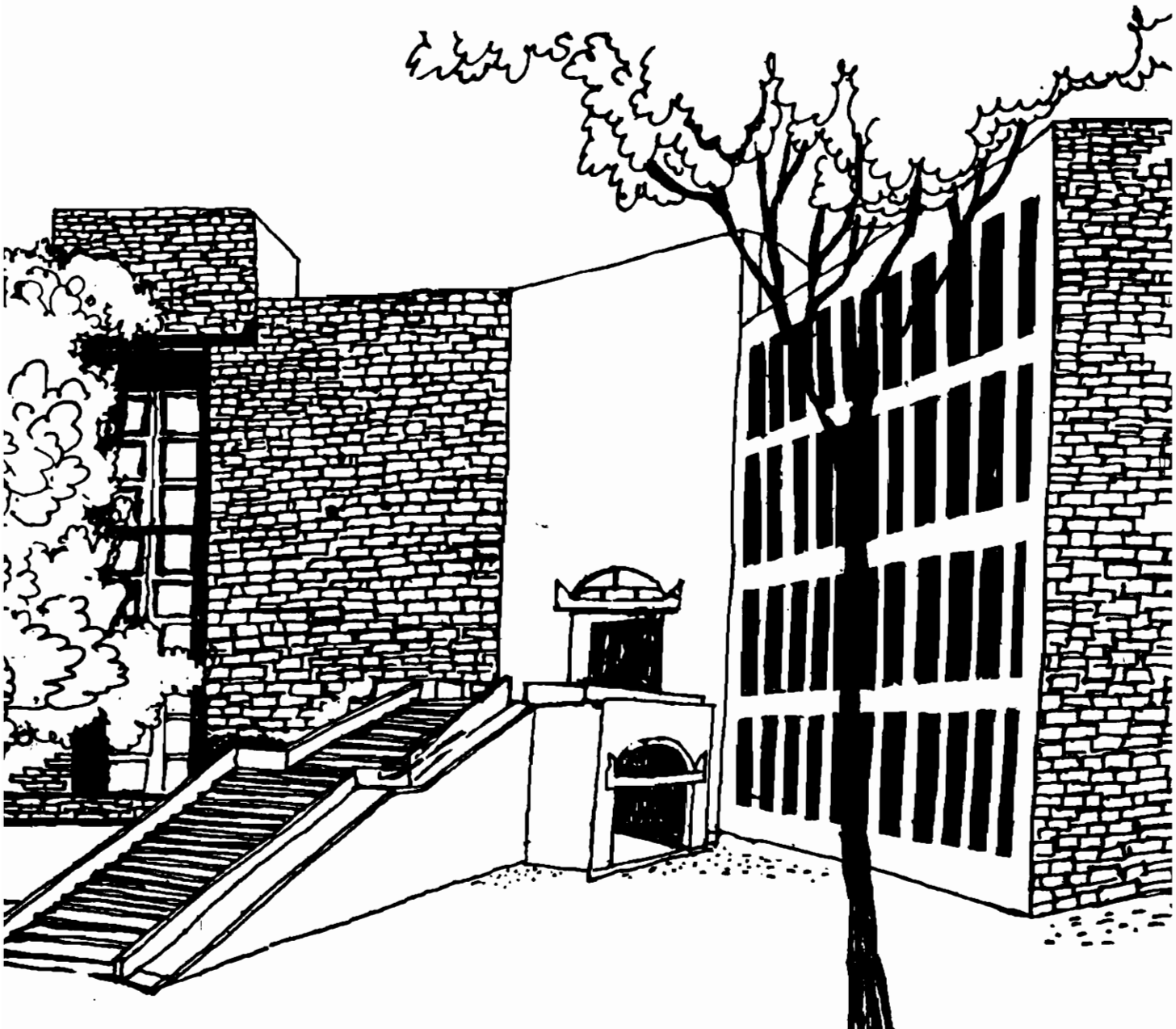




Working Paper



Management of Intangibles in Indian Railways

D Bhatnagar, JS Chhokar, and G Raghuram
Indian Institute of Management, Ahmedabad
RR Bhandari, AK Nigam, and KM Thomas
Railway Staff College, Vadodara

W.P. 1415
November 1997

WP1415
|■■■■■■■■■■|
WP
1997
(1415)

The main objective of the working paper series of the IIMA is to help faculty members to test out their research findings at the pre-publication stage



Indian Institute of Management
Ahmedabad 380 015, India

Abstract

Managing intangibles is a major challenge before organisations. Increasingly there is an appreciation that for managing hard performance parameters, the softer aspects of management need to be looked into. In fact, several management thinkers believe that understanding and managing the soft aspects, for example the feelings, attitudes, and values of people, their motivation, perceptions about organisational priorities and norms, and elements of the organisational culture, offers an important key to managing the hard and visible aspects such as output, asset utilisation, turn over, and profitability.

This paper describes the efforts and outcomes of a project on Management of Intangibles (MI) in the Indian Railways, in which it was decided to underscore the significance of managing intangibles through a multipronged approach.

In the first place, therefore, it was decided to explore the perceptions about the prevalence of certain key managerial attributes among the officers of Indian Railways. At a second level, we wanted to assess the prevalence of certain important attitudinal variables through self-report measures. Appropriate surveys were conducted. Next, two case studies on 'Role Models' in leadership in the Indian Railways were developed. Finally, an action research on management of intangibles was carried out through a series of workshops held for this purpose.

The most important aspect of this study was its "self-driven nature". The action research part, which formed the heart of the study in terms of managing intangibles was completely designed, executed and written about by the participants themselves, with the researchers only playing a facilitator role. Though only two experiences have been documented in written form, some of the other experiences are expected to have an impact in the working domain of the participants.

The case studies on the two role models brings out that divergent styles can also be "successful". They offer an opportunity to reflect on what makes a leader click in his/her environment.

In terms of difference in the existing and desired-level of attributes, concern for external customers, and openness to others' ideas rank at the top. This is a clear reflection of the direction in which the organisation needs to move.

Table of Contents

Table of Contents	i
List of Exhibits	ii
List of Annexures	ii
Acknowledgements	iii
Introduction	1
1.0 Managerial Attributes and Attitudinal Dimensions	5
1.1 Managerial Attributes Survey	5
1.1.1 Results	5
1.1.2 Differences between the Existing and the Desired Level of Managerial Attributes	8
1.2 Attitudinal Dimensions	9
1.2.1 Locus of Control	9
1.2.2 Learned Helplessness and Resourcefulness	9
Annexures	12
Bibliography	25
2.0 Role Models	28
2.1 MS Gujral	28
2.1.1 Introduction	28
2.1.2 Army Background	29
2.1.3 Appointments in the Indian Railways	30
2.1.4 Immediate Challenges for the CRB	30
2.1.5 Tackling the Important	31
2.1.6 Operations Improvement	32
2.1.7 Handling a Strike	33
2.1.8 Managing Change Through People	35
2.1.9 Decision Making	36
Exhibits	37
2.2 E Sreedharan	39
2.2.1 Introduction	39
2.2.2 Role Models	39
2.2.3 KRC-A New Experiment of Corporate and Project Management Culture	40
2.2.4 People Management	42
2.2.5 Attributes of a Leader	43
Exhibits	45
Annexure	47
References	49
3.0 Action Research	51
3.1 Seminar No.1	51
3.2 Seminar No.2	52
3.3 Seminar No.3	53
3.4 Management of Intangibles: Jodhpur Division	53
3.5 Management of Intangibles: Electric Loco Shed, Vadodara	53
Annexures	55
Conclusion	71

List of Exhibits

2.1.1	Utilisation of Assets by Railways (1975 to 1985) (Broad Gauge)	37
2.1.2	Volume of Traffic (Tonnes originating and Tonnes - Kms) and Revenues for 1975 to 1985	37
2.1.3	38
2.2.1	KRC - Salient Features	45
2.2.2	Corporate Mission and Corporate Culture	46

List of Annexures

1.1.	Managerial Attributes Survey	12
1.2	Social Reaction Inventory	15
1.3	Questionnaire for Learned Helplessness	18
1.4	Technical Notes	21
2.1	Teams	47
3.1	Jodhpur Division	55
3.2	Electric Loco Shed, Vadodara	65

Acknowledgements

We are grateful to the Railway Board, Indian Railways for giving us the opportunity to work on this topic of fundamental relevance to any organisation and more so to an organisation as strategically significant and as large as the Indian Railways. This topic was one of the three selected jointly in 1994 by the Indian Institute of Management, Ahmedabad and Railway Staff College, Vadodara and funded by the Railway Board. We are grateful to Dr Moudgil, the then Vice Principal, Railway Staff College, Vadodara for directing our attention to this topic.

Our thanks are due to the large number of Railway officers who participated in our field research, especially as respondents to our various questionnaires, and as interviewees to provide valuable additional inputs regarding the role models.

Our special acknowledgements to the officers participating in the action research project for attending the workshops conducted at Vadodara, designing their own projects in "managing intangibles", and seeing them through to whatever stage was feasible. These officers were from three divisions, Bhopal, Jodhpur and Vadodara and from nine stand alone units, Diesel Shed at Vatva, Electric Loco Shed at Vadodara, Engineering Workshop at Ahmedabad, Office of the Chief Engineer (Construction) at Ahmedabad, Office of the Deputy Chief Accounts Officer (TA) at Ajmer, Railway Hospital at Dahod, Stores Depot at Sabarmati, Workshop at Jodhpur and the Zonal Training School at Udaipur.

Our heartfelt thanks to Mr MS Gujral, ex-Chairman, Railway Board, and Mr E Sreedharan, ex-Member (Engineering), Railway Board, and presently, Chairman and Managing Director, Konkan Railway Corporation, for their valuable time and inputs towards the case studies featuring them as role models.

We are grateful to Usha Subramanian for research assistance and R. Bharathi and John G. for word processing assistance.

Introduction

Indian Railways is the second largest railway system under a single management in the world. Though the performance of Indian Railways compares well with other railway systems of the world having similar level of technology, however, market share has shown a continuous decline during the last two decades. Although the National Transport Policy Committee (NTPC) 1980 had envisaged a preferred modal split of 72 per cent by railways and 28 per cent by road for freight traffic, the share of Indian Railways has declined from about 62 per cent of total ton kms in 1980-81 to 40 per cent in 1995-96. During the same period, the share for railways for passenger kms declined from 36 per cent to 16 per cent. These trends force Indian Railways to have a fresh look into the way of working of the organization in order to fulfil the role expected by its stakeholders.

Indian Railways have continuously been profitable which is a rare phenomenon amongst the railway systems of the world whether under government ownership or under private ownership. However, for improving its performance further, a constant process of self examination is useful. Some of the major problem areas identified by India Development Report 1997 are reduced share in modal split and controlled fares and freight structure. Amongst these and other forces for change, Indian Railways need to contain declining market share. Enhancing managerial competence of railway managers through training becomes essential.

Realising these facts, the Railway Board entered into a long term collaborative agreement between Railway Staff College, Vadodara (RSC) and the Indian Institute of Management, Ahmedabad (IIMA) with the primary purpose of enhancing the capabilities of RSC in imparting management training.

As a part of this collaboration, field researches were conducted in certain areas of railway activities, jointly by a team consisting of faculty of RSC and IIM, with an objective of preparation of training material including case studies which could form the basis of management workshops to be conducted by RSC. For field research, three areas were selected: Management of Intangibles, Marketing Strategies for Multimodal Transport, and IT Applications in Passenger Reservation Business.

This monograph is a compilation of the research process and results, and case studies carried out in the Management of Intangibles area.

Management of Intangibles

Managing intangibles is a major challenge before organisations. Increasingly there is an appreciation that for managing hard performance parameters, the softer aspects of management need to be looked into. In fact, several management thinkers believe that understanding and managing the soft aspects, for example the feelings, attitudes, and values of people, their motivation, perceptions about organisational priorities and norms, and elements of the organisational culture, offers an important key to managing the hard and visible aspects such as output, asset utilisation, turn over, and profitability.

This concern for understanding the intangibles is not new at RSC. An attempt was made in 1993 to explore some of these issues in a five day workshop for senior officers of the Indian Railways being considered for promotion as General Managers. They were asked to identify values operating in the Indian Railways and list major strengths and weaknesses of the organisation as perceived by them. The responses were analysed and results were sent to members and advisors of the Railway Board with a request to give serious thought to the perceptions, particularly the negative values and weaknesses of the organisation.

In the present project on Management of Intangibles (MI), it was decided to underscore the significance of managing intangibles in the Indian Railways through a multipronged approach.

