacy of the training framework on customer service and customer satisfaction through senior officials managing the airport and retail establishments. The results pointed to positive variables bringing about positive effect to both the customer satisfaction and service and vice versa.

The practical implication lies in the application of a transactional analysis model for the development of questionnaire that brings out the training need analysis on interpersonal communication of airport retail staff. Moreover, based on this a training framework based on the same model is designed that enhances the retail staff's interpersonal communication.

The research limitation is that since the functional fluency model has 54 variables and to conduct the factor analysis a minimum of 270 (5 times the number of variables) sample size is required. Moreover, since IGI airport boasts of the largest airport retail hub, the study was conducted at just the IGI airport. Furthermore, the study takes into account only gap 3 and not the other gaps of the SERVQUAL model as literature review for the implication to take place. Herein lies the contribution to theory whereby the Gap 3 of SERVQUAL model is bridged through both the training need analysis and training framework based on the functional fluency model.

Abbreviations

ACL	Adjective Check List
ANNOVA	Analysis of Variance
ASQ	Airport Service Quality
FF	Functional Fluency
I-CVI	Item Content Validity Index
IGI Airport	Indira Gandhi International Airport
KMO	Kaiser-Meyer-Olkin
Retail ASQ	Retail Airport Service Quality
SERVPERF	Service Performance
SERVQUAL	Service Quality
SD	Standard Deviation
TA	Transactional Analysis
TIFF	Temple Index of Functional Fluency

List of Tables

Table 1: ASQ satisfaction rankings (Ingram, 2012)	5
Table 2: Classification of Airport Revenue Sources (Doganis, 1992). 11	
Table 3: Mode Descriptors with item refinement (Temple, 2002)	64
Table 4: Mode Descriptors with item refinement (Temple, 2002)	71
Table 5: Item Content Validity; Content Validity	74
Table 6: Final Picture on Content Validity & Modes	75
Table 7: Scoring Key for the 9 Modes	78
Table 8: Positive Modes Correlation	80
Table 9: Negative Modes Correlation.....	80
Table 10: Positive-Negative Modes Correlation.....	80
Table 11: Descriptive Statistics – Norm Group.....	83
Table 12: Lowest and Highest Scoring.....	85
Table 13: <i>Categorization of Shop & Eat Service Providers at IGI Airport</i>	86
Table 14: Categories and Respondents	88
Table 15: Demographic profile of the respondents – Gender.....	99
Table 16: Demographic profile of the respondents – Age Groups	100
Table 17: Demographic profile of the respondents - Education	100
Table 18: Retail Category profile of the respondents	100
Table 19: Descriptive Statistics Airport Travel Retail Staff.....	104
Table 20: Norm Mode Means and SD	107
Table 21: Retail Staff & Norm Mode Means and One way ANOVA	108
Table 22: Age – Airport Retail Staff mean of the Modes and comparison with Norms	113
Table 23: Gender Comparison - ANOVA	114
Table 24: Categories Comparison - ANOVA.....	115
Table 25: KMO and Bartlett’s Test	116
Table 26: Descriptors and Factors	119
Table 27: <i>Functional Fluency Mode Descriptors as emerged in Factor Analysis</i>	121
Table 28: <i>Functional Fluency Mode Descriptors as emerged in Factor Analysis</i>	129
Table 29: Correlation between Positive Modes and Customer Satisfaction and Customer Service	140
Table 30: Correlation between Negative Modes and Customer Satisfaction and Customer Service	140

List of Figures

Figure 1: <i>Why customers leave (Paternoster, 2007)</i>	13
Figure 2: <i>ASQ satisfaction rankings (Ingram, 2012)</i>	15
Figure 3: <i>Service Quality Model (SERVQUAL) (Parasuraman, Zeithaml & Berry, 1985)</i>	23
Figure 4: <i>Functional Fluency Construct (Temple, 2002)</i>	28
Figure 5: <i>Basic Model of Transactional Analysis (Berne, 1961)</i>	41
Figure 6: <i>The Parent Ego State – The Taught Concept of Life (Berne, 1961)</i>	43
Figure 7: <i>The Child Ego State – The Felt Concept of Life (Berne, 1961)</i>	44
Figure 8: <i>The Adult Ego State – The Thought Concept of Life (Berne, 1961)</i>	46
Figure 9: <i>Prejudice (Berne, 1961)</i>	47
Figure 10: <i>Delusion (Berne, 1961)</i>	47
Figure 11: <i>Prejudice and Delusion (Berne, 1961)</i>	48
Figure 12: <i>Complementary Transactions (Berne, 1961)</i>	50
Figure 13: <i>Un-Complementary Transactions (Berne, 1961)</i>	50
Figure 14: <i>React and Respond Diagram Elaborated (Temple, 2002)</i> .	56
Figure 15: <i>Three categories of human functioning as informed by ego state theory (Temple, 2003)</i>	57
Figure 16: <i>Functional Fluency constructs (Temple, 2002)</i>	58
Figure 17: <i>The 9 Modes and their Functioning</i>	63
Figure 18: <i>Graphical Representation of Normal Distribution – 9 Modes</i>	84
Figure 19: <i>Enhance-Restrain Training Framework</i>	91
Figure 20: <i>Factoring & Labeling of the Descriptors</i>	92
Figure 21: <i>Descriptors based Pen-Picture Training Framework</i>	94
Figure 22: <i>Bridging Gap 3 of SERVQUAL Model with Mode based and Descriptors based Pen-Picture Training Framework</i>	95
Figure 23: <i>Graphical representation of the demographic profile</i>	101
Figure 24: <i>Mode Frequency on the 9 Modes – Distribution around the Mean</i>	105
Figure 25: <i>Average Profile of CSAs on 5 Positive Modes</i>	110
Figure 26: <i>Average Profile of CSAs on 4 Negative Modes</i>	111
Figure 27: <i>Scree Plot - factor analysis</i>	118
Figure 28: <i>9 Modes and Emerged Descriptors</i>	131
Figure 29: <i>9 Modes Enhance-Restrain Training Framework</i>	134
Figure 30: <i>Positive modes of Functional Fluency model and customer service (Sahai et al., 2014)</i>	135
Figure 31: <i>Negative modes of Functional Fluency model and customer service (Sahai et al., 2014)</i>	135
Figure 32: <i>Pen-Picture Modes’ Descriptors Training Framework – Airport Travel Retail Staff, IGI Airport</i>	137

Figure 33: Bridging Gap 3 of SERVQUAL Model with Mode based & Descriptors based Pen-Picture Training Framework 138

Chapter 1

“A Gap Analysis of Communication Responses for Service Providers at IGI Airport”

Chapter 1: Introduction

This chapter outlines importance of the airport retail staff as the service providers at the IGI airport and their interaction with the passengers on customer service and service quality standards. Wherein, through the business problem, the training need analysis and training framework on interpersonal communication of the service providers or the airport retail staff emerges.

February 18, 1911 the first commercial flight from Allahabad to Naini, set the tone for civil aviation in India. For years to come, air travel was considered an elitist activity. Primarily this perception arose from the “Maharaja” syndrome, the image created by Air India. Whereby it was perceived to be expensive and that only a select few could well afford the air travel.

However, of late the image of civil aviation has undergone a sea change. It provides the important linkage for both domestic and international travel and trade, hence, promoting tourism, business growth and economic development.

This has brought about an increase in the number of airports within the country, which are managed and owned either by central government

or the defense forces. The Airport Authority of India under the Ministry of Civil Aviation operates most aspects of an airport. The four metro gateway airports, Delhi, Mumbai, Kolkata and Chennai along with Bangalore handle 70 per cent of the passenger traffic in India (Mukherjee & Scahdeva, 2003). Airport infrastructure becomes critical at this stage, since it is linked to international competitiveness and the inherent capacity to draw foreign investment. Moreover, the scope further increases since the percentage share of foreign tourist arrivals in India is less than 1% (MoT, GOI) and domestic air travel market continues to show impressive growth (DGCA, 2011) with domestic air travel demand rising 16.4% in 2011 (TOI, 2012).

While the airport management is responsible for the efficient, safe and legal operations of an airport, many individual services are provided by other organizations like the Airline companies and concessionaires or service providers among others. According to Macmillan Dictionary, a Concessionaire “a person or company that has the legal right to sell things at a place owned by someone else”. The researcher has considered the same dictionary meaning of the word Concessionaire. However, in the context of the study, “a place owned by someone else” phrase to be substituted by the term “airport”. The Concessionaire business activity includes shopping and eating facilities among other services provided. Thus, the concessionaires also promote non-aviation business development (or airport retail business) within the airport

among the passengers, employees and visitors that visits an airport. The non-aeronautical revenues contribute to over 50% of the total income at an airport (ACI, 2007). In India the airport retail business is growing at around 18% annually (TOI, 2012). The term service providers will be limited to concessionaires and henceforth be referred to as airport travel retail staff in this study.

The various services, shops and eating outlets offered in an airport are managed by the airport travel retail staff in an airport that interacts directly with the passengers. The passengers' expectation on the customer service from these retail staff is high. Their interaction / communication responses with these passengers / customers will affect customer service delivery due to the communication responses made by the retail staff. Since, the passengers see an airport as a single continuum of services provided by an airport, it becomes imperative that the retail staff not only improve the sales of their retail outlet but also not let the image of an airport get affected. Moreover, the non-aeronautical revenues of the airport are dependent on the retail sales (Parappallil, 2007). Therefore, the manner in which they communicate with the passengers thereby becomes critical to the overall business of the airport. Hence, the evaluations of concessionaires' or airport travel retail staff's communication responses become important to ensure that the service rendered by these personnel is of a certain quality.

Airport Service Quality as a passenger survey by Airport Council International is conducted bi-quarterly to assess service quality in airports (Fishbein, 2008; Ihlwan, 2009). Retail Service Quality is an important part in evaluating retail service quality.

1 Cleanliness of airport terminal	18 Waiting at security inspection
2 Overall satisfaction	19 Courtesy of ID inspection staff
3 Ambience	20 Ground transportation
4 Cleanliness of washrooms	21 Arrivals passport inspection
5 Courtesy, helpfulness of airport staff	22 Business lounges
6 Availability of washrooms / toilets	23 Customs inspection
7 Feeling of being safe and secure	24 Ease of making connections
8 Comfort of waiting / gate areas	25 Speed of baggage delivery
9 Efficiency of check-in staff	26 Bank facilities
10 Courtesy, helpfulness of check-in staff	27 Parking facilities
11 Availability of baggage carts	28 Shopping
12 Thoroughness of security inspection	29 Internet access/Wi-Fi
13 Ease of finding your way	30 Restaurants
14 Courtesy of security staff	31 Walking distances
15 Waiting at ID inspection	32 Value for money of parking facilities
16 Waiting at check-in	33 Value for money of shopping
17 Flight information screens	34 Value for money of restaurants

Table 1: ASQ satisfaction rankings (Ingram, 2012)

As is seen from Table 1 above that the ASQ rates an airport on 34 vital areas and within the ranking, courtesy and helpfulness of the staff ranks 5th in the overall scheme of customer satisfaction ranking. This identifies the importance of the staff's interaction or their interpersonal communication with the passengers in an airport. The staff's interaction has a direct bearing on the customer service being displayed.

The emphasis on customer service skills is important because the main reason that customers leave is due to poor customer service (Paternoster, 2007). Hence, DeVine, Lal & Zea, (2012) have opined that by making the customer service more 'human' in its quality, the companies can lower costs by 10% and improve customer satisfaction scores by 30%. This also has a direct effect on the service quality ratings of an airport.

The IGI airport ranked at the bottom out of 120 International airports on ASQ in 2008. IGI wants to improve it further to No. 1 position for the year 2014 (TNN, 2013). The Terminal 3, at the IGI Airport also boasts of India's biggest retail space and has become an attractive destination for retail opportunity (TNN, 2010). With 215, 000 square feet of retail space, it is a world hub (Sharma, et al. 2010). The retail space is managed by concessionaires' personnel who interact with the customers or passengers. The behavior of the retailer is an important determinant of service quality (Khare, Parveen & Rai, 2010).

It is seen that, be it Disha Academy of Service Excellence (to help the staff in passenger interface training that will help improve its ranking) or even the Centum Learning (that was engaged to conduct a training needs analysis and create the framework on training for the IGI Airport), the training was based on general soft skills. This was so since, there was no specific training needs analysis done on the airport travel retail staff on their interpersonal communication. Further to this a specific model and training framework on interpersonal communication is not there for the training. Rather, the training on soft skills is generic and should have paid more emphasis on having a framework on improving the interpersonal communication of the retail staff with the passengers. It is stated that if the training needs analysis is not done properly, it can cost a company on an average more than ₹ 20 lakhs (PTI, 2013).

Personnel's behavior affects service quality (Bowers et al, 1994), which determines customer satisfaction (Gronroos, 2001). Paternoster (2007) states increased customer satisfaction can come about by improved customer service that can be tracked to show a direct relationship with airport net revenues. Workforce productivity and engagement depends on the criticality of interpersonal communication competencies that fosters business success (Hynes, 2012). Hence, interpersonal skills become important (Garavan, 1997).

Against this backdrop, the business problem can be summarized as

Poor interpersonal communication of the airport travel retail staff affects the customer satisfaction and thereby airport revenues / business success.

The next chapter on literature review brings out the research gaps with respect to importance of measuring the interpersonal communication response of airport travel retail staff, the performance measurement tools used at airports and functional fluency model of transactional analysis and its importance in designing a training needs analysis and subsequently a training framework on interpersonal communication for the airport travel retail staff at IGI airport.

Chapter 2

Chapter 2: Literature Review

This chapter focuses on theme based research gaps. The four themes are importance of airport retail on the non-aeronautical revenues, the airport service quality and the SERVQUAL model, the training needs analysis at IGI airport and the functional fluency model of interpersonal communication.

Over the past few years, airports have evolved into business oriented and sophisticated service providers (ACI, 2007). The landside areas of an airport, which include shops, restaurants, car parks, and check-in areas, are more accessible to the general public (Kennedy, 2008). Hence, as the passengers became more sophisticated and started to demand greater services in an airport due to their repeated travelling, the airports started to offer non-aviation or non-aeronautical services in an airport (Parappallil, 2007).

Non-aeronautical revenues (Table 2) critically determine the financial viability of an airport as they tend to generate higher profit margins than aeronautical activities (Muqbil, 2010). The non-aeronautical revenue contributes to over 50% of the total income at an airport and is a key component in generating funds for an airport for investment in the expansion of the terminal or airfield (2007a). The report further quotes that many large airports derive over 60% of non-aeronautical revenues from sources that include retail concession among others.

Total Revenue Sources	
Aeronautical or traffic services	Non-aeronautical or commercial services
Landing fee	Rents or lease income (from airlines and other tenants)
Airport air traffic control charges	Recharges to tenants (for electricity, water, cleaning, etc)
Aircraft parking, hangerage and picketing charges	Concession income (from shops, catering, duty-free shops, banks, car parks, hotels, etc)
Passenger charges	Direct sales (shops operated by airport authority)
Freight Charges	Car park revenue (if operated by airport authority)
Apron services and aircraft handling (if provided by airport authority)	Miscellaneous (eg. Interest earned)
	Non-airport related activities (eg. Land development)
Fuel throughput charges Passenger, freight, baggage handling	

Table 2: Classification of Airport Revenue Sources (Doganis, 1992)

Thus airport retail and other concessions form a part of the non-aeronautical services. The airport retail is a lucrative market and concession sales have increased dramatically as airlines discontinue meal services and also since the passenger is on an average 90 minutes

in an airport due to changes in airport security (Nichol, 2007). A significant contributor in airport profit has been retail (Thompson, 2007).

Jarach (2005) has identified Commercial Services (Airport Retail), Tourist Services, Conference Services, Logistics & Property Management Services and Consulting Services as the 5 areas that contribute to generating additional revenues for an airport. According to Duty Free World Council (2007) major part of the non-aeronautical revenues is contributed by duty free and travel retail services and even gastronomy services. There has been an increase of 30% to 90% in sales across product categories in airports between 2000 and 2005, the top honors being held by cosmetics (2007b).

Major efforts have been made in recent years to establish airport service as a significant area of product differentiation and a caring attitude shown by the organization can elicit a positive response by the customers (Shaw, 2007). This becomes all the more difficult in an airport environment since there are many employees who may be working for different companies and a worrisome issue being Customer Service can be a top reason on the reason customers leave an organization (Figure 1).

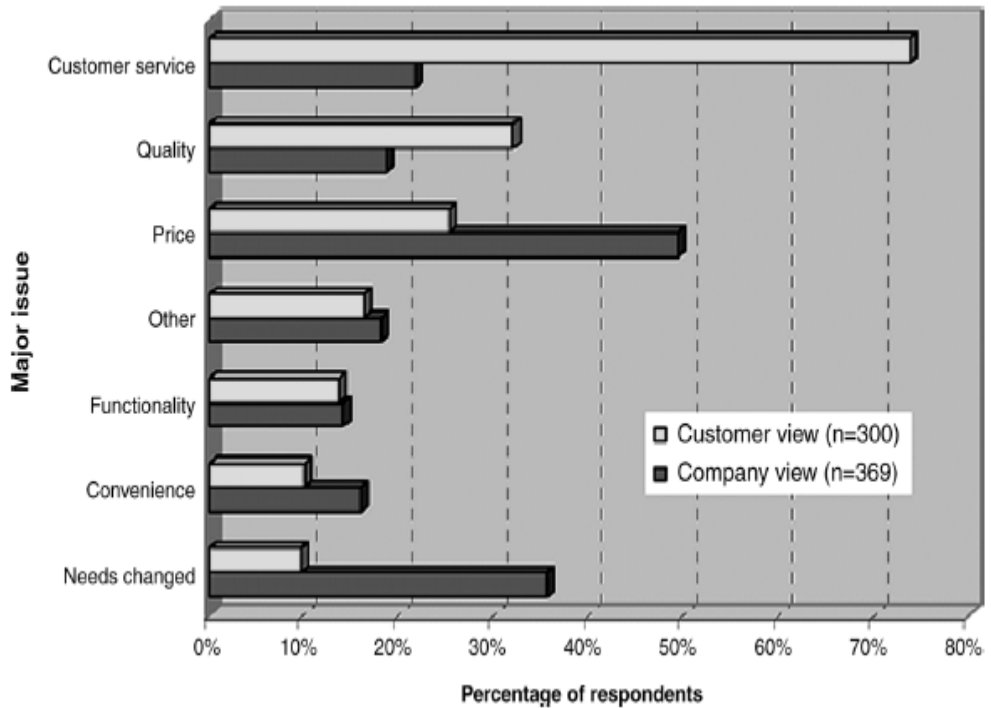


Figure 1: Why customers leave (Paternoster, 2007)

In an airport, the customer perceives the entire airport experience as a continuum of the services provided. Paternoster (2007) opines that for a customer who expects a certain seamless quality environment in an airport from the entire airport community, standards on service quality must be put in place. Standards that assess the performance of its people, among others must outline the courteous behavior of all airport employees. This in turn can provide the base for airport customer service training programmes, airport orientation programmes and performance management. This orientation towards customer service initiatives has resulted in Miami International Airport rising to ‘sixth

position in the J.D. Power & Associates' 2008 North American Airport Satisfaction Study after ranking 14th the year prior'.

One such standard is the Airport Service Quality (ASQ), a survey by Airport Council International, conducted to assess service quality in airports (Fishbein, 2008; Ihlwan, 2009). It analyses the satisfaction of the customers at the departure gates of an airport. As a benchmarking programme it measures the performance of an airport on 32 key service areas (Kobel, 2006).

The ASQ research shows that staff courtesy and services like shopping are the sub categories among the 3 factors that affect satisfaction (Ingram, 2012). The author further says that there must be a friendly environment that makes the passengers feel valued through the quality of staff. This is evident in Figure 2, which shows courtesy, helpfulness of airport staff as ranked 5th. Hence, it becomes imperative to evaluate the responses made by the airport personnel.

1 Cleanliness of airport terminal	18 Waiting at security inspection
2 Overall satisfaction	19 Courtesy of ID inspection staff
3 Ambience	20 Ground transportation
4 Cleanliness of washrooms	21 Arrivals passport inspection
5 Courtesy, helpfulness of airport staff	22 Business lounges
6 Availability of washrooms / toilets	23 Customs inspection
7 Feeling of being safe and secure	24 Ease of making connections
8 Comfort of waiting / gate areas	25 Speed of baggage delivery
9 Efficiency of check-in staff	26 Bank facilities
10 Courtesy, helpfulness of check-in staff	27 Parking facilities
11 Availability of baggage carts	28 Shopping
12 Thoroughness of security inspection	29 Internet access/Wi-Fi
13 Ease of finding your way	30 Restaurants
14 Courtesy of security staff	31 Walking distances
15 Waiting at ID inspection	32 Value for money of parking facilities
16 Waiting at check-in	33 Value for money of shopping
17 Flight information screens	34 Value for money of restaurants

Figure 2: ASQ satisfaction rankings (Ingram, 2012)

Hence, it becomes important for an organization to understand the profile of their frontline staff especially in an airport. The profiling will help in understanding the training needs of their employees. Since, mapping of current skills, the gaps and understanding future needs and measuring the engagement of the employees for retention is a good

strategy (2010). Furthermore, this will help identify personalities at the selection stage and avoid costly and unfortunate errors (Blyth, 2008).

As a recently launched initiative of ASQ in 2011, the Retail Service Quality measures benchmark performance in airports in Retail and Food & Beverages services (Nguyen & Kobel, 2012). Interestingly everyone is accountable and responsible for a positive passenger experience at an airport. Passengers' expectation on service quality at an airport being multi-dimensional also includes interactions (Fodness & Murray, 2007) with people. Hence airport travel retail staff & other frontline employees need to recognize body language of passengers, be alert, sensitive, caring while a few should even model their behavior and set the right example to the passengers and even to frontline employees (Jones, 2010).

Since the key to good service in airport retailing are the people hence care should be taken to recruit and retain good manpower (Parappallil, 2007). After the cost of the merchandise and airport concession fee, the labor represents a major overhead for the retailer (Freatly & O'Connell, 1998).

The researcher has observed that, the ASQ and ASQ Retail surveys, like other studies on service delivery (World Airport Survey conducted by Skytrax; Heung & Wong, 2000; Janic, 2003; Faithfull, 2006; Fodness & Murray, 2007; Fishbein, 2008; Chou, 2009; Ihlwan, 2009; Wen-Hsien et al, 2011) are from the standpoint of the customers only. The ASQ Retail does not assess the performance of airport travel retail staff on their interpersonal communication. Moreover, the generalized component '*friendliness of staff*' in the questionnaire, can be elaborated further to assess the human functioning of the airport travel retail staff.

The Terminal 3, at the IGI Airport having been ranked 4th best airport in the world according to 2010 ASQ rankings (Hindu, 2011), boasts of India's biggest retail space and has become an attractive destination for retail opportunity (TNN, 2010). With 215, 000 square feet of retail space, it is a world hub (Sharma, et al. 2010). The retail space is managed by concessionaires' / airport travel retail personnel who interact with the customers or passengers. The behavior of the retailer is an important determinant of service quality (Khare, Parveen & Rai, 2010).

IGI airport ranked at the bottom out of 120 International airports on ASQ in 2008. Disha Academy of Service Excellence was initiated for passenger interface training to help improve ranking of IGI. For this different cohorts taken for the training including retailers. In year 2011 the ASQ ranking improved to 14th rank out of 180 International airports and 4th in 2012. IGI wants to improve it further to No. 1 position for the year 2014 (TNN, 2012).

According to Mr. Dinesh Bhrushundi, Head, quality and service delivery, DIAL “The ASQ rating takes into consideration the entire cycle, from the time a customer gets into a cab at his residence to the time he/she boards the aircraft. Courtesy, Proactive-ness and Helpfulness are quantified and measured”.

Centum Learning was given the task to create a training needs assessment to improve their service quality ranking. After conducting interviews with multiple stakeholders that included concessionaires, Centum Learning developed a training program for IGI personnel built on:

- Empathizing with customers.
- Acknowledging the customers.
- Welcoming the customers.

- Identifying ‘moments of truth’ while interacting.
- Helping the customer.
- Maintaining a pleasant appearance.

(Source: centumlearning.com)

The training needs analysis and the subsequent training imparted by Centum Learning was to improve manners while interacting with customers and amongst them as well (TNN, 2012). Cekada (2011) quotes McArdle (1998) “*when properly done, a need analysis is a wise investment for the organization as it saves time, money and effort by working on the right problems*”. Indian organizations spend an average \$331 and 49.7 hours per employee on training and development (Singh, 2013). Hence, the importance of developing appropriate training programs to bridge the training needs gap. Kim & McLean (2007) opine that strategies in training should be distinguished according to the purposes of service training. Hence, individual job profile and its contact requirements with the customers must be kept in mind while framing a training program. The Training Needs Assessment conducted by Centum Learning does not focus on specific interpersonal communication training needs assessment and specifically does not cater to the training needs assessment for the airport travel retail staff on interpersonal communication.

In services marketing, good interpersonal communication can result in better and empathetic understanding of a customer. Customer service focuses on the encounter between the employees and the customers on interpersonal elements (Lovelock, 1985; Bitner et al., 1990; Czepiel, 1990). The basis is to understand the behavioral aspects of a customer by evaluating the messages that are emitted and accordingly monitoring the appropriate message for a better relationship. This goes on to set the very nature of the continuity or the discontinuity of the said communication. Monitoring the self for a better understanding of others can forge better relationships. It's being perceptive about the other person and accordingly bringing about changes in the behavior of self is an important function of interpersonal communication. In the 1990, one of the largest supermarkets in the United States, Safeway had put into practice a smile along with other verbal and non-verbal requirements as a means to increase customer service (Muir, 2008). In fact, it is the lack of these skills that make employees' inability to relate well to customers (Moss and Tilly, 1995). Verret (2005) says that frontline personnel must display the right attitude and image based on well-defined skills and competencies for the desired role.

Customer service is an essential part of Customer Value Proposition. This results in customer experiences regarding a product, brand,

interaction with representative, promotional messages, etc. At the social benefit side customer service is important in building and retaining customers by understanding their needs and building the service offer around them as an important part of customer service delivery. Thus customer care becomes an important part of customer service. The trust with the customer can be broken by a lack of or poor customer care. Hence the right communication message strengthens the service delivery and can result in building customer relationship. Moreover, customer service is the differentiating tool in the hands of the service organization for delivering higher-quality service than its competitors (Wong & Sohal, 2003).

The customers are impressed when service employees are kind and polite to them, exhibiting good interpersonal behavior (Kim & McLean, 2007). The authors further opine that the customers felt good if the employees were good listeners, patient enough to provide the information. Conversely speaking, poor interpersonal skills will result in the customers remembering the poor service or treatment meted to them. Interestingly, (Bitner et al., 1990) states that customers remember the responses of a poor service more than the service itself. Hence, it becomes important for organizations to improve the responses. Since, this will amplify any negative impression that the customer holds about the service. Hence, as the dependency on

interpersonal relation increases, organizations look for advantages in both verbal and non-verbal interactions with their customers. Gountas, Ewing, & Gountas (2007) state that there is greater service satisfaction and the intent to return due to affective displays towards the customers. One study has found that empathy as a component of service quality has a direct effect and a significant role on brand equity of specifically service companies (He & Li, 2011). DeVine, Lal & Zea, (2012) have opined that by making the customer service more 'human' in its essence, the companies can lower costs by 10% and improve customer satisfaction scores by 30%.

In marketing literature, use of service quality to bring about a competitive edge has been dealt with rather extensively (Shostack 1977; Lovelock 1983; Gronroos 1978, 2006; Parasuraman, Zeithaml & Berry 1985, 1988, 1991, 1994A, 1994B; Bitner, Booms & Tetreault 1990; Rust, Zahorik & Keiningham 1995; Rust & Chung 2006; Kasper, Helsdingen, & Gabbott 2006)

Hence, one such instrument on service quality is the SERVQUAL model. It represents service quality as the discrepancy between a customer's expectations for a service offering and the customer's perceptions of the service received, requiring respondents to answer

questions about both their expectations and their perceptions (Parasuraman et al., 1985). The development of SERVQUAL by Parasuraman et al. (1988) as a generalisable measure of service quality was a seminal contribution that has been adapted and widely used across industries around the world (Dabholkar et al. 1996). It measures the responses on three parameters, People, Processes and Physical Evidence, the 3 Ps of Services Marketing. The above three are further measured along five dimensions viz. Tangibility, Reliability, Responsiveness, Assurance & Empathy. Hence, the tool understands the service delivery from the customers' point of view.

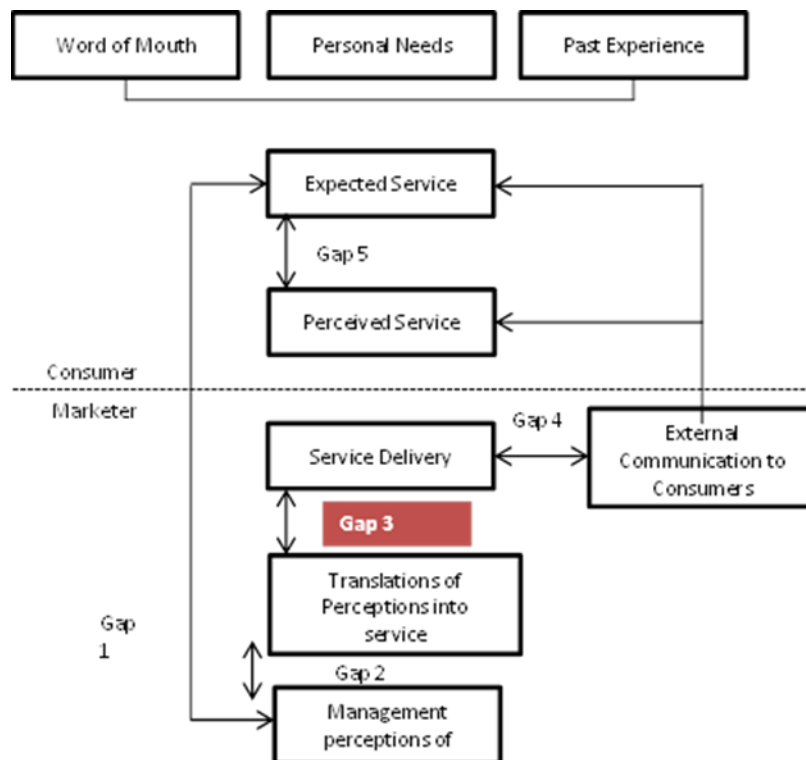


Figure 3: Service Quality Model (SERVQUAL) (Parasuraman, Zeithaml & Berry, 1985)

The above model of SERVQUAL identifies five gaps (Figure 3) that cause unsuccessful service delivery. The Gaps focus on:

1. The difference between actual customer expectations and management's idea or perception of customer expectations (Gap 1).
2. Mismatch between manager's expectations of service quality and service quality specifications (Gap 2).
3. Poor delivery of service quality(Gap 3)
4. Difference between service delivery and external communication with customers (Gap 4).
5. Differences between Expected and Perceived Quality (Gap 5).

Several researches have been conducted on the service quality in the aviation industry, their main focus has been on measuring the performance of the airlines by the use of the SERVQUAL instrument (Gourdin & Kloppenborg 1991; Ostrowski, O'Brien & Gordon 1993; Young, Cunningham, & Moonkyu 1994; Bejou & Palmer 1998; Gustafsson, Ekdahl & Edvardsson 1999; Sultan & Simpson 2000; Chang et al 2002; Tsaor, Chang & Yena 2002; Gilbert & Wong 2003; Kozak, Karatepe & Avci 2003; Natalisa & Subroto 2003; Truitt & Haynes 1994; Heracleous, Wirtz, & Johnston 2004; Ling et al 2005; Gursoy, Chen. & Kim 2005; Knibb 2005; Rhoades & Waguespack 2005; Anitsal & Paige 2006; Hunter 2006; Pham 2006; Pham &

Simpson 2006; Park, Robertson & Wu 2005, 2006; Sima, Kohb & Shetty 2006; Venkatesh & Nargundkar 2006; Pakdil & Aydin 2007; Chitnis 2007; Lioua & Tzeng 2007).

The SERVQUAL instrument has seen much research done on its validity (Cronin et al 1992; Babakus et al 1992a, 1992b; Teas 1993; Smith 1995; Buttle 1996; Genestre & Herbig 1996; Asubonteng McCleary & Swan 1996; Nel, Pitt & Berthon 1997; Llosa, Chandon & Orsingher 1998; Hussey 1999; Brady, Cronin & Brand 2002; Myerscough 2002; Nyeck et al. 2002).

Similarly, its suitability in the airline industry vis a vis the SERVPERF scale (Cronin et al 1994; Elliot 1994; Jain & Gupta 2004), proved its appropriateness (Chang & Lim, 2002) for the airline industry.

Hence, in understanding that there are gaps in the service process, the study finds relevance in the SERVQUAL model. Moreover, the Gap 3 in the SERVAQUAL model finds relevance in this study, since the poor delivery of service may be attributed to poor interpersonal communication skills of the employees.

As a performance assessment instrument, the SERVQUAL does not take the employees' own assessment on their service quality or gaps in

it; it only takes the customers' perceptions of the service quality rendered by the employees. Moreover no model seems to suggest an interpersonal communication intervention.

Interpersonal orientation as proposed by Schutz (1958) points to the assumption that people need people and thereby seeking compatibility in their relationships during their social interactions. It is this compatibility that nurtures the interactions. The interaction, during interpersonal orientation, concentrates more on the sharing of meaning, since the responsibility of sending, receiving and evaluating messages is divided between two participants. The meanings are shared for a better relationship, whether it involves verbal or non-verbal cues. Here one understands the dynamics of understanding attitudes, feelings and the motives of the people on what they say and do. The sensitivity of this orientation is that while some communication styles are effective, others prove to be ineffective. Now, this goes on to set the very nature of the continuity or the discontinuity of the said communication.

We interact in relation to the tasks being performed or to be performed and exhibit some or the other emotion. Our social skills and its success depend much on emotions. Goleman (1995) says that the emphasis here is on managing these emotions where the key ingredient is

empathy, which lays importance on understanding others and “between what someone says or does and your own reactions and Judgment” (p 268). Here, we find resonance with one of the models of Transactional Analysis, the Functional Fluency model that one must choose responses rather than just react automatically (Temple, 2009a).

The Functional Fluency model of Transactional Analysis helps map communication that can be used by coaches and mentors to help build positive and effective relationships. The focus is on self-awareness that enhances objectivity and promotes empathy. This model compared to other transactional analysis models is free of conceptual difficulties with theoretical and rational legitimacy (Temple, 2002). Hence found appropriate for the study.

The model has nine modes of interpersonal communication or human functioning (elaborated in Chapter 3) that has five modes that represent our positive energies in interacting with others and four modes that characterize our negative ones. Each of the modes has 6 word descriptors that make it a total of 54 descriptors to the model (Figure 4). These 54 descriptors will form the basis on arriving at the training needs assessment for the airport travel retail staff.

Negative Control	<i>blaming</i>	Dominating Mode	Marshmallowing Mode	<i>inconsistent</i>	Negative Care
	<i>bossy</i>			<i>overindulgent</i>	
	<i>dominating</i>			<i>overprotective</i>	
	<i>fault-finding</i>			<i>overtolerant</i>	
	<i>judgmental</i>			<i>self-denying</i>	
	<i>punitive</i>			<i>smothering</i>	
Positive Control	<i>authoritative</i>	Structuring Mode	Nurturing Mode	<i>cherishing</i>	Positive Care
	<i>consistent</i>			<i>compassionate</i>	
	<i>Well organized</i>			<i>empathic</i>	
	<i>firm</i>			<i>encouraging</i>	
	<i>helpful</i>			<i>accepting</i>	
	<i>inspiring</i>			<i>understanding</i>	
Accounting Element	<i>alert</i>	Accounting Mode		<i>grounded</i>	Accounting Element
	<i>aware</i>			<i>enquiring</i>	
	<i>evaluative</i>			<i>rational</i>	
Positive Socialized Self	<i>adaptable</i>	Cooperative Mode	Spontaneous Mode	<i>creative</i>	Positive Natural Self
	<i>assertive</i>			<i>curious</i>	
	<i>confident</i>			<i>expressive</i>	
	<i>considerate</i>			<i>imaginative</i>	
	<i>friendly</i>			<i>playful</i>	
	<i>resilient</i>			<i>zestful</i>	
Negative Socialized Self	<i>anxious</i>	Compliant / Resistant Mode	Immature Mode	<i>egocentric</i>	Negative Natural Self
	<i>defiant</i>			<i>inconsiderate</i>	
	<i>inhibited</i>			<i>infantile</i>	
	<i>placating</i>			<i>reckless</i>	
	<i>rebellious</i>			<i>selfish</i>	
	<i>submissive</i>			<i>unorganized</i>	

Figure 4: Functional Fluency Construct (Temple, 2002)

Hence, by analyzing these nine modes of human functioning, we will ascertain the use of the modes by people in their relationship. Therefore, people could understand which positive modes they must use more often and the negative modes they must contain. This

provides the base for understanding the modes that work best for people in different situations.

Functional Fluency was created for educational and psychoanalysis areas as a personal development tool and has made inroads in Education, Counseling & Psychotherapy, Police Training, Nurse training, Management & Leadership training, Human Psychology training (functionalf fluency.com). It helps people to respond positively and not react and created for 'people in the helping profession' by choosing their responses.

The Functional Fluency has also given birth to the Temple Index of Functional Fluency (TIFF), a psychometric tool for the enhancement of effectiveness of teachers and related professionals (Temple, 2002). Although this Temple Index of Functional Fluency (Temple, 2002), a 108 test items psychometric tool that assesses individuals on an index score on each of the 9 modes for personal counseling on self-development is created. However, a variant shorter questionnaire, for understanding the response style of airport travel retail staff as a whole, taking into account a theoretical understanding of interpersonal skills as outlined by functional fluency, be developed keeping in mind just 54 test items for the 54 identified variables/descriptors in the model.

Hence, instead of a one on one interaction with each respondent based on the TIFF that may be time consuming for the large group of people, here we can understand the pen-picture of this group at large by understanding the functional fluency descriptors at work. This will bring out the training needs of the airport retail staff as a whole on their interpersonal communication responses. Norms will be developed on scoring and thereafter the response by the frontline staff on the 54 items will be assessed as a composite for the pen picture to emerge based on the relationship among the 54 descriptors or a smaller set thereof. Thereafter, a training framework based on the functional fluency model will be developed to enhance the positive and restrain the negative modes' descriptors for the group of airport travel retail staff.

Both as a model of transactional analysis and interpersonal communication, the researcher has not come across any work being done with respect to Functional Fluency in an airport.

To recapitulate the research gaps:

1. Looking at the importance of airport travel retail on the non-aeronautical revenues for an airport, no specific work on the training needs analysis and the subsequent training framework for the

enhancement of their interpersonal communication has been addressed for airport travel retail staff.

(search words “airport+retail+training” brought no results as either google search or in ebscohost or in emerald publishing)

2. As performance assessment instruments, the ASQ and ASQ Retail do not assess the performance of airport travel retail staff on their interpersonal communication. The Service Quality model SERVQUAL also a performance assessment instrument, states that in the model Gap 3 emerge due to poor interpersonal communication of the employees. Moreover no model seems to suggest an interpersonal communication intervention.

3. The Training Needs Assessment conducted by Centum Learning at the IGI Airport, New Delhi does not focus on specific interpersonal communication training needs assessment and specifically have not catered to the training needs assessment of the airport travel retail staff on interpersonal communication.

4. As a model of interpersonal communication and Transactional Analysis, Functional Fluency helps people to respond positively & not

react and is created for ‘people in the helping profession’. It has made inroads in Education, Counseling & Psychotherapy, Police Training, Nurse training, Management & Leadership training, Human Psychology training (functionalfluency.com). However, it has not been used in an airport setting let alone an Indian airport. Moreover, Functional Fluency model has not been applied in the context of airport retail as a self-development or as a training intervention model.

Hence, looking at the research gaps as outlined above, the research problem that we are faced with is:

What are the interpersonal communication training needs based on Functional Fluency model of airport travel retail staff at IGI airport?

This brings us to two research questions:

1. What is the interpersonal communication training need assessment of the airport travel retail staff using the Functional Fluency model?
and
2. What is the interpersonal communication training framework of the airport travel retail staff at IGI airport based on Functional Fluency model?

To answer the above two research questions we have the following research objectives:

1. To develop an instrument based on Functional Fluency model to assess the interpersonal communication of the airport travel retail staff at IGI airport.
2. To create a training framework based on Functional Fluency on the interpersonal communication of the airport travel retail staff.

The research methodology that we will adopt to answer the two research objectives are firstly based on the assessment of interpersonal communication of the airport travel retail staff by:

1. Developing an instrument on 54 variables of Functional Fluency model that will assess the interpersonal communication of airport travel retail staff. We will create a norm group comprising of senior retail staff, preferably in a leadership role in the airport retail environment. Thereafter, create the basis of scoring and measurement. After which the instrument will be administered to the airport travel retail staff at the IGI airport. Here, the significance between the two groups, the Norm group and airport travel retail staff group will give us an indication on the difference between the two groups on interpersonal communication using the functional fluency model.

Secondly, the use of factor analysis to narrow down the descriptors of the functional fluency model will provide for a specific pen picture on

the nature of interpersonal communication style of the airport travel retail staff at IGI Airport.

Thereafter, an Interpersonal Communication Enhancement framework will be created so that the training need identified may be addressed by:

1. Enhance-Restrain framework: The nine modes of Functional Fluency model each to contribute on the manner in which the training should be imparted. Secondly on the 54 variables of Functional Fluency model, wherein the focus on designing the training on the variables / descriptors of the 5 positive modes that DID NOT emerge from the emergent factor analysis and the variables / descriptors from the 4 negative modes that DID emerge in the emergent pen picture factor analysis.

We will furthermore test the significance between 9 modes of Functional Fluency model and Customer Satisfaction and Customer Service. The positive efficacy in this relationship will help answer the business problem on interpersonal communication affecting customer satisfaction and subsequently organizational revenues.

The hypothesis for the study is to determine whether there existed any gap on the interpersonal communication training need of airport travel retail at IGI:

H01: There is no difference in the “Dominating” interpersonal communication between the norm group and that of airport retail staff at IGI.

H11: There is significant difference in the “Dominating” interpersonal communication between the norm group and that of airport retail staff at IGI.

H02: There is no difference in the “Marshmallowing” interpersonal communication between the norm group and that of airport retail staff at IGI.

H12: There is significant difference in the “Marshmallowing” interpersonal communication between the norm group and that of airport retail staff at IGI.

H03: There is no difference in the “Complaint / Resistant” interpersonal communication between the norm group and that of airport retail staff at IGI.

H13: There is significant difference in the “Complaint / Resistant” interpersonal communication between the norm group and that of airport retail staff at IGI.

H04: There is no difference in the “Immature” interpersonal communication between the norm group and that of airport retail staff at IGI.

H14: There is significant difference in the “Immature” interpersonal communication between the norm group and that of airport retail staff at IGI.

H05: There is no difference in the “Structuring” interpersonal communication between the norm group and that of airport retail staff at IGI

H15: There is significant difference in the “Structuring” interpersonal communication between the norm group and that of airport retail staff at IGI.

H06: There is no difference in the “Nurturing” interpersonal communication between the norm group and that of airport retail staff at IGI.

H16: There is significant difference in the “Nurturing” interpersonal communication between the norm group and that of airport retail staff at IGI.

H07: There is no difference in the “Accounting” interpersonal communication between the norm group and that of airport retail staff at IGI.

H17: There is significant difference in the “Accounting” interpersonal communication between the norm group and that of airport retail staff at IGI.

H08: There is no difference in the “Cooperative” interpersonal communication between the norm group and that of airport retail staff at IGI.

H18: There is significant difference in the “Cooperative” interpersonal communication between the norm group and that of airport retail staff at IGI.

H09: There is no difference in the “Spontaneous” interpersonal communication between the norm group and that of airport retail staff at IGI.

H19: There is significant difference in the “Spontaneous” interpersonal communication between the norm group and that of airport retail staff at IGI.

The next chapter is on transactional analysis and the emergence of the functional fluency model. The functional fluency model that will be used in the development of the questionnaire for the training needs analysis and the training framework is dealt with elaborately in the next chapter. The variables that will be used in the methodology are explained in the next chapter.

Chapter 3

Chapter 3 – Transactional Analysis and its Functional Fluency Model

This chapter brings out the emergence of the functional fluency, a model of transactional analysis that will see its variables used in the methodology for the study.

“A transaction consists of a single stimulus and single response verbal or non-verbal in a unit of social interaction. It is called a transaction because each party gains from it and that is why he engages in it”.

Each stimulus and response is conceived from the initiator’s frame of reference and perceived from the listener’s frame of reference.

(Eric Berne, 1961)

In the 1950’s Eric Berne, MD a San Francisco psychiatrist founded the Transactional Analysis, which had its roots in psychoanalysis. The emphasis was on the dynamics in people’s interaction and not their internal psychological dynamics. It outlined the manner in which we have developed and treat ourselves and on the way we communicate and relate with others. One can create and nurture relationships because of interpersonal communication or even destroy it due to the lack of it. Transactional analysis is an integral part of interpersonal

communication, since it helps in the understanding of self through an analysis of our interactions with others. As a contractual approach, it is "an explicit bilateral commitment to a well-defined course of action" (Berne, 1966). When in a social aggregation of two or more people when one of them will speak or give some indication of acknowledging the presence of the others it is known as transactional stimulus. Another person will say or do something which is in some way related to this stimulus, and that is called transactional response (Berne, 1964).

Berne, in his observation from his early work on Transactional Analysis, says that people can change before your eyes as you watch and listen to them. A Continual observation supported the assumption that there exist three states in a person, the Parent, Adult and the Child states (Figure 5) that are present in every individual and the experiences in the childhood, shapes these ego states in an individual's later years resulting in effective or ineffective transactions or interactions with another. When people interact they do so in one of three different ego states. An ego state is a specific way of thinking feeling and behaving.

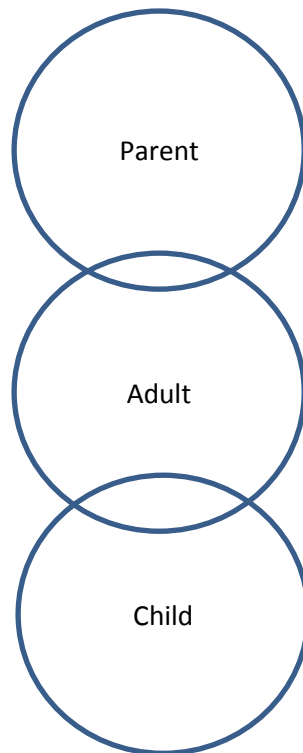


Figure 5: *Basic Model of Transactional Analysis (Berne, 1961)*

These states of being are not roles but psychological realities. Berne says that ‘Parent, Adult and the Child are not concepts like Superego, Ego and Id...but phenomenological realities’. The state is produced by the playback of recorded data of events in the past. These data involve real people, real times, real places, real decisions and real feelings (Harris, 1969). A transaction is about the clues that the ego state sends as a signal. Analyzing a transaction requires both verbal and non-verbal (body language and tone included) clues to be understood.

Parent Ego State

This refers to the data provided by the patterns and statements of one's real parents or parent substitute, which get activated under certain situations. A period before an individual leaves home in response to the demands of the society and enters school (Harris, 1969). Everything that the individual sees and hears the parents do and say is recorded in the Parent. It is more of the 'taught concept' of life (Figure 6). The recordings comprise of verbal and non-verbal set of communication. It contains rules, regulations and reprimand that come from the parents. Similarly are recorded the praises and the care that the individual receives from the parents. For example, if you observed your father criticize and control people or situations, then this behavior gets recorded and may get reproduced when you are an adult. One may have even replayed them as a child. Either way, those types of behaviors comprise your Controlling / Critical Parent ego state. Likewise, the observation of your mother or father taking care of you, your home and others, you would have recorded these behaviors, later replaying the behavior of the Nurturing Parent ego state.

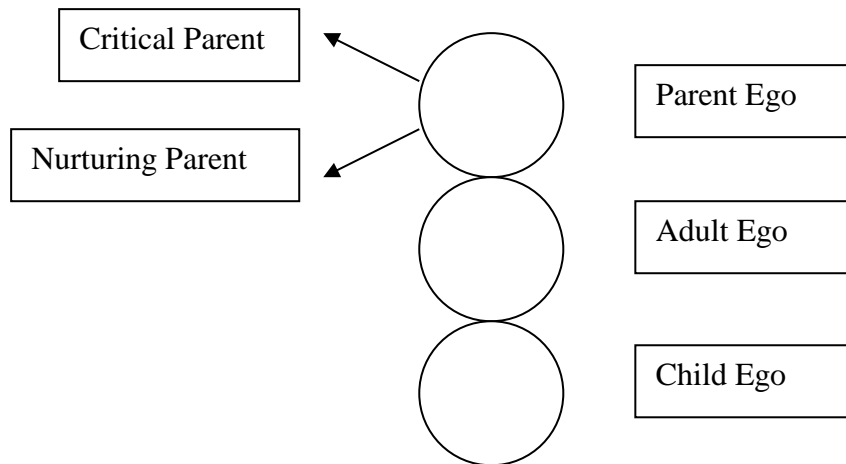


Figure 6: The Parent Ego State – The Taught Concept of Life (Berne, 1961)

The Child Ego State

Now, the parent recording deals with external events that the individual sees and hears, there is simultaneously another set of internal responses recording taking place inside a person to what one sees and hears. It is this seeing and hearing and feeling and understanding body of data that we define as the Child ego state. Seen here that the individual reacts more on the basis of feeling rather than on any vocabulary, which is yet to be formed in the individual. It is the ‘felt concept’ of life. “Every individual was once younger than he is now, and that he carries with him fixated relics from earlier years which will be activated under certain circumstances” (Berne, 1964). This state exhibits two forms, the Adapted and the Natural Child

(Figure 7). The Adapted Child modifies ones behavior under parental influence and behaves the way the parents wanted him to do so. So the individual becomes compliant or precocious. In other words, he can adapt himself by withdrawing or whining. Thus we can see a cause (Parent) and effect (Child) situation here. The Free Child on the other hand, an expression of spontaneity, leads a person to be rebellious or creative.

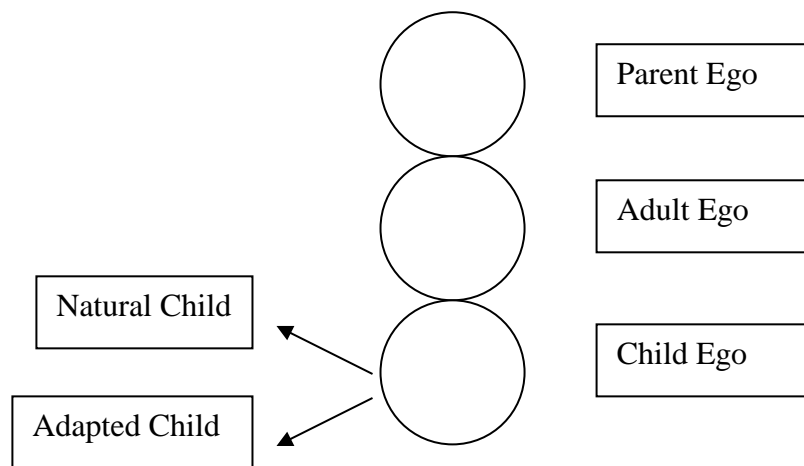


Figure 7: The Child Ego State – The Felt Concept of Life (Berne, 1961)

The Adult Ego State

The self-actualization in an individual that grows from his own awareness and original thought is the beginning of the Adult (Harris, 1969). The activation of suitable adult ego state in a person can bring

about the capability of processing data objectively. The Adult data comes about due to the individual's ability to distinguish about life from his 'taught concept' and 'felt concept' of life. Thereby developing the 'thought concept' of life, this is based on data gathering and data processing. The Adult principally concerns itself with transforming stimuli into pieces of information, and processing and filing that information on the basis of previous experience' (Berne, 1964). A state where an individual thinks, feels and behaves in response to the present events, and uses their resources that they have gathered to guide them. It examines the data in the Parent to see whether it is true or not and on its applicability today, and then goes on to accept or reject that data. Similarly, it examines the Child to see whether feelings are appropriate to the present or are archaic and in response to the archaic Parent data. The objective is not to do away with the Parent and the Child but to be free to examine these bodies of data. Hence, the Adult gets data from the Parent, Child and the data that it has gathered or is gathering (Figure 8), bringing about an objective assessment of reality and further updating the three data sources. Another function of the Adult is probability estimation. The unpleasant alternatives with its unexamined probabilities that an individual faces can bring about transactional failures and causes Adult 'decay' or delay (Harris, 1969). The remedy to this is to increase the efficiency of the Adult through training and use. Being alert to these

possibilities of troubles, though probability estimation can be helpful in devising solutions to the troubles as and when they come

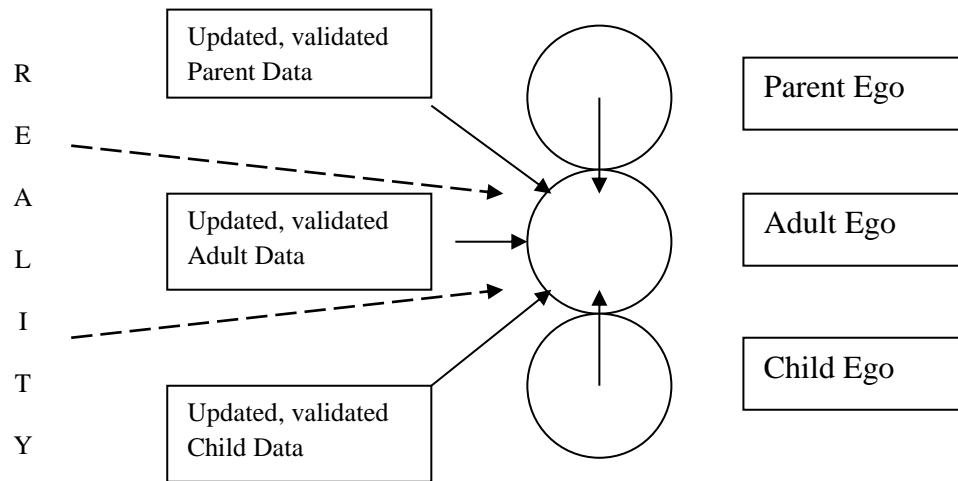


Figure 8: The Adult Ego State – The Thought Concept of Life (Berne, 1961)

The Adult ego state may also get contaminated from the other two states. This happens when a belief is spoken as if it was a fact or a reality. Prejudice happen when contamination is from the data or belief coming from the parent state (Figure 9) and Delusion and hallucinations occur from the child state (Figure 10). The adult can have double contamination also (Figure 11).

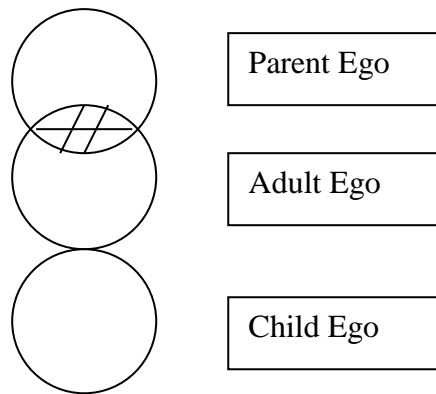


Figure 9: Prejudice (Berne, 1961)

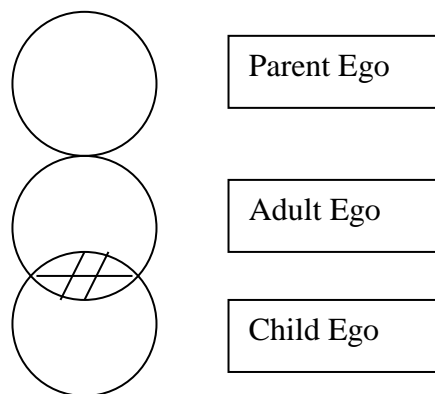


Figure 10: Delusion (Berne, 1961)

The contamination affects the thought concept by accepting the data without validating. This could pose communication problems.

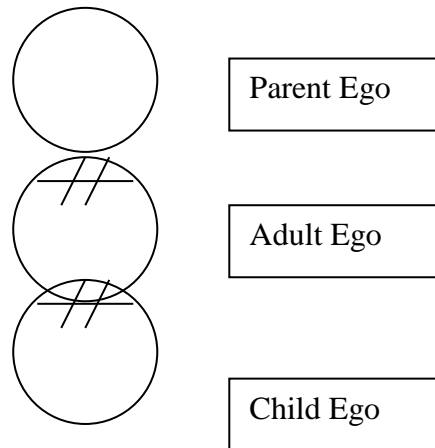


Figure 11: Prejudice and Delusion (Berne, 1961)

Clues for Understanding Ego States

Clues according to Berne should be seen in tandem with both the verbal and non-verbal aspects of communication. Since words form 7%, tone 38% and body language 55% of the entire communication or the transaction process.

The Parent decides, without reasoning, how to react to situations, what is good or bad, and how people should live. The Parent judges for or against and can be controlling or supportive (Steiner, 2000). Head wagging, pointed finger, furrowed brow, the horrified look, hands on

hips, arms folded across chest, tongue clicking, patting another on the head. In the Adult state the person uses logical thinking to solve problems based on factual details from reality. Whereas the Child state has all the feelings; fear, love, anger, joy, sadness, shame and so on. The Child is often blamed for being the source of people's troubles because it is self-centered, emotional, powerful and resists the suppression that comes with growing up (Steiner, 2000). The Child can be hateful or loving playful or spontaneous and even impulsive and creative or imaginative.

The basis of transactional analysis according to Berne is that effective transactions or successful communication must be complementary in nature. Citing an example, that is if the stimulus is from the parent ego state directed to the child ego state then the response must be also from the child to the parent ego state (Figure 12). If the response is from any other ego state then it will create difficulties in the communication process and hence will be termed as crossed or un-complementary (Figure 13). The relationship is bound to suffer in that case.

Figure 12: Complementary Transactions (Berne, 1961)

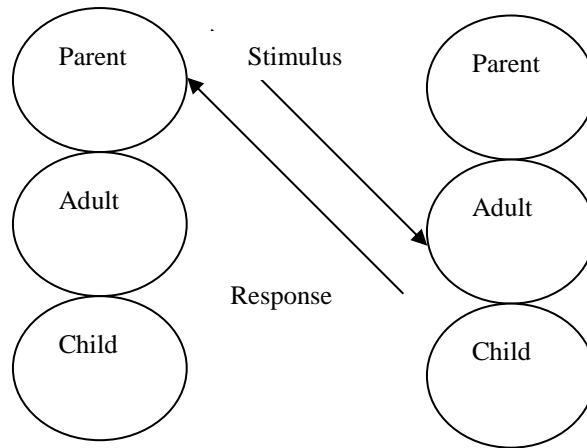
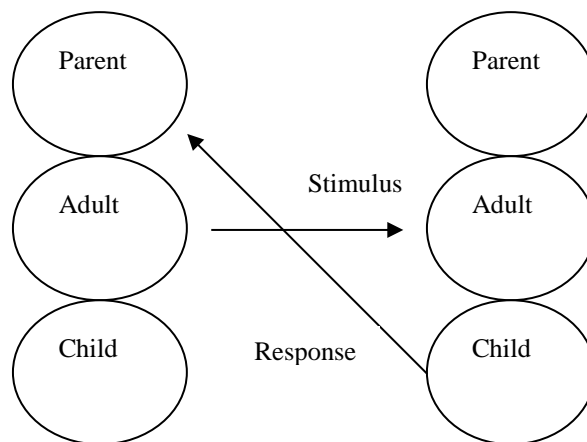


Figure 13: Un-Complementary Transactions (Berne, 1961)



Transactional Analysis as a theory of personality is of great use for educators, psychotherapists, counselors and business consultants (Steiner, 2005). It has been used by organizations in the areas of departmental efficiency, improvement in group processes and increase in empathetic discrimination (Neath, 1995). American Airlines had improved the service quality of their staff by improving their

interpersonal relationship skills (Wood, 1977). It explains how to gain control of yourself, your relationships and your future (Harris, 1969). One of the propositions of this theory is that we are aware of the importance of responding to our own internal needs and finding clear and effective ways of responding to them (Garcia 1991). In the process we exhibit some or the other emotion.