The joint project team consisted of:

RSC Team: RR Bhandari (Coordinator)
AK Nigam
KM Thomas

IIMA Team: D Bhatnagar (Coordinator)
JS Chokkar
G Raghuram

The term 'Intangibles' means different things to different people and it is not possible, nor desirable to come up with a precise, universally applicable definition. For our purpose, we were interested in exploring those soft aspects of people management which influence the performance of officers and their teams. After brainstorming and discussions, it was decided to include in 'intangibles', certain relevant perceptions, attitudes, and beliefs.

Methodology

In the first place, therefore, it was decided to explore the perceptions about the prevalence of certain key managerial attributes among the officers of Indian Railways. A survey was proposed. At a second level, we wanted to assess the prevalence of certain important attitudinal variables through self-report measures. Next, it was proposed to develop two case studies on 'Role Models in Leadership in the Indian Railways'. Finally, it was decided to carry out action research on management of intangibles and a series of workshops were proposed for this purpose.

The research team decided to conduct surveys for gathering perceptions about managerial attributes, measure attitudinal dimensions and identify role models. Five instruments were used, one for managerial attributes survey, three for attitudinal dimensions and one for role models.

I (a). Managerial Attributes Survey - To assess the existing level of important managerial attributes amongst various railway managers in JA grade and SA grade in the Indian Railways and also to have a perception of the desired level of these key attributes, a survey was conducted and response from 131 JA/SA grade officers of Indian Railways was collected. The questionnaire was designed by the joint project team after extensive deliberations and discussions.

(b). Survey to measure attitudinal dimensions viz locus of control, helplessness and resourcefulness, 175 JA/SA grade officers responded. These questionnaires helped to evaluate prevailing attitudes, beliefs, sense of helplessness/ resourcefulness.

II. Role Models - A survey was conducted to identify 'Role Models' amongst the retired railway officers and to identify their attributes. An open ended questionnaire was designed by the team and circulated to SA grade officers. Based on 163 responses, Mr MS Gujral, ex Chairman, Railway Board, and Mr E Sreedharan, ex-Member (Engineering) and present Chairman, KRC, emerged as role models for railway officers.

III. Action Research - The findings from the above surveys and the case studies were to form integral inputs for action research.

Based on interviews with them, two case studies were developed to be used as inputs for seminars, and future use by the RSC in training programmes.

The Railway Board vide their letter No. E(TRG)92(23)/2 dated 1.6.1994 identified the following action units for this action research:

Divisions

Jodhpur Division - Northern Railway
Bhopal Division - Central Railway
Vadodara Division - Western Railway

Stand alone units

Diesel Shed, Vatva
Electric Loco Shed, Vadodara
Engineering Workshop, Ahmedabad
Office of CE (CN), Ahmedabad
Office of Dy CAO (TA), Ajmer
Railway Hospital, Dahod
Stores Depot, Sabarmati
Workshop, Jodhpur
Zonal Training School, Udaipur

Divisions were so selected that they represented three different Zonal railways and were different in size and complexities of operation.

Part I of this monograph describes the results of the managerial attributes and attitudinal dimensions survey. The two case studies are given in Part II. Part III describes the action research process and outcomes.

All the following parts can be used as teaching material either as a stand alone basis or together in a module to focus attention on managing intangibles in Indian Railways.

Part I

Managerial Attributes and Attitudinal Dimensions

Managerial Attributes and Attitudinal Dimensions

1.1 Managerial Attributes Survey

For shaping the culture of any organisation, the senior management plays a crucial role. In numerous ways their personal conduct, values, integrity, organisational priorities, and leadership styles etc shape the attitudes and behaviour of people down the line. Details of decisions, actions, and interactions of managers in senior positions are not only noticed by people, but such details get magnified and send the employees down the line important signals about how they too are expected to behave and conduct themselves. Thus, for getting insight into intangibles such as managerial attributes, it is important to know how the senior management is perceived along various dimensions. It was decided to explore the perceptions of officers about the prevalence of important managerial attributes among senior managers of the Indian Railways.

First, a long list of managerial attributes was generated through review of literature and brainstorming among the research team. Next, out of this list more important attributes were identified and retained. Our final list consisted of 28 attributes which were considered to be most relevant for officers in the Indian Railways. These included task related attributes such as professional competence, decision making skill, concern for productivity and quality output. Also included were personal attributes such as creativity, initiative, ability to learn, loyalty to the organisation, and integrity, as well as interpersonal skills like sociability, ability to work as a team member, persuasive skill etc. For each of the 28 attributes, respondents were requested to consider its importance for senior managers (JA grade/SA grade) and indicate (a) the existing level, and (b) the desired level of each attribute among the senior management. The questionnaire is presented in Annexure 1.1.

1.1.1 Results

Analysis of responses yielded interesting insights. At the first level of analysis, we analysed perceptions about prevalence of managerial attributes among senior managers of the IR. Five attributes perceived to be the most prevalent and five attributes perceived to be the least prevalent are presented in Tables 1-A and 1-B.

<i>Table 1-A</i>			
Managerial attributes perceived to be having highest existing level (in descending order)			
S. No.	Attribute	Description	Score (in 1 to 7 scale)
1	Technical/ professional competence	This entails technical mastery over one's job. In today's world, the demanding standards of any industry could only be met with a high level of technical/professional competence.	4.22
2	Commitment to job	If a person is committed to his/her job, he/she strives for high standards and demand the same from others.	4.07
3	Personal integrity	Integrity means congruence between thought,speech and action. In a leadership context, it means the quality of being honest and upright in character.	4.03
4	Communication ability	Communication means promoting a shared understanding. In an organisation, a manager or leader should be able to communicate his ideas or views in the right perspective to his colleagues and subordinates, then only he would be able to get maximum output from them.	4.01
5	Loyalty to organisation	Loyalty implies a deep attachment to one's organisation and valuing its interests above anything else.	3.98

S. No.	Attribute	Description	Score (in 1 to 7 scale)
1	Ability to take risks	A manager should be able to take risks, to survive in the highly competitive market. Combining logic with a certain degree of intuition, a manager should be able to base his decisions on his optimism and experience.	2.94
2	Concern for external customers	In Railways, external customers are passengers, freight customers etc. In a customer-oriented organisation like railways, concern for passengers and other customers is to be taken very seriously. For long-term viability IR cannot afford to ignore customers by overlooking their changing needs or being unresponsive to their complaints.	3.15
3	Long term perspective	For the long-term survival and growth of IR, long term planning is essential. Even if it means taking hard and unpopular decisions in the short term, it would produce fruitful results in the long run so that the organisation could compete in the fast changing market for very long period.	3.24
4	Openness to others ideas	It is very important to be receptive to others' ideas and suggestions. This helps to evolve new ideas and innovative techniques which could help the organisation. It also enhances understanding and rapport with colleagues.	3.27
5	Ability to take a stand and adhere to it	In an organisation, many critical situations would arise in which the manager has to take a particular stand. In those situations, he should have the courage to take a correct stand and stick to it even under pressures from various quarters.	3.29

As these tables show, technical competence is seen as being the most dominant attribute among the senior officers. This is followed by commitment to job. Personal integrity, ability to communicate, and loyalty to organisation are seen as the next important qualities found in the IR officers in that order. However the mean scores, ranging from 4.22 to 3.98 on a 1 to 7-scale do suggest that the rating of the top attributes is not close to the top of the scale.

Coming to the lowest 'existing' attributes, Table 1-B presents the perceptions in ascending order. Thus, the ability to take risk is seen as the weakest in senior officers, followed by concern for external customers, long term perspective, openness to others' ideas, and the ability to take a stand and adhere to it. Putting these perceptions together, it can be observed that Senior IR managers are perceived to be strong in traditional attributes such as technical competence, commitment to work and loyalty etc, which are extremely useful in 'maintaining' an organisation's existing profile and strengths. But managers are seen as deficient in attributes which can indeed help adapt and change the organisation to attune it to the contemporary reality and expectations. Risk taking ability, concern for external customers, long term orientation, openness to others' ideas are some of the attributes which can take an organisation forward, particularly in today's fast changing environment. These are seen as some of the weakest attributes.

Next, we wanted to have an insight into the attributes rated strongest and weakest at the desired level. Tables 2-A and 2-B present the results.

The difference between the mean scores for attributes in Tables 2-A and 2-B is not striking. Concern for quality, decision making ability, personal and professional integrity, openness to others' ideas and the ability to lead were rated as the most desirable attributes. Since the difference between attributes rated highest and lowest on the desirability scale was not striking, it can be concluded that respondents attached considerable importance even to attributes appearing in Table 2-B such as sociability, long term orientation and the corporate perspective.

<i>Table 2-A</i>			
Managerial attributes perceived to have highest score at <u>desired level</u> (in order of priority)			
S. No.	Attribute	Description	Score (in 1 to 7 scale)
1	Concern for quality of output	Concern for quality means desire for perfection and intolerance of shoddy output.	5.79
2	Decision making skill	This entails the ability to evaluate alternative and select the most appropriate course of action. Deciding quickly and acting fast to implement one's decisions is an important attribute of a manager. A right decision taken at a right place in right time only can prove effective.	5.75
3	Personal integrity	Integrity means congruence between thought, speech and action. In a leadership context, it means the quality of being honest and upright in character.	5.75
4	Professional integrity	Being true to one's profession and taking decisions based on merit irrespective of personal consequences is the hallmark of a good manager. Unquestionable professional integrity could prove to be decisive in today's highly competitive scenario.	5.70
5	Openness to other's ideas	It is very important to be receptive to other's ideas and suggestions. This helps to evolve new ideas and innovative techniques which could help the organisation. It also enhances understanding and rapport with colleagues.	5.69
6	Ability to lead	Any organisation would have various people with various ideas and temperament. The ability to bring out the best in all of them and motivate them to achieve the goals of the organisation is the final test of a leader.	5.67

<i>Table 2-B</i>			
Managerial attributes scored minimum at the <u>desired level</u> (in ascending order)			
S. No.	Attribute	Description	Score (in 1 to 7 scale)
1	Ability to take stand and adhere to it	In an organisation, many critical situations would arise, in which the manager has to take a particular stand. In those situations, he should have the courage to take a correct stand and stick to it even under pressures from various quarters.	5.20
2	Accessibility/availability	Remaining accessible to subordinates is an important managerial virtue. If managers are accessible, grievances or doubts if any, could be heard and rectified. It also gives a comradeship or oneness in the subordinates mind.	5.30
3	Sociability	It is the ability to get along with others. It leaves a distinct mark on people. This is an important facet of a successful leader.	5.35
4	Long term orientation	For the long term survival and growth of IR, long term planning is essential. Even if it means taking hard decisions in the short term, it would produce fruitful results in the long run so that the organisation could compete in the fast changing market for very long period.	5.36
5	Corporate perspective	An overall commitment o the organisational goals and an understanding about the interlinkage between one's contribution and organisational performance.	5.37

1.1.2 Difference between the Existing and the Desired Level of Managerial Attributes

The next issue was to identify the attributes for which there existed a large gap between their existing and desired level. For each of the 28 attributes, difference between the existing and the desired level was computed to identify the deficit. Table 3 presents top ten attributes showing the maximum gap between the extent to which they are perceived to be present among the senior officers, and the extent to which, according to participants, they are desirable.

S. No.	Attribute	Description	Difference in Score (in the scale of 1 to 7)
1	Concern for external customers	In Railways, external customers are passengers, freight customers, etc. In a customer-oriented organisation like railways, concern for passengers and other customers is to be taken very seriously. For long-term viability, IR cannot afford to ignore customers by overlooking their changing needs or being unresponsive to their complaints.	2.47
2	Openness to others ideas	It is very important to be receptive to other's ideas and suggestions. This helps to evolve new ideas and innovative techniques which could help the organisation. It also enhances understanding and rapport with colleagues.	2.41
3	Long term perspective	For the long-term growth and survival of Indian Railways, long term planning is essential. Even if it means taking hard and unpopular decisions in the short term, it would produce fruitful results in the long run so that the organisation could compete in the fast changing market for very long period.	2.12
4	Concern for productivity	In any organisation, along with the production of output, productivity in every aspect is essential. Particularly in a people intensive large organisation like IR, concern for employee productivity can improve/depress the results.	2.10
5	Ability to take risks	A manager should be able to take risks, to survive in the highly competitive market. Combining logic with a certain degree of intuition, a manager should be able to base his decisions on his optimism and experience.	2.07
6	Concern for internal customers	Concern shown to the user departments as internal customers can result in better coordinated performance.	2.06
7	Corporate perspective	An overall commitment to the organisational goals and the understanding about the interlinkage between one's contribution and organisational performance.	2.05
8	Willingness to learn and improve	Everyone from the bottom rung of the ladder to the top has lot of lessons to learn. If there is a desire to learn, existing expertise could be improved and new techniques could be assimilated. Willingness to learn makes a person improve and grow continuously.	2.03
9	Concern for quality of output	Concern for quality means desire for perfection and intolerance for shoddy output.	1.98
10	Decision making skill	This entails the ability to evaluate alternatives and select the most appropriate course of action. Deciding quickly and acting fast to implement one's decision is an important attribute of a manager. A right decision taken at a right place at the right time only can prove effective.	1.95

The attributes appearing in the above table spell out the area in which maximum perceptual gap exists, and therefore the need for improvement is the greatest. According to our survey, concern for external customers (passengers, freight customers, etc) is an area presenting the largest gap between the existing and the desired level. Bearing an almost comparable deficit between the existing and the desired level

is 'openness to others' ideas'. Long term orientation (as against short term, quickfix approach), concern for productivity (as distinct from production), and ability to take risks are some other attributes presenting a wide gap between the existing and the desire levels. For managing intangibles, this diagnostic exercise has indicated major attribute deficits, which according to respondents need to be addressed on a priority basis.

The above results were shared with seminar participants. They helped trigger intense discussion and reflection on areas requiring urgent intervention in the Indian Railways.

1.2 Attitudinal Dimensions

A survey was carried out to measure officers' attitudes on the dimensions of locus of control, learned helplessness, and resourcefulness. As mentioned earlier, our respondent set consisted of 175 JA/SA grade officers. They were asked to fill out the standard questionnaires to measure the above attitudes.

1.2.1 Locus of Control

This attitude reflects an individual's perception of control over events happening to and around oneself. Whether members of an organisation feel that they can determine their own destiny within limits is of crucial importance in determining how they undertake change efforts in the organisation. The belief that one has the ability to 'do something' to influence outcomes in the future is the central notion of locus of control. The construct 'locus of control' was proposed by Rotter who developed an instrument called Social Reaction Inventory (Annexure 1.2) which is used extensively in research to determine respondents' belief about whether they feel that they themselves influence the outcomes around them (internal locus), or do they feel that outside forces determine the course of events (external locus). The scale consists of 23 relevant pairs (with six additional dummy items) of statements that offer choice between alternatives that reflect a fatalistic, external control viewpoint and those reflecting a belief in one's own ability to control events in one's life.

Studies to explore ways in which internals and externals differ have shown interesting patterns. Regarding information processing, internals are found to desire more information, and are found to be better at information retention and utilisation than the externals. Internals see stronger relation between effort and outcome and have a stronger belief than the externals that working hard leads to superior performance. Also some studies have shown that internals show greater self control and are more cautious whereas externals tend to take more risks. However, in terms of the consequences of such orientation, it has been found that internals tend to experience greater stress than the externals; and externals give up trying sooner than the internals.

In our study of locus of control among officers of Indian Railways, we received 131 usable responses. The mean score for locus of control was 15. In a possible response range from 0 to 23, the score 15 represents a more internal than external locus. However, it cannot be described as a strongly internal locus.

1.2.2 Learned Helplessness and Resourcefulness

The theory of learned helplessness (LH) hypothesises that people, when exposed to outcomes that are independent of their responses learn that such outcomes cannot be controlled. This leads to an expectation that in future also outcomes would continue to be unrelated to their actions. Thus according to theory, experience of objective noncontingency between effort and outcome in the past leads to perception of present and past noncontingency. The attribution of present and past noncontingency can vary along the internal-external (cause due to something about oneself, or to other people, or circumstances), stable-unstable (recurring versus non-recurring), and global-specific (across many situations versus relatively similar situations) dimension; and, expectation of future noncontingency. A pronounced sense of LH can lead to a variety of effects. The motivational effect of

learned helplessness is a reduced desire to initiate voluntary responses, because of the expectation that outcomes in any case will not be influenced by effort. The cognitive effect of learned helplessness is difficulty in future learning that outcome could now be dependent upon effort. The emotional effect of learned helplessness is anxiety accompanied by depression. Finally, the sense of lack of controllability leads to self esteem deficits.

By 'learned resourcefulness' is meant a set of beliefs and actions through which an attempt is made to self-regulate one's internal responses (such as feelings, perceptions, pain, etc) which interfere with the normal functioning of the individual. Such resourcefulness includes auto suggestion and self instruction to cope with emotional crises, problem solving strategies, capacity to delay immediate gratification, and a broad based confidence that one has the ability to self regulate internal events. Research suggests that people with high resourcefulness are more resistant to developing a sense of learned helplessness than the less resourceful people.

The questionnaires used to measure learned helplessness and resourcefulness among officers of the Indian Railways are presented in Annexure 1.3. The LH scale includes three aspects of work experience: helplessness with regard to outcomes in general; helplessness in dealing with one's organisation; and, helplessness in dealing with one's work. For each of the above aspects, there can be a sense of personal helplessness (PH) as perceived by the respondent; or there can be a sense of universal helplessness (UH), pertaining to 'most executives' sense of efficacy,' as perceived by the respondent. The questionnaire used in our survey carried 13 such pairs of statements. For calculating the overall PH score, the scores of the first statement in each pair need to be added. Likewise, for calculating the UH score, the scores of second statement in each pair become relevant. The separate scores for PH and UH can range from +26 to -26. The Learned Resourcefulness (LR) is measured through a scale consisting of 36 statements. The self report format consists of a 6 point scale ranging from +3 (indicating that the item is extremely characteristic of the respondent) to -3 (indicating that the statement is extremely uncharacteristic of the respondent). Some of the statement are negatively-worded and need to be reverse scored. The overall LR score can range from +108 to -108.

A brief technical note on locus of control, attitudes formation and change, and learned helplessness is presented in Annexure 1.4

Results for learned helplessness among the IR officers are presented in Table 4.

<i>Table 4</i> Learned Helplessness	
1.	Helplessness with regard to outcome in general: (Q.Nos. 1, 2, 3) Personal Helplessness: + 3.36 Universal Helplessness: + 2.39
2.	Helplessness with regard to dealing with the organisation: (Q.Nos. 4, 5, 6, 7, 8, 9, 10) Personal Helplessness: + 7.22 Universal Helplessness: + 5.0
3.	Helplessness in dealing with the work that the individual has to carryout: (Q. Nos. 11, 12, 13) Personal Helplessness: + 3.88 Universal Helplessness: + 2.39
Overall Personal Helplessness (PH) score is + 14.47	
Overall Universal Helplessness (OUH) score is + 9.78	

It is interesting to note that the overall score for personal helplessness is +14.47, which is much greater than the overall score for universal helplessness. The interpretation could be that the officers feel that individually they are more helpless than the other executives in the Railways. Also, the sense of helplessness seems to be the least with regard to outcomes in general; followed by helplessness in dealing with the work that the respondent has to carry out. The strongest sense of helplessness is reported with regard to dealing with the organisation. This is an important finding and a clear signal to the Railways that their officers carry a marked sense of helplessness in dealing with the organisation compared to dealing with their work, or with outcomes in general. A related signal is that the strongest sense of helplessness is personal helplessness (as against universal helplessness) in dealing with the organisation. Thus the respondents seem to be implying that they feel most helpless when they have to personally deal with the organisation in their individual capacity. It seems that this is a major area which calls for further exploration and diagnosis. The behavioral implications of such an attitude of helplessness among officers in an organisation can be marked alienation, withdrawal, passive behaviour and reduced productivity, which were not studied in this project.

The overall score for Learned Resourcefulness was +36.12 which is fairly positive considering the overall range. It can be broadly concluded that though the officers report a sense of helplessness, they seem to have developed reasonable coping ability to deal with it at the individual psychological level.

Managerial Attributes Survey

- I. Listed below are some attributes which organizations look for in their managers. We would like you to think about their importance for **senior managers** (JA grade/SA grade) in Indian Railways and respond accordingly. For each attribute, please indicate the degree to which the attribute is **currently present** among the senior managers (the existing level) and also the degree to which you think it **should be present** (the desired level), by circling the appropriate number.

Attribute

		Extremely Low	Very Low	Low	Average	High	Very High	Extremely High
1.	Technical/professional competence							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
2.	Creativity/Innovation (ability to think of new ideas and develop new applications)							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
3.	Initiative (ability to start action without external prompting)							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
4.	Decision making skill (ability to make good decisions at the right time)							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
5.	Professional integrity							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
6.	Personal integrity							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
7.	Sociability (ability to get along with others)							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
8.	Concern for external customers (passengers, freight customers etc)							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
9.	Concern for internal customers (user departments, e.g. traffic for mechanical department)							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7

		Extremely Low	Very Low	Low	Average	High	Very High	Extremely High
10.	Concern for quality of output							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
11.	Willingness to learn and improve							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
12.	Communication ability							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
13.	Openness to others' ideas							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
14.	Accessibility/availability							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
15.	Organizing ability							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
16.	Ability to lead							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
17.	Concern for productivity as distinct from production)							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
18.	Ability to work as a team member							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
19.	Ability to persuade							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
20.	Commitment to job							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
21.	Loyalty to organization							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7

		Extremely Low	Very Low	Low	Average	High	Very High	Extremely High
22.	Optimism							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
23.	Sense of control (absence of feeling of helplessness)							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
24.	Resourcefulness							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
25.	Corporate perspective (as against departmentalism)							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
26.	Ability to take risks							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
27.	Ability to take a stand and adhere to it							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7
28.	Long term orientation (as against short term, quick fix approach)							
	Existing Level	1	2	3	4	5	6	7
	Desired Level	1	2	3	4	5	6	7

II. Having gone through the relevant attribution for senior manager in Indian Railways, we would like you to choose the five most desirable attributes and write them below in order of their importance to you. Please write below the most desirable attribute against Serial No.1, to the next most desirable attribute against Serial No.2 and so on.

- 1.
- 2.
- 3.
- 4.
- 5.

III. Your designation:

Social Reaction Inventory

Name: _____

This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you **more strongly** believe to be the case as far as you are concerned. Be sure to select the one you **actually** believe to be more true rather than the one you think you should choose, or the one you would like to be true. This is a measure of personal belief; obviously there are no right or wrong answers.

Your answer, either a or b to each question on this inventory, is to be reported beside the statement.

Please answer these items carefully but do not spend too much time on any one item. Be sure to find an answer for every choice. For each numbered question make an X on the line beside **either** the a or b, whichever you choose as the statement most true.

In some instances you may discover that you believe both statements or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you're concerned. Also try to respond to each item *independently* when making your choice; do not be influenced by your previous choices.

Remember

Select that alternative which you personally believe to be **more** true.

I more strongly believe that:

- 1) _____ a. Children get into trouble because their parents punish them too much.
_____ b. The trouble with most children nowadays is that their parents are too easy with them.
- 2) _____ a. Many of the unhappy things in people's lives are partly due to bad luck.
_____ b. People's misfortunes result from the mistakes they make.
- 3) _____ a. One of the major reasons why we have wars is because people don't take enough interest in politics.
_____ b. There will always be wars, no matter how hard people try to prevent them.
- 4) _____ a. In the long run people get the respect they deserve in this world.
_____ b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
- 5) _____ a. The idea that teachers are unfair to students is nonsense.
_____ b. Most students don't realize the extent to which their grades are influenced by accidental happenings.
- 6) _____ a. Without the right breaks, one cannot be an effective leader.
_____ b. Capable people who fail to become leaders have not taken advantage of their opportunities.

- 7) _____ a. No matter how hard you try, some people just don't like you.
_____ b. People who can't get others to like them don't understand how to get along with others.
- 8) _____ a. Heredity plays the major role in determining one's personality.
_____ b. It is one's experiences in life which determine what they're like.
- 9) _____ a. I have often found that what is going to happen will happen.
_____ b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
- 10) _____ a. In the case of the well-prepared student, there is rarely if ever such a thing as an unfair test.
_____ b. Many times exam questions tend to be so unrelated to course work that studying is really useless.
- 11) _____ a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
_____ b. Getting a good job depends mainly on being in the right place at the right time.
- 12) _____ a. The average citizen can have an influence in government decisions.
_____ b. This world is run by the few people in power, and there is not much the little guy can do about it.
- 13) _____ a. When I make plans, I am almost certain that I can make them work.
_____ b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.
- 14) _____ a. There are certain people who are just no good.
_____ b. There is some good in everybody.
- 15) _____ a. In my case getting what I want has little or nothing to do with luck.
_____ b. Many times we might just as well decide what to do by flipping a coin.
- 16) _____ a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
_____ b. Getting people to do the right thing depends upon ability; luck has little or nothing to do with it.
- 17) _____ a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
_____ b. By taking an active part in political and social affairs, the people can control world events.
- 18) _____ a. Most people can't realize the extent to which their lives are controlled by accidental happenings.
_____ b. There really is no such thing as "luck".
- 19) _____ a. One should always be willing to admit his mistakes.
_____ b. It is usually best to cover up one's mistakes.