The theory of Functional Fluency however opines that effective communication can take place between the positive modes and this includes stimulus / response coming from the adult too. On the other hand transactions or communication emanating from negative modes will bring about negative response hence ineffective communication.

TA Model – Birth of Functional Fluency

Transactional Analysis drew on Freudian Theory, object relations, behavioral analysis, Sullivan's insight into the relevance to mental health of interpersonal & social processes and others (Tilney, 2000). It had an easy to understand and humorous terminology that was understood by the common person more in line as self-help. However, writing on TA had acceptable issues with scientific & academic community (Temple, 2002). Moreover, validation on the concepts remained questionable since constructs were far from being uni-

conceptual (Temple, 2002). There have been a confusion between the ego states and ego functions as seen in Price, 1975; Heyer, 1979; Dusay, 1972. This questioned conceptually what was being measured.

Functional description of ego states confused with personality types as in Doelker & Griffiths' Definitions (1984). Schaefer's (1976) Adjective Check List did not correspond to the traditional set of 5 functional descriptions. Other ACL based studies (Williams, Watson, Walter & Williams, 1983; Emerson, Bertoch & Checketts, 1994; Noriega -Gayol, 1997; Thorne & Faro, 1980) compromised on the credibility of TA research in terms of complex constructs and hidden bias in meaning (Temple, 2002).

Hence, there was a need on **creating a model that is free of conceptual difficulties with theoretical and rational legitimacy** (Temple, 2002). Furthermore,

- To depict both structural and functional aspects of ego state theory while differentiating & linking them simultaneously in line with Cox (1999).

- To clarify the time dimension between Adult and both Parent & Child.
- To reinforce the positive and the negative in the best TA tradition.
- To bring about the concept of the Integrating Adult (Erskine, 1988, 1997; Temple, 1999) as decontamination of the Adult while borrowing the best from the Parent and Child.

Hence, Functional Fluency takes into account behavioral manifestations of ego states while taking ‘responsibility’ and ‘option choosing’ as a concept being in the integrated Adult in human functioning.

Functional Fluency – The Model

Functional Fluency promotes effective ways of behaving socially in many contexts along with other Transactional Analysis models and concepts (Temple, 2009b). Transactional Analysis as a theory of personality is of great use for educators, psychotherapists, counselors and business consultants (Steiner, 2005). Transactional Analysis explains how to gain control of yourself, your relationships and your future (Harris, 1969). Transactional Analysis has been used by organizations in the areas of departmental efficiency, improvement in

group processes and increase in empathetic discrimination (Neath, 1995).

A person is responsible for their own thoughts, words and action. The functional fluency model is about human functioning with dimensions from ego state and other theories. This is in stark contrast to using the traditional functional ego states with their functional characteristics in transactional analysis. The functional fluency model helps in behavior diagnosis and also may be used for personal development. It helps in understanding the manner in which we respond to situations. “It is a model for mapping patterns of communication...it is about how to choose ‘responses’ rather than just react automatically” (Temple, 2009b).

The Functional Fluency model conceptually moves away from the analysis of certain types of ego states categorized by particular functional characteristics in the theory of Transactional Analysis and rather focuses on human functioning (Temple, 2002). However, it is consistent with the fundamental nature of the original ego state theory of Transactional Analysis on which it is based.

Temple (2002) has proposed the name Functional Fluency which describes the behavioral manifestation of the integrating adult ego state. This term has been used to suitably describe the ability to effectively and flexibly respond by using a range of ego state manifestation (Stewart & Joines, 1987). One can engage clients, catch the attention, and understand their difficulties by communicating with them on subject matter with energy and enthusiasm. The model focuses on responding positively and avoiding the contaminated behaviors of either the Parent or the Child (Figure 5a & 5b), therein the description of the integrated adult manifestation (Temple, 2002). It expresses full maturity having taken the learning's from both the Parent and Child ego state. Temple (2002) has shown the emergence of the functional model from the structural model of transactional analysis (Figure 14). The figure describes the nine manifestation of human functioning, which arises from the adult ego state. This includes the negative sets of contaminated behavior from the Parent and Child ego states as well.

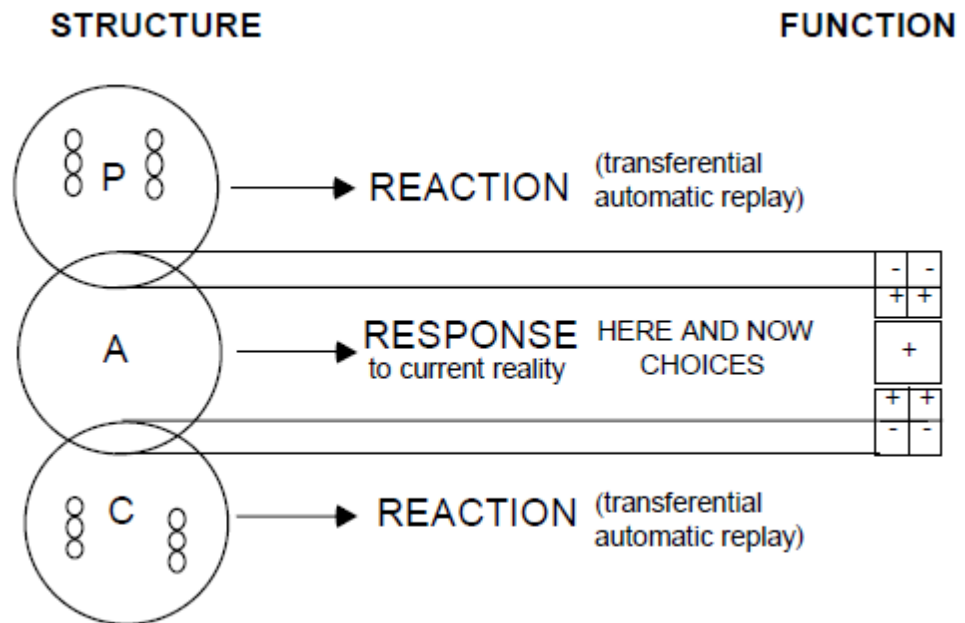


Figure 14: React and Respond Diagram Elaborated (Temple, 2002)

Hence, if we were to relate it to the basic model of Transactional Analysis, we will notice that the model has the basic three categories of functioning (Figure 15). Category 1 on the use of our energies on behalf of others (social responsibility), Category 2 on responding to the present moment (reality assessment) and Category 3, which is using our energies on our own behalf (self-actualization).

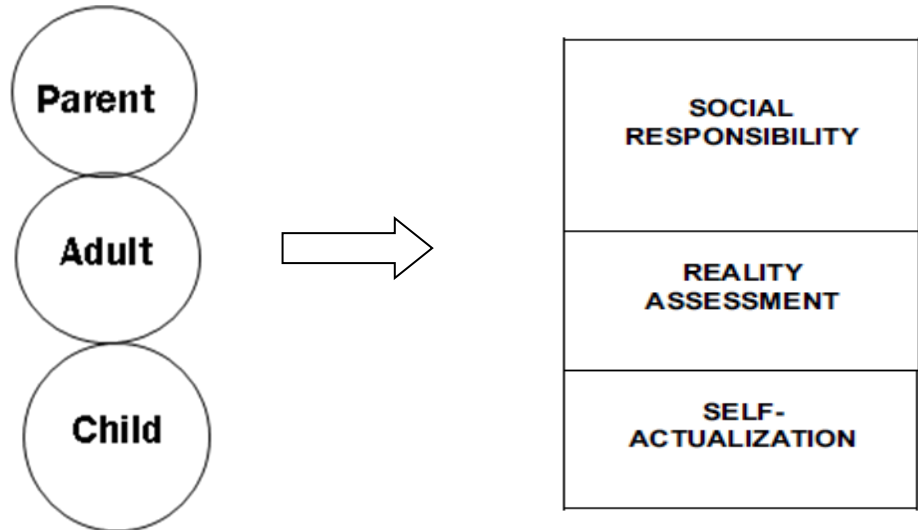


Figure 15: *Three categories of human functioning as informed by ego state theory (Temple, 2003)*

Functional Fluency model has three constructs. The first level has three categories of functioning namely, being socially responsible, reality assessment and self-actualization. The second level further breaks down the socially responsible and self-actualization category into two each. This makes the level having five groups of functioning; control, care, accounting, socialized self and natural self. The third stage further divides control, care, socialized self and natural self to each possessing a positive and a negative expression. Accounting is more of a ‘reality check’ hence indicative of more or less than any subjective manifestation. Now, this gives us the nine elements or modes of human functioning (as shown in Figure 16: Functional Fluency construct). The

nine modes have both effective and ineffective expressions of functioning.

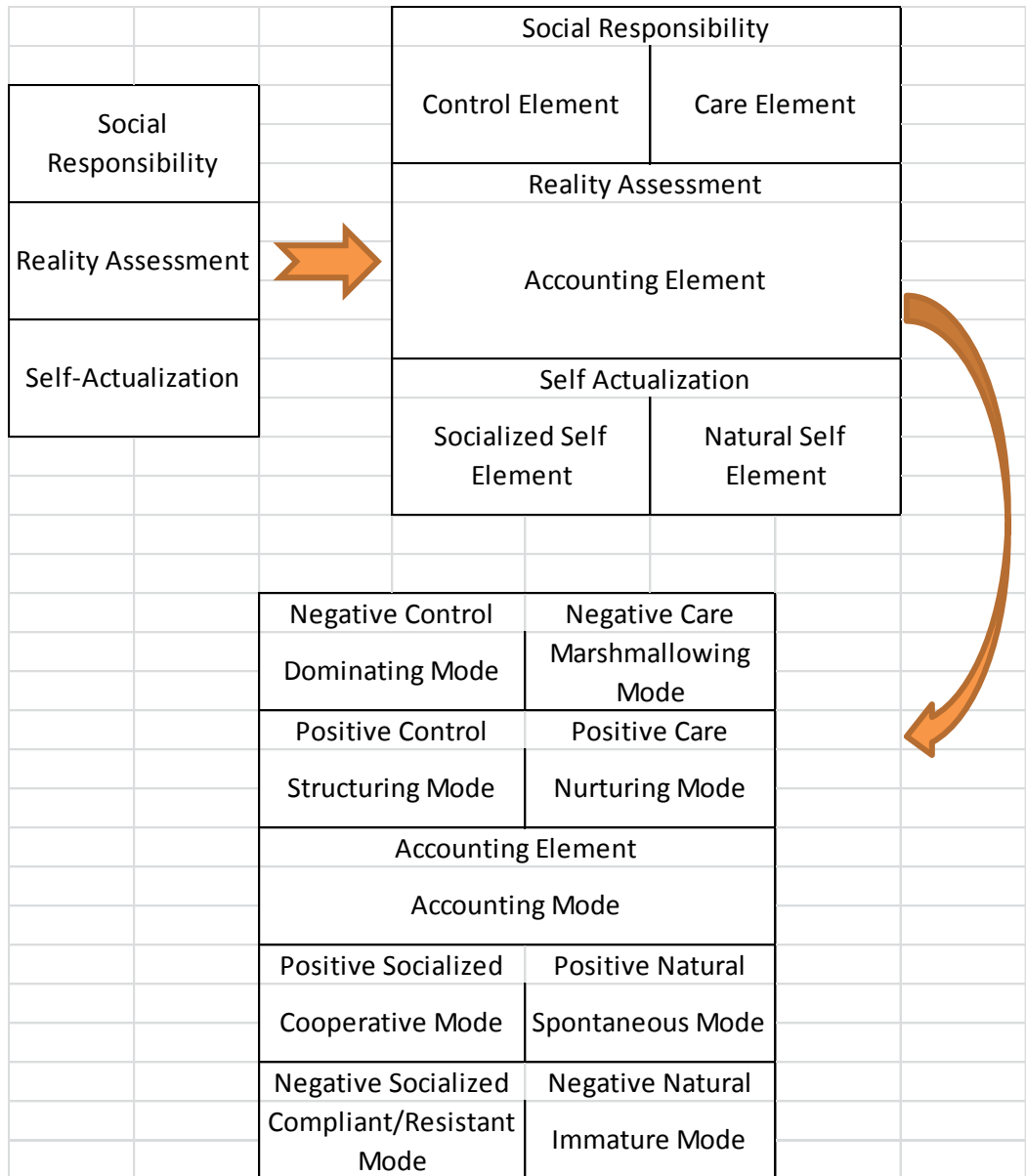


Figure 16: *Functional Fluency constructs (Temple, 2002)*

Elements of Functional Fluency Modes in Action

Dominating Mode

Here it's about us believing that we are right and assuming a 'me' stand on situations and issues. It being a negative mode, we notice mistakes in others and demand certain obedience from people. Warning, using threats and even coercion are few of the persuasive tactics that are used.

Marshmallowing Mode

'Over the top' care and affection meted to someone becomes the hallmark of this mode. We become increasingly protective of the others and as a result contain the other person into feeling restricted in their thoughts, feelings and action. Thereby there is more of sadness and anger in the recipient resulting in confusion and frustration on both sides.

Structuring Mode

Setting rules and boundaries is the key to this positive mode. It is firm and gives people the potential to grow and learn. Building self-

confidence and competencies, this mode helps in establishing that with the right amount of support.

Nurturing Mode

Empathy is an important ingredient here in this positive mode of functioning. Using understanding and kindness to encourage people to be more fully themselves. Acceptance and being non-judgmental are two cornerstones to this mode.

Accounting Mode

‘Here & Now’ is the main principal philosophy to this positive mode. We tune in to ourselves and are at the same time are receptive to the stimuli from others. It is an objective mode and ‘good sense’ prevails upon us in decision making wherein we effectively use the positive modes of structuring, nurturing, cooperative and spontaneous modes as well.

Cooperative Mode

In this positive mode there is friendliness and consideration for others. There is confidence in handling social situations. You rely on skills of

being diplomatic and assertive in handling people and situations. We enjoy company of others whether at personal or professional level.

Spontaneous Mode

There is a playful attitude attached to this positive mode. There is originality and uniqueness to the manner in which we use our energies. The freedom of expression is without any inhibition and well within acceptable boundaries. Vivacity can be infectious and all pervasive.

Compliant/Resistant Mode

In coping with the demands of a situation we use one of the two negative modes, which is much dependent on our own past conditioning. We either conform and relent let our nervous energies flow or there is a rebel streak in us whereby aggressive energies are apparent.

Immature Mode

In this negative mode we are not ready to assume responsibility and not willing to see the grown up point of view. There is no sharing and we simply want our way. Emotional outburst may be pronounced and lack of consideration for others.

As a model of human functioning and interpersonal communication (Temple, 2004) Functional Fluency's importance lies at three categories:

- Guiding, directing and looking after people (**Positive Care & Control** element).
- Collaborating with others (**Positive Socialized Self** element).
- Staying objective and considering all factors before any intervention (**Accounting** element).

From Figure 17 we arrive at the 5 Positive modes that are positive manifestations in a person that integrates with the 'functional adult' and 4 Negative modes are negative manifestations contaminating the 'adult functioning' in a person.

CONTROL ELEMENT Guidance and direction of others and self	Negative Control Dominating Mode	Negative Care Marshmallowing Mode	CARE ELEMENT Looking after others and self
	Positive Control Structuring Mode	Positive Care Nurturing Mode	

Reality Assessment Accounting Mode

SOCIALIZED ELEMENT Relating to and getting along with others	Positive Socialized Self Cooperative Mode	Positive Natural Self Spontaneous Mode	NATURAL ELEMENT Doing my own thing in my own way
	Negative Socialized Self Compliant/Resistant Mode	Negative Natural Self Immature Mode	

Figure 17: The 9 Modes and their Functioning

Hence, positive manifestations must be recognized in a person and provide awareness on the need to lessen the negative manifestations for personal and professional development.

Descriptors of Functional Fluency

Table 3 below shows the foundation for the development of the functional fluency questionnaire by the inclusion of 6 words or picture words or descriptors each for the 9 modes, through a descriptor sort analysis (Temple, 2002). This makes it a total of 54 descriptors. The 6 descriptors for each of the modes provide the set of word pictures that are representative of human functioning for a particular mode. Their relevance becomes important in understanding the response style that

is representative of a group of frontline staff interacting with the customers.

Negative Control	<i>blaming</i>	Dominating Mode	Marshmallowing Mode	<i>inconsistent</i>	Negative Care
	<i>bossy</i>			<i>overindulgent</i>	
	<i>dominating</i>			<i>overprotective</i>	
	<i>fault-finding</i>			<i>overtolerant</i>	
	<i>judgmental</i>			<i>self-denying</i>	
	<i>punitive</i>			<i>smothering</i>	
Positive Control	<i>authoritative</i>	Structuring Mode	Nurturing Mode	<i>cherishing</i>	Positive Care
	<i>consistent</i>			<i>compassionate</i>	
	<i>Well organized</i>			<i>empathic</i>	
	<i>firm</i>			<i>encouraging</i>	
	<i>helpful</i>			<i>accepting</i>	
	<i>inspiring</i>			<i>understanding</i>	
Accounting Element	<i>alert</i>	Accounting Mode		<i>grounded</i>	Accounting Element
	<i>aware</i>			<i>enquiring</i>	
	<i>evaluative</i>			<i>rational</i>	
Positive Socialized Self	<i>adaptable</i>	Cooperative Mode	Spontaneous Mode	<i>creative</i>	Positive Natural Self
	<i>assertive</i>			<i>curious</i>	
	<i>confident</i>			<i>expressive</i>	
	<i>considerate</i>			<i>imaginative</i>	
	<i>friendly</i>			<i>playful</i>	
	<i>resilient</i>			<i>zestful</i>	
Negative Socialized Self	<i>anxious</i>	Compliant / Resistant Mode	Immature Mode	<i>egocentric</i>	Negative Natural Self
	<i>defiant</i>			<i>inconsiderate</i>	
	<i>inhibited</i>			<i>infantile</i>	
	<i>placating</i>			<i>reckless</i>	
	<i>rebellious</i>			<i>selfish</i>	
	<i>submissive</i>			<i>unorganized</i>	

Table 3: Mode Descriptors with item refinement (Temple, 2002)

The next chapter on research methodology will firstly see the creation or the development of the instrument on functional fluency and then

the administration of that instrument in the IGI airport on the airport travel retail staff.

Functional Fluency model symbolizes among many principles and values recognized (Rogers, 1951; Maslow, 1954; Seligman, 1998; Cooperrider & Whitney, 2001; Griffin & Tyrrel, 2003 and Kauffman, 2006) to promote positive human development (Temple, 2009b)

The next chapter is about the research methodology used in the development of the questionnaire for the training need analysis on interpersonal communication, the administration of the questionnaire on the airport retail staff at the IGI airport and the development of the training framework.

Chapter 4

Chapter 4: Research Methodology

This chapter on research methodology brings out the methodology used to create a questionnaire for the training need identification, the administration of the questionnaire on the airport travel retail staff at the IGI airport and lastly the development of the training framework. The functional fluency model of transactional analysis is used to arrive at both the training needs and training framework on interpersonal communication.

Based on the world view philosophy on research methodology (Creswell, 2009), it was thought best to have a Pragmatism philosophy for the research since the development of training need analysis questionnaire and training framework on interpersonal communication for the airport travel retail staff requires a problem solving functioning. The underlying principle was to qualitatively understand the framing of the statements while constructing the psychometric tool based on the functional fluency model theory. Moreover, the quantitative treatment thereafter on the reduction of the functional fluency variables to narrow down on the emergent variables for the group of airport retail staff sets the tone on mixed method for the research design. The emergent variables are subject to 'Interpretivism' for the training needs analysis based on the training framework on functional fluency model.

This is so since 'Interpretivism' will entail the training needs analysis on interpersonal communication to be interpreted by the interplay of the various functional fluency descriptors as emerged in the factor analysis.

This chapter is divided into three important methodologies:

1. Questionnaire Development for Training Needs Analysis
2. Instrument Administration in IGI Airport, New Delhi
3. Training Framework Development

Questionnaire Development for Training Needs Analysis

The development of the questionnaire or the psychometric tool to measure the communication responses of service providers at an airport is based on the functional fluency model. The questionnaire / tool constructed is having a congruency with rational theoretical strategy (Lanyon & Goodstein, 1997). So, we use the theoretical model of Functional Fluency for the creation of test items. The test items are a reflection of the descriptors identified in the model. The questionnaire is a self-reporting one that will measure the nine modes of human functioning as is given in Chapter 3.

This will be especially so for the frontline personnel those are engaged in airport retail or customer / passenger interface or interaction. The functional fluency construct is for the people engaged in the ‘helping’ profession that must exhibit supportive interpersonal skills. Since the personnel engaged in service delivery at an airport are into helping customers/passengers, hence the congruency of creating the questionnaire based out of the 9 modes of functioning of functional fluency model and its application with frontline service providers at an airport.

While there are many Transactional Analysis related instruments (Akkoyun, 2007), the study has created a psychometric tool taking the basic premise of Functional Fluency and its applicability in measuring the responses of airport travel retail staff at the airport. The tool will enable airports that either secure a poor ranking in the ASQ on “Courtesy, helpfulness of airport staff” (as mentioned in literature review chapter) parameter or to do a training need analysis on the retail staff, may administer the tool to assess the “responses” of their employee. This philosophy of Functional Fluency has motivated the researcher to construct a tool that resonates with the fundamentals of Functional Fluency model and finds its applicability in customer satisfaction and customer service at an airport.

Questionnaire Development

The instrument essentially took into consideration the factors to be used for the development of the questionnaire taken from the construct conceptualization and development of the Functional Fluency model (Temple 1990, 1999, 2002). Standardization of the questionnaire is based on functional fluency's 9 modes and its descriptors. During the reliability test based on likert scale used for recording the responses of the respondents, the norms for categorization were created. Lastly, future studies and their findings will give an indication of the refinement process thereof the questionnaire.

Attention was paid to the validity and reliability issues on the methodological design. Neuman (1994) has outlined principles for establishing the measurement of reliability as under:

- Construct Conceptualization: The Functional Fluency Model & the descriptors (Temple, 1990, 1999) as seen in Table 4 formed the basis of the study.

Nature of Mode	Descriptors	Modes	Modes	Descriptors	Nature of Modes
Negative Control	blaming	Dominating Mode	Marshmallowing Mode	inconsistent	Negative Care
	bossy			overindulgent	
	dominating			overprotective	
	fault-finding			overtolerant	
	judgmental			self-denying	
	punitive			smothering	
Positive Control	authoritative	Structuring Mode	Nurturing Mode	cherishing	Positive Care
	consistent			compassionate	
	Well Organized			empathic	
	Firm			encouraging	
	helpful			Accepting	
	inspiring			understanding	
Accounting Element	Alert	Accounting Mode		grounded	Accounting Element
	aware			Enquiring	
	evaluative			rational	
Positive Socialized Self	adaptable	Cooperative Mode	Spontaneous Mode	creative	Positive Natural Self
	assertive			curious	
	confident			expressive	
	considerate			imaginative	
	friendly			Playful	
	Resilient			zestful	
Negative Socialized Self	anxious	Compliant / Resistant Mode	Immature Mode	egocentric	Negative Natural Self
	defiant			inconsiderate	
	inhibited			infantile	
	placating			reckless	
	rebellious			selfish	
	submissive			unorganised	

Table 4: Mode Descriptors with item refinement (Temple, 2002)

This process of selecting the facets for the development of the questionnaire in the study through ‘literature review’ has been previously explored (Costa & McCrae, 2008; Aluja, Kuhlman & Zuckerman, 2010).

- Use of Multiple Indicators: Since there are 6 descriptors for each of the mode given in table 4, hence 6 indicators for each mode was used for the construct of the questionnaire.
- Measurement: Ordinal level measurement of the indicators was done.
- Pilot Test: During the validity & reliability test of the questionnaire the process was kept in mind for the creation of norms and judging the effectiveness of the design, layout, wording/grammar of the questions, ease of understanding and instructions provided.

The questionnaire is designed to measure the response style(s) of people who work in a customer service environment. Wherein, the contact with the customers is multiple. Hence, it is required that the respondent responds positively rather than negatively. Looking at the initial premise of Functional Fluency that the model is helpful for people who are “in the helping profession... “(Temple, 2002), carry “responsibility for guiding and influencing people...” (Temple, 2009)...“used interpersonally...to support & inspire” and “guiding, directing and looking after people” (Temple, 2009), the Test-Retest was sought on supervisory airport travel retail at IGI airport as the representative population.

Validity of the Questionnaire

“Measurement validity refers to how well the conceptual and operational definitions mesh with each other”

(Neuman, 1994)

In the validation of the statements in the questionnaire with the descriptors of the Functional Fluency model, a high consensus was sought by judges to enable face and content validity. The validity process itself took three stages to achieve a high consensus among the judges. The primary aim of this exercise was to gather the judges' views on the statements matching the word descriptor in terms of broad acceptability and comprehensibility. The seven judges have their experience in the training of inter-personal communication. Each judge received judges' kit (annexure C) and statement sheet (annexure D) to arrive at the face validity of the questionnaire.

The refinement of the items was addressed keeping in mind the principles laid out by Lanyon & Goodstein (1997) and Temple (2002) on effective psychometric test construction. Also, from a grammar and readability standpoint, two English language experts were engaged to provide their feedback on the readiness of the statements.

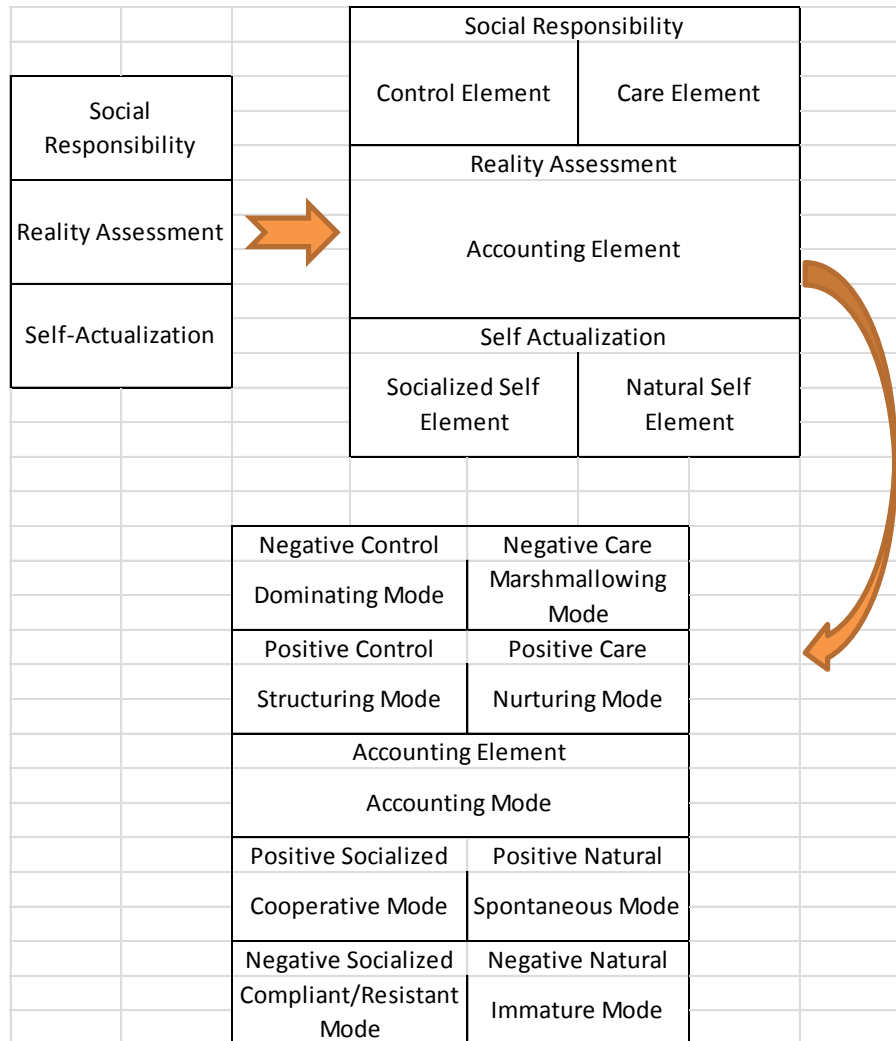
Hence, an item receiving an acceptable score (score 3-4) as in experts' proportional rating of the items brought about the Item Content

Validity Index (I-CVI) (Lynn, 1986) and as employed by Nilsson et al (2011) and Smith et al (2005). The Likert scale used with four possible responses included rating of 4 = Most Appropriate, 3 = Somewhat Appropriate, 2 = Somewhat inappropriate and 1 = Most Inappropriate. Here, “ratings of 1 and 2 are considered “content invalid,” whereas ratings of 3 and 4 are considered to be “content valid” (Lynn, 1986; Waltz & Bausell, 1983; Waltz et al., 1991).

Judges N = 7	Modes								
	Dominating	Structuring	Marshmallowing	Nurturing	Accounting	Cooperative	Critical / Resistant	Spontaneous	Immature
Descriptor 1	100	100	100	100	100	86	100	100	86
Descriptor 2	100	100	100	100	100	86	86	100	86
Descriptor 3	100	100	100	100	100	86	86	86	100
Descriptor 4	100	86	100	100	86	86	100	100	100
Descriptor 5	100	100	100	100	86	100	100	86	100
Descriptor 6	100	100	100	100	86	100	100	100	100
Average % Agreement	100	98	100	100	93	91	95	95	95

Table 5: Item Content Validity; Content Validity

As a result, (Table 5) all the items received a score of over 86% agreement (content valid) to bring out the average agreement percentage among the judges for the fifty-four statements as 96% in the I-CVI. Table 6 shows the final picture on validity and modes.