- 20) _____ a. It is hard to know whether or not a person really likes you.
_____ b. How many friends you have depends upon how nice a person you are.
- 21) _____ a. In the long run the bad things that happen to us are balanced by the good ones.
_____ b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
- 22) _____ a. With enough effort we can wipe out political corruption.
_____ b. It is difficult for people to have much control over the things politicians do in office.
- 23) _____ a. Sometimes I can't understand how teachers arrive at the grades they give.
_____ b. There is a direct connection between how hard I study and the grades I get.
- 24) _____ a. A good leader expects people to decide for themselves what they should do.
_____ b. A good leader makes it clear to everybody what their jobs are.
- 25) _____ a. Many times I feel that I have little influence over the things that happen to me.
_____ b. It is impossible for me to believe that chance or luck plays an important role in my life.
- 26) _____ a. People are lonely because they don't try to be friendly.
_____ b. There's not much use in trying too hard to please people, if they like you, they like you.
- 27) _____ a. There is too much emphasis on athletics in high school.
_____ b. Team sports are an excellent way to build character.
- 28) _____ a. What happens to me is my own doing.
_____ b. Sometimes I feel that I don't have enough control over the direction my life is taking.
- 29) _____ a. Most of the time I can't understand why politicians behave the way they do.
_____ b. In the long run the people are responsible for bad government on a national as well as on a local level.

Questionnaire for Learned Helplessness

We have a series of statements. They relate to common situations we face.

You would have your opinions about how confident or helpless one is, when facing these situations. There are no right or wrong opinions. Each of the following items has two parts. For the second part (b), please give a candid appraisal of **how you think most executives in your organization are**. A scale of +2 to -2 is provided, where -2 indicates being totally helpless, and +2 indicates total control or complete confidence.

Even if the number to be used in answering does not adequately reflect your opinion, please **circle** the number that best approximates how you are, and how most executives in your organization are, when dealing with such situations. Even if you have no direct experience with these situations or problems, please indicate what you think your position would be.

Please give your opinion on every statement.

		Totally confident/ in control			Totally unsure/ helpless	
1.	a. In trying to get what I cherish and value, I am	+2	+1	0	-1	-2
	b. Most executives, in trying to get what they cherish and value, are	+2	+1	0	-1	-2
2.	a. In striving for my goals, I am	+2	+1	0	-1	-2
	b. In striving for their goals, I am	+2	+1	0	-1	-2
3.	a. While trying to prevent unpleasant things from happening to me, I am	+2	+1	0	-1	-2
	b. Most executives, in trying to prevent unpleasant things from happening to them, are	+2	+1	0	-1	-2
4.	a. When I deal with my superiors to resolve my problems in this organization, I am	+2	+1	0	-1	-2
	b. In dealing with their superiors to resolve their problems in this organization, most executives, are	+2	+1	0	-1	-2
5.	a. In overcoming problems that I had in this organization, I am	+2	+1	0	-1	-2
	b. In overcoming their problems in this organization, most executives are	+2	+1	0	-1	-2
6.	a. In dealing with the management of this organization, to resolve my problems, I am	+2	+1	0	-1	-2
	b. Most executives, in dealing with management of this organization resolve their problems, are	+2	+1	0	-1	-2
7.	a. In dealing with the management of this organization for better facilities at work, I am	+2	+1	0	-1	-2
	b. Most executives, in dealing with the management of this organization, for better facilities at work, are	+2	+1	0	-1	-2

8.	a.	With regard to getting promotions in this organization, I am	+2	+1	0	-1	-2
	b.	With regard in to getting promotions in this organization most executives are	+2	+1	0	-1	-2
9.	a.	In trying to make new friends this organization, I am	+2	+1	0	-1	-2
	b.	In trying to make new friends in this organization, most executives are	+2	+1	0	-1	-2
10.	a.	While dealing with colleagues, to resolve mutual problems, I am	+2	+1	0	-1	-2
	b.	While dealing with colleagues, to resolve mutual problems, most executives are	+2	+1	0	-1	-2
11.	a.	In trying to meet the work standards of this organization, I am	+2	+1	0	-1	-2
	b.	In trying to meet the work standards of this organization, most executives are	+2	+1	0	-1	-2
12.	a.	In trying to get work done the way I want, I am	+2	+1	0	-1	-2
	b.	Most executives, while trying to get work done the way they want, are	+2	+1	0	-1	-2
13.	a.	While dealing with group members during team work or in committees, I am	+2	+1	0	-1	-2
	b.	Most executives, while dealing with group members, during team work or in committees, are	+2	+1	0	-1	-2

Directions

Indicate how characteristic or descriptive each of the following statement is of you by using the code given below. Please write the code number that is descriptive of you in the parentheses alongside each statement. Please do not omit any statement.

- +3 Very characteristic of me, extremely descriptive
- +2 Rather characteristic of me, quite descriptive
- +1 Somewhat characteristic of me, slightly descriptive
- 1 Somewhat uncharacteristic of me, slightly undescriptive
- 2 Rather uncharacteristic of me, quite undescriptive
- 3 Very uncharacteristic of me, extremely undescriptive

1.	When I do a boring job, I think about the less boring parts of the job and the reward that I will receive once I am finished.	
2.	When I have to do something that is anxiety arousing for me, I try to visualise how I will overcome my anxieties while doing it.	
3.	Often by changing my <u>way of thinking</u> I am able to change my <u>feelings</u> about almost everything.	
4.	I often find it difficult to overcome my feelings of nervousness and tension without any outside help.	
5.	When I am feeling depressed I try to think about pleasant events.	
6.	I cannot avoid thinking about mistakes I have made in the past.	

7. When I am faced with a difficult problem, I try to approach its solution in a systematic way.	
8. I usually do my duties quickest when somebody is pressurising me.	
9. When I am faced with a difficult decision, I prefer to postpone making a decision even if all the facts are at my disposal.	
10. When I find that I have difficulties in concentrating on my reading, I look for ways to increase my concentration.	
11. When I plan to work, I remove all the things that are not relevant to my work.	
12. When I try to get rid of a bad habit, I first try to find out all the factors that maintain this habit.	
13. When an unpleasant thought is bothering me, I try to think about something pleasant.	
14. If I would smoke two packets of cigarettes a day, I probably would need outside help to stop smoking.	
15. When I am in a low mood, I try to act cheerful so my mood will change.	
16. If I had the pills with me, I would take a tranquilizer whenever i felt tense and nervous.	
17. When I am depressed, I try to keep myself busy with things that I like. .	
18. I tend to postpone unpleasant duties even if I could perform them immediately.	
19. I need outside help to get rid of some of my bad habits.	
20. When I find it difficult to settle down and do a certain job, I look for ways to help me settle down.	
21. Although it makes me feel bad, I cannot avoid thinking about all kinds of possible catastrophes in the future.	
22. First of all I prefer to finish a job that I have to do and then start doing the things I really like.	
23. When I feel pain in a certain part of my body, I try not to think about it.	
24. My self esteem increases once I am able to overcome a bad habit.	
25. In order to overcome bad feelings that accompany failure, I often tell myself that it is not so catastrophic and that I can do something about it.	
26. When I feel that I am too impulsive, i tell myself "stop and think before you do anything."	
27. Even when I am terribly angry at somebody, I consider my actions very carefully.	
28. Facing the need to make a decision, I usually find out all the possible alternatives instead of deciding quickly and spontaneously.	
29. Usually I first do the things I really like to do even if there are more urgent things to do.	
30. When I realize that I cannot help but be late for an important meeting, I tell myself to keep calm.	
31. When I feel pain in my body, I try to divert my thought from it.	

Technical Notes

Locus of Control

Locus of Control is the extent to which a person believes that his or her behaviour has a direct impact on the consequences of that behaviour. Some people believe they can control what happens to them - that if they work hard for instance they will be successful. Such people are said to have an internal locus of control. In contrast, people who have an external locus of control tend to think what happens to them is a function of fate or luck. They see little or no connection between their behaviour and subsequent events (Griffin, 1990). Locus of control has been treated as a trait, where persons with high internal control, called internals, are said to be potent and assertive while persons having a high external locus of control called externals are held as helpless and incompetent (S Cohen et al, 1976). Research by Spector (1982) has shown that internals report more job satisfaction than externals, have more positive views of their supervisors, report less job stress, and perceive more autonomy in their jobs.

According to Griffin and Moorhead (1986), locus of control concepts have some significant managerial implications. Internals are likely to want a voice in their jobs because they believe that they can control their environment. Externals, in contrast, may be less inclined to want to participate in decision making.

Attitude

Attitudes and behavior are formed both as a result of the characteristics of the person and the characteristics of the organization or setting. Some examples of the characteristics of the setting are: working conditions, benefits, coworkers, supervision, company policies...

Examples of individual characteristics that affect responses to work are: aspirations, motives, needs, perceptual processes, personality dimensions, learning ability (Griffin and Moorhead, 1986)

Attitudes and Attitude Formation

Management literature gives two perspectives on attitudes:

- a) The dispositional view
- b) The situational view

In the former view attitudes are composed of three components: affect, cognition, and intention (Cooper and Croyle, 1984):

Affect: It refers to an individual's feelings towards the object. It is something akin to emotion -in which a person has little or over.

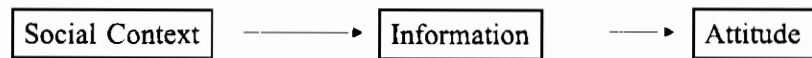
Cognition: It is the knowledge a person presumes to have over the object. This knowledge may be true, partially true, or totally false.

Intention: It is an aim which guides your behavior towards the object.

The situational view theorists argue that attitudes evolve from socially constructed realities. Salancik and Pfeffer, (1977) contend that attitudes are not stable dispositions composed of precise components that consistently reflect individual responses. The social context provides information that shapes the individuals' attitudes. By means of cues and guides social information provides a specific prescription

for socially acceptable attitudes and behaviours. Such information focuses attention on specific attributes of the setting, thus making different behaviours and attitudes more salient.

Attitude Change



How can managers initiate an attitude change on the part of the employees. For example, if employees are greatly dissatisfied with their pay it may be necessary to change this attitude to prevent a large number of employees from leaving. One method is intervention at stage 2 of the situational view and providing the necessary information or it can be done by eliminating the cause of the attitude (for example, a wage increase when employees are greatly dissatisfied with their pay). Attitudes may also be changed through processes associated with dissonance reduction. Dissonance reduction is the way we feel about feelings of discomfort and tension (Griffin and Moorhead, 1986).

Vecchio (1988) outlined four factors which influence attitude change and five steps in the attitude change process. The four factors are:

1. **Source Factors:** It refers to aspects of the presenter of an attitude change attempt (intend to persuade, attractiveness etc).
2. **Message factors** are the specific structure and content of what is transmitted in a persuasive appeal (eg whether or not one or two sides of an issue are presented).
3. **Medium factors** involve the effects of the channel which is employed (for example, face to face appeal or printed matter etc).
4. **Audience factors** deal with the influence of the individual characteristics (for example, aspects of the personality of the target person)

The five steps in the process of attitude change focus on the target persons' (1) attention, (2) comprehension, (3) yielding, (4) retention, and (5) action

Key Employee Attitudes

Attitudes are an important consideration for managers since employee attitudes such as job satisfaction, commitment, and involvement may be related to behaviours like absenteeism, turnover, and productivity. The vital attitudes in an organizational setting are:

- (a) Job Satisfaction, (b) Commitment, and (c) Job Involvement.

Job Satisfaction

It is an individual's attitude towards his or her job. According to Staw, it is one of the most widely studied variables in the entire field of organizational behavior. Job satisfaction results from organizational, group, and personal factors.

Employees form attitudes about five major organizational factors: pay, opportunities for promotion, nature of the work itself, policies and procedures of the organization, and working conditions (Bateman and Organ, 1983).

According to Locke (1976), the job satisfaction of individuals within a work group may be influenced by both co-workers and the supervisor or manager. Although the supervisor can be regarded as an organizational factor, often his or her individual characteristics (warmth, understanding, or integrity)

influence employee attitudes the most. An individual's needs and aspirations can also affect job satisfaction. For example, if a person wants to be in a high profile job then he or she will be lesser satisfied with a job in operations rather than say in public relations.

Commitment and Involvement

According to Bateman and Strasser (1984), commitment and involvement, two loosely related employee attitudes, influence important behavior such as turnover and absenteeism.

Commitment can be defined as the individual's feelings of identification with and attachments to the organization. Involvement reflects the person's willingness to go beyond the standard demands of his or her job as an organizational citizen (Griffin and Moorhead, 1986).

Steers (1977) found that personal characteristics (need for achievement, age, education), job characteristics (task identity, optional interaction, and feedback), and work experiences (group attitudes, organizational dependability, perceptions of personal involvement, and personal importance to an organization) influence commitment. He found that a high commitment led to a desire and the intent to remain in the organization. In addition he found it to be inversely related to employee turnover, ie the higher the commitment the lower the turnover.