DOMINATING MODE 100%	MARSHMALLOWING MODE 100%
STRUCTURING MODE 98%	NURTURING MODE 100%
ACCOUNTING MODE 93%	
COOPERATIVE MODE 91%	SPONTANEOUS MODE 95%
CRITICAL / RESISTANT 95%	IMMATURE MODE 95%

Table 6: Final Picture on Content Validity & Modes

Reliability of the Questionnaire

To ensure that the instrument has consistency across application and / or time, it was checked for reliability. It should deem to measure the same 'thing' with the similar results consistently over time.

A four-point Likert scale was chosen for the scoring purpose. The four-point scale was chosen also due to the following reasons:

- Ease of use and simplicity.
- Avoiding the pitfall of having a neutral central option (as in 5-point scale) and the respondent opting out of making a decision either way.
- There has been much debate on the number of scale points (Likert scales) and the reliability. Where there are studies that claim that reliability is independent of scale points (Bendig, 1953;Boote, 1981;Brown,Widing,&Coulter, 1991). Whereas, Bendig, (1954b) has claimed that reliability is maximized using a four point scale.
- Chang (1994) points out that as compared to a six point scale a four point scale is higher on reliability since the six point scale was found to have a higher systematic method variance due to additional scale points.

Since the aim of the self-report questionnaire was to elicit a self-reflection response from the respondents, it was decided to ask the “Likely” hood for a particular situation. Essentially, the respondents would reflect on the situation asked and respond on the likely action they will take. Hence, statements like “would you on a busy day, stop and support a lame person in crossing the road” should give the flexibility on the responses.

Hence, the scale of options used was:

Most Likely (4)	Somewhat Likely (3)	Somewhat Unlikely (2)	Most Unlikely (1)
--------------------	------------------------	--------------------------	----------------------

Three pages comprised of the 54 test items with the above mentioned scale of options for the response against each statement. The respondents are asked to tick the best option that suits their response.

The scoring is unidirectional. The items numbers in the final questionnaire were put in random using the computer software feature in Microsoft Excel. The following Table 7 shows the scoring key for the various word descriptors pertaining to the 9 modes of human functioning.

Descriptors Modes	Dominating	Structuring	Marshmallowing	Nurturing	Accounting	Cooperative	Compliant Resistant	Spontaneous	Immature
A	30	28	2	13	38	8	42	4	33
B	39	36	40	53	3	54	31	46	52
C	21	7	16	37	14	11	49	45	27
D	6	51	1	5	17	23	41	22	48
E	43	18	29	19	35	44	24	12	50
F	32	15	25	10	47	26	20	9	34

Table 7: Scoring Key for the 9 Modes

For such a questionnaire a Test-Retest Reliability was chosen. Anastasi (1997) states that for investigating changes over a period of time test-retest reliability is an obvious choice. To avoid the ‘carry over’ effect, for the study it was decided to use a four week period between the test-retest period. Also that in a development of an instrument on Transactional Styles, Pareek (2002) has used a period of four weeks between the test-retest period.

The Pearson product moment correlation is used in the study, since it is the most commonly reported reliability statistic (Ottenbacher, 1995).

Bonnet & Wright (2000) state that for an appropriate sample size with a power of 0.8 at a significance level of 0.05 to estimating the Pearson correlation is 56 subjects and Spearman correlation is 72 subjects.

Hence, for the study a sample size of 73 people engaged in supervisory roles in airport travel retail at IGI airport, were identified. This number was so chosen keeping in mind the possible ranking on the 34 positive and 24 negative mode descriptors as a future findings on training need assessment. Bonnet & Wright (2000) further state that the lower and upper limits at this sample size are 0.6758 and 0.880. The sample size of 73 subjects had 28 women and 45 men with an average age of 29years (range between 20 years and 55 years). The subjects were Asian (Indian origin) by culture. The subjects had 'assisting' and 'helping' others as part of their professional profile in the airport retail.

As a measure of internal consistency of the test the Cronbach Alpha was measured. The value on 73 subjects on 54 items using 4 point likert scale was 0.728. The acceptable values of alpha ranges between 0.70 to 0.95 (Nunnally & Bernstein, 1994; Bland & Altman, 1997; DeVellis, 2003).

The Pearson product correlation on the test-retest of the questionnaire with 73 subjects in a 4 week interval came to 0.878, which is a high acceptable score for a test-retest score.

An inter mode correlation was also sought to see the low correlation amongst each mode and also between positive and negative modes. This was done in order to lay emphasis on the independence of the

statements for each of the modes. The findings using the Pearson product correlation are as under:

Modes	Structuring	Nurturing	Accounting	Cooperative	Spontaneous
Structuring	1.000	0.119	0.186	0.129	0.123
Nurturing		1.000	0.272	0.098	0.133
Accounting			1.000	0.231	0.094
Cooperative				1.000	0.401
Spontaneous					1.000

Table 8: Positive Modes Correlation

Modes	Dominating	Marshmallowing	Compliant / Resistant	Immature
Dominating	1.000	0.169	0.540	0.504
Marshmallowing		1.000	0.310	0.277
Compliant / Resistant			1.000	0.545
Immature				1.000

Table 9: Negative Modes Correlation

Modes	Dominating	Marshmallowing	Compliant / Resistant	Immature
Structuring	-0.100	-0.145	0.031	0.077
Nurturing	-0.218	0.118	-0.103	-0.344
Accounting	0.156	0.022	0.248	0.000
Cooperative	0.036	0.041	0.000	0.033
Spontaneous	0.254	0.127	0.169	0.212

Table 10: Positive-Negative Modes Correlation

The inter-mode correlation as seen from Tables 8, 9 and 10 is low. Temple (2002) states that owing to the nature and meaning of a few modes, Dominating mode has overlaps with Immature and Compliant/Resistant behavior and similarly Compliant/Resistant mode overlaps with Immature. Hence, it was not surprising to see comparative high inter-mode scores on these two fronts. However, since scores of 0.50 and 0.54 in table 9 are considered acceptable correlation values, we can deduce that there is difference in the modes.

It is worthwhile to see from Table 10 that the Positive Modes have a low correlation with the Negative Modes. In a few cases, especially Nurturing mode fares negatively with Dominating, Compliant/Resistant and Immature. Cooperative and Accounting modes have a zero correlation with Compliant/Resistant and Immature respectively. This is in line with the philosophy of the Functional Fluency modes and their basic essence (Temple, 2002).

Scoring Rationale – Creation of Norms

The questionnaire was designed so as a combination of ordinal scales, where each item is tested independently of the other. The scoring mechanism has a transparent logic which reveals the functional fluency theory and thereby making explanations and understanding of the training need simple and doable.

Most Likely (4)	Somewhat Likely (3)	Somewhat Unlikely (2)	Most Unlikely (1)
--------------------	------------------------	--------------------------	----------------------

Given the measurement scale above, for the positive modes Structuring, Nurturing, Accounting, Cooperative and Spontaneous, a high score is desirable and for the negative Modes of Dominating, Marshmallowing, Compliant/Resistant and Immature a low score is desirable (Temple, 2002). Hence, the highest score, 4, is the best possible one for EACH item for the descriptors pertaining to the 5 positive modes and 1 being desirable for EACH item for the descriptors pertaining to the negative modes. So if a person scored full 4 points on each of the 6 descriptors of a mode, the total will be 24. Similarly, by scoring 1 point on each of the 6 descriptor of a mode, the total will be 6. The maximum and minimum for a mode are 24 and 6 respectively. Hence for a person scoring 21 on Nurturing mode will have scored very high on this mode of human functioning. However, a score of 21 on Dominating mode will deem a very low score on a negative mode, thus requiring support.

Based on the 73 sample size of people in the ‘helping profession’ (Temple, 2002), the statistics (Table 11) arrived at for the 9 Modes of human functioning are as under:

		Dominating	Structuring	Marshmallowing	Nurturing	Accounting	Cooperative	Complaint Resistant	Spontaneous	Immature
N	Valid	73	73	73	73	73	73	73	73	73
	Missing	0	0	0	0	0	0	0	0	0
Mean		13.44	17.97	15.66	19.63	19.23	19.15	12.89	17.01	11.05
Std. Error of Mean		0.30	0.26	0.26	0.27	0.30	0.27	0.33	0.35	0.38
Std. Deviation		2.56	2.24	2.21	2.32	2.56	2.27	2.78	2.99	3.25
Variance		6.53	5.00	4.90	5.38	6.54	5.16	7.74	8.93	10.55
Skewness		0.39	-0.23	0.01	-0.93	-0.68	-0.29	0.46	-0.52	0.99
Std. Error of Skewness		0.28	0.28	0.28	0.28	0.28	0.28	0.28	0.28	0.28
Kurtosis		-0.17	-0.54	-0.30	1.77	0.74	-0.29	-0.56	-0.32	0.87
Range		12	9	9	12	13	10	11	13	14
Minimum		8	13	12	12	11	14	8	10	6
Maximum		20	22	21	24	24	24	19	23	20
Percentiles	25	12	17	14	18	18	18	11	15.5	9
	50	13	18	16	20	19	19	13	17	11
	75	15	20	17	21	21	21	15	19	13

Table 11: Descriptive Statistics – Norm Group

Table 11 and Figure 18 suggests that with the exception of Structuring and Marshmallowing modes, it is seen that the positives modes of Nurturing, Accounting, Cooperative and Spontaneous are negatively skewed and the negative modes of Dominating, Complaint / Resistant

and Immature are positively skewed as having met the theoretical validity of Temple (2002).

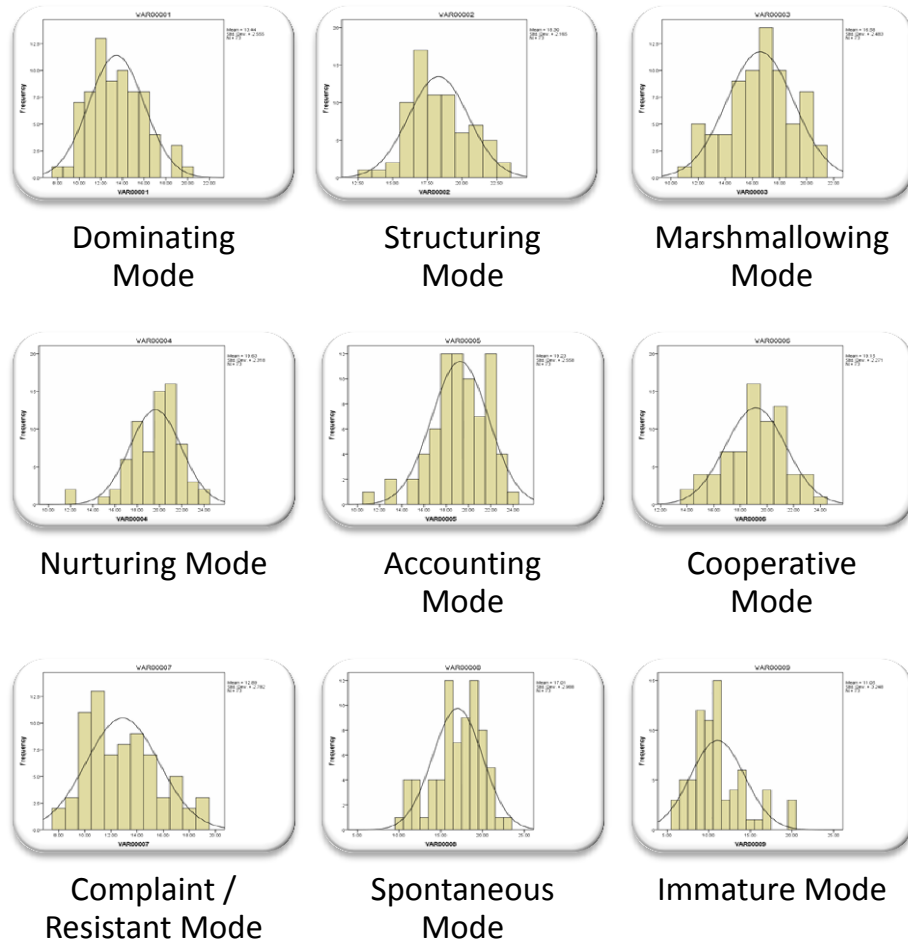


Figure 18: Graphical Representation of Normal Distribution – 9 Modes

Mode s	Dominating	Structuring	Marshmallowing	Nurturing	Accounting	Cooperative	Compliant / Resistant	Spontaneous	Immature
Min	6	6	6	6	6	6	6	6	6
Max	24	24	24	24	24	24	24	24	24

Table 12: Lowest and Highest Scoring

Now, on a four point Likert scale the lowest that one can score on a single descriptor is 1 and the highest is 4. There are 6 descriptors to a mode. Hence, given a single mode, the lowest possible score is 6 ($6 \times 1 = 6$) and the highest possible score is 24 ($6 \times 4 = 24$). The lowest and highest scoring is given in table 14 above.

It can be observed from Table 11 that the positive modes Structuring, Nurturing, Accounting, Cooperative and Spontaneous have high norms. This emerges from the fact that the representative sample is senior / supervisory airport travel retail and developed their human functioning to be supportive, caring and based upon reality assessment. Moreover, the low norms of Immature and Compliant / Resistant Modes points to the fact that the sample has reduced its ability to respond in such negative manner due to the professional background.

Hence, these norms become all the more relevant and appropriate in assessing high interpersonal communication skills in an industry that is highly service oriented.

The questionnaire so developed will be henceforth referred as “Sahai’s Response Mapping Questionnaire (SaRMaQ).

Questionnaire Administration at IGI Airport

For the sake of convenience the following service providers at an airport are essentially identified for the research from the non-aeronautical or commercial services:

- Retail shops and Eating establishments

In addition, the categorization of the above is laid out in Table 13.

CATEGORY	Number
Beauty & Wellness and Perfumes & Cosmetics	9
Books & Magazines	5
Confectionaries	14
Electronics	3
Fashion & Fashion Accessories	30
Souvenirs & Gifts	14
Café & Bar	15
Total Shops	90

Table 13: Categorization of Shop & Eat Service Providers at IGI Airport

Source: GMR (<http://newdelhiairport.org>)

It is to be noted here that Fine Dining category was not included in the study. Moreover, since in the category Café & Bar, we have the frontline retail staff in direct touch with the passengers / customers, it was thought best to include them in the study as well. The data on the Shops and Café & Bar has been taken from the website of IGI Airport (<http://newdelhiairport.in>) as on February 2013.

It is seen that there are 90 establishments under seven categories in the both the Terminal 3 and the 1D Terminal of the IGI Airport.

Now, according to Hair et al (2007) the minimum sample size required for multivariate analysis by the ratio of observations to independent variables is 5:1. Hence, the Functional Fluency construct has 54 independent variables under 9 modes categorization. As a result, the sample size for the study comes to be 270 observations.

For the study it was decided to observe a census method covering all 90 establishments in the IGI Airport. However, this was combined with non-probability sampling technique of Quota sampling wherein the units / respondents identified from each establishment was arrived at by a simple calculation:

270 Observations DIVIDED by 90 Establishments

This came to around three respondents per establishment. As a result the below Table 14 below provides the number of respondents from each category keeping the quota of atleast three respondents per establishment:

CATEGORY	Number	Respondents based on specified quota
Beauty & Wellness and Perfumes & Cosmetics	9	27
Books & Magazines	5	15
Confectionaries	14	42
Electronics	3	9
Fashion & Fashion Accessories	30	91
Soveniers & Gifts	14	42
Café & Bar	15	45
Total	90	271

Table 14: Categories and Respondents

It is to be noted that the minimum sample size required is 270. This quota was kept in mind as a whole rather than specifically the individual establishment under a category.

The printing and distribution of around 300 questionnaires (Annexure A) was done during the months of March through April 2013. This was a three page paper based questionnaire that had basic demographic

information required and the 54 statements to be answered in a likert scale of 4 points.

Moreover an online version of the questionnaire was also created using Google docs. This was created in order to take advantage of internet technologies that has become common in our lives. Social networking site like LinkedIn was used to disseminate the information about the link to the online version of the questionnaire.

The paper based questionnaires were bunched according to the number required in each category. Extra questionnaire were printed in case the questionnaire needed to be changed due to error or damage. Each category was coded upon the receipt of a filled questionnaire. The total man days taken to cover the all terminals were six days.

Although a total of 289 questionnaire came back (37 respondents through online and 252 through paper questionnaire).

It was seen that in the paper based questionnaires, 18 questionnaires had either:

- One complete page unanswered (the 2nd page on the opposite side of the 1st page) or
- Many items were not ticked.

Hence, 18 questionnaires were not taken for the study. As a result 234 paper based and 37 online questionnaires were considered making a

total of 271 completed questionnaires to be used for the data analysis. The data entry and the scoring were done using the Microsoft Excel program and the SPSS software portable version 19. The period of May-June 2013 saw the analysis being completed on the 271 respondents based on the norms created using the test-retest study.

Training Framework Development

The training framework will provide a solution to not only bridging the Gap 3 of the SERVQUAL model but also in improving the interpersonal communication of the retail staff. It will lead to providing a customer service orientation to interpersonal communication through the meaning of the 9 modes of the model. Hence, Figure 19 will relate to the specifics on customer service training delivery on each of the 9 modes as per the meaning laid out by Temple (2002).

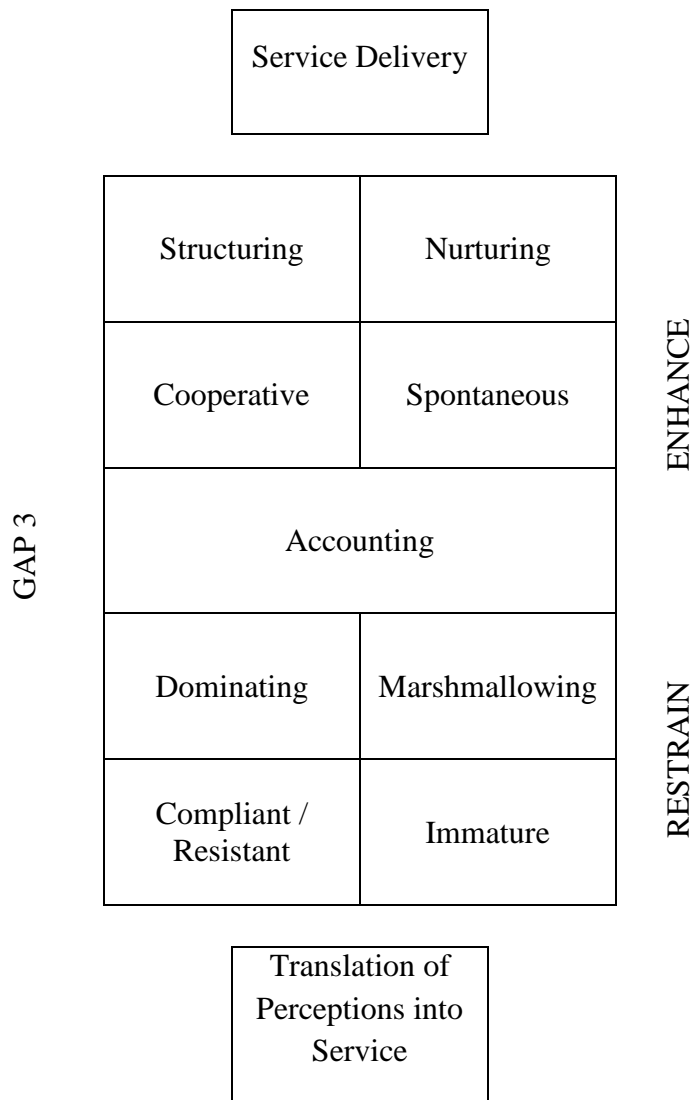
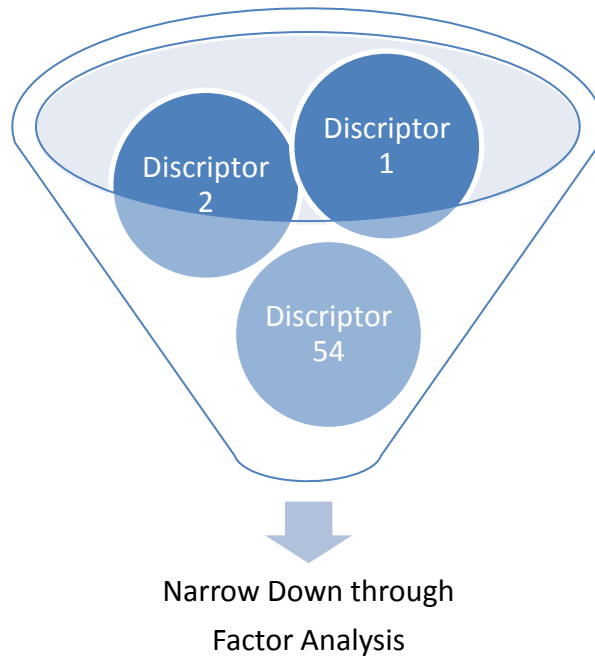


Figure 19: Enhance-Restrain Training Framework

Importantly, a Factor Analysis on the descriptors to provide a dominant response style picture on the emergence of the various factors with the interplay of variables or functional fluency descriptors

that attribute to the group's interpersonal communication response style for a group (Sahai et al., 2014).



Factor & Label	Descriptor(s)
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Factor 1 - Label 1	<input type="checkbox"/> Combination A among 54 Descriptors
<input type="checkbox"/> Factor 2 - Label 2	<input type="checkbox"/> Combination B among 54 Descriptors
<input type="checkbox"/> Factor n - Label n	<input type="checkbox"/> Combination N among 54 Descriptors

Figure 20: Factoring & Labeling of the Descriptors

The above Figure 20 ensures that the relevant descriptors will come as factors and whereby a factor label is coined against each combination.

The various labels further give rise to the pen-picture that is

representative of the interpersonal communication response of the airport travel retail staff. For example interplay of descriptors in a factor could be 'Inspiring', 'Confident', 'Encouraging' and 'Unorganized'. The first three are from positive modes whereas the third one from a negative mode. Thus the pen-picture for the said 'factor' maybe someone who is 'Enthusiastically Confused'. In this manner for the various factors a pen-picture may be established based on the variables that emerge for the said factor. Additionally, a general pen-picture on the nature of response appears for the group.

Moreover for the sample group, the factor analysis also throws light on the positive descriptors that did not emerge due to low statistical significance and thereby their importance in enhancing these positive descriptors. Similar is the case to attaching importance to negative descriptors that did emerge in the factor analysis, wherein the negative descriptors be restrained for the group. Hence, the framework specifically Enhances or Restrains the interpersonal communication based on the positive descriptors not emerged and negative descriptors emerged after factor analysis as given in Figure 21.

Sahai et al (2014) states that the final training framework that bridges the Gap 3 of the SERVQUAL model takes into account both the FUNCTIONAL FLUENCY modes and descriptors based training framework that helps in enhancing and restraining the interpersonal communication of the retail staff as is given in Figure 22.

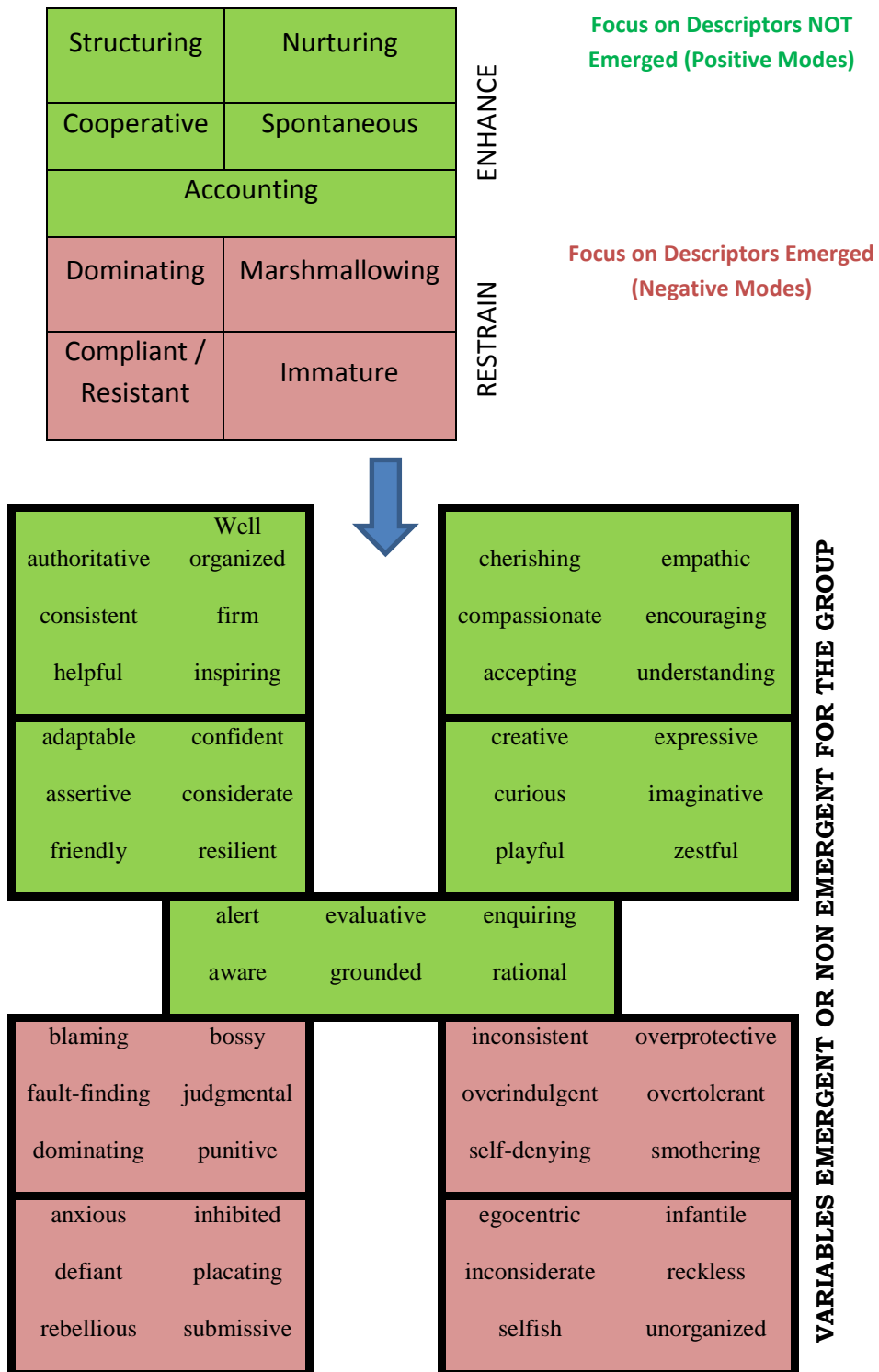


Figure 21: Descriptors based Pen-Picture Training Framework

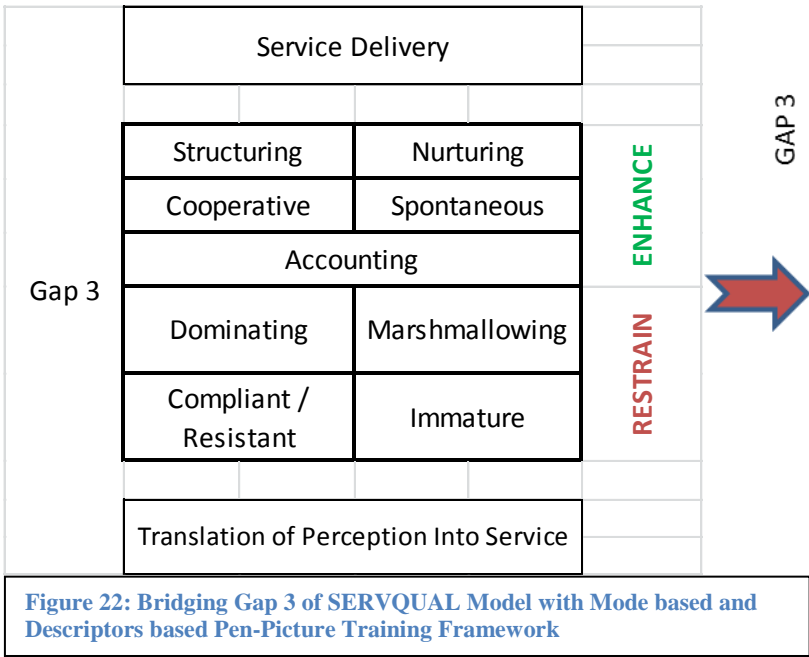
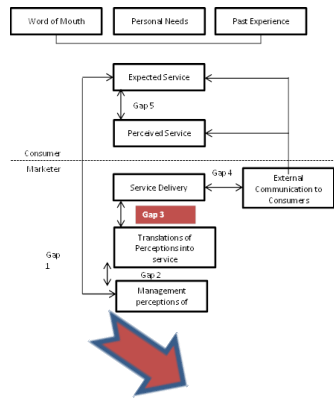


Figure 22: Bridging Gap 3 of SERVQUAL Model with Mode based and Descriptors based Pen-Picture Training Framework

Service Delivery

authoritative	Well organized	cherishing	empathic
consistent	firm	compassionate	encouraging
helpful	inspiring	accepting	understanding

adaptable	confident	creative	expressive
assertive	considerate	curious	imaginative
friendly	resilient	playful	zestful

alert	evaluative	enquiring
aware	grounded	rational

blaming	bossy	inconsistent	overprotective
fault-finding	judgmental	overindulgent	overtolerant
dominating	punitive	self-denying	smothering

anxious	inhibited	egocentric	infantile
defiant	placating	inconsiderate	reckless
rebellious	submissive	selfish	unorganized

Translation of Perceptions into Service

ENHANCE

RESTRAIN

The next chapter focuses on the data analysis on the questionnaire administered on the airport travel retail staff, the hypothesis testing and the variables emerged after the factor analysis on the 54 variables of the functional fluency model for the training need analysis and framework to be developed in the subsequent chapters.

Chapter 5

Chapter 5: DATA ANALYSIS

“We are drowning in information and starved for knowledge.”