Beliefs are defined as statements about the relationships between objects, concepts and events. "My job gives good pay" or "I have a smart supervisor in my job" are beliefs. The beliefs outlined above describe the relationship between aspects of the work setting and one's job (Mitchell, 1978).

Values are broader, more encompassing concept than attitudes. Values may be seen as a summary of many attitudes. Values are normative in the sense that they are frequently defined as ideas about how everyone should feel and behave (Mitchell, 1978).

Hage (1980) has argued that the values of the dominant coalition are critical for radical innovations to take place in an organization. If the values are prochange, then innovation is more likely.

Values and norms of the top management go a large way towards shaping the organization culture (Hall, 1991). Hartley et al (1991) found that the employees who value their job very highly will go a long way towards making their employment secure and contributing more towards the organization than employees who do not really care about their jobs.

Learned Helplessness

When individuals are faced with a problem or a situation they wish to avoid, most usually take steps to find a remedy. Some individuals tend to do nothing to resolve the problem and would rather suffer from the consequences of their inaction. This behaviour which is not adaptive to the circumstances stems from 'Learned helplessness'. Learned Helplessness is a result of experiences where the actions of individuals failed to bring about desired outcomes. Based on such experiences, the individuals feel that they are helpless and that any steps taken by them will not help in solving a problem, or getting over an aversive situation. The phenomenon was observed by Overmeir and Seligman (1967) while experimenting with dogs. The dogs were tied by a leash and given electric shocks repeatedly. Initially the dogs tried to escape the shocks. After repeated failures to escape the shocks however, the dogs discontinued the effort. At that point all the leashes were removed thus making escape possible. However, it was seen that the dogs did not make any attempt to escape.

Hiroto (1974) used college students to test the concept of learned helplessness. He divided the students into three groups. Two groups (say, Gr A and Gr B) were exposed to noise. Out of the two,

one group (Gr B) had the option of controlling the noise. The third group (Gr C) was not exposed to any noise at all. After a point all the three were exposed to loud noises. It was seen that group A did not make any attempts to terminate the noise even when they had the means to do so.

Learned Helplessness (LH) in Organizations

Suresh Balakrishnan (1990) analyzed the phenomenon of LH in organizations. According to him,

There are instances of LH we all see. Rampant employee indiscipline, for example, is observed in many Indian organizations. Ask a harassed manager what he does to discipline employees, pat will come the anxious response: "What can I do? I am helpless." Machines and men lie idle when simple decisions to be made by first line supervisors get passed upwards to departmental heads. Ask the buck passers why they avoid decisions and you will often hear them protest in genuine despair "How can I? I am not even sure whether it is my job".

When managers take pains and put in effort to accomplish something and the results are not commensurate with their expectations, they learn that the results and the effort does not match. From these experiences they get the feeling of being helpless and their endeavors in subsequent tasks decrease.

Factors Causing Learned Helplessness in Organizations

1. When people in an organization are given difficult or insurmountable goals, they find it difficult to find a causal relationship between the efforts they have put in and the desired outcomes (Stedry and Kay, 1966). As a result it induces a sense of powerlessness and hence causes LH.
2. Kanter (1983) found that when employees are held responsible for results which primarily are not their own, or are given tasks and roles to perform without being given the commensurate resources and authority, they get a feeling of powerlessness in their jobs.
3. A lack of job autonomy and a perception of participatory decision making at work also gives a sense of powerlessness to the employees and hence has implications for LH.
4. Organizations seek to regulate the behaviour of the employees through rigid rules and regulations. Employees in such organizations, who are expected to comply with the same may resort to learned helplessness.

Minimizing Organizationally Induced Helplessness (OIH)

A variety of strategies have been found effective in minimizing learned helplessness in organizations.

- (i) Ensuring that employees who join the organization experience reasonable amount of success early on in their career. This success can be ensured through training and development programs.
- (ii) A periodic counselling of employees where they are made to understand that their failures (if any) were because of a transient cause which may have been specific to the problem which the individual faced. Success of the individuals are because of their actions and causes which are stable over time.
- (iii) Non-monetary reward schemes such as praise for a good work by a top executive of the organization in a social gathering are expected to provide an empowering experience.
- (iv) Removal of factors in an organization which induce learned helplessness such as lack of clarity regarding the task to be performed and lack of autonomy.

Bibliography

1. Bandura A. "Self efficacy: Towards a unifying theory of behavioral change." *Psychological Review* 84 (1977): 191-215.
2. Barry M Staw. Organization Behaviour: A review and reformulation of the field outcome variables, in Mark R.Rosenweig & Lyman W.Porter(Eds.) *Annual Review of Psychology*, Vol 35. California: 627-666.
3. Bateman Thomas S, and Dennis W Organ. "Job satisfaction and the good soldier : The relationship between affect and employee citizenship." *Academy of Management Journal* (December 1983): 587-595.
4. Baum A, J R Aiello, and L E Salesnick. "Crowding and personal control: Social density and development of learned helplessness." *Journal of Personality and Social Psychology*, 36 (1978): 1001-1011.
5. Conger J A, and Kanungo R N. "The empowerment process: Integrating theory and practice." *Academy of Management Review*, 13 (1988): 471-482.
6. Cooper Joel, and Robert T Croyle. Attitudes and Attitude Change, in Mark R. Rosenweig & Lyman W.Porter(Eds.) *Annual Review of Psychology*, Vol 35. California: 1984 : 627-666.
7. Diener R F, and C S Dweck. "An analysis of learned helplessness: Continuous changes in performance, strategy, and achievement cognition following failure." *Journal of Personality and Social Psychology*, 36 (1978): 457-462.
8. Diener C I, and Dweck C S. "An analysis of learned helplessness: The processing of success." *Journal of Personality and Social Psychology*, 39 (1980): 940-952. .
9. Griffin Ricky W. *Management*, Houghtan Mifflin & Company, 3rd Ed., Pg 579.
10. Griffin R W, and Moorhead G. *Organizational Behaviour*. Boston: Houghton-Mifflin, 1986.
11. Hall Richard H. *Organizations: Structures, Processes, and Outcomes*. Engelwood Cliffs, NJ: Prentice Hall, 1991.
12. Hiroto D S. "Locus of control and learned helplessness." *Journal of Experimental Psychology*, 102 (1974): 187-193.
13. Hiroto D S, and M E P Seligman. "Generality of learned helplessness in man." *Journal of Personality and Social Psychology*, 31 (1975):-311-327.
14. J S Benson, and K J Kennely. "Learned Helplessness: The result of uncontrollable reinforcements or uncontrollable aversive stimuli." *Journal of Personality and Social Psychology*, 34 (1976): 138-145.
15. Johns Gary. *Organizational Behaviour: Understanding Life At Work*. Illinois: Glenview, 1988.
16. Kerr S. "On the folly of rewarding A, while hoping for B." *Academy of Management Journal*, 18 (1975): 769-783.

17. L Y Abramson, M E P Seligman, and J Teasdale. "Learned helplessness in humans: Critique and reformulation." *Journal of Abnormal Psychology*, 87 (1978): 49-74.
18. Lefcourt H M. *Locus of control: Current trends in theory and research*. Hillsdale,N.J: Lawrence-Erlbaum, 1981.
19. Martinko M J, and Gardner W L. "Learned Helplessness : An alternative explanation for performance deficits." *Academy of Management Review*, 7 (1982): 195-204.
20. Miller I W, and Norman W H. "Learned helplessness in humans: A review and attribution theory model." *Psychological Bulletin*, 86 (1979): 93-118.
21. Overmeir J B, and Seligman M E P. "Effects of inescapable shocks upon subsequent escape and avoidance learning." *Journal of Comparative and Physiological Psychology*, 67 (1967): 28-33.
22. Rosenbaum M. "A schedule for assessing self-control behaviour: Preliminary findings." *Behaviour Therapy*, 11 (1980): 109-121.
23. Rosenbaum M, and Ben-Ari K. "Learned helplessness and Learned Resourcefulness: Effects of noncontingent success and failure, on individuals differing in self control skills." *Journal of Personality and Social Psychology*, 48 (1985): 198-215.
24. Rosenbaum M, and Jaffe Y. "Learned Helplessness: The role of individual differences in learned resourcefulness." *British Journal of Social Psychology*, 22 (1983): 215-225.
25. Rotter J B. "Generalized expectancies for internal versus external control of reinforcement." *Journal of Experimental Psychology*, 74 (1967): 1-9.
26. S Cohen, M Rothbart, and S Philip. "Locus of control and generality of learned helplessness in humans." *Journal of Personality and Social Psychology*, 34 (1976): 1049-1056.
27. Salancik Gerald, and Jeffrey Pfeffer. "An examination of need satisfaction models of job attitudes." *Administrative Science Quarterly*, 22 (1977): 427-456.
28. Salancik Gerald, and Jeffery Pfeffer. "A Social information processing approach to job attitudes and task design." *Administrative Science Quarterly* 23 (1978): 224-253.
29. Stedry A C, and Kay E. "The effects of goal difficulty on performance." *Behavioral Science*, 11 (1966): 459-470.
30. Vecchio Robert P. *Organization Behaviour*. Chicago: Dryden Press, 1988.

Part II

Role Models

Role Models

A survey was conducted to identify 'role models' from among the retired railway officers, and to identify their major attributes. Respondents were asked to identify three retired railway officers regarded by them as highly successful and effective. For each name, they were asked to mention two to three attributes which made the retired officer highly effective. 163 usable responses were received. Following retired officers, listed in alphabetical order, were identified as role models, based on the highest score:

Mr ID Amin, ex-GM, RCF
Mr MS Gujral, ex-CRB
Mr D Hariram, ex-GM, NE
Mr E Sreedharan, ex-Member, Engineering

The common attributes perceived in these role models, listed in order of priority, were the following:

1. Ability to take a stand and adhere to it
2. Ability to take risk
3. Resourcefulness
4. Personal Integrity
5. Commitment to job
6. Ability to lead
7. Technical/Professional competence
8. Creativity/Innovation
9. Professional Integrity
10. Decision making ability

Out of the above list, Mr MS Gujral and Mr E Sreedharan were personally contacted for preparation of case studies. They were invited by the project team and interviews were conducted at IIM Ahmedabad and RSC Vadodara to document their experiences of managing intangibles, and to have an insight into their leadership styles. In each case, at least one more officer associated with them was interviewed to get an alternate perspective. Documentation of these interviews led to the development of the case studies presented below.

2.1 MS Gujral

2.1.1 Introduction

On taking over as Chairman, Railway Board on November 17, 1980, Mr MS Gujral made a fervent appeal to the railwaymen to contribute enthusiastically to the task of nation building. "Railways are the lifeline of the nation," observed the new chairman. "Each one of us in the railways has an important role to play in the noble task of nation building. As responsible citizens of this great country, we have to put in our best towards improving the performance of the railways, especially at this critical juncture when our performance will help build a strong industrial and economic base for the progress of our country." Spelling out further the responsibilities of railwaymen, Mr Gujral continued: "Railwaymen have had a creditable record of service to the nation; they have always risen to the occasion in difficult times. In railways, perhaps more than in any other organization, the need for discipline and dedication is paramount. Everyone looks to a challenge in life and to get an opportunity to do his best." And as a leader of the 18 lakh strong organization, Mr Gujral promised in the same speech: "As the head of the family of railwaymen, it is my proud privilege to offer everyone of you a new challenge in your job."

Gujral was working as General Manager, Western Railway when he was elevated as the Chairman, Railway Board in a somewhat unexpected move. He remembered the details vividly.

In the middle of November 1980, with seven months to retire from the railways, he received a call from the secretary to the Minister for Railways (MR), Mr Kedar Pandey - who himself was seven days old in his position as MR - to come to Delhi to meet the MR at the earliest. He arrived in Delhi the same evening and reached MR's residence at 10.30 pm. By then the MR had retired for the day. However, on being told of Gujral's arrival, the MR came out to meet him. His opening remark to Gujral to share the purpose of the meeting was: " Humne socha ki apne CRB se mil to le." (I thought let me at least meet my CRB). Gujral observes that it was then that he realized that from a GM, he had been elevated to the highest position in the railways, namely the Chairman, Railway Board. The decision was unprecedented because Gujral was not a member of the Railway Board - the usual route leading to the Chairman's post; and, he had only seven months to retire.

The railway freight had dropped over the previous three successive years, partly due to the policies of the earlier government. The current MR wanted to do something drastic. He started with a shake up of the entire Board.