- **Tom Peters**

Introduction

The chapter focuses on hypothesis testing on the interpersonal communication of the airport travel retail staff. Also it brings out the functional fluency variables that are representative of the group for the pen-picture to emerge as a result of factor analysis.

In order to bridge the gap between theory and practical, data analysis plays a scientific role and importance. The theoretical constructs have been dealt with, with respect to the Functional Fluency model previously. However, to see the implication of the 54 word pictures of the Functional Fluency model or the 9 Modes of human functioning with the norms that were previous created, data analysis becomes importance.

Although, in the chapter Research Methodology, the statistical analysis in the creation of norms has been done, however, the creation of the norms and their significance with the data analyzed as collected from

the 271 respondents from the IGI airport will be seen in this chapter as well.

The data analysis will also see some descriptive statistics on the 271 data on it being considered as pilot sample too on the psychometric tool thus created. The importance lies in the fact that this may be used as pilot sample for studies in other airports.

The Analysis

There were 271 respondents in the study of airport travel retail staff in commercial establishments in the IGI Airport, New Delhi for the study. The demographic profile is given under Table 15, 16, 17 & 18 and Figure 23.

Respondents	N= 271
Gender	
Male	188
Female	83

Table 15: Demographic profile of the respondents – Gender

Age	N = 271
Less than 20 years	41
21 to 30 years	148
31 to 40 years	54
41 to 50 years	25
50 and above years	3

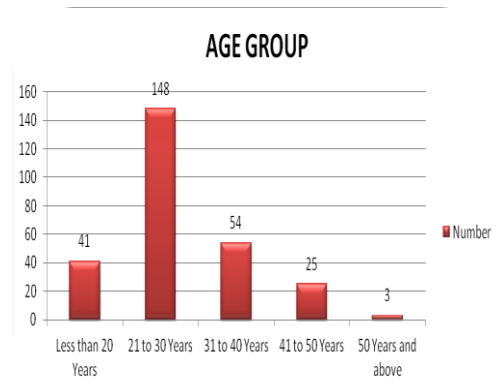
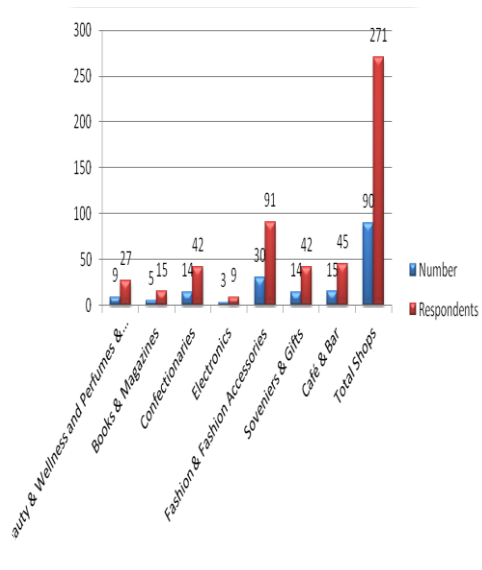
Table 16: Demographic profile of the respondents – Age Groups

Education	N = 271
Under-Graduate	89
Graduate	134
Post-Graduate	27
Prefer not to Say	21

Table 17: Demographic profile of the respondents - Education

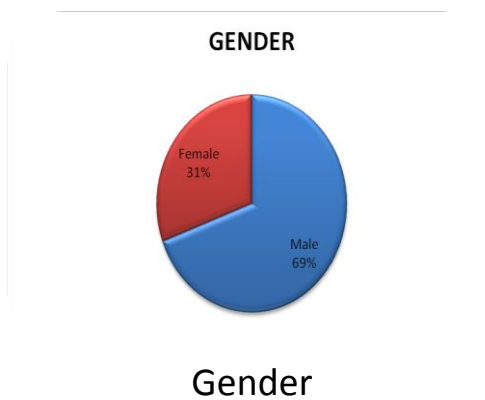
Categories	N = 271
Books & Magazines	15
Confectioneries	42
Electronics	9
Beauty & Wellness and Perfumes & Cosmetics	27
Fashion & Fashion Accessories	91
Soveniers & Gifts	42
Café & Bar	45

Table 18: Retail Category profile of the respondents

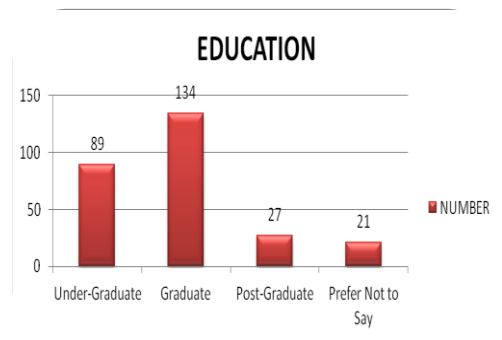


Age Groups

Categories - Establishments



Gender



Education

Figure 23: Graphical representation of the demographic profile

There were a total of 90 shops / commercial establishments at the IGI Airport, New Delhi. It is interesting to note that Male accounted for a good 69% of the sample, and that the educational background of the airport travel retail staff points to nearly 82% of the respondents being undergraduates or graduates. The age categorization saw a majority of the airport travel retail staff in the 21 to 30 years age bracket. The less than 30 years respondents made up a large chunk of the airport travel retail staff in the IGI airport. Whereas, in the profiling we see that 50 and above years account for just 3 respondents, hence, due to such an imbalance shown in this age bracket, it is decided to merge it with 41 to 50 years bracket. So, the last age bracket we record it as 40 years and above accounting for 28 respondents.

We see that the number of Fashion & Fashion Accessories shops was the largest and the number of Electronic shops was the least. Hence, Fashion & Fashion Accessories saw the largest number of respondents with 91 and Electronics category saw 9 respondents being recorded. The average time taken by the respondents to fill up the 3 page questionnaire ranged between 8 minutes and 20 minutes. The respondents were of Indian origin, with professional experience ranging from fresh recruits to airport travel retail staff having over 20 years of experience in this field.

In order to present the recorded questionnaire in an analytical manner, it was sought to use the MS Excel and the SPSS software to compute the following aspects of the data so recorded:

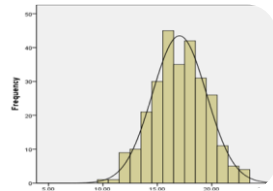
1. The average profile based on the 9 modes.
2. Gender profile based on the 9 modes (Male 188; Female 83).
3. 4 Age profile based on the 9 modes.
4. 7 Shops categories profile based on the 9 modes.

In the descriptive statistics Table 19, it is seen that that the Standard Error of the means recorded against the 9 modes means are in close representation to capture the population thus tested. The 9 mode means distribution around the mean have a normal distribution Figure 24.

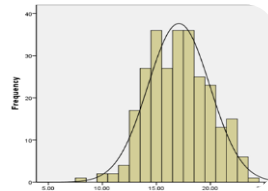
Descriptive Statistics

	N	MIN	MAX	Mean	Std .Div	Skewness	Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	
Dominating	271	9	23	15.83	2.633	.111	.148	-0.38
Structuring	271	10	23	17.03	2.486	-.038	.148	-0.27
Marshmallowing	271	9	24	16.74	2.494	.110	.148	0.25
Nurturing	271	9	24	16.99	2.887	-.051	.148	-0.66
Accounting	271	8	24	17.08	2.871	.029	.148	-0.32
Cooperative	271	10	23	17.02	2.760	.166	.148	-0.51
CR	271	7	24	15.27	2.938	.232	.148	0.13
Spontaneous	271	7	23	16.41	2.930	-.171	.148	-0.10
Immature	271	6	21	14.55	3.179	-.055	.148	-0.45
Valid N (listwise)	271							

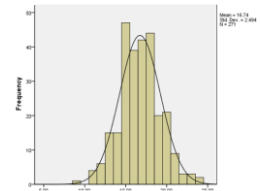
Table 19: Descriptive Statistics Airport Travel Retail Staff



Dominating



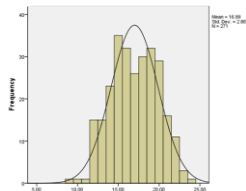
Marshmallowing



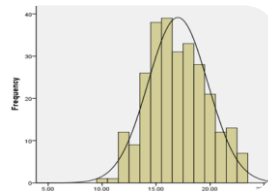
Resistant /
Complaint



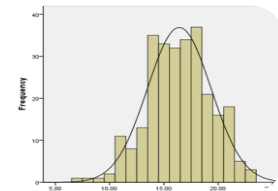
Immature



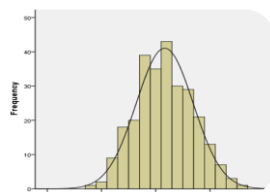
Structuring



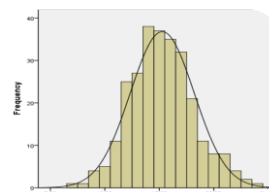
Nurturing



Accounting



Cooperative



Spontaneous

Figure 24: Mode Frequency on the 9 Modes – Distribution around the Mean

Revisiting the NORMS and the Comparison with 9 Modes

Based on the norms created for the 9 modes of human functioning, the analysis of the data recorded will take the following order:

- Average profiling of the 271 respondents based on the 9 modes of human functioning.
- Comparative means score on the 9 modes of human functioning on the age brackets.
- Comparative score on the 9 modes of human functioning and the 7 categories of shops.

The norms thus created were based on the Quartile Deviation arrived at from the test-retest reliability study conducted on 73 respondents who were engaged in the supervisory capacity in airport retail. The below Table 20 outlines the norm scores across the 9 modes of functional fluency. For Positive modes scores higher than the norm means is high and scores lower than the norm mean as a low score. Whereas in Negative modes, the score higher than the norm mean is considered as low score and scores lower than norm mean as high. This method on norms creation has been done by Pareek (2007) on Transactional Analysis instruments.

Mode	Mean	S.D
Dominating	13.44	2.55
Structuring	17.97	2.24
Marshmallowing	15.66	2.21
Nurturing	19.63	2.32
Accounting	19.23	2.56
Cooperative	19.15	2.27
Complaint / Resistant	12.89	2.78
Spontaneous	17.01	2.99
Immature	11.05	3.25

Table 20: Norm Mode Means and SD

By the nature of the modes, the positive modes have higher average benchmark in terms of the means as compared to the negative modes. Hence, as mentioned earlier on in the previous chapter, the airport travel retail staff will have to score high on the positive modes and have lower scores in the negative modes.

FF Modes	Retail Staff's Mode Mean	Norm Mode Mean	One Way F Statistic	Significance
Dominating	15.83	13.44	48.043	0.000
Marshmallowing	16.74	15.66	11.375	0.001
Complaint / Resistant	15.27	12.89	38.423	0.000
Immature	14.55	11.05	68.861	0.000
Structuring	17.03	17.97	8.556	0.004
Nurturing	16.99	19.63	51.885	0.000
Accounting	17.08	19.23	33.76	0.000
Cooperative	17.02	19.15	36.824	0.000
Spontaneous	16.41	17.01	2.424	0.120

Table 21: Retail Staff & Norm Mode Means and One way ANOVA

In the Table 21, at 0.05 significance level, since there is significant difference observed on all 9 FF modes the null hypothesis is rejected.

Hence,

H11: There is significant difference in the “Dominating” interpersonal communication between the norm group and that of airport retail staff at IGI.

H12: There is significant difference in the “Marshmallowing” interpersonal communication between the norm group and that of airport retail staff at IGI.

H13: There is significant difference in the “Complaint / Resistant” interpersonal communication between the norm group and that of airport retail staff at IGI.

H14: There is significant difference in the “Immature” interpersonal communication between the norm group and that of airport retail staff at IGI.

H15: There is significant difference in the “Structuring” interpersonal communication between the norm group and that of airport retail staff at IGI.

H16: There is significant difference in the “Nurturing” interpersonal communication between the norm group and that of airport retail staff at IGI.

H17: There is significant difference in the “Accounting” interpersonal communication between the norm group and that of airport retail staff at IGI.

H18: There is significant difference in the “Cooperative” interpersonal communication between the norm group and that of airport retail staff at IGI.

H19: There is significant difference in the “Spontaneous” interpersonal communication between the norm group and that of airport retail staff at IGI.

There is significant difference at 0.05 significance level observed between the norm group and sample group on FF mode means. Hence, the null hypothesis is rejected. This means that on the 5 positive modes of Structuring, Nurturing, Accounting, Cooperative and Spontaneous, the retail staff are not responding positively. Similarly, on the 4 negative modes of Dominating, Marshmallowing, Compliant / Resistant and Immature also the retail staff is reacting negatively.

Graphically we see this as:

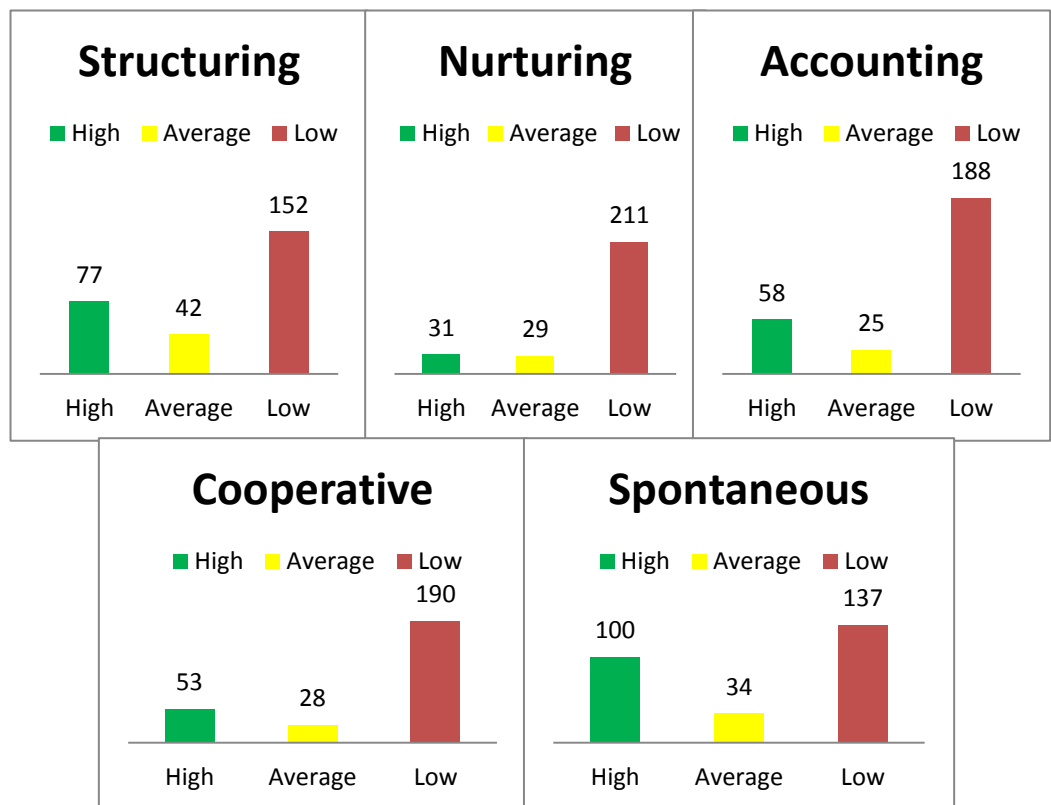


Figure 25: Average Profile of CSAs on 5 Positive Modes

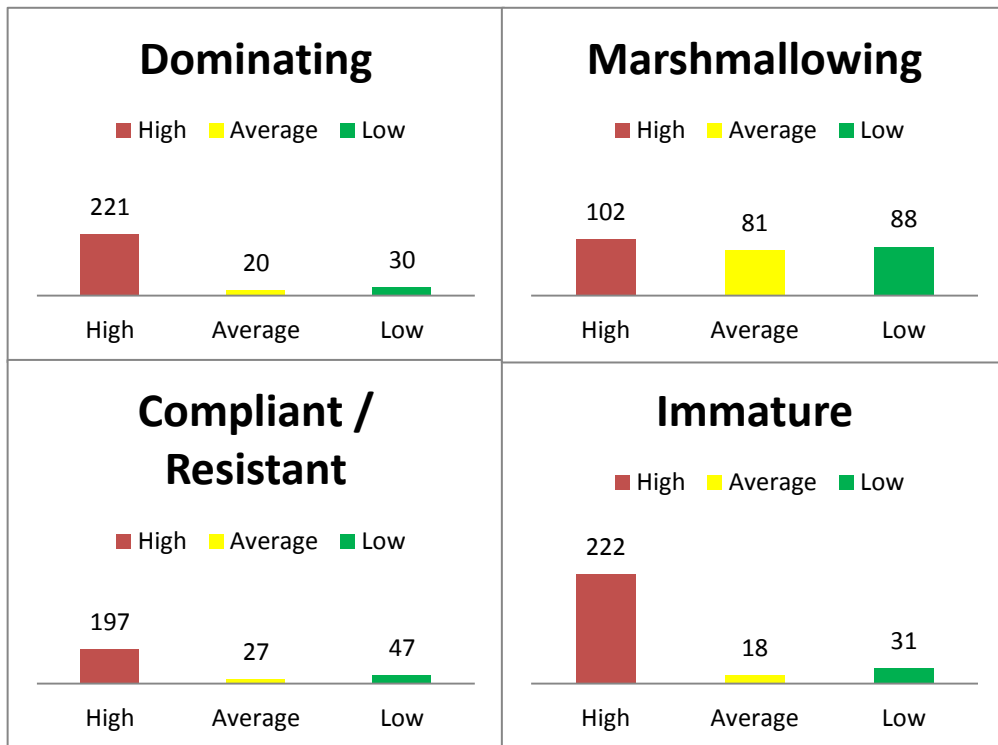


Figure 26: Average Profile of CSAs on 4 Negative Modes

From the above two Figures 25 and 26 on average profile it is observed that in the Structuring Mode, 56% of the respondents fall in the negative manifestation whereas 28% are in the High scores. 78% of the respondents in the positive mode of Nurturing Mode have secured Low scores and barely 11% account for positive manifestation and similarly with the Accounting Mode where 22% of respondents have achieved a positive score on this mode. 69% on this mode lie on the negative side of human functioning. The Cooperative Mode an important mode for

the service industry sees low 20% respondents that lie on the positive side. Again a 70% are negative in their cooperative side. Spontaneous Mode, 37% respondents had a positive score whereas just 51% secured a negative score. It is to be observed that the respondents scoring Average (Norm scores) on the 5 positive modes range from 16% (Structuring Mode) to as low as 9% (Accounting Mode).

The Dominating Mode sees 82% of the respondents recording high scores. Just 7% conformed to average score or norm average. 15% of the respondents showed that they scored the norm scores in the negative mode of Marshmallowing. However, a good 47% had a low score in this mode. As in the Dominating Mode, the Compliant / Resistant Mode too showed a good 73% of the respondents that had high scores. The same gets witnessed in the negative mode of Immature wherein, 82% secured negative scores in human functioning.

Comparison of Male and Female Means

A Look at Age & 9 Modes

Mode	NORMS	Less than 20	21 to 30	31 to 40	41 & above	Anova Significance
Dominating	13.44	15.22	15.79	16.00	14.29	0.179
Structuring	17.97	17.17	17.05	16.65	18.75	0.493
Marshmallowing	15.66	16.49	16.99	16.48	15.01	0.359
Nurturing	19.63	17.93	17.05	16.11	17.73	0.024
Accounting	19.23	17.88	17.26	16.19	18.31	0.023
Cooperative	19.15	18.00	17.03	16.33	18.51	0.033
Compliant / Resistant	12.89	14.10	15.27	15.76	13.51	0.020
Spontaneous	17.01	16.61	16.58	15.96	16.04	0.510
Immature	11.05	13.41	14.76	14.87	11.91	0.090

Table 22: Age – Airport Retail Staff mean of the Modes and comparison with Norms

As far as the age brackets and the analysis of the scores are concerned (Table 22), we see Airport Travel Retail Staff’s scoring average to negative on responding in the 9 modes of human functioning. Cooperative mode is the only exception to the Airport Travel Retail Staff scoring well, but with an average score on the 31 to 40 years age bracket.

A gender comparison (Table 23) sees Females as better placed on positive human functioning than their Male counterparts. Even in the

negative human functioning, with the exception of Marshmallowing mode, the Female retail staff has lower scores than the Male staff.

Modes	NORMS	Retail Staff		Anova
		Male	Female	p
Dominating	13.44	15.93	15.61	0.371
Structuring	17.97	16.86	17.43	0.078
Marshmallowing	15.66	16.68	16.88	0.547
Nurturing	19.63	16.57	17.94	0.000
Accounting	19.23	16.88	17.54	0.079
Cooperative	19.15	16.84	17.43	0.100
Compliant / Resistant	12.89	15.32	15.14	0.653
Spontaneous	17.01	16.07	17.18	0.004
Immature	11.05	14.67	14.28	0.349

Table 23: Gender Comparison - ANOVA

From the below Table 24 it is seen that within the 7 retail categories that is significant difference in the interpersonal communication of the retail staff.

Mode	NORMS	B&M	Conf	Elect	B&W	F&FA	S&G	C&B	Anova Significance
Dominating	13.44	15.67	16.43	17.44	17.89	15.86	14.14	15.29	0.000
Structuring	17.97	15.27	16.45	18.00	18.11	16.89	17.02	17.62	0.003
Marshmallowing	15.66	14.67	17.19	18.22	17.67	16.45	16.12	17.33	0.000
Nurturing	19.63	14.47	15.60	17.89	18.00	16.66	18.19	17.91	0.000
Accounting	19.23	15.20	15.76	18.56	17.89	16.64	18.67	17.58	0.000
Cooperative	19.15	15.40	15.57	18.00	18.07	16.58	18.43	17.64	0.000
Compliant / Resistant	12.89	15.00	16.14	16.78	16.78	15.54	13.36	14.56	0.000
Spontaneous	17.01	14.67	15.43	17.67	17.19	15.99	16.83	17.64	0.000
Immature	11.05	14.47	15.26	14.89	16.07	14.69	12.71	14.36	0.001

Table 24: Categories Comparison - ANOVA

Factor Analysis

Although the purpose of factor analysis is to reduce the variables to seek smaller factors on clusters of correlated items, it was found not completely relevant in the study since it will contradict the theoretical framework of the functional fluency. However, this was sought to see the way the 54 variables emerged in the overall scheme. As Hair et al (2007) cites that “the first factor may be viewed as the single best summary of linear relationships exhibited in the data...second factor as the second best summary” p 143.

Hence, for the entire 271 respondents’ data was used in the factor analysis. KMO test on sample adequacy on all 271 respondents was:

KMO and Bartlett’s Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.706
Bartlett's Test of Sphericity	Approx. Square	Chi-	3387.370
	df		1431
	Sig.		.000

Table 25: KMO and Bartlett’s Test

The sampling adequacy as .706 is above the acceptable and optimum level and suggesting significance. The criterion chosen for the factors reduction were the Scree plot (figure 27) and Eigenvalues of above 1. As Alt (1990) puts it, that the significance of factor analysis is in the interpretation and understanding the phenomenon along with

mathematically derived factors. Hence, it was decided to understand the analysis on the basis of both the descriptors and the modes. It was opined to specially see the first two factors on the basis of modes and corresponding descriptor on patterns of human functioning among the airport retail staff. The arrangement on positive and negative modes was of importance since it's a matter of combination through which the functioning takes place. Hence, using VARIMAX rotated factor loading the number of factors came to be 19 that converged in 142 iterations. This explained 62.48% of the variance. This is greater than specified 60% or above (Hair et al, 2007). Moreover, accepting variables with communalities of over .50 as retained for the factor analysis (Hair et al, 2007), the respecification of the factor analysis includes final set of 19 factors and 33 variables emerged that gave a pen picture of the airport retail staff's human functioning. The Cronbach's alpha on reliability is a high 0.811.

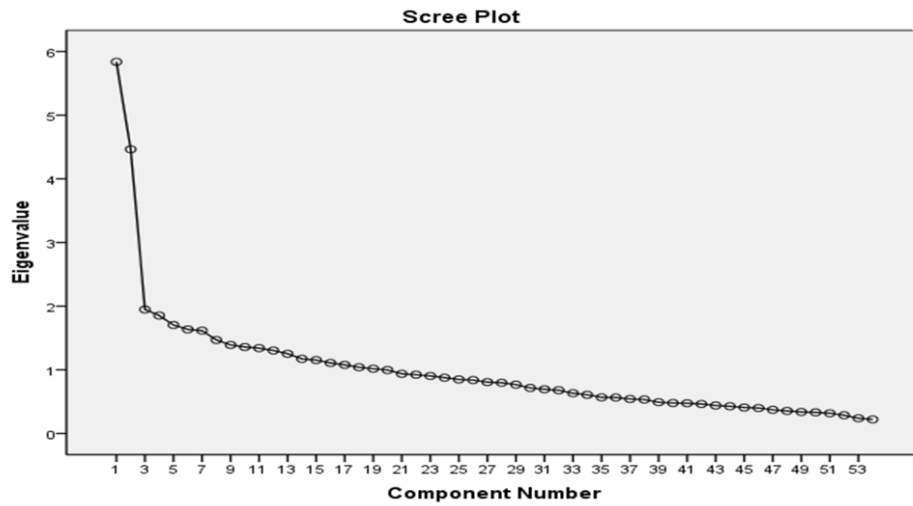


Figure 27: Scree Plot - factor analysis

The 33 variables that got grouped in 19 factors gives an understanding of the response styles of the retail staff. Although the factor 1 and 2 came out clearly on positive and negative descriptors respectively, a pen picture emerges on the communication response set of the retail staff as seen in Table 26.

Factor	Pen Picture	Descriptors	Modes	Factor Loading	Communalities
Factor 1	Responsiveness	Aware	Accounting	0.543	0.6
		encouraging	Nurturing	0.532	0.606
		considerate	Cooperative	0.615	0.532
		friendly	Cooperative	0.665	0.579
Factor 2	Reckless Insolence	Rebellious	Compliant Resistant /	0.663	0.639
		defiant	Complaint Resistant /	0.53	0.631
		reckless	Immature	0.733	0.693
Factor 3	Playful Appreciation	playful	Spontaneous	0.692	0.578
		cherishing	Nurturing	0.603	0.592
Factor 4	The Confused Parenting	helpful	Structuring	0.556	0.55
		Bossy	Dominating	0.779	0.737
		overindulgent	Marshmallowing	0.612	0.629
Factor 5	The Denial	self-denying	Marshmallowing	0.66	0.551
		blaming	Dominating	0.604	0.629
Factor 6	Enthusiasm	zestful	Spontaneous	0.799	0.723
Factor 7	I' Ego	Infantile	Immature	0.698	0.619
		egocentric	Immature	0.576	0.603
Factor 8	Resistant Communication	expressive	Spontaneous	0.588	0.7
		inhibited	Compliant Resistant /	0.568	0.643
Factor 9	Marshmallow	inconsistent	Marshmallowing	0.591	0.538
		overtolerant	Marshmallowing	0.656	0.618
Factor 10	Holding On	overprotective	Marshmallowing	0.708	0.613
Factor 11	Well, Organized!	well organized	Structuring	0.719	0.62
Factor 12	Quiet Domination	submissive	Complaint Resistant /	0.64	0.67
		dominating	Dominating	0.768	0.688
Factor 13	Asking	enquiring	Accounting	0.643	0.513
Factor 14	Assurance	assertive	Cooperative	0.816	0.739
Factor 15	Overwhelmed	smothering	Marshmallowing	0.754	0.638
Factor 16	Inspire	inspiring	Structuring	0.814	0.718
Factor 17	The Pacifier	accepting	Nurturing	0.6	0.664
		placating	Complaint Resistant /	0.679	0.607
Factor 18	Inquisitive	curious	Spontaneous	0.813	0.754
Factor 19	Understanding	understanding	Nurturing	0.69	0.653

Table 26: Descriptors and Factors

The discriminant and validity comes about by ensuring that there is no cross loading of the variables and also to ensure that those variables are selected that have factor loading and communality of over 0.50.

In Table 27, the descriptors highlighted in bold are the ones that have the highest factor loading for a particular factor. The pen picture has taken those descriptors to form the appropriate phrase for a particular factor. However, the basic 9 modes theoretical framework is the base on which the analysis must rest. The pen-picture that emerges brings out the holistic picture on functional fluency of the travel retail staff at IGI.

From the Table 27, out of the 33 variables emerged in the factor Analysis, Marshmallowing mode with all the 6 variables and Compliant / Resistant mode's 5 variables take prominence in the final pen picture. Interestingly, Accounting mode accounts for just 33%, although, there should have been more variables from this mode on the retail staff.

Negative Control	<i>blaming</i>	Dominating Mode 50%	Marshmallowing Mode 100%	<i>inconsistent</i>	Negative Care
	<i>bossy</i>			<i>overindulgent</i>	
	<i>dominating</i>			<i>overprotective</i>	
	<i>fault-finding</i>			<i>overtolerant</i>	
	<i>judgmental</i>			<i>self-denying</i>	
	<i>punitive</i>			<i>smothering</i>	
Positive Control	<i>authoritative</i>	Structuring Mode 50%	Nurturing Mode 67%	<i>cherishing</i>	Positive Care
	<i>consistent</i>			<i>compassionate</i>	
	<i>Well Organized</i>			<i>empathic</i>	
	<i>firm</i>			<i>encouraging</i>	
	<i>helpful</i>			<i>Accepting</i>	
	<i>inspiring</i>			<i>understanding</i>	
Accounting Element	<i>alert</i>	Accounting Mode 33%		<i>grounded</i>	Accounting Element
	<i>aware</i>			<i>Enquiring</i>	
	<i>evaluative</i>			<i>rational</i>	
Positive Socialized Self	<i>adaptable</i>	Cooperative Mode 50%	Spontaneous Mode 67%	<i>creative</i>	Positive Natural Self
	<i>assertive</i>			<i>curious</i>	
	<i>confident</i>			<i>expressive</i>	
	<i>considerate</i>			<i>imaginative</i>	
	<i>friendly</i>			<i>Playful</i>	
	<i>Resilient</i>			<i>zestful</i>	
Negative Socialized Self	<i>anxious</i>	Compliant / Resistant Mode 83%	Immature Mode 50%	<i>egocentric</i>	Negative Natural Self
	<i>defiant</i>			<i>inconsiderate</i>	
	<i>inhibited</i>			<i>infantile</i>	
	<i>placating</i>			<i>reckless</i>	
	<i>rebellious</i>			<i>selfish</i>	
	<i>submissive</i>			<i>unorganised</i>	

Table 27: Functional Fluency Mode Descriptors as emerged in Factor Analysis

With the completion of this chapter, the variables on the pen-picture have emerged to understand the training need analysis of the airport travel retail staff. Hereafter, based on this the training framework will be developed in the next chapter with a focus on functional fluency modes and its efficacy with customer satisfaction and customer service.