Reflecting on the turn of events, Gujral realized that this opportunity offered him two unusual advantages. One, not having been a member of the Railway Board, he could try writing a new script for the railways on a fresh sheet. The second strategic advantage according to him was that time would be on his side. Since he would take over as CRB just after the entire previous board had been sacked, it would not be easy for the government to sack him soon, possibly not even at his official retirement age. Also, proving himself would be easy, since just stopping the deterioration that had set in would suffice. All this meant that Gujral could indeed act decisively and fearlessly to do what he considered right.

2.1.2 Army Background

Gujral joined the then East Indian Railway in 1948 after a three year stint with the British Indian Army. The lessons and principles of management picked up by him while in the army were applied by Mr Gujral extensively in the railways. A few of them are worth recalling here.

On his first day in the army, Gujral's Commanding Officer (CO) spotted Gujral and told him to convey an order to someone. To check if Gujral had understood his order right, the CO asked him

to repeat it. "Sir, I will ask him to do such and such thing" was Gujral's reply. The CO was visibly annoyed and told Gujral to repeat what he would do. Gujral gave the same answer. Loosing his cool, the CO bellowed: "If you are going to become an officer in the Indian Army, you will bloody well 'tell' and not 'ask'." Gujral feels that the learning from this experience became deeply ingrained in him and was applied by him many a time in later years.

Another learning from Gujral's experiences in the army found its way later in the railways. The endurance building exercises of the army such as the daily ten mile run, or the occasional route march of 26 miles carrying a 'Pitthoo' (weight) at the back helped build ruggedness and stamina. Participating in these extremely exhausting exercises, Gujral realized that contrary to common sense, the last lap was the easiest as it involved returning to the barracks. The mind at that stage was already looking forward to the warmth of the home, and therefore physical fatigue was not even felt. This learning was applied later in redesigning of crew, schedules in which the crew worked a train out of their home base upto a predesignated station and worked a train back to the home base in the same shift. With the incentive of returning home, the crew could be stretched to do more and delays minimised.

2.1.3 Appointments in the Indian Railways

Gujral worked in the Eastern Railway in a variety of capacities at the divisional level, before becoming the Divisional Superintendent of the Delhi Division of the Northern Railway. He subsequently functioned as member-secretary of an important committee appointed by the Government of India to rationalize traffic to and from the steel plants. Other postings included Chief Operating Superintendent of the South Eastern Railway; General Manager of the South Eastern Railway; Director General, Transportation; and General Manager, Western Railway (GM, WR). Gujral served as GM, WR for 18 months. During this period, while the Indian Railways in general registered a decline, there was a significant improvement in the performance of the Western Railway. A number of improvements and innovations were introduced. For example, during the monsoons, transporting of salt cargo used to pose a major problem. The loads of train used to get reduced due to the partial presence of salt wagons since leakage of salt on the tracks resulted in slipping of wheels and reduced adhesion on the tracks. The previous GM had issued instructions to reduce all freight train loads to 2000 tonnes from 2750 tonnes.

'Why not segregate salt loading?' asked Gujral and suggested that "salt only" trains could be run with a tank wagon in the rear letting out water on the tracks and cleaning with a brush. This would enable other trains to have no salt wagons and thus run with 2750 tonnes. He asked his people how much time would they need to put the idea into workable shape. Eight to ten days was the estimate. He asked them why not try in less time to save the Indian Railways crores of rupees. The next day there was a call from the salt loading depot to tell Gujral that the salt train was ready! He believed that assigning the responsibility of executing the idea to the people helped develop their involvement and as a result there was a wholehearted response from them.

Another major ordeal for the Western Railways was the heavy requirement of transshipment. The Western Railway was one railway which had the maximum mixture of broadgauge and metergauge tracks combined with the result that they had the maximum number of transshipment points such as Sabarmati, Viramgam, Ratlam, Sawai Madhopur, Agra etc, where the BG and MG network was intertwined. However, over the years, because of four wheeler wagons, the shipping of load of 24 tonnes of BG wagon had become problematic because the contents could not be stacked into another equivalent number of 18 tonne MG wagons. With the arrival of the box type wagons, the difference was reduced tremendously because a box carried 55½ tonnes. Three 18 tonne MG wagons could handle 54 tonnes. For 1-1/2 tonnes another wagon was required. Gujral ordered that the MG wagon start loading upto 19 tonnes instead of 18 tonnes (ie the axle load was to be increased from 9 tonnes to 9.5 tonnes). The orders to this effect were issued while he was in Ahmedabad on an inspection visit, away from his head office.

The labour did not like it because they had to work harder. Gujral called the labour contractor and told him that the orders will NOT be changed and the management was prepared to face any labour strike. Since the change amounted to significant savings for the railways, for each lakh saved, the labour would be paid an additional Rs 100. This increase of rate was recorded immediately in his inspection note. The financial adviser, normally known to be cautious about such things had no choice. There was a localized strike for two to three days after which everything settled down. Gujral believed that the act of recording the increased rate of payment to the labour in the inspection note, in the presence of the people concerned, had a positive effect. All of them felt that they were a party to the new order. Along with sharing the ownership of the idea with other people, Gujral shared the credit for the success with them, believing that he had come to a stage where he did not have to earn any more laurels for himself.

2.1.4 Immediate Challenges for the CRB

After accepting the offer to move into the driver's seat in the Indian Railways, Gujral started working towards providing the leadership he felt the organization needed. The offer to make every railwayman's role challenging, as quoted in the beginning, was part of his first speech to his people as their Chairman.

Circumstances combined to endow the position of the CRB generously with what he himself had promised to his people, namely challenges.

The performance of the Indian Railways had been deteriorating for many years. The previous three years in particular had registered a precipitous decline. The productivity indices showed a dismal picture (Table 2.1.1).

	Tonnes Originating (million)	Tonnes Kms (million)	Revenue (Rs in crores)
1977-78	210.8	150,230	2133.83
1978-79	199.6	143,870	2161.30
1979-80	193.1	144,559	2404.41

The employee accountability and morale were low. Staff discipline had eroded almost completely. Union leaders, especially those heading the Loco Running Staff Association (LRSA) were all-powerful and strike calls used to be given at the drop of a hat. In other words, people management posed a formidable challenge for the management.

When Gujral made a courtesy call on the Prime Minister, Mrs Gandhi on 16 November 1980, the new members of the board had already been appointed. Gujral, however, wanted an interchange in the portfolio between Member, Mechanical and Member, Staff. In his judgement, the officer designated as Member, Staff was the stronger and technically more competent person whose contribution could be far more valuable as Member, Mechanical. Gujral recommended this change of portfolio to the Prime Minister, who was keen to ensure that staff matters, at that time a particularly thorny and sensitive issue, should be handled carefully. Gujral told the Prime Minister that if results on this front had to be delivered, it would be by the Chairman; thus it was immaterial who the Member, Staff was. Gujral's recommendation of the interchange was implemented. This explicit change sent the message as to who ruled the roost.

Mentioning the incident to the case writers, Gujral observed that when he took over the command of railways, he knew that the house was on fire. As CRB, he had to distinguish between the urgent and

the important. It was urgent to contain and extinguish the fire. The above action was intended to initiate such measures.

However, addressing the important issues was an equally significant challenge for the CRB. This meant taking tough decisions which, despite immediate unpleasantness, would hopefully have a salutary effect in the long run.

2.1.5 Tackling the Important

Gujral felt that failure of assets was one of the most important areas which needed attention. Assets in the railways included locomotives, wagons, coaches, signals, tracks, etc.

Convinced that wagons were a major cause of accidents in the railways, he thought that the easiest thing to focus on and improve would be the wagon stock. However, the debate about safer wagons had been going on for the past ten years; the relevant files had been in circulation and no decision had been reached. Within three days of taking over as CRB, Gujral convened an emergency meeting of the Board. A decision was taken to change with immediate effect the design of the rolling stock and adopt the new design which had been debated for quite some time. With one single order, all manufacturing orders for the old design were frozen except for what was on the assembly line.

The major change in the design was that the vacuum brake was to be replaced with the airbrake, thereby ensuring much greater safety. This decision was to have far-reaching benefits for the railways which started accruing well after Mr Gujral's retirement.

An unintended consequence of this decision was that the wagon manufacturers were put to a lot of inconvenience and heavy losses. The manufacturers' lobby was so upset with this decision that they immediately went to the Prime Minister and lodged a strong protest. They urged the Prime Minister to intervene and reverse the board's decision. The PM refused to interfere. This strengthened the position of the new board and the CRB.

An implication of the decision to change the wagon design was that new bearings had to be designed. The biggest manufacturer of ball bearings, an old friend of Gujral, gave a 70 page memo on why it was desirable for the railways to stick to the old bearings. Gujral called him to his office and told the manufacturer that he was not interested in reading the memo. The orders would only change over his dead body. The manufacturer had the choice to take the CRB's orders seriously and act accordingly, or fritter his time in manipulating to get the orders changed, which in any case was not going to happen. His friend got the message and soon went to the US seeking technological collaboration for the new bearings. This action on the part of the manufacturer gave him valuable lead time over his competitors. He continues to benefit from the lead. With this episode, the word spread that the CRB was all powerful and that once he had taken a decision, he would not change it.

2.1.6 Operations Improvements

A firm believer that things never remain static, that they are always in a flux - either improving or deteriorating, Gujral regarded complacency as a manager's worst enemy. Wherever he was posted, he was perennially on the look out for ways of improving operations and movement. Despite changes in the technology, the earlier patterns of train examination and loco schedules for repairs had continued with the steam loco mind set. For bringing about radical changes, Gujral would issue one line, simply worded commandments instead of circulars. His crisp phrases like 'end-to-end running' and one-liners like "The engine is subservient to the train, and the train is not subservient to the engine" changed the pattern of operation and maintenance in the railways.

There were at least four operational improvements of significance:

- (i) The old pattern of freight train examination at intermediate points was removed, since it caused inordinate delays. Attention was shifted to better examination at the origin, to enable end to end running of trains. This programme also improved the attention on maintenance, though the officials in the maintenance department resented it.
- (ii) Expensive diesel and electric locomotives were run light towards the end of their week's job of powering trains back to their home sheds. This was done away with by making the locos use the nearest loco shed for the weekly maintenance.
- (iii) Piecemeal loading for bulk commodities was done away with, requiring bulk commodity customers to move in rake loads. This reduced intermediate yard detentions and improved wagon turnaround significantly.
- (iv) There was an operational complexity due to two types of 'couplers' existing in the wagon fleet. The newer centre-buffers-couplers (CBC) were more efficient in terms of load, speed and safety, but were not exploited fully due to the mix up with screw coupler wagons. A massive segregation exercise was undertaken to ensure use of the CBC wagons for end-to-end running trains.

The station masters were given fifteen days for the implementation of the segregation orders. No piecemeal localized loading was allowed on the CBC wagons after that period and any presence of such wagons was to be taken as an indication that the station master was making money. Immediate suspension of such station masters was to follow automatically. The onus fell on station masters to prove their innocence. The power to revoke suspension had been withdrawn from the general managers. Within 15 days, there was a sea change; all wagon stocks had been segregated and only one station master was suspended.

According to Gujral, "For bringing any change, baseless fears of people have to be tackled. When locomotives were introduced in Britain, there was an uproar in the British Parliament. People were scared that in the nearby areas, hens would stop giving eggs; cows would not give any milk; women would abort. However the decision makers went ahead with the implementation and the fears were belied." Likewise, with the above changes, the entire running of the Indian Railways changed for the better.

Exhibits 2.2.1, 2.2.2, and 2.2.3 give self-explanatory details about the operational performance of Indian Railways in the pre to post Gujral era. They give information on the utilization of key assets, volume of traffic and train accidents.

2.1.7 Handling a Strike

Within two months of taking over as CRB, Gujral had to handle a confrontation with labour. There were certain signals he wanted to send to the labour and was waiting for the right moment when he could meet them on his own ground and at his own terms. This strike, it seemed, offered such a chance.

On 15th January 1981, the LRSA declared a countrywide strike. In the past, the LRSA leaders used to be flown to Delhi at the expense of the railways for negotiations with the CRB. They also used to throw their weight around by suggesting changes in the timing of the meeting with the Railway Board and the railways used to accept the dictats of the LRSA leadership. This time Gujral said that there would be no meeting and no LRSA people should be allowed to enter the Rail Bhavan. In the war of nerves that followed, Gujral's strategy was to focus on the key part of the eastern India where the steel plants were located. He decided that come what may, trains would run in the eastern sector and the 'Tata Triangle' would be kept mobile.

The Western Railway was asked to identify their 150 most loyal crew who were flown to Calcutta - all of whom flew for the first time in their lives - two days before the strike. Once in Calcutta, they were taken out in a special train with only three bogies. The idea was to make their presence felt and give a signal that the mobility of the Tata Triangle would be maintained at any cost. When the hour of the strike arrived, all trains stopped for four hours. Then they started running. Those four hours tested the nerves of the CRB who was almost sweating with worry. But once the wheels of the trains started grinding again in the eastern sector, in his own words "I could not care less."