Chapter 6

Chapter 6: Findings & Discussion

This chapter takes the previous chapter on data analysis forward by understanding the training needs of the airport travel retail staff with respect to their interpersonal communication. The chapter outlines the pen-picture of the retail staff as their training need analysis and the training framework is created. Furthermore, the efficacy of the functional fluency model and its modes is established with customer service and satisfaction.

The Functional Fluency model of Transactional Analysis helps in assessing the interpersonal communication of a person. It marks out the positive and the negative ways that the person can elicit this behavior and map out pattern or patterns that can be specific to people and also to groups at large. The assessment of the group of 271 airport retail staff at the IGI Airport at New Delhi has some patterns that have thus emerged from the data analysis.

The Positive Modes have scores that are positive on the left side of the curve and show negative manifestation of human functioning if on the right side of the curve. Hence, a left skewed on the positive modes indicate a positive manifestation of human interaction and right side the negative manifestation. Whereas, in the Negative Modes, the scores are reversed and hence the left skewed curve indicates negative manifestation on the scores.

Demographics - Gender

In a gender comparison based on the norms, it can be easily seen that neither of the gender has scored on the positive side in all of the 9 modes. The modes Cooperative, Accounting and Structuring have shown an average human functioning for both the male and the female airport retail staff. It can also be seen that the females have scored a shade better on all the 9 modes compared to the males. In the Nurturing mode, the females have scored an average whereas the males have dipped to a below average response style. The 4 Negative modes of Dominating, Marshmallowing, Compliant / Resistant and Immature see the response styles ranging from above average to high. A further discussion on the negative modes also points to both the genders being high on Immature mode. The negative manifestations of the Child and Parent ego modes are predominant for both the genders.

Demographics - Age

Initially five age bands were taken for the study, 'Less than 20', '21 to 30', '31 to 40', '41 to 50' and '50 and above'. However, it was seen that in the band '50 and above', there were only 3 respondents. Hence, it was decided to merge this number with the band, '41 to 50', which now read as '41 and above'. In the Nurturing Mode, interestingly the less than 20 and 41 and above are at the threshold level of moving from Average to Above Average score. Whereas, 21 to 30 is at the

threshold level of Below Average to Average. 31 to 40 is a clear Below Average scorer on this mode. All the age bands fare negatively on the Dominating Mode. Although the 31 to 40 band has a Negative High score on this mode, however it is at the threshold level. Structuring Mode has a Positive High score for the age band 40 and above, whereas the other three bands have an Average score on this mode. In the Marshmallowing Mode also it is seen that while 41 and above score an Average and the other three bands have a Negative Above Average score, the negative scores are at the threshold level towards an Average score. In the Accounting Mode, the 31 to 40 age band is an exception to a Below Average score and the other bands score an Average on this mode. All four age bands score an Average on the Cooperative Mode, with the age band 31 to 40 nearly slipping in a negative score of Below Average. Complaint / Resistant Mode saw a clear Negative Above Average score on all the age bands. In the Spontaneous Mode, although the four age bands scored an Average, it is worthwhile to be seen that Less than 20 and 21 to 30 are at the threshold position of securing a Positive Above Average scoring. The findings on Immature Mode were surprising for less than 20 age band where they scored a Negative Above Average, whereas the 21 to 30 and 31 to 40 scored a Negative High score on this mode. The 41 and above scored a threshold score on Negative Above Average where they could have slipped into the Average score on this mode. The threshold

position becomes important as this holds promise on either pushing (Positive Modes scoring bands) or pulling (Negative Modes scoring bands). Here lie the critical training inputs.

Demographics - Categories

In the Structuring Mode there were clear negative skewed curves towards a negative score. The Souvenirs & Gifts along with Café & Bar were the categories that did slightly better than others on this positive mode. Nurturing Mode saw Souvenirs & Gifts and Beauty & Wellness perform better than the rest. The Fashion & Fashion Accessories had a bent more towards a negative performance. The Books & Magazine, Electronics and Confectionaries, seems by the very nature of their jobs, have scored negative on this mode. Café & bar showed a near normalized distribution on the norms for Accounting Mode. Beauty & Wellness and Electronics also showed this feature. Whereas, the Souvenirs & Gifts and Fashion & Fashion Accessories showed positive and negative skew on the norms accordingly. Cooperative Mode had a higher percentage with Electronics. At one look across five categories the negative scores are less compared to the positive scores achieved in Cooperative Mode. Café & bar provide a normalized distribution with average scores being the highest. Spontaneous Mode also had something to cheers, wherein the number of positive scores outnumbered the negative ones. The Café & Bar category did not record negative scores on its

respondents. Even fashion & Fashion Accessories also was positively skewed on this mode. Except for Souvenirs & gifts that had a few respondents that had positive human functioning, the other categories have had left skew (negative manifestation). Baring Café & Bar that scored rather poorly on this, Marshmallowing Mode had positive and negative manifestation on human functioning across other modes, although, the left skew was dominating in this mode as well. Books & magazines showed a better right skew on this mode, indicating a comparative positive manifestation on human functioning. Compliant / Resistant was no better than other negative modes. Here too, the left skew was predominant with all the five categories. Though, Souvenirs & Gifts did see some positive functioning on this mode. Immature mode turned out to be worst of the lot with negative functioning stacked up with a left skew across the five categories.

Demographics - The Average Profile

In the Structuring Mode, it is seen that 46% of the respondents fall in the negative manifestation whereas 29% are in the Above Average to Very High scores. 55% of the respondents in the positive mode of Nurturing Mode have secured a Below Average to Low scores and barely 22% account for positive manifestation. Similar is the case with the Accounting Mode where 21% of respondents have achieved a positive score on this mode. 43% on this mode lie on the negative side of human functioning. The Cooperative Mode an important mode for

the service industry sees low 18% respondents that lie on the positive side. Again a 47% are negative in their cooperative side. Spontaneous Mode out of all the other positive modes had a reversal on the positive and negative manifestation of the scores. 36% respondents had a positive score whereas just 14% secured a negative score. However, a good 50% respondents secured an average score. It is to be observed that the respondents scoring Average on the 5 positive modes range from 23% (Nurturing Mode) to as high as 50% (Immature Mode).

Since, the scores on negative modes are reversed; a high score indicates the negative manifestation of human functioning and a low score points towards a positive functioning. The Dominating Mode sees 82% of the respondents recording scores ranging from very high to above average. Just 1% have a below average score that points towards positive functioning. 15% of the respondents showed that they scored low in the negative mode of Marshmallowing. However, a good 53% had a high score in this mode. As in the Dominating Mode, the Compliant / Resistant Mode too showed a good 83% of the respondents that had secured scores between Very High and Above Average. The same gets witnessed in the negative mode of Immature wherein, 82% secured negative scores in human functioning.

Training Needs Analysis - The Emergent Pen-Picture

Revisiting the descriptors that emerged for the group of retail staff at IGI airport (Table 28), we see that 33 variables emerged (colored).

Negative Control	<i>blaming</i>	Dominating Mode 50%	Marshmallowing Mode 100%	<i>inconsistent</i>	Negative Care
	<i>bossy</i>			<i>overindulgent</i>	
	<i>dominating</i>			<i>overprotective</i>	
	<i>fault-finding</i>			<i>overtolerant</i>	
	<i>judgmental</i>			<i>self-denying</i>	
	<i>punitive</i>			<i>smothering</i>	
Positive Control	<i>authoritative</i>	Structuring Mode 50%	Nurturing Mode 67%	<i>cherishing</i>	Positive Care
	<i>consistent</i>			<i>compassionate</i>	
	<i>Well Organized</i>			<i>empathic</i>	
	<i>firm</i>			<i>encouraging</i>	
	<i>helpful</i>			<i>Accepting</i>	
	<i>inspiring</i>			<i>understanding</i>	
Accounting Element	<i>alert</i>	Accounting Mode 33%		<i>grounded</i>	Accounting Element
	<i>aware</i>			<i>Enquiring</i>	
	<i>evaluative</i>			<i>rational</i>	
Positive Socialized Self	<i>adaptable</i>	Cooperative Mode 50%	Spontaneous Mode 67%	<i>creative</i>	Positive Natural Self
	<i>assertive</i>			<i>curious</i>	
	<i>confident</i>			<i>expressive</i>	
	<i>considerate</i>			<i>imaginative</i>	
	<i>friendly</i>			<i>Playful</i>	
	<i>Resilient</i>			<i>zestful</i>	
Negative Socialized Self	<i>anxious</i>	Compliant / Resistant Mode 83%	Immature Mode 50%	<i>egocentric</i>	Negative Natural Self
	<i>defiant</i>			<i>inconsiderate</i>	
	<i>inhibited</i>			<i>infantile</i>	
	<i>placating</i>			<i>reckless</i>	
	<i>rebellious</i>			<i>selfish</i>	
	<i>submissive</i>			<i>unorganised</i>	

Table 28: Functional Fluency Mode Descriptors as emerged in Factor Analysis

This means that out of a total of 54 functional fluency variables / descriptors, 33 holds true for the profile make of the retail staff. When we see these 33 variables in the 3 categories of the functional fluency model, it brings out the positive and negative functioning.

*“The pen picture that emerges has the first factor that points towards the retail staff as being **responsive** in their interaction with the customers. While this is appreciated, they can be **reckless** on their communication responses even to the point of **being insolent**. Interesting to see that there is a **playful appreciating quality** to their interpersonal dealing. However, their **helpfulness** may be **slightly bossy and intrusive**. There is an element of **self-denial** in their interface with the passengers. Although there is **enthusiasm** reflected, there is **immature, resistive communication that is over-indulgent**. While, they are **well organized** there is a **quiet dominance** felt. The retail staff is **enquiring and providing assurance** but a bit **overwhelmed** while seeming **encouraging**. The **pacifier** in them **inquisitively understands the customers**”.*

Negative Control Dominating Mode Emerged: 3/6	Negative Care Marshmallowing Mode Emerged: 6/6	Social Responsibility	Positive: 7/12
Positive Control Structuring Mode Emerged: 3/6	Positive Care Nurturing Mode Emerged: 4/6		Negative: 9/12
Accounting Element Accounting Mode Emerged: 2/6		Reality Assessment	: 2/6
Positive Socialized Self Cooperative Mode Emerged: 3/6	Positive Natural Self Spontaneous Mode Emerged: 4/6	Self- Actualization	Positive: 7/12
Negative Socialized Self Compliant/Resistant Mode Emerged: 5/6	Negative Natural Self Immature Mode Emerged: 3/6		Negative: 8/12

Figure 28: 9 Modes and Emerged Descriptors

Given the above, we see in the Figure 28 that there is negative human functioning of 17 descriptors that needs to be alleviated and

interestingly in the positive functioning including reality assessment, 8 descriptors of the positive (and reality) have not emerged. Let it be reiterated that in the case of negative functioning, we are not really concerned with the descriptors that did NOT emerge since that is the good part that has arisen for the group of retail staff. Moreover, it is the negative functioning descriptors that we are concerned in restraining or reducing in the group's human functioning. However, in the case of positive functioning, the descriptors that have NOT emerged are of importance to the group since those are the descriptors that must be enhanced.

Therefore, there are those descriptors that have emerged as negative human functioning and those that emerged on the positive human functioning for the group of 271 airport travel retail staff at IGI.

The Training Framework

In marketing, good interpersonal communication can result in better and empathetic understanding of a customer. The basis is to understand the behavioral aspects of a customer by evaluating the messages that are emitted and accordingly monitoring the appropriate message for a better relationship. Adaptability and spontaneity were two categories identified from a study outlining the favorable and unfavorable incidents with customers from service perspective (Bitner et al, 1990). Kim & McLean (2007) state that if there was an insistence on rules

without any clear directions or explanation, then the customer complained. The authors further say that customers were more impressed by the extra help provided. The frame of reference here is pointing towards the elements of human functioning or functional fluency and its orientation in customer service.

Based on the above training needs analysis of the airport retail staff of IGI airport, the following training framework as developed in Chapter 4 surfaces for the retail staff on their interpersonal communication on the:

1. Functional Fluency Model's Modes Enhance-Restrain Training Framework (Temple, 2004).
2. Functional Fluency Modes' Descriptors based Enhance-Restrain Training Framework.

Taking a cue from the nine elements of human functioning (Temple, 2002), the interpersonal communication of the retail staff for improving customer service be either responding through the five positive modes or by being cautious of the responses through the four negative modes (Figure 29) of functional fluency.

Structuring	Nurturing	ENHANCE
Cooperative	Spontaneous	
Accounting		RESTRAIN
Dominating	Marshmallowing	
Compliant / Resistant	Immature	

Figure 29: 9 Modes Enhance-Restrain Training Framework

The above Figure 29 helps to focus the training on the 9 modes of functional fluency model, wherein we ‘Enhance’ the positive modes and ‘Restraining’ the negative modes in the group.

The Enhancement on the interpersonal communication for improved customer service to include the training as outlined against each of the 5 positive modes in Figure 30. Similarly, the Restraining will be included in the training accordingly as drawn against each of the 4 negative modes as given in Figure 31.

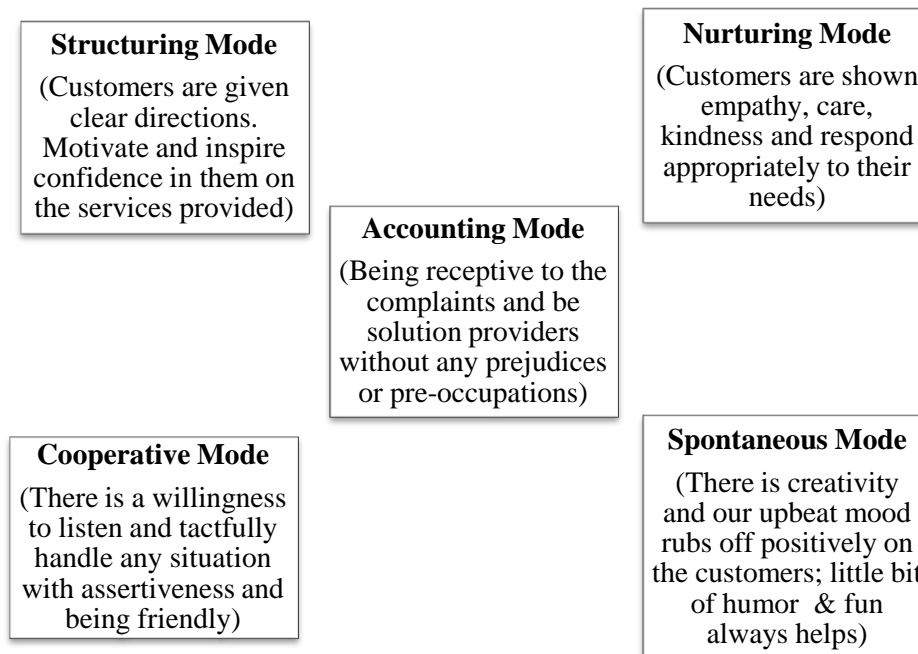


Figure 30: Positive modes of Functional Fluency model and customer service (Sahai et al., 2014)

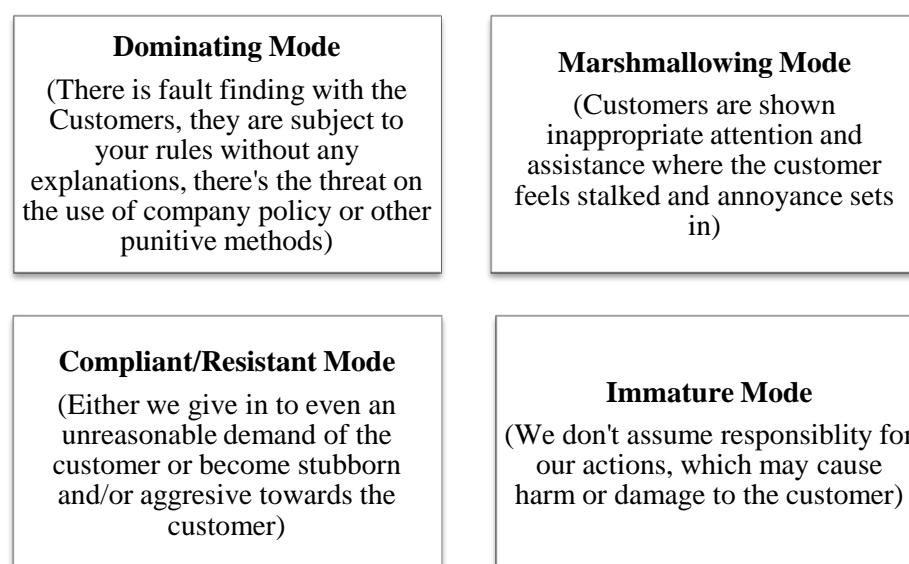


Figure 31: Negative modes of Functional Fluency model and customer service (Sahai et al., 2014)

Based on the training framework developed in chapter 4 of research methodology, we have the 14 variables / descriptors that did NOT emerge and 17 variables / descriptors that did emerge for the group of retail staff at IGI airport as seen in Figure 32. These descriptors are important since in the training framework the positive descriptors that did not emerge are and the negative descriptors emerged for the group is important for the 9 modes Enhance-Restrain training framework, as. Figure 33 combines both the Modes and the Descriptor based training framework for the airport travel retail staff at the IGI airport..

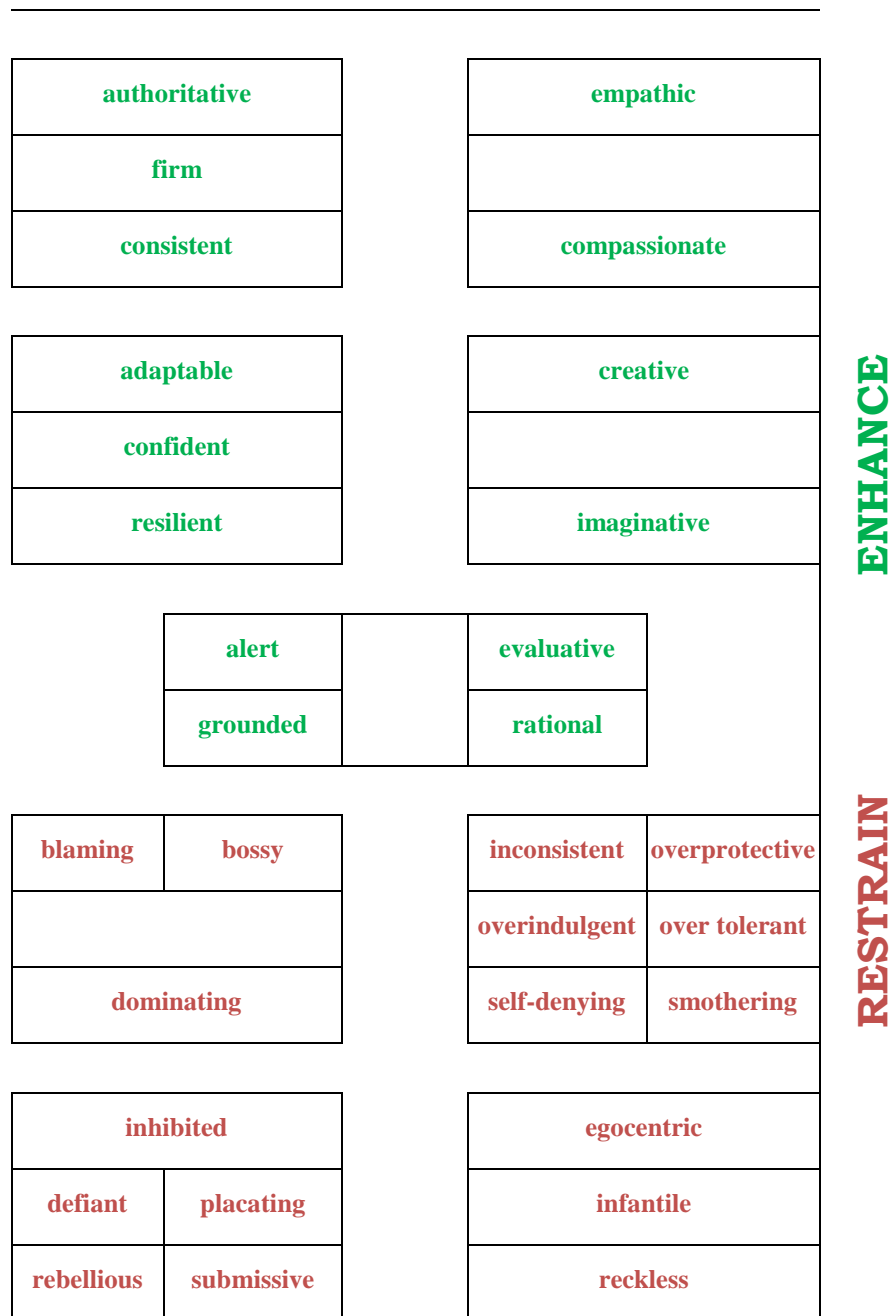


Figure 32: Pen-Picture Modes' Descriptors Training Framework – Airport Travel Retail Staff, IGI Airport

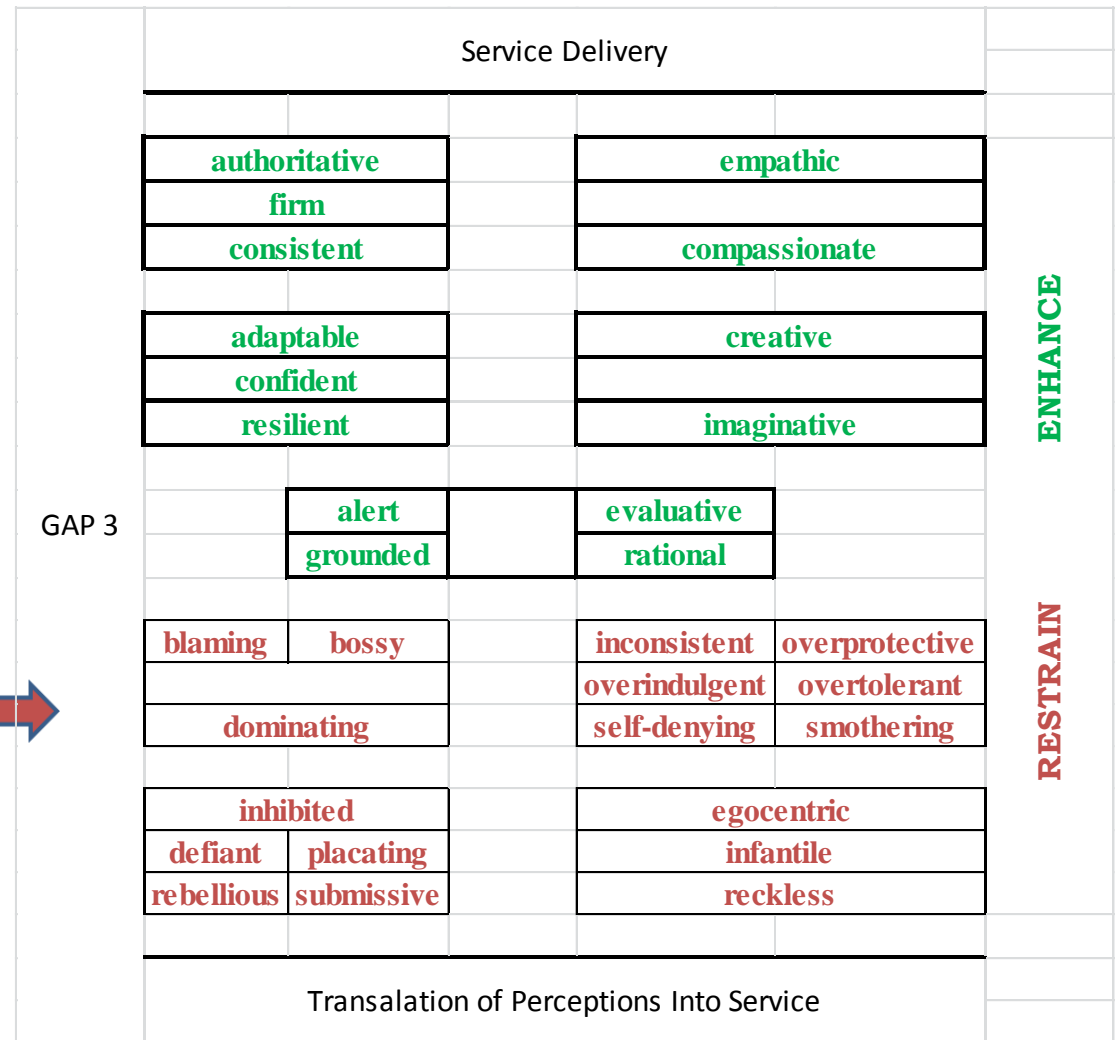
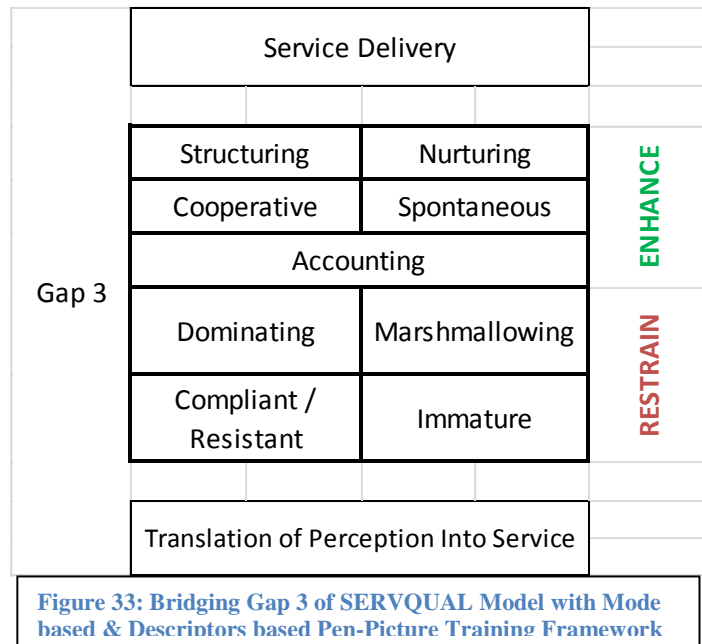
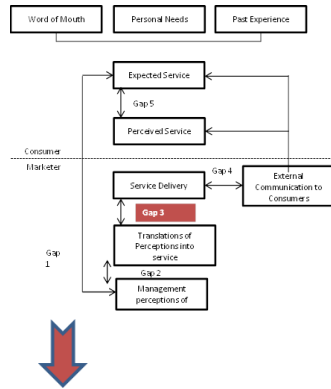


Figure 33: Bridging Gap 3 of SERVQUAL Model with Mode based & Descriptors based Pen-Picture Training Framework

From the above given Figure 33, we have a focused descriptors based training for the airport travel retail staff of the IGI airport that will help Enhance and Restrain their positive and negative interpersonal communication functioning respectively.

Functional Fluency Modes & Customer Satisfaction and Customer Service

The training need analysis and framework based on the functional fluency model for the travel retail staff at the IGI airport, was assessed by 51 senior airport and retail officials at the IGI airport for its efficacy. The Table 29 and Table 30 clearly bring out the efficacy between training framework of the airport travel retail staff at IGI with respect to the functional fluency model on their interpersonal communication with that of Customer Satisfaction and Customer Service.

Table 29 and 30 (with T-Test significance at 0.05%) bring out the efficacy between Functional Fluency's 9 Modes model of Interpersonal Communication and

- Customer Satisfaction
- Customer Service

Positive Modes	Customer Satisfaction	Customer Service
Nurturing	21.349	14.055
Structuring	7.575	7.575
Accounting	13.075	9.688
Cooperative	13.736	10.073
Spontaneous	5.956	7.724

Table 29: Correlation between Positive Modes and Customer Satisfaction and Customer Service

The observed sample's correlation coefficient is significant.

Negative Modes	Customer Satisfaction	Customer Service
Dominating	-9.810	-8.839
Marshmallowing	-2.190	-1.267
Compliant Resistant	-2.227	-8.322
Immature	-7.163	-6.763

Table 30: Correlation between Negative Modes and Customer Satisfaction and Customer Service

The observed sample's correlation coefficient is negatively significant, this points to the positive modes being positively correlated to both customer satisfaction and customer service. Whereas, the negative modes being negatively correlated to customer satisfaction and customer service.

Hence, the Enhance-Restrain training framework becomes appropriate for the airport travel retail staff for their interpersonal communication success.

DeKay (2012) states that organizations must give emphasis to interpersonal communication. Companies that recognize the importance of interpersonal communication by providing training on it foster business success and also improve employee engagement (Hynes, 2012). This employee engagement brings about an emotional connect with the customer who purchase 47% more (Hall, 2012) There is a direct relationship between good interpersonal communication and enhanced customer satisfaction in a study at Thailand airport (Sangmala, 2008). Heathrow Airport's, Retail Academy have trained the retailers that have saved the airport travel retailers GBP 200, 000 on recruitments and have improved their staff's capabilities. The Detroit Metropolitan Airport (DTW) have included training in interpersonal communication to improve customer service (Smida, 2000). The Irish Aviation Authority has introduced training in non-technical skills such as interpersonal communication to not only standardizes training but also to reducing the training costs while improving the quality (2014).

The concluding chapter talks about the importance of functional fluency model in establishing the training need analysis on

interpersonal communication of the airport travel retail staff at the IGI airport. Moreover, the enhance-restrain training framework is helpful along with the descriptors of the functional fluency model in arriving at the specifics on the training deliverables for the airport retail staff. The chapter also outlines the scope and the limitation of the study.

Chapter 7

Chapter 7: Conclusion

The concluding chapter lays emphasis on the importance of functional fluency model in bridging the training gap as seen in the Gap 3 of the SERVQUAL model. Moreover, the training need analysis, coupled with the training framework on interpersonal communication for the airport travel retail staff at IGI airport, is helpful in improving the staff's professional abilities in relating to the passengers.

The IGI airport has the largest airport retail hub in the country. Moreover, the success of retail business in an airport has direct contributions to the non-aeronautical revenues for an airport. It is for this reason that quality standard in terms of retailers' interaction with the passengers is high in customer service. However, it is seen that there is a generic soft skills training in place at the IGI airport. Also, the training need analysis that is done on the employees does not specifically pertain to their interpersonal communication. Moreover, the training that follows takes into consideration neither the interpersonal communication training nor the entire retail staff at the airport.

Hence, an appropriate training needs analysis on the interpersonal communication of the airport travel retail staff must be put in place. Moreover, a training framework be developed that enhances their interpersonal communication.

Successful interpersonal communication entails adaptive skill in adapting one's performance to novel situations (Yelon & Ford, 1999). This forms the basis of Functional Fluency model and for designing training programs on this model. Hence, by putting our energies into the positive ways of interacting and less into the negative ways, we can learn to communicate better and recognize the nine modes of Functional Fluency model to achieve the desired interpersonal success (Temple, 2009). Interpersonal success becomes important in managing relationship with an organization's customers. Since besides improving customer service, it can improve an organization's reputation, retain customers, raise market share (Rust & Zahorik, 1993; Zeithaml et al., 1996) and increase sales (Rust & Zahorik, 1993; Zeithaml et al., 1996; Lynn, 2006).

In the study, the training needs analysis is brought about through the questionnaire so developed that kept in mind the philosophy of the functional fluency model and the 54 descriptors associated with the 9 modes. The questionnaire is validated for assessing the communication responses of the airport travel retail staff. In the norms that were created to assess the responses of the retail staff at the IGI Airport, New Delhi, the 5 positive modes have higher score bands as compared to the 4 negative modes. This becomes important since in the service industry it is required that one operates with a positive human functioning. Hence, the retail staff was required to score high on the

bands of Nurturing, Structuring, Accounting, Spontaneous and Cooperative.

The 271 retail staff was taken from the seven retail categories at the IGI airport. The pen picture that has emerged with respect to the 19 factors labels the retail staff at the IGI Airports as the retail staff are Responsive to the needs of the customers as they are aware, encourage the customers, considerate to their needs and friendly to them. However, they can get defiant, reckless and rebellious in their dealings with the people. There is a playful quality in them where the retail staff cherishes and value the time spent by the customers at the retail store. At times the retail staff can be overindulgent to be helpful to the point where they push the sale of the products by seeming slightly bossy. There is a denial manner with the customers that is there. However, they are enthusiastic in welcoming and servicing the customers. There is an immature behavior which states that the retail staff can get egoistical during their interactions. They are seen to be murmuring within themselves and there is this much resistive self-talk that is taking place within them during their interpersonal interaction. They are marked by an inconsistent and over tolerant behavior towards their customers. An over protective behavior is within them while dealing with customers. This is hampering the free will of the customers. However, they seem to be well organized in presenting themselves. It is seen that although they can be submissive in dealing with the

customers but a sense of domination lingers in their communication. The retail staff is of an inquiring nature about their requirements of the customers. This is coupled with the sense of assurance that is provided to the customers. They can over-whelm the customers. It can be noticed that they can also be a source of inspiration while at their jobs. The retail staff if are accepting about the needs of the customers then they are also placating on the same hand. There is a curiosity to know more about the customers. There is a sense of understanding that they display while the customers are interacting with them.

It is seen that out of the 33 descriptors of the model that have emerged for the retail staff at the IGI airport, 16 belong to positive modes and 17 belong to the negative modes. There should be more inclination toward reducing the negative functioning of the retail staff.

The retail staff must be trained to be more Socially Responsible and also to let go of their negative energies by making them more aware of their potential on self-actualization.

The training framework that is developed focuses on providing training on those 14 positive descriptors that did not emerge for the group while attempting to restrain the functioning of 17 negative descriptors that did emerge for this group.

Moreover, the training framework can be generalized for other similar retail groups at other airports, the only difference being on the

descriptors that emerge as factors specific to each group. This helps in providing training inputs based on the positive and negative descriptors on improving the communication responses of a group of retail staff.

It is also seen that there is a positive relationship of the 5 positive modes to both customer service and customer satisfaction, whereas there is a negative relationship of the 4 negative modes with that of customer service and customer satisfaction. The initial premise that was made as the business problem that poor interpersonal communication affects customer satisfaction and subsequently airport revenue is also justified.

Thereby, it becomes imperative for airport management and concessionaires to outline specific training programs on improving the interpersonal communication of the airport travel retail for enhanced business prospect. Looking at this, the Airport Authority of India may embark upon the exercise of doing training needs analysis of airport travel staff at other airports as well in India. Thereafter, from the given framework in the study a specific training on interpersonal communication based on Functional Fluency model of Transactional Analysis may be put in place.

The study contributes to literature in the form of bridging the Gap 3 of the SERVQUAL model that points to the service quality being affected by poor interpersonal communication of the service providers. This

study on the interpersonal communication assessment of the airport travel retail staff through functional fluency model bridges this gap 3 through the development of training needs analysis and training framework based on Functional Fluency model that will help identify and improve interpersonal communication of the airport travel retail staff.

The 54 variables of the Functional Fluency are statistically reduced to arrive at the variables that present the human functioning of the cohort at IGI airport. It is this interplay of variables, even belonging to different modes, that presents an interesting picture on the cohort on their interpersonal communication as their training need analysis.

This training needs analysis and framework on functional fluency and the norms developed, may be used to assess the airport travel retail staff at other airports

Limitation

The scope of the study is one airport due to the largest retail space among Indian airports and this is a limitation too. However, other airports like Hyderabad, Bangalore and Mumbai airports retail staff may also be assessed.

Secondly, the emergence of the pen picture based on the 54 descriptors of the 9 modes of human functioning on the dominant functioning style requires the group size to be large. Since, there are 54 variables and the

minimum sample size required to conduct a factor analysis is five times the number of variables, the size comes to be 270. Hence, for a pen picture on the interplay among the variables to emerge, this minimum size is required.

Thirdly, the pen-picture is specific to that of the airport retail staff at IGI airport. So the pen-picture should not be generalized. However, the training framework on Enhance-Restrain is a generalizable framework for improving the interpersonal communication of the airport travel retail staff and can be applied to any airport travel retail setting.

Fourth limitation is based on the pen picture for the large sample size, a generic training module or program could be created for all the members in the sample size instead of a more personalized training program. Although, each group's training module/program will be personalized according to the per-picture that emerges.

Fifth, a few new retail shops at IGI Airport may have been set up after the field study and during the course of the study.

Sixth, the study does not take into consideration the 5 gaps of the SERVQUAL model. It simply sees the importance of gap 3 in understanding that there exists a gap on poor interpersonal skills in the service delivery process.

Seventh, it is beyond the scope of the study to see the implication on the revenue of the airport retail and the training framework so created.

Scope of Study

The scope of the research is limited to the Indira Gandhi International Airport at Delhi and the service providers therein. The rationale for this are:

1. The Airport Authority of India has embarked upon the restructuring / modernization of this metro airport as a world class airport (GOI, 2006) amongst a total of 126 airports in India.
2. The IGI Airport has been ranked 4th best airport in the world according to 2010 Airport Service Quality (ASQ) rankings by the Airport Council International (Hindu, 2011). Since an airport is perceived as a single continuum of service provided by a passenger, the focus on airport travel retail staff at IGI airport will also be instrumental in improving the overall standing of the airport's service quality.
3. The metro airport represents a 'country image' for events of International importance in India, such as the "Common Wealth Games 2010" and the recently concluded "Indian Grand Prix 2011", among others.
4. Further, the researcher chooses to focus on the Concessionaires' / airport travel retail (only shop and eat establishments) personnel as the service providers in the airport terminal building. This is so, since Terminal 3, at the IGI Airport boasts of India's biggest retail space and

has thus become an attractive destination for retail opportunity (TNN, 2010). Moreover, the ‘non-aeronautical revenues critically determine the financial viability of an airport as they tend to generate higher profit margins than aeronautical activities’ (Muqbil, 2010).

5. However, the study also takes into account Terminal 1D along with Terminal 3. Hence, we refer to the airport as IGI airport for convenience in the study.

Hence, the study takes into account “country emotions”, since it will also focus on the professional development of the service providers namely the airport travel retail staff engaged in the non-aeronautical activities at the IGI airport.

Rationale and Motivation for the Research

In the civil aviation business the pressure to deliver a high service quality to the expectation of the customers is enormous. The right response in interpersonal communication can go a long way in forging positive relationship. However, if the responses elicited by the personnel are inadequate it may affect service quality and hence customer expectation.

Identification of the communication response set based on positive and negative ways of functioning can help put in place specifications required for a particular service delivery. Moreover, the specification

may be shared by the personnel both for personal and professional development.

Hence, as a skill development initiative, the study will benefit:

- The service providers' frontline staff in understanding the communication response skills set specifications required in the personnel for service delivery.
- The contribution to the society in the form of self & professional development along with identifying employability skills and providing career progression opportunity to personnel based on communication.

Future Scope of Study

Since this study was to assess the communication responses of the airport retail staff, the norms were accordingly created keeping senior retail staff as sample norm group. However, the tool is validated by interpersonal communication professionals and norms may be created keeping in mind reliability test by other cohorts as well. Hence, we could take groups from professions that are 'helping' in their essence and into high interpersonal orientation. Moreover, it can be replicated for evaluating the communication responses of airport travel retail staff at other airports as well.

Another future implication of the study is the actual training of the airport retail staff at IGI to take place based on the training framework. The scope of the study was to create a training framework but the resultant personal development of the retail staff at IGI airport will be witnessed by the training.

In conclusion, the communication responses of the service providers namely the airport travel retail staff at IGI airport point towards the negative manifestation in their interpersonal effectiveness with customers. 9 modes training will enable the airport travel retail staff to respond positively. Moreover, the pen picture that has emerged for them will ensure a more specific training design. The training program framework based on the Functional Fluency model will help improve customer service quality. This will enhance the interpersonal effectiveness of the airport travel retail staff and hence the customer service and customer satisfaction at the IGI airport.

References

References

- (2007a). *The airport business, ACI position brief, October 2007*
- (2007b). *Generation Databank, Airport World, December 2006-January 2007, p36*
- (2010). How to...link reward and talent management. *People Management*, 13586297, 2/25/2010
- (2012). Retrieved from <http://www.worldairportsurvey.com/main/skytrax.htm> retrieved on May 12, 2012.
- (2014). Retrieved from <http://airportfocusinternational.com/new-air-traffic-training-centre-opened-in-ireland>
- Akkoyun, F. (2007). Transactional Analysis Related Instruments. (Online) Retrieved on October 24, 2011 from <http://www.transactionalanalysis.eu/transactional-analysis-related-instruments>
- Aluja, A., Kuhlman, M., and Zuckerman, M. (2010). Development of the Zuckerman-Kuhlman-Aluja Personality Questionnaire (ZKA-PQ): A Factor/Facet Version of the Zuckerman-Kuhlman-Aluja Personality Questionnaire (
- Alt, M. (1990) *Exploring Hyperspace*, McGraw-Hill, London, UK.

Alter, S. (2003). Customer service, responsibility, and systems in international e-commerce: should a major airline reissue a stolen ticket? *Communications of AIS*, 2003(12), 146-154.

American Education Research Association APA, and The National Council on Measurement in Education. Standards for Educational and Psychological Testing. Washington, DC:: American Educational Research Association; 1999.

Anastasi A, Urbina S. Psychological Testing. 7th ed. New Jersey: Prentice-Hall International; 1997.

Anitsal, I. & Paige, R.C. (2006). An exploratory study on consumer perceptions of service quality in technology-based self-service. *Services Marketing Quarterly*, 27(3), 53-67.

Asubonteng, P., McCleary, K.J. & Swan, J.E. (1996). SERVQUAL revisited: a critical review of service quality. *Journal of Services Marketing*, 10 (6), 62-81.

Babakus, E., and Boller, G. W. 1992. An empirical assessment of the SERVQUAL scale. *Journal of Business Research*, 24 (3), 253-268.

Bejou, D. & Palmer, A. (1998). Service failure and loyalty: An exploratory empirical study of airline customers. *Journal of Services Marketing*, 12(1), 7-22.

Bendig, A. W. (1953). Reliability of self-ratings as a function of the amount of verbal anchoring and of the number of categories on the scale. *Journal of Applied Psychology*, 37, 38-41.

Bendig, A. W. (1954). Reliability of short rating scales and the heterogeneity of the rated stimuli. *Journal of Applied Psychology*, 38, 167-170.

Berne, E (1961). *Transactional Analysis in Psychotherapy*. Grove Press, New York.

Berne, E (1964). *Games People Play – The Psychology of Human Relationships*. Penguin India.

Bitner, M.J., Booms, B.H., & Tetreault, M.S. (1990). The Service Encounter: Diagnosing Favorable and Unfavorable Incidents. *Journal of Marketing*, 54(1) 71-84.

Bland J, Altman D. (1997). Statistics notes: Cronbach's alpha. *BMJ*. ;314:275.

Blyth, A. (2008). Mind your profile. *Training & coaching today*, 17510805, Feb2008

Bonett, D. G., & Wright, T. A. (2000). Sample Size Requirements For Estimating Pearson, Kendall And Spearman Correlations, *PSYCHOMETRIKA*, Vol. 65 No. 1, 23-28

Boote, A. S. (1981). Reliability testing of psychographic scales: Five-point or seven-point? Anchored or labeled ? *Journal of Advertising Research*, 21, 53-60.

Brady, M.K., Cronin, J.J. & Brand, R.R. (2002). Performance-only measurement of service quality: a replication and extension. *Journal of Business Research* 55, 17– 31

Brigham, J., Lessov-Schlaggar, C. N., Javitz, H. S., Krasnow, R. E., McEloy, M., and Swan, G. E. (2009). Test-Retest Reliability of Web-Based Retrospective Self-Report of Tobacco Exposure and Risk. *Journal of Medical Internet Reserarch*, 11(3):e35; doi:10.2196/jmir.1248

Brown, G., Widing, R. E., II, & Coulter, R. L. (1991). Customer evaluation of retail salespeople utilizing the SOCO scale: A replication, extension, and application. *Journal of the Academy of Marketing Science*, 9, 347-351.

Buttle, F. A., (1996). SERVQUAL: Review, critique, research agenda. *European Journal of Marketing*, 30, 8-32.

Cattell, H. B. (1989) *The 16PF: Personality in Depth, Institute for Personality and Ability Testing*

Champaign, IL, USA.

Cekada, T.L., (2011). Need Training? Conducting an Effective Needs Assessment. Professional Safety. Downloaded from

www.

<http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=b6324050-f626-4611-9d39-e37650c69110%40sessionmgr113&vid=1&hid=127>

Chang, L. (1994). A Psychometric Evaluation of 4-Point and 6-Point Likert-Type Scales in Relation to Reliability and Validity. *Applied*

Psychological Measurement, Vol. 18, No. 3, September 1994, pp 205-215

Chitnis, A. (2007). Satisfaction formation process for Iranian airline passengers. Unpublished Master Thesis, Lulea University of Technology, Department of Business Administration and Social Sciences, Division of Industrial Marketing and e-commerce, ISSN 1653-0187.

Chou, C. C. (2009). A model for the evaluation of airport service quality. *Transport*, Nov2009, Vol. 162 Issue 4, p207-213, 7p; DOI: 10.1680/tran.2009.162.4.207

Conn, S.R. & Rieke, M.L. (1994) eds, *The 16PF Fifth Edition Technical Manual*, Institute for

Personality & Ability Testing Inc., Illinois, USA.

Cooperrider, D. & Whitney, D (2001) "A positive revolution in change: Appreciative Inquiry", in Cooperrider et al. (eds) *Appreciative Inquiry: An emerging direction for organizational development*. Champaign, IL, Stipes Publishing.

Costa, P.T., & McCrae, R. R. (2008). *The revised NEO Personality Inventory (NEO-PI-R)*. In G. J. Boyle, G. J. Matthews, & D. H. Saklofske (Eds.), *Personality theory and measurement* (Vol. 2, pp. 179-198). Los Angeles, CA: Sage.

Cox, M. (1999) "The Relationship between Ego State Structure and Function: a Diagrammatic Formulation", *Transactional Analysis Journal* Vol. 29, No. 1, pp 49-58.

Cronin, J., and Taylor, S.A. (1992). Measuring service quality: A re-examination and extension. *Journal of Marketing*, 56, July, 55-67.

Cronin, J., and Taylor, S.A. (1994). SERVPERF versus SERVQUAL: Reconciling performance based and perceptions minus expectations measurement of service quality. *Journal of Marketing*, 58, January, 125-31.

Curlette, W. L., Kern, R. M. & Wheeler, M. S. (1993) BASIS-A Inventory Interpretive Manual: A Psychological Theory, TRT Associates Highlands, NC, USA.

Dabholkar, PA., Thorpe, D. L. & Rentz. J. O. (1996). A measure of service quality for retail stores: Scale development and validation. *Journal of the Academy of Marketing Science*, 24(1), 3-16.

DeKay, S.H. (2012). Interpersonal Communication in the Workplace: A Largely Unexplored Region. *Business Communication Quarterly* 75(4) 449 –452

DeVellis R. Scale development: theory and applications: theory and application. Thousand Okas, CA: Sage; 2003.

DeVine, J., Lal, S., & Zea, M. (2012). *The human factor in service design, Mckinsey Quarterly*, (1), 118-123

Directorate General of Civil Aviation. 2011. Government of India.

Retrieved November 20, 2011 from

<http://www.airlinenewsindia.com/2011/04/indian-domestic-traffic-up-21-in-q1.html>

Doganis, R. (1992). *The airport business*. London: Routledge

Doelker, R. E. & Griffiths, J. (1984) "Development of an instrument to measure ego state functions and its application to practice", *Transactional Analysis Journal* Vol. 14, No.2 pp 149-153.

Duggal, S. (2013). Pre-hire training: Investment or cost? Retrieved from <http://www.thehindubusinessline.com/features/weekend-life/prehire-training-investment-or-cost/article5193415.ece>

Dulewicz, V. & Higgs, M. (1999) *Emotional Intelligence Questionnaire*, NFER-NELSON Pub Co. Ltd., Windsor, UK.

Dusay, J. (1972) "Egograms & the constancy hypothesis", *Transactional Analysis Journal* Vol. 2, No. 3, pp 37-41.

Duty Free World Council (2007). *Significant increase in non-aeronautical revenues to airports*. Retrieved on May 4, 2012 from <http://dfworldcouncil.com/main.php?s=box4.htm>

Elliott, K.M. (1994). SERVPERF versus SERVQUAL: A marketing management dilemma when assessing service quality. *Journal of Marketing Management*, 4(2), 56-61.

Erskine, R. (1988) "Ego structure, intrapsychic function and defense mechanisms: a commentary on Eric Berne's original theoretical concepts", *Transactional Analysis Journal* Vol.18, No. 1, pp 15-19.

Erskine, R. (1997) *Theories and Methods of an Integrative Transactional Analysis*, TA Press, San Francisco, USA.

Emerson, J., Bertoch, M. R. & Checketts, K. T. (1994) "Transactional analysis ego state functioning, psychological distress, and client change", *Psychotherapy* Vol. 31, No. 1, pp 109-113.

Faithfull, M. (2006). Come fly with me. *Business Travel World*, Jul2006, p50-52, 3p,

Ferri-Reed, J. (2010). How to lose your best customers in three easy steps. *Distributor Focus*, October 2010. Retrieved February 9, 2012 <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=7&hid=113&sid=852cc3d7-8e52-48e2-a25d-17b304f3b581%40sessionmgr15>

Fishbein, J. (2008). The World's Best Airports. *BusinessWeek Online*, 2/28/2008, p12-12, 1p

Fodness, D & Murray, B. (2007). Passengers' expectations of airport service quality. *Journal of Services Marketing*, 2007, Vol. 21 Issue 7, p492-506, 15p; DOI: 10.1108/08876040710824852

Freathy, P. & O'Connell, F. (1998). *European airport retailing: Growth strategies for the new millennium*. Hamshire, U.K: Macmillan Press Ltd.

Garavan, T.N. (1997). Interpersonal skills training for quality service interactions. *Industrial & Commercial Training*. 1997, Vol. 29 Issue 2, p70-77. 8p

Garcia F (1991). Building Community through Cooperation (Online)
Retrieved January 5, 2010 from

http://usataa.org/index.php?option=com_content&view=article&id=24:building-community-through-cooperation&catid=13:general-interest-articles&Itemid=32

Gilbert, D & Wong, R.K.C. (2003). Passenger expectations and airline services: A Hong Kong based study. *Tourism Management*, 24, 519-532.

Griffin J. & Tyrrell I. (2003) *Human Givens: a new approach to emotional health and clear thinking*, UK, HG Publishing.

Goleman, D. (1995) *Emotional Intelligence*, Bloomsbury, London, UK.

Gourdin, K.N. & Kloppenborg, T.J. (1991). Identifying service gaps in commercial air travel: The first step toward quality improvement. *Transportation Journal*, 22-30.

Grönroos, C. (1978). A Service oriented approach to marketing of services, *European Journal of Marketing*. 12(8) 588-601.

Grönroos, C. (2006). Adopting a service logic for marketing. *Marketing Theory*, Vol. 6, No. 3, 2006, 317-333.

Gursoy, D., Chen, M. & Kim. H.J. (2005). The US airlines relative positioning based on attributes of service quality. *Tourism Management* 26, 57–67.

Gustafsson, A., Ekdahl, F. & Edvardsson, B. (1999). Customer focused service development in practice - A case study at Scandinavian

Airlines System (SAS). *International Journal of Service Industry Management*, 10(4), 344-358.

Hair, J.F., Black, W.C., Babin, B.J., Anderson, R.E. (2007). *Multivariate data analysis*. New Delhi: Prentice Hall.

Hall, R. (2012). Emotional Engagement: Key to Customer Relationships. *ABA Bank Marketing*, p 6-7.

Harris, T. A. (1967). *I'M OK YOU'RE OK*. Penguin India.

Harrington, J.H, & Harrington, J.S,. (2000). *High Performance Benchmarking: 20 steps to success*. McGraw Hill.

He, H., & Li, Y. (2011). Key service drivers for high tech service brand equity: The mediating role of overall service quality and perceived value. *Journal of marketing Management*, 27(1/2), 77-99, doi: 10.1080/0267257X.2010.495276

Heracleous, L., Wirtz, J. & Johnston, R. (2004). Cost effective service excellence: Lessons from Singapore airlines. *Business Strategy Review*, 15(1) 33-38.

Hernandez, G. M. (2009). Assessing the right candidate for the job. *Caribbean Business*, Thursday, March 26, 2009

Herbig, P., Genestre, A. (1996), "An examination of the cross cultural differences in service quality: The example of Mexico and the USA", *Journal of Consumer Marketing*, 13(3), 43-53.

Heung, V. C. S., Wong, M. Y. (2000). Airport-restaurant Service Quality in Hong Kong. *Cornell Hotel & Restaurant Administration Quarterly*, Jun2000, Vol. 41 Issue 3, p86, 96p, 5 Charts

Heyer, R. N. (1979) "Development of a questionnaire to measure ego states with some applications to social and comparative psychiatry", *Transactional Analysis Journal* Vol. 9, No. 1, pp 286-293.

Hogan, R. (1996) *Hogan Personality Inventory*, UK edition, Psychological Consultancy Ltd.,

Tunbridge Wells, UK.

Hunter, J.A. (2006). A correlational study of how airline customer service and consumer perception of airline customer service affect the air rage phenomenon. *Journal of Air Transportation*, 11(3), 78-109.

Hussey, M.K. (1999). Using the concept of loss: An alternative SERVQUAL measure. *The Services Industry Journal*, 19(4), 89-101.

Hynes, G. E. (2012). Improving Employees' Interpersonal Communication Competencies: A Qualitative Study. *Business Communication Quarterly*, 75(4) 466–475

Ihlwan, M. (2009). Why Asia Has the World's Best Airports. *BusinessWeek Online*, 3/24/2009, p18-18, 1p

Ingram, J. (2012). Back to basics. *Airport World*, 10 May 2012 retrieved from http://airport-world.com/publications/all-online-articles/item/1550-back-to-basics?utm_source=twitterfeed&utm_medium=twitter

Jain, S. K. & Gupta, G. (2004). Measuring service quality: SERVQUAL vs. SERVPERF scales. *Vikalpa*, 29 (2), 25-37.

James, M. (1975), *The OK Boss*, Addison-Wesley, Reading, MA.

Janic, M. (2003). Assessment and management of service at an airport passenger terminal. *Transportation Planning & Technology*, Jun2003, Vol. 26 Issue 3, p239-263, 25p, 1 Chart, 7 Graphs; DOI: 10.1080/03081060320001544601

Jarach, D. (2005). *Airport Marketing: Strategies to cope with the new millennium environment*. Hamshire, U.K: Ashgate Publishing Limited

Jones, B. I., (2010). Training takes off. *Chief Learning Officer*, <http://clomedia.com> retrieved from <http://ebSCO.com> on March 19, 2012

Kasper, H., Helsdingen, P.V. & Gabbott, M. (2006). *Services marketing management – A strategic perspective*, 2nd Edition. John Wiley & Sons Ltd, England.

Kauffman, C. (2006) “Positive Psychology: The Science at the Heart of Coaching”, in D R Strober & A M Grant (eds) *Evidence Based Coaching Handbook* pp 219-253, New

Jersey, John Wiley.

Kelly, G. (1963) *A Theory of Personality*, W.W. Norton & Co., NY, USA.

Kennedy, J. (2008). *Aviation English – For ICAO compliance*. Macmillan Publishers.

Khare, A., Parveen, C., & Rai, R. (2010). Retailer behavior as determinant of service quality in Indian retailing. *Journal of Retail & Leisure Property* Vol. 9, 4, 303–317

Knibb, D. (2005). Service formula. *Airline Business*;, 21(12), 68-70.

Kobel, D. (2006). Introducing ASQ (Airport Service Quality). Online retrieved from <http://www.airport-int.com/article/introducing-asq-airport-service-quality.html>. Retrieved on May 12, 2012.

Korakod, S. (2008). Passenger satisfaction with the interpersonal communication of the Finnair passengers service representatives at Suvarnnabhumi Airport: a comparative study between Thai and foreign passengers. Bangkok, Thailand: Language Institute, Thammasat University.

Kotler, Philip & Keller, K. L., (2006). *Marketing Management*. Pearson Education, 12th Edition.

Kozak N., Karatepe O.M. & Avci T. (2003). Measuring the quality of airline services: evidence from northern Cyprus. *Tourism Analysis*, 8(1), 75-87.

Lanyon, R.I. & Goodstein, L.D. (1997) *Personality Assessment*, 3rd edition, Wiley & Sons Inc. NY, USA.

Ling, F.I., Lin, K., and Lu, J.L. 2005. Difference in service quality of cross-strait airlines and its effect on passengers' preferences. *Journal of Eastern Asia Society for Transportation Studies*, 6, 798-813.

Lioua, J.J.H. & Tzeng, G. (2007). A non-additive model for evaluating airline service quality. *Journal of Air Transport Management* 13, 131–138

Llosa, S., Chandon, J.L., and Orsingher, C. (1998). An empirical study of SERVQUAL's dimensionality. *The Service Industries Journal*, 18 (2), 16-44.

Lovelock, C. (1983). Classifying services to gain strategic marketing insights. *Journal of Marketing*, 47, 9-20.

Lynn, M. R. (1986). Determination and quantification of content validity. *Nursing Research*, 35, 382-385.

Lynn, M. (2006). Increasing servers' tips: What managers can do and why they should do it. *Journal of Foodservice Business Research*, 8(4), 89-98.

Macmillan Dictionary.
<http://www.macmillandictionary.com/dictionary/british/>

Margerison, C. & McCann, R. (1990). *Team Management Profiles Handbook*, Prado Systems Ltd., UK.

Marx, R. G., Menezes, A., Horovitz, I., Jones, E. C., & Warren, R. F. (2003). A comparison of two time intervals for test-retest reliability of health status instruments. *Journal of Clinical Epidemiology* 56 (2003) 730–735

Maslow, A.H. (1954) *Motivation & Personality* (3rd edn), N.Y. Harper and Row.

McArdle, G. (1998). Conducting a needs analysis. Menlo Park, CA: Crisp Learning

McLean, N. K. (2007). Customer Service Behaviours in Korea and Implications for Training: Lessons from an Exploratory Critical Incidents Study of Customer and Employee Service Encounters. Retrieved December 7, 2011, from Ebsco: <http://search.ebscohost.com/>

McLeod, J. (2001) “An administratively created reality: some problems with the use of self-report questionnaire measures of adjustment in counselling/psychotherapy outcome research”, *Counselling & Psychotherapy Research* Vol. 1, No. 3, pp 215-226.

Meehl, P.E. (1956) “Wanted – a good cookbook”, *American Psychologist* Vol. 11, pp 263-272.

Ministry of Tourism. 2008. *Annual Report*, Government of India

Moyer, L. (1997). Banks using personality tests for lower level hires. *American Banker*, 162 (149), 7

Mukerjee, A., and Sachdeva, R., 2003. Maritime and Air Transport Services: India's Approach to Privatization. *Transport and Communications Bulletin for Asia and the Pacific*. P 33, No. 73

Muqbil, I. (2010). Airport services return a profit. Retrieved from <http://www.ttrweekly.com/site/2010/12/airport-services-return-a-profit/>. Retrieved on February 16, 2012.

Myers, I.B. & McCaulley, M.H. (1985) Manual: A Guide to the Development & Use of the Myers-Briggs Type Indicator, Consulting Psychologists Press, Palo Alto, CA, USA.

Myerscough, M.A. (2002). Concerns about SERVQUAL's underlying dimensions. *Iacis*, 462-470.