On February 17, a massive rally was organized in New Delhi to induct Rajiv Gandhi into politics. As a preparation for the rally, the railways were asked how many special trains they could run for the purpose. The usual response was five or six. Since the railways were experiencing slump as a result of the strike, the Congress Party could not put pressure for more trains. However, Rajiv Gandhi called Gujral. After some hesitation, Rajiv Gandhi asked Gujral if 150 special trains could be run by the railways. Gujral's response was that it was possible provided the full fare of trains was paid in advance. In the past, payments had been defaulted by concerned parties. Also, the fare was to be paid, not centrally, but at the respective stations of origin to the station masters concerned. By definition, nine bogies constituted a train and two such trains (ie 18 bogies) were combined to be run with one diesel engine, thus earning twice the amount per engine. After running 125 such trains, the railways were told that no more trains were needed. Thus, February turned out to be the highest earning month for the railways, inspite of the strike.

In view of the above, Gujral did not relent to the LRSA demands. The association leadership was quite demoralized and they sent messages to Gujral that at least he should meet them. He, however, did not respond. His indirect message to the striking employees was: "You may continue with your strike but it will be business as usual, in fact more business than usual, for the railways." For the leaders who went on hunger strike, he told people not to try to break the strike; instead, people were asked to support and help enforce the hunger strike by raising a rumpus every time food was sneaked in for the starving leaders. Such steps inconvenienced the leadership further. Sensing a stalemate, the association went to Mr Jyoti Basu, the Chief Minister of West Bengal, and sought his intervention. Basu called the Minister for Railways, Kedar Pandey who, to the dismay of the CRB, agreed to have a discussion with Basu regarding the railway strike. Gujral was concerned that the advantages of a tough stand taken so far would be nullified if the minister or the CRB was to start discussions at this stage. He, therefore, refused to associate himself with the discussions. Fortunately for Gujral, the meeting of union leaders with the Minister for Railways could not materialize as the latter had to leave for a long foreign trip the same evening. The result was that the strike was finally broken and the LRSA had to surrender unconditionally. Gujral believed that because of the tough stand by the management, the deadly venom paralyzing the Indian Railways was liquidated completely.

In the meantime, the leadership had experienced intense pressures from another quarter also. When the strike began, Gujral himself rang up all the General Managers and asked them to note down the Chairman's personal orders to sack 100 workmen each. The GMs were told that they had to 'fulfil the quota' of sacking 100 men under section 14(2) for sundry removal and they had the legal protection in the sense that the final responsibility for this decision was of the Chairman. However, for implementing the orders, two conditions had to be met:

- (i) The sack order had to be confined to people at the middle level only. The top leadership was to be left out completely to help create an impression that they were in league with the top management of the railways; and the lowest level were not to be touched because they were completely innocent.
- (ii) All the employees receiving the sack had necessarily to be residents of the railway quarters. The reason was that when these workmen did not go to work for long time, others in the railway colony including housewives and children would start asking questions. Thus these employees would get maligned by the whole society. The intention was not only to

demoralize the hundred workmen living in the railway colonies, but many more who would come to know about their having been sacked. Regarding the legality of Section 14(2) for sundry removal, Gujral went to Palkiwala and sought his legal counsel. Gujral mentioned that the Indian Railways with the magnitude of 1.6 million employees cannot be run if for every sack order there is an enquiry; ways and means of postponing it; and a tortuous legal process. Since Palkiwala himself was busy, he told Soly Sorabjee to take up this case in the Supreme Court. When Gujral left the Indian Railways, the case was still being fought in the Supreme Court.

After the strike was withdrawn unconditionally, Gujral moved swiftly to change all the dysfunctional rules. For example, there was a short distance mileage rule that as soon as a driver came on duty and signed the log book, he would be paid a minimum mileage allowance for 125 miles. The result was that some drivers who were not interested in driving the engines would come to duty, sign the book, feign a variety of excuses for not driving, and go back after a couple of hours. After the strike, this rule which often paralysed the system was changed and replaced by new rules in which there was no allowance for short distance. As the distance increased, there were incremental allowances for every 150 mile slab. With the new found support of the union and the administration, the implementation of the new rule became much easier. Thus, an adversity like a countrywide strike was turned into a benefaction for the railways.

According to Gujral, this strike could be seen as 'a strike which ended all strikes'. The way it was handled, it was almost like converting a plague infested area into a clean and attractive play ground for everyone concerned!

2.1.8 Managing Change Through People

Gujral felt that democracy and consultative style were not effective in all situations. Such an approach was useful when gradual changes were to be introduced. But for ushering in drastic changes, a variety of styles which matched the peculiar characteristics of the followers needed to be used.

For reducing the incidence of accidents, Gujral believed that it was his responsibility to make the cabin staff more alert. Their sensitivity to the whistle and signal had to be sharpened.

He enforced simple rules from the book such as: the driver **MUST** blow the whistle; the green signal **MUST** be exchanged between the driver and the cabin, otherwise the train would be treated as a runaway train and stopped at the next station; if the driver does not see the cabin signal, he **MUST** stop at the next station; if unable to stop, he **MUST** throw a stone at the next station with a paper message; the cabinman would be suspended immediately. The sword of Damocles was always hanging for the cabin crew.

Gujral found that whenever he wanted to introduce a change, proving the efficacy of a new method was difficult, but not sustaining it. Sometimes when a driver wanted to go home quickly, he would say that he was short of sand. The usual practice then was to send the engine light to his home base, thus treating the engine like a taxi. The problem was solved by putting sand bags in all the station master's office.

The trigger for new ideas often came from workmen themselves. However, people at the ground level often do not realize the worth of their ideas as they may not be in a position to discriminate between a stone and a diamond. The role of an officer was to spot bright new ideas, chisel and polish them, combine them with other ideas and make sure that innovative ideas kept getting implemented in the railways.

Emphasizing the value of learning from the actual 'doers' at the field level, Gujral observed: "In the army, often the soldier is a much better marksman than the general and can give him many a valuable

tip in shooting. In railways too, the workmen at the grassroots level could be an important source of learning. Unfortunately, because of their vanity, young officers in the first four to five years of their career do not ask the workmen enough questions, however silly, and thus fritter away the opportunity to learn the basics. In the later years, they cannot ask because they are ashamed to acknowledge that they do not know." Learning from them can invest the workmen with a sense of pride and bonding with their officers. Differentiating the better performers with labels like 'crack team', and recognizing the highest speed achieved or helped people develop pride in themselves.

Likewise, differentiation in wagons also helped though the idea was not accepted easily. Continuing the segregation idea, Gujral ordered the painting of box wagons green instead of red. Initially, there were people who resisted the idea by saying that green colour would soon fade. This objection was shot down with the argument that green would fade into a colour which would still be different from the traditional red!

Another simple idea which faced rough weather was the possibility of selling ads on suburban trains on a train basis rather than coach basis. This would enable the entire train to look like one long advertisement, making it more effective.

2.1.9 Decision Making

According to Gujral, indecisiveness is a misfortune of the country. However, a big advantage is that there are very few people who would actually reverse somebody else's decision. Yet being decisive does not mean that having taken a decision, one should cling to it, come what may. Effective decision making, according to Gujral implies the ability to take good decisions and the openness to midcourse correction and refinement.

Reflecting on his experiences, he felt that being decisive inevitably involved risk taking which meant that the manager had to grapple with his fear of failure. Gujral recounted his meeting with a soldier who was awarded the Victoria Cross, the highest honour in Britain for bravery in the battlefield. When he asked the soldier if he was ever scared, the answer was that he was terribly scared of death. But as the war progressed, there came a time when continued fear led to a kind of numbness, and the only feeling the soldier could recall was a strong desire to do his bit, and not worry about the consequences. Gujral remembers that later on whenever he was about to take a risky decision and his heart started palpitating, he told himself: "I am not a coward. Even the Victoria Cross winner had his moments of fear." With this self talk, he would give himself ten minutes to let his heart calm down, and then press on with the business of taking, and implementing, tough decisions.

Gujral's decision making was always bolstered by his belief in the destiny and a conviction that whatever was going to happen would happen in any case, so why not be daring and do what one considered right. A fatalist to the core, he believed that he would not die a minute before or one minute after he was fated to. He also believed that the other side of fatalism was courage.

Q. What would you identify as major leadership attributes of Mr. Gujral? What are their significance for the Indian Railways today?

<i>Exhibit 2.1.1</i>							
Utilisation of Assets by Railways (1975 TO 1985)(Broad Gauge)							
Year	Engine Utilisation (EKPDPE*)		Gross Tonne KM per Kg of Tractive effort	Avg Speed of Goods Train (Km/Hr)	NTKM per Engine hr	NTKM per Wagon day (Four Wheelers)	Wagon Turnaround (days)
	Diesel	Electric					
1975-76	321	331	2319	18.8	5568	982	13.5
1976-77	379	445	2420	20.1	6047	1019	13.0
1977-78	353	406	2472	19.7	6125	1045	13.3
1978-79	317	309	2330	19.6	5941	976	14.3
1979-80	307	289	2305	19.5	6096	972	15.1
1980-81	303	274	2372	19.7	6295	986	15.2
1981-82	347	355	2498	20.8	7007	1112	13.3
1982-83	364	380	2759	21.4	7259	1123	12.8
1983-84	388	396	2765	21.9	7442	1112	13.0
1984-85	382	385	2917	21.9	7691	1150	12.8

* Engine Kilometre per day per engine
Source: Indian Railways Year Books 1982-83 and 1984-85

<i>Exhibit 2.1.2</i>			
Volume of Traffic (tonnes originating and tonnes- kms) and Revenues for 1975 to 1985			
Year	Tonnes originating (million)	Tonne-Km (million)	Revenues (Rs in crores)
1975-76	196.8	134874	1775.51
1976-77	212.6	144030	2045.69
1977-78	210.8	150250	2133.83
1978-79	199.6	143870	2161.3
1979-80	193.1	144559	2404.41
1980-81	195.9	147652	2703.48
1981-82	221.2	164253	3627.76
1982-83	228.8	167781	4483.31
1983-84	238.1	168849	5089.05
1984-85	236.4	172632	5469.09

Source: Indian Railways, Annual Reports and Accounts, 1984-85

Exhibit 2.1.3

Year	Collisions	Derailments	Level crossing accidents	Fire in trains	Total	Traffic handled (million train kms)	Incidence per million train kms
1975-76	64	768	105	27	964	-	1.98
1976-77	45	633	86	16	780	511.64	1.50
1977-78	54	705	93	14	866	526.09	1.60
1978-79	55	778	86	12	931	504.25	1.80
1979-80	72	692	115	21	900	503.36	1.80
1980-81	69	825	90	29	1013	504.54	2.00
1981-82	87	936	84	23	1130	516.62	2.20
1982-83	54	653	70	20	797	530.08	1.50
1983-84	48	621	82	17	768	541.85	1.40
1984-85	39	678	65	30	812	541.10	1.50

Source: Indian Railways Year Book 1977-78, 1982-83 and 1984-85

2.2 E Sreedharan

2.2.1 Introduction

"At Konkan Railway, we have a reservoir of excellent engineers, really very good engineers. They all have solid technical background, have been well trained, and have imbibed a good work culture. After Konkan Railway, this fund of talent should not get dissipated. My worry is how to keep this expertise available for the Indian Railways and the country! I have raised this issue with my Board of Directors and with the Railway Ministry also, but no concrete proposal has emerged so far.

"You will be surprised to see a change in them. One particular officer who was in Ratlam when I was in the Western Railway has changed beyond recognition. He used to be very peevish and inward looking earlier. But if you see him today, what a courageous and bold person he is! The way he makes presentations, the way he handles contracts! Within these five years of working with the KRC, he has grown into a completely different, much more mature and confident officer. At Konkan Railway, we have been able to mould people in that fashion. And I am sure when they go to the Indian Railways, they will be able to mould youngsters like this, the way I have moulded these people. Certainly it will happen," observed Mr E Sreedharan, the Chairman and Managing Director of Konkan Railway Corporation (KRC) while talking to a team of interviewers from the Indian Institute of Management, Ahmedabad and the Railway Staff College, Vadodara.

Though Sreedharan had retired from the Indian Railways (IR) five years ago, the bond between him and the IR still appeared to be strong. Officers in the IR continued to follow eagerly the details of Sreedharan's contributions as CMD of the KRC.