Natalisa, D. & Subroto, B. (2003). Effects of management commitment on service quality to increase customer satisfaction of domestic airlines in Indonesia. *Singapore Management Review*, 25(1), 85-104.

Neath Mark (1995). Evaluating Transactional Analysis as a Change Strategy for Organizations. *Leadership and Organization Development Journal* (online) (abstract

retrieved on January 5, 2010 from <http://www.emeraldinsight.com/Insight/viewContentItem.do?contentType=Article&contentId=1410368>

Nel, D., Pitt, L.F., and Berthon, P.R. (1997). The SERVQUAL instrument: reliability and validity in South Africa. *South African Journal of Business Management*, 28 (3), 113-123.

Neuman, W.L. (1994) *Social Research Methods* 2nd edition, Allyn and Bacon, Boston, USA.

Nguyen, S., Kobel, D. (2012). *Introduction to ASQ Retail - Measuring and benchmarking Retail / Food & Beverage services*. Retrieved from www.airportservicequality.aero.

Nichol, C. (2007). *Innovative Finance and Alternative Sources of Revenue for Airports*

A Synthesis of Airport Practice. Airport Cooperative Research Program, Washington.

Nilsson, J., Fridén, C., Burén, V., and Ang, BO. (2011). Development and validation of a web-based questionnaire for surveying skydivers. Retrieved on May 2012 from <http://www.ncbi.nlm.nih.gov/pubmed/21702311>

Noriega-Gayol, G. (1997) “Diagnosis and treatment of ego state boundary problems: effects on self-esteem and quality of life”, *Transactional Analysis Journal* Vol. 27, No. 4, pp 236-240.

Nunnally J, Bernstein L. *Psychometric theory*. New York: McGraw-Hill Higher, INC; 1994.

Nyeck, S., Morales, M., Ladhari, R. & Pons, F. (2002). 10 years of service quality measurement: reviewing the use of the SERVQUAL instrument. *Cuadernos de Difusión*.

Ottenbacher KJ. (1995). An examination of reliability in developmental research. *Journal of Developmental and Behavioral Pediatrics*;16(3):177-82.

Pakdil, F. & Aydin, O. (2007). Expectations and perceptions in airline services: An analysis using weighted SERVQUAL scores. *Journal of Air Transport Management*, 13/4, 229-237.

Parappallil, J.J. (2007). Potential of non-aeronautical revenues for airport Duesseldorf International. International. University of Applied Sciences Bad Honnef – Bonn

Parasuraman A, Zeithaml Valerie A & Berry Leonard L (1985), A Conceptual Model of Service Quality and its implication for Future Research”, *Journal of Marketing* (fall 1985). (This Service Quality Model has been taken from Kotler Philip & Keller Kevin L (2006). *Marketing Management*. Pearson Education, 12th Edition.)

Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1985). A conceptual model of service quality and its implications for future research. *Journal of Marketing*, 49, 41-50.

Parasuraman, A., Berry, L.L., and Zeithaml V.A. (1988). SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. *Journal of Retailing*, 4(1), 12-37.

Parasuraman, A., Zeithaml, V. A., and Berry, L. L. (1991). Refinement and reassessment of the SERVQUAL scale. *Journal of Retailing*, 67(4), 420-50.

Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1994a). Alternative scales for measuring service quality: A comparative assessment based on psychometric and diagnostic criteria. *Journal of Retailing*, 70(3), 201-29.

Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1994b). Reassessment of expectations as a comparison in measuring service quality: Implications for further research. *Journal of Marketing*, 58, January, 111-24.

Pareek, U. (2002), *Training Instruments for Human Resources Development*, Tata McGraw Hill, New Delhi.

Park, J.W., Robertson, R. & Wu, C.L. (2005). Investigating the effects of airline service quality on airline image and passengers' future behavioural intentions: Findings from Australian international air passengers. *The Journal of Tourism Studies*, 16(1), 2-11.

Paternoster, J. (2007). Excellent airport customer service meets successful branding strategy, *Airport Management*, Vol. 2, No. 3, 218–226 April–June 2008

Pham, K.Q.V. & Simpson, M. (2006). The impact of frequency of use on service quality expectations: An empirical study of trans-Atlantic airline passengers. *Journal Of American Academy Of Business*, Cambridge, 10(1),

Planning Commission. 2006. *Report of the Task Force Financing Plan for Airports*. Government of India

Price, D. A. (1975) “A paper & pencil instrument to measure ego states”, *Transactional Analysis Journal* Vol. 5, No. 3, pp 242-246.

Press Trust of India (PTI). (2013). One wrong employee choice costs Indian companies over Rs. 20 lakh: survey. Retrieved from <http://profit.ndtv.com/news/life-and-careers/article-one-wrong-employee-choice-costs-indian-companies-over-rs-20-lakh-survey-322108>

Rhoades, D.L. & Waguespack, B. Jr (2005). Strategic imperatives and the pursuit of quality in the US airline industry. *Managing Service Quality*, 15(4), 344-356.

Rust, R. T., & Zahorik, A. J. (1993). Customer Satisfaction, customer retention, and market share, *Journal of Retailing*, 69(2), pp. 193–215.

Rust, R.T., Zahorik, A.J. & Keiningham, T.L. (1995). Return on quality: Making service quality financially accountable, *Journal of Marketing*, 59 (April), 58-70.

Rust, R.T. & Chung, T.S. (2006). Marketing models of service and relationships. *Marketing Science*, 25(6), 560-580.

Sahai, V., Jain, A. K., Bahuguna, P. C. (2014). Bridging the gap – interpersonal communication orientation to improving customer service. *Industrial and Commercial Training*, Vol. 46 Iss: 4

Schaefer, C. (1976) “The development of a transactional analysis scale for the adjective check list”, *The Journal of Psychology* Vol. 94 pp 59-63.

Sharma, S., Nair, V. V., Einhorn, B., & Power, C. (2010). Finally, a Modern Passage to India. *Bloomberg Businessweek*, (4186), 8-10

Shaw Stephen (2007). *Airline Marketing and Management*. Ashgate Publications, 6th Edition.

Shostack. G. L. (1977). Breaking free from product marketing, *Journal of Marketing*, 41 (April), 73-80.

- Seligman, M.E.P. (1998) *Learned Optimism*, N.Y. Simon & Shuster.
- Sharma, S. (2012). Airport retail business tops \$1 billion revenue. *Times of India* (Online). Retrieved Jan30, 2012 from <http://timesofindia.indiatimes.com/business/india-business/Airport-retail-business-tops-1-billion-revenue/articleshow/11680714.cms>
- Sima, K.L., Kohb, H.C. & Shetty, S. (2006). Some potential issues of service quality reporting for airlines. *Journal of Air Transport Management* 12, 293–299.
- Singh, N. (2013). Companies spent \$331 per employee on training, development in 2011.
- Smida, J. (2000). Airport police take proactive stance with customer service. Retrieved (online): <http://www.aviationpros.com/article/10388260/interpersonal-communication>.
- Smith, A.M. (1995). Measuring service quality: Is SERVQUAL now redundant? *Journal of Marketing Management*, 11(1-3), 257-276.
- Smith, G.D., Taylor, J., Almqvist, K.F., Erggelet, C., Knutsen, G., Garcia, P. M., Smith, T., and Richardson, J.B. (2005). Arthroscopic assessment of cartilage repair: a validation study of 2 scoring systems. Retrieved on May 2012 retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/16376236>
- Steiner, C. (2005). Transactional Analysis: An elegant theory and practice. *The Script*. March 2005.

Sultan, F. & Simpson Jr, M.C. (2000). International service variants: Airline passenger expectations and perceptions of service quality. *Journal of Services Marketing*, 14(3), 188-216.

Teas, R. K. (1993). Expectations, performance evaluation and consumer's perception of quality. *Journal of Marketing*, 57, October, 18-34.

Temple. S. (1999 & Updated 2002). Functional Fluency for Educational Transactional Analysts. *Functional Fluency* (On-Line) (Updated version of TAJ 29:3, 1999 article published in *Zeitschrift für Transaktionsanalyse* 4/2002 Journal of the German Association for Transactional Analysis). Retrieved January 5, 2010 from

http://www.functionalfuency.com/articles_resources/Functional_Fluency_for_Educational_Transactional_Analyst_1.pdf

Temple, S. (1990) "Being in Charge", ITA News No 27, pp 21-23, Summer 1990.

Temple, S. (1999) "Functional fluency for educational transactional analysts", *Transactional*

Analysis Journal Vol. 29, No. 3, pp 164-174.

Temple, S. (2002) *The Development of a Transactional Analysis Psychometric Tool for Enhancing Functional Fluency*, PhD Thesis.

Temple, S. (2004). Building Self-Awareness. *Emotional Literacy Update* Feb 2004 Issue 4

Temple, S. (2004). Update on the Functional Fluency Model in Education. *Transactional Analysis Journal*, Vol. 34, No. 3

Temple, S. (2004). TIFF and Leadership. Institute of Developmental Transactional Analysis Annual Conference. Conference paper presented September 25th 2004

Temple, S. (2009a). The Functional Fluency Model Has Come of Age. *Functional Fluency* (On-Line) (Update version of “Action on the Functional Model”, originally published in the EATA Newsletter Feb 2003). Retrieved January 6, 2010 from http://www.functionalfluency.com/articles_resources/The_FF_Model_has_Come_of_Age_EATA2003_update_2009.pdf

Temple, S. (2009b). Mentors, Coaches and the Empowerment Factor – Why Functional Fluency is Important. *Functional Fluency* (On-Line). Retrieved January 6, 2010 from

http://www.functionalfluency.com/articles_resources/Functional_Fluency_for_Mentors_and_Coaches.pdf

Terpstra, M., Kuijlen, T., Sijtsma, K. (2012). An empirical study into the influence of customer satisfaction on customer revenues, *Service Industries Journal*. Oct2012, Vol. 32 Issue 13, p2129-2143. 15p.

Thorne, S. & Faro, S. (1980) “The ego state scale: a measure of pathology”, *Transactional Analysis Journal* Vol. 10, No. 1, pp 49-52.

Tilney, A. (2000) “The hidden mind”, *The Script* Vol. XXX, No. 6, p 3.

Times News Network (TNN). (2012). Soft-skills training has helped improve the quality ratings of IGI Airport. Retrieved from http://articles.timesofindia.indiatimes.com/2012-02-06/news/31029664_1_igi-airport-airport-service-quality-asq-rating

Thompson, B. (2007). Airport retailing in the UK. *Journal of Retail & Leisure Property* VOL.6 NO.3 PP 203–211

Thomson, G. (1972) “The identification of ego States in transactional analysis”, *Transactional Analysis Journal* Vol. 2, No. 4, pp 176-211.

Tsai, Wen-Hsien., Hsu, Wei., Chou, Wen-Chin. (2011). A gap analysis model for improving airport service quality. *Total Quality Management & Business Excellence*, Oct2011, Vol. 22 Issue 10, p1025-1040, 16p; DOI: 10.1080/14783363.2011.611326

Tsaur, S., Chang, T. & Yena, C. (2002). The evaluation of airline service quality by fuzzy MCDM. *Tourism Management* 23, 107–115

Venkatesh, B. & Nargundkar, R. (2006). Service quality perceptions of domestic airline consumers in India: An empirical study. *Vilakshan*, 3(2).

Waltz, C., & Bausell, R. B. (1983). *Nursing research: Design, statistics, and computer analysis*.

Philadelphia: F. A. Davis.

Waltz, C. F., Strickland, O., & Lenz, E. (1991). *Measurement in nursing research* (2nd ed.). Philadelphia: F. A. Davis.

Williams, J. E., Watson, J. R., Walters, P. A., Williams, J. G. (1983) "Construct validity of transactional analysis ego states: Free Child, Adult and Critical Parent", *Transactional Analysis Journal* Vol. 13, No. 1, pp 43-49.

Wong, A., & Sohal, A.(2003). Service quality and customer loyalty perspectives on two levels of retail relationships, *Managing service quality*, Vol. 12, No. 5, pp. 495-513.

Wood, D. (1977). Flying high with TA. *Management Review*, Aug77, Vol. 66 Issue 8, p19, 1/3p

Yelon SL, Ford JK. (1999). Pursuing a multidimensional view of transfer. *Performance Improvement Quarterly*, 12, 58–78.

Young, C., Cunningham, L. & Moonkyu, L. (1994). Assessing service quality as an effective management tool: The case of the airline industry. *Journal of Marketing Theory & Practice*, 2(2), 76-96.

Yuen, E.F.T., Chan, S.S.L. (2010). The effect of retail service quality and product quality on customer loyalty. *Database Marketing & Customer Strategy Management* Vol. 17, 3/4, 222–240

Zeithaml, V. A., Berry, L. L. & Parasuraman, A. (1996). The behavioural consequences of service quality, *Journal of Marketing*, 60(2), pp. 31–52.

Appendix

Appendix A: SaRMaQ (Questionnaire)

Sahai's Response Mapping Questionnaire (SaRMaQ)

Name: _____

Designation: _____ Gender (tick): Male |

Female

Age Bracket (tick): Less than 20 21 to 30 31 to 40
41 to 50 51 to 60

Experience in years (tick): Less than 2 2 to 5 5 to
10 10 to 15 15+

Category:

(tick & name)

Shop _____ Eat _____

Kindly read the statement and answer the best option that most defines your response. Please attempt all and NOT leave any question. There is no correct answer to this questionnaire. FOR ACADEMIC USE ONLY.

S.N	Statement	(Tick the option that best describes your response)			
1	would you overlook the mistakes of others thinking that they will gradually learn	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
2	would you believe that your actions are unpredictable and subject to changes	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
3	would you consider all the price deals & discounts before finally deciding on the best vacation plan	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
4	would you think of new and different ways to decorate your	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely

	room				
5	would you provide hope to people during their difficult times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Most likely	Somewhat likely	Somewhat Unlikely	Most Unlikely
6	would you keep commenting on a person's poor handwriting instead of reading the document	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Most likely	Somewhat likely	Somewhat Unlikely	Most Unlikely
7	would you keep your keys in a regular place all the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Most likely	Somewhat likely	Somewhat Unlikely	Most Unlikely
8	would you plan out another activity for a group in case the original activity did not work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Most likely	Somewhat likely	Somewhat Unlikely	Most Unlikely
9	would you bring in some energy to a party that is turning utterly boring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Most likely	Somewhat likely	Somewhat Unlikely	Most Unlikely
10	would you be alright if a friend came late due to traffic problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Most likely	Somewhat likely	Somewhat Unlikely	Most Unlikely
11	would you be sure of introducing yourself first in a group of new people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Most likely	Somewhat likely	Somewhat Unlikely	Most Unlikely
12	would you like a short dance/jig in the rain when the season's first rainfall happens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Most likely	Somewhat likely	Somewhat Unlikely	Most Unlikely
13	would you consider creating a picture book consisting of photographs of your loved ones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Most likely	Somewhat likely	Somewhat Unlikely	Most Unlikely
14	would you equate the quality of a clothing item with its price before purchasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Most likely	Somewhat likely	Somewhat Unlikely	Most Unlikely
15	would you pick up a waste cup thrown by someone else on the road to set an example for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Most likely	Somewhat likely	Somewhat Unlikely	Most Unlikely
16	would you be worried too much if your loved one went alone to visit a new place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Most likely	Somewhat likely	Somewhat Unlikely	Most Unlikely
17	would you clean your own office desk if the cleaner person is unavailable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Most likely	Somewhat likely	Somewhat Unlikely	Most Unlikely
18	would you assist someone who	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	is struggling to open a door in a building	Most likely	Somewhat likely	Somewhat Unlikely	Most Unlikely
19	would you be patient with people with the repeated mistakes they commit	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
20	would you believe that you are always doing what other people tell you to do	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
21	would you believe that you take decisions most of the time for other people	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
22	would you think an art work made of old tyres as interesting	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
23	would you offer your seat to an old person even while going on a long journey	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
24	would you listen to loud music at night even after the neighbours have complained	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
25	would you keep checking from time to time a relative who has gone on a short trip to a distant place	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
26	would you still appear for a competition despite repeatedly failing in it	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
27	would you get upset if you did not get the seat of your choice in a theatre	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
28	would you be particular that people let you know before visiting you	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
29	would you avoid purchasing an item because someone else wanted to purchase it also	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
30	would you feel that if your alarm clock was working well you would have got up on time	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
31	would you consider breaking the red traffic signal even after being warned	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
32	would you think of causing damage to other's vehicle in	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely

	case your vehicle has suffered in the accident				
33	would you get angry if people did not agree with you	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
34	would you be ok if your belongings were most of the time scattered around the room	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
35	would you question the guard on why a particular shop is closed which is normally open on a regular day	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
36	would you, in general keep up a regular time for morning walk.	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
37	would you feel sad while listening to someone else's suffering	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
38	would you Re-check your bill for all details before making the payment	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
39	would you tell people to do things completely the way you want, if a work was to be successfully completed	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
40	would you let a dear one buy something which is not required but just because they want it	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
41	would you avoid any more arguments by doing what someone wants	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
42	would you worry that you may not perform well before participating in an important event	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
43	would you notice and comment on people's dressing style	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
44	would you greet a person who you saw regularly for the past few days in a bus stop	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
45	would you feel comfortable in sharing your inner feeling with any group of people	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely



46	would you be interested to know what is inside a room that has been locked for many days	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
47	would you be impartial even if it affects your relationship with people	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
48	would you feel driving a car at high speed in narrow streets as fun	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
49	would you keep the question to yourself rather than ask the instructor in a classroom	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
50	would you consider keeping a bigger piece of cake for yourself rather than equally dividing it between you and another person	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
51	would you tell someone to finish their given work and then do something else	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
52	would you park your car in front of someone else's entrance even if it is for a short while	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
53	would you on a busy day, stop and support a lame person in crossing the road	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely
54	would you say no to lending money to a friend because you required it at the moment	<input type="checkbox"/> Most likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Somewhat Unlikely	<input type="checkbox"/> Most Unlikely


This questionnaire is the intellectual property right of Mr. Vickram Sahai, Assistant Professor, University of Petroleum & Energy Studies, Dehradun. The author has to be informed on the use and usage of the questionnaire. The questionnaire is meant for pure academic work; confidentiality will be maintained


	confidence during customer service					
5	Airport Retail Staff should give in to the unreasonable demand of the customer and become irate about it during customer service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Most likely	Somewhat likely	Neither Likely nor Unlikely	Somewhat Unlikely	Most Unlikely
6	Airport Retail Staff should use company policy and find fault in the customer during customer service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Most likely	Somewhat likely	Neither Likely nor Unlikely	Somewhat Unlikely	Most Unlikely
7	Airport Retail Staff should show willingness to listen and tactfully handle any situation with assertiveness and being friendly during customer service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Most likely	Somewhat likely	Neither Likely nor Unlikely	Somewhat Unlikely	Most Unlikely
8	Airport Retail Staff should do what he/she wants to do and not bother about the company or the customers during customer service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Most likely	Somewhat likely	Neither Likely nor Unlikely	Somewhat Unlikely	Most Unlikely
9	Airport Retail Staff's enhanced interpersonal communication can improve customer satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Most likely	Somewhat likely	Neither Likely nor Unlikely	Somewhat Unlikely	Most Unlikely
10	Airport Retail Staff should provide empathy, care, kindness and respond appropriately during customer service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Most likely	Somewhat likely	Neither Likely nor Unlikely	Somewhat Unlikely	Most Unlikely
11	Airport Retail Staff's enhanced interpersonal communication is important to improve customer service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Most likely	Somewhat likely	Neither Likely nor Unlikely	Somewhat Unlikely	Most Unlikely
12	Airport Retail Staff should be able to provide a little humor and creativity during customer service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Most likely	Somewhat likely	Neither Likely nor Unlikely	Somewhat Unlikely	Most Unlikely


This questionnaire is the intellectual property right of Mr. Vickram Sahai, Assistant Professor, University of Petroleum & Energy Studies, Dehradun. The author has to be informed on the use and usage of the questionnaire. The questionnaire is meant for pure academic work; confidentiality will be maintained


Appendix C: Judge's Kit


Judge's Kit					
MODE	FUNCTIONING	DESCRIPTION	PICTURE DESCRIPTOR	WORD DESCRIPTOR	DICTIONARY MEANING
Dominating Mode	Negative Control	We believe that we are right, assume a 'me' stand on situations and issues, we notice mistakes in others and demand certain obedience from people. Warning, using threats and even coercion are few of the persuasive tactics that are used.		blaming	Accuse; to hold responsible
				bossy	overbearing
				dominating	To control, govern, or rule by superior authority or power
				fault-finding	Petty criticism; carping
				judgmental	Inclined to make judgments, especially moral or personal ones
				punitive	Inflicting or aiming to inflict punishment; punishing.
Structuring Mode	Positive Control	Setting rules and boundaries, It is firm and gives people the		authoritative	seeming to have the ability to control (to include directiveness)



		potential to grow and learn. Building self confidence and competencies and support.		consistent	always behaving or happening in a similar especially positive way
				well organized	orderly and efficient
				firm	forceful and making people do what you want
				helpful	willing to help someone (making it easier for someone to do something)
				inspiring	encouraging or making you feel you want to do something
Marshmallowing Mode	Negative Care	'Over the top' care and affection meted to someone, increasingly protective of the others and as a result contain the other person into feeling restricted in their thoughts, feelings and action		inconsistent	not staying the same in behavior or quality
				overindulgent	to allow yourself or someone else to have too much of something enjoyable; always given what they want
				overprotective	wishing to protect someone too much
				overtolerant	able to accept what other people say or do even if you

					do not agree (quality in excess)
				self-denying	you don't take something because you feel it is not good for you
				smothering	to give someone too much love and attention so that they have lost their independence and freedom
Nurturing Mode	Positive Care	Using understanding and kindness to encourage people to be more fully themselves. Acceptance and being non-judgmental are key elements here.		cherishing	protection and love (to include a sense of protectiveness)
				compassionate	feeling or showing sympathy for people who are suffering
				empathic	ability to understand other's feeling, experience
				encouraging	to give support, courage or hope; make them believe that they can do it (to include appreciative and affirming)
				accepting	tolerating without protest

				understanding	showing sympathy for others problems and willing to forgive if they do something wrong
Accounting Mode	Accounting Element	<p>'Here & Now' is the main principal philosophy , We tune in to ourselves and are at the same time are receptive to the stimuli from others. It is an objective mode and 'good sense' prevails upon us in decision making wherein we effectively use the positive modes of structuring , nurturing, cooperative and spontaneous modes as well.</p>		alert	think and act quickly (to include a sense of accuracy/precision)
				aware	knowing or realizing something; aware that something was wrong
				evaluative	to form an opinion after thinking things through or carefully (to include a sense of accuracy/precision)
				grounded	having a sensible and realistic attitude to life
				enquiring	To seek information by asking a question; To make an inquiry or investigation
				rational	think clearly and take decisions without emotions (to

					include a sense of accuracy/precision)
Cooperative Mode	Positive Socialized Self	there is friendliness and consideration for others. There is confidence in handling social situations. You rely on skills of being diplomatic and assertive in handling people and situations, enjoying company of others both at personal and professional arena.		adaptable	willing to change in order to suit different conditions
				assertive	who behaves confidently and is not frightened to say what they want or believe
				confident	quality of being certain of your abilities or of having trust in people, plans, or the future
				considerate	kind and helpful
				friendly	not harmful
				resilient	Marked by the ability to recover readily, as from misfortune
Compliant / Resistant Mode	Negative Socialized Self	Our past conditioning helps us in coping up with negative situations or people, either we conform		anxious	worried and nervous
				defiant	proudly refusing to obey authority
				inhibited	not confident enough to say or do what you want

		and relent or we become aggressive and thereby rebels.		placating	to stop someone from feeling angry
				rebellious	If someone is rebellious, they are difficult to control and do not behave in the way they are expected to
				submissive	describes someone who allows themselves to be controlled by other people
Spontaneous Mode	Positive Natural Self	There is a playful attitude, there is originality and uniqueness to the manner in which we use our energies. The freedom of expression is without any inhibition and well within acceptable boundaries. Vivacity can be infectious and all		creative	producing or using original and unusual ideas
				curious	interested in learning about people or things around you
				expressive	showing what someone thinks or feels
				imaginative	new, original and clever
				playful	Full of fun and high spirits; frolicsome or sportive
				zestful	full of energy and enthusiasm

		pervasive.					
Immature Mode	Negative Natural Self	<p>Here we are not ready to assume responsibility and not willing to see the grown up point of view. There is no sharing and simply want our way. Emotional outburst may be pronounced and lack of consideration for others.</p>		egocentric	describes someone who is selfish, thinking only of themselves		
				inconsiderate	not thinking or worrying about other people or their feelings; selfish		
				infantile	typical of a child and therefore unsuitable for an adult		
						reckless	doing something dangerous and not worrying about the risks and the possible results
						selfish	Someone who is selfish only thinks of their own advantage
						unorganised	badly planned and without order
							

Appendix D: Judge's Choice on Statement

Judges' Choice on Statements

S. N	Code	Statements	Dominating Mode	Structuring Mode	Marshmallowing Mode	Nurturing Mode	Accounting Mode	Cooperative Mode	Compliant/Resistant Mode	Spontaneous Mode	Immature Mode	Can't Say
1	471	would you feel that if your alarm clock was working well you would have got up on time										
2	342	would you believe that a person is a winner if the performance is good all the time										
3	413	would you constantly look out of the window to see if a dear one has come back from work										
4	564	would you provide hope to people during their difficult times										
5	135	would you ask questions to the guard on why a particular shop is closed which is normally open on a regular day										
6	376	would you feel that while learning to ride a bicycle it's OK to fall down many times										

7	321	would you worry after buying something that it was a wrong choice												
8	382	would you be keen to know what's behind a closed door of a room locked for many days												
9	143	would you think that it is upsetting if a gift is brought for your sibling and not for you												
10	472	would you think giving orders to people as someone being In-charge												
11	343	would you keep the currency notes in a separate pocket and the coins in a separate pocket of your wallet												
12	414	would you let someone play and enjoy in the rain even when you think it might not be good for one's health												
13	565	would you be attentive and polite even if the conversation does not interest you												
14	136	would you look at the price while deciding on to board a luxury bus												
15	371	would you in a different culture/country try on the clothes that												

		they wear											
16	322	would you consider doing something your way even if a senior has asked you to do it in a particular way											
17	383	would you show your affection for a person in public											
18	144	would you consider driving a car at high speed in the streets as fun											
19	473	would you normally take the final decision on the food to be ordered in a restaurant when out with friends/family											
20	344	would you stick to your decision for a particular shade of wall paint even if others suggest different shades											
21	415	would you Not purchase an item of clothing because you feel you may not look good in it											
22	566	would you believe that every person has their own problems in life and one must be sympathetic											
23	134	would you believe that one must save Now in order to have a comfortable future											
24	375	would you greet a											

		stranger with a smile												
25	326	would you allow someone to get in before you in a que because that person is getting late for some other work												
26	381	would you think a sculpture made of choclate as interesting												
27	142	would you rather eat the last piece of cake yourself												
28	474	would you complain on why you got a smaller piece of cake than the other person												
29	345	would you stop and assist in picking up the belongings dropped by someone on the streets												
30	416	would you keep telephoning from time to time a relative who has gone on a short trip to a distant place												
31	561	would you keep a photograph of your family on your work desk												
32	132	would you check the weather before deciding to go on a picnic												
33	373	would you stand up to give an unplanned speech to a group of												

		people											
34	324	would you rather give in to an argument than put your point forward											
35	385	would you do a short dance in the rain when the season's first rainfall happens											
36	146	would you take time to search for your keys in a drawer with other things in the drawer											
37	475	would you be concerned in checking the background before being friends with someone											
38	346	would you get encouraged by people who have achieved greatness in their lives											
39	411	would you pick up two or more things to do at the same time and find it difficult to finish any of the work on time											
40	562	would you cheer for a losing team											
41	133	would you judge the quality of a clothing item with its price before purchasing											
42	374	would you buy that extra sandwich if you saw someone hungry on the street											
43	325	would you feel it's											

		alright to listen to loud music at night in your neighbourhood/locality												
44	386	would you bring some energy to a party that is turning boring												
45	141	would you with a group of friends select your seat in a movie hall than sit randomly												
46	476	would you believe that someone who has made a mistake should be punished												
47	341	would you believe that one must go through a driving school in order to be a competent driver												
48	412	would you allow a dear one to have another sweet dish even if the person has already had two												
49	563	would you relate to your own experiences while listening to someone else's suffering												
50	131	would you check and recheck your bill before the payment												
51	372	would you say No to someone who comes to borrow something or the other												
52	323	would you think												

		twice before asking a question in a classroom											
53	384	would you think of new ways to decorate your room											
54	145	would you consider keeping a larger piece of cake for yourself rather than equally dividing it between you and another person											

Author's Biography



17 + years of Client Servicing-Teaching-Training experience. Presently associated with the University of Petroleum and Energy Studies, Dehradun as Assistant Professor (Selection Grade) and also heading the 'Centre for Professional Communication' in the University as an added responsibility.

His schooling is from St. Paul's School, Darjeeling a premier boarding school and is a Graduate in Economics and Political Science from Delhi University. Thereafter, did his post-graduation in business administration and later on in mass communication as well. He has a strong interest & skills in behavioral skills training where he has taken soft skills sessions for Uttarakhand Tourism Police, BPCL, OIL and various school & college students, which initiated him to pursue an M.Phil and PhD in inter-personal communication.

He has convened 1 National and 3 International conferences in the area of Communication at the University of Petroleum & Energy Studies.

Pertaining to his doctoral work, he has the following papers for publication in various International journals under the Emerald Group Publishing Limited.

- Sahai, V., Jain, A. K., Bahuguna, P. C. (2014). Bridging the gap – interpersonal communication orientation to improving customer service. *Industrial and Commercial Training, Vol. 46 Iss: 4 pp 209-219*
- Sahai, V., Jain, A. K. (2014). 'Respons'ible Service Quality. *Strategic HR Review* (Accepted for Publication)

END of MANUSCRIPT