2.2.2 Role Models

Sreedharan believed that he has learnt a number of personal qualities from some of his earlier bosses. For example, his first boss, Mr GP Warriar used to treat Sreedharan and other juniors as his younger brothers. A hardworking officer, Mr Warriar expected hard work from his young team and he in turn cared for them and was himself willing to do whatever was needed to safeguard and further the interests of the team members. Mr Warriar knew all his staff by their first name. He was aware of their family problems. He looked after the future of everyone who worked with him. Sreedharan and other young officers knew that their interests were safe in the hands of Mr Warriar. Even if he did not like an individual personally, he would send him off with some bounty. Sreedharan imbibed some of his qualities like concern and care for the staff.

Mr BC Ganguly was another superior who inspired Sreedharan with his courage, technical brilliance and the ability to take quick decisions. These qualities became particularly evident during the well known Pamban Bridge restoration project. Mr BC Ganguly was the General Manager, Southern Railways from 1964 to 1967. During this tenure as GM, once after torrential rains and floods, 120 out of 146 planks of the Pamban bridge were washed away by the tidal waves overnight. Sreedharan was called as the Executive Engineer to restore the bridge. The Railway Board gave the Southern Railways six months' time for the restoration. Mr Ganguly told the Bridge Engineer that the time given for restoration was three months. With the help of his committed team, Sreedharan restored the bridge in 46 days! He received the Railway Minister's award for this outstanding feat.

When the restoration was over, Mr Ganguly came to inaugurate the bridge. After having made all the arrangements for the function, at the time of the actual inauguration, Sreedharan had an insignificant role to play on the dais. As Executive Engineer, he had to propose a vote of thanks at the conclusion of the function. In his speech, Sreedharan told his men that during the restoration he had to extract a lot of work from them. Unfortunately he had no powers to reward them, though he had a lot of power to punish if something went wrong. So concluded Sreedharan, "I can only give 'thank you' to my staff and nothing more because nothing more is possible". Immediately, Mr Ganguly got up and

said, "Sreedharan is totally wrong. He has got the powers as the General Manager today. Let him decide what he wants to give to the workers. I am giving him a blank cheque. Let him decide!" Sreedharan seized the offer and later announced cash awards which resulted in every team member receiving at least Rs 500.

Another influence on Sreedharan was that of Mr VCA Padmanabhan who was viewed as a very hardworking person. Sreedharan learnt from him the way to help contractors so that they could complete their work on time - what he called "enabling" the contractors. Also, Padmanabhan's concern for subordinate development left an indelible mark on the young Sreedharan during his formative years with the railways. Padmanabhan used to spend a lot of time telling the youngsters what they should and should not do. When Sreedharan joined as a probationer, the Gangabridge Project, the first major project after Independence, was in progress. Padmanabhan was the Executive Engineer, Planning. Youngsters from IRSE including Sreedharan were sent to the project for training and they were put under Padmanabhan. The high degree of interest that Padmanabhan used to take in explaining the philosophy of the design, the executive philosophy, and the scheduling philosophy, still inspires Sreedharan to invest similar time and energy in developing his subordinates. Working at the Gangabridge project exposed Sreedharan to a different kind of corporate culture and liberal welfare measures.

Messrs V Seetharaman, KC Sood, BP Shenoy, TM Verghese and V Sukumaran were other officers, described by Sreedharan as 'giants in the profession' who inspired Sreedharan as a young officer with their courage, boldness, honesty, hard work and efficiency. Many of these lessons imbibed by Sreedharan enabled him later to pay special attention to consciously mould the organizational culture of the KRC, rather than "letting the culture happen."

When Sreedharan's name was suggested for the post of Chairman, KRC, George Fernandez, the then Minister of Railways, immediately supported the idea and got all the spadework done. Mr Fernandez also contacted the then Finance Minister, Mr Madhu Dandavate, the same day to support the decision. Sreedharan believed that he was selected for the challenging job because of his professional commitment, technical capability and skill, and unimpeachable integrity.

Konkan Railway Project was the biggest railway construction project undertaken in India in the current century and had many firsts to its credit (Exhibit 2.2.1). It involved the laying of a 760 km long broadgauge single track along the west coast of India. The line passed through one of the most difficult terrains ever encountered in laying a railway line.

2.2.3 KRC - A New Experiment of Corporate and Project Management Culture

A striking aspect of the KRC saga was that such a politically and technologically complex project was sought to be implemented with a backdrop of a culture of integrity, accountability and delegation. The commitment to high technical standards, incorporated in the corporate mission statement, was matched by an abiding faith in certain values which formed the essence of the corporate culture at the KRC. The KRC statement of corporate mission and corporate culture, presented in Exhibit 2.2.2, was developed after careful thought and reflects some of the personal concerns of the CEO. Reflecting on the process of developing the mission statement, Sreedharan recalled how he got the idea after visiting a private organization where the chief executive had displayed his company's mission in his office. Sreedharan, who was about to join the KRC at that time, liked the idea and one of the first things he did on joining the KRC was to apply himself to developing a corporate vision and mission for the organization. He identified two bright officers, shared his own values and priorities for the KRC with them, and sought their help in giving shape to those ideas. Emphasis on values like integrity, austerity, strong business orientation, lean and effective organization, welfare of the workforce, and a commitment to protect the environment along with the natural beauty of the surroundings, make the statement unique.

The statement of corporate mission and culture was widely disseminated across the organization. It was printed and kept at every workplace, in every office, and even in the guest house. At every possible opportunity, the top team tried to talk about it. Every member from the Chairman to the lowest person had to be guided by it.

KRC followed a transparent system of management. The expectation was that everybody should know about the working of the organization. To ensure openness, free flowing communication, and efficiency in decision making, a number of measures were followed:

- * Every Monday, without fail, a meeting of HODs was convened. No minutes were kept.
- * There were frequent meetings with the field staff.
- * Every second Tuesday of the month, crucial meetings of the Chairman with the contractors took place in which the finance executives were also present so that decisions could be taken immediately.
- * Every member, including the Chairman, came two minutes before the starting time and nobody left before the closing time.
- * Quality was constantly emphasized. Quality audits were conducted. The quality assurance people reported directly to the Chairman. In addition to demonstrated hard work by the top, contract management and people management were important planks of quality orientation.

In KRC, Sreedharan treated any value aberration very strictly. Once he came to know about a station master reselling the tickets. Immediately the station master was sent back from KRC to the Railways because Sreedharan believed that one should not only be above board but also should be seen as being above board. He also believed that there could be no smoke without fire. In other words, if an employee had an image of doubtful integrity, there had to be a factual base to it. In KRC, there was no place for such employees.

Following were some of the salient features of the project management culture at the KRC:

- * Every office and work site had a time clock showing how many days were left for the completion of work. Everyone, including contractors knew and care about this.
- * Every Chief Engineer was given a fax machine, and computer terminal networked with the corporate office. There was emphasis on instant communication. No typist. No paperwork. Just two clerks in the corporate office.
- * Other non productive layers, such as peons, were drastically curtailed. Very few who were around were shared.
- * Liberal with plans for offices for travelling to work sites - a person on the field should not be worried about problems of a personal need nature.
- * There was heavy emphasis on mobility. Jeeps, cars, mobikes were liberally provided so that nobody wastes time waiting. Condition: No attender. The official or subordinate would drive it, maintain it, and clean it.
- * Very liberal powers to Chief Engineers. Delegation based on trust.
- * People chosen based on integrity.

- * Everything was on computer.
- * Redefined the role of finance which otherwise could have a vicious grip on the working of executives, as one of providing support. A finance man with improper perspective could vitiate the progress of a project. In KRC, the executives had all the responsibility for success and failure of projects. The executives also had signing authority.
- * Finance - to do the original work of finance along with administrative, personnel responsibility.
- * No rule book, and measurement book. Bills prepared by contractors; within 24 hours 75 per cent of the bill amount had to be passed and paid - right or wrong. Remaining 25 per cent paid after examination. If the bill is delayed, somebody had to answer. Eliminating measurement books means eliminating the assistant managers.
- * No cash transaction. Every time transaction was through cheques, thus ensuring absolute transparency.

The main philosophy at the KRC was that the success of civil engineer depends on the success of contractors. Careful attention was paid in selecting contractors. First good contractors were shortlisted on limited tender basis. The final selection was made, not on lowest quotation basis but on the basis of lowest ACCEPTABLE tender. After selecting the best contractor, KRC was liberal in helping contractor with an advance of upto 20 per cent project value.

2.2.4 People Management

When asked to elaborate on how young officers could be inspired to give superior performance, Sreedharan answered: "Give them an appropriate environment to function. Give them proper encouragement, guidance and necessary motivation, and they will do anything for the organization. However, it is important for their bosses to present themselves as models of the behaviour they expect from the youngsters. And it is important to build a culture which expects nothing but the best from the people and which sets a high value on professional and personal integrity. These are some of the principles around which the culture of the KRC has been built."

The shaping of the culture went beyond developing and disseminating the mission and corporate culture statement. In a variety of ways, Sreedharan tried to impart life and meaning to the statement through his own decisions and actions. His concern for people is reflected in the way he made himself accessible. Sreedharan was easily approachable and even at the field level he makes an effort to talk to people about their problems. Staff councils had been set up at the corporate office and the Chief Engineer office level where staff representatives were called every month to discuss and alleviate staff problems. Also, as in the IR, in the KRC also every Monday was observed as the grievance day when during a stipulated hour, anyone can come with his/her grievance. At the project sites, Chief Engineers had instructions from the CMD to sort out reasonable problems of people within the minimum possible time. Carrying on the tradition of the IR, in the KRC also, an effort was made to look after the personal comforts and needs of people to the extent possible because difficult terrain conditions in a construction project presented difficult challenges to the staff.

In the early years of the KRC, Sreedharan used to make a special effort to visit people working in far off sites, talk to them and find out about their problems and difficulties. On such occasions he used to discuss and emphasize corporate values like integrity, high professionalism, time consciousness etc. Such meetings used to take place late in the evening when he would reach a particular meeting spot after completing inspection. Often even after 10 pm, there would be 30-40 people waiting to meet him and talk to him about their problems. They were encouraged to share their difficulties with

Sreedharan without any hesitation. In most cases, decisions were taken on the spot to redress grievances.

Sreedharan felt that the work in KRC was proceeding in a very professional manner. His major challenge was tackling the labour problem for which he managed to get the cooperation and involvement of the state government. Also a corporation of KRC's size has to take labour along by being simultaneously assertive, just, and fair. An ardent believer in developing people, Sreedharan knew the value of exposure in triggering new thinking and ideas in people. According to him, new ideas cannot be picked up from textbooks alone. He himself had benefitted immensely from exposure to new technologies, new people, and new systems. On his visits abroad, he never used to confine himself to one topic or project but would scan the environment eagerly to pick up latest ideas. For example, during his visit to Japan, he overstayed at his own cost for four days to study the metro train and utilized the time to study the Japanese method of tunnel building. This learning was extremely useful later when the Calcutta Metro project was launched. Drawing a leaf from these experiences, KRC has made a conscious effort to send all Class 1 officers for training abroad. The hope is that learning from such experiences would be directly beneficial for the organization.

Another instance was quoted by Sreedharan regarding his interest in grooming youngsters. When he was Divisional Engineer in Palghat, there was a vigilance case against one of his engineers. When the vigilance people came to investigate, Sreedharan took upon himself the entire responsibility and he tried to convince the vigilance department that it was not as if his engineer had done something irregular, but it was indeed the right thing to do. The vigilance investigation started against Sreedharan himself. Although there was a Chief Engineer who supported Sreedharan, the vigilance department threatened him. The case went up to the Railway Board. In fact Mr KC Sood, Member, Railway Board, was favourably impressed by the bold action of Sreedharan and he sent a letter to all railway officers informing them about Sreedharan's courage in standing by an upright junior officer and asking them to emulate him.

2.2.5 Attributes of a Leader

According to Sreedharan, one of his major strengths was 'integrity'. The term to him meant not only integrity in respect of corruption but also in the overall discharge of conduct, including professional integrity. Sreedharan believed that if a person was not afraid to tell the truth, it makes him courageous and bold.

The origin of integrity for Sreedharan lay partly in his family background which was lower middle class. Partly it was acquired from exposure to the outside world. The values that he inherited from his family included honesty, simple living, and not pleasing others for the sake of pleasing. Sreedharan believed that many of his values were acquired and moulded in his young days while he was growing up and came across a variety of people. A result of his strong value orientation was that he developed a reputation of being upright. In his work sometimes Sreedharan succeeded and sometimes he could not get as much success as he wanted. But irrespective of the likely outcome of his efforts, Sreedharan valued courage and uprightness in transactions. He upheld a strong commitment to integrity and professionalism so much so that even politicians could not touch him.

Sreedharan had a stint on deputation as Chairman and Managing Director at Cochin Shipyard. During this stint, Sreedharan floated the first big ship with DWT 30,000. For an operation of this size, new engines had to be ordered. Sreedharan placed an order for engines with a West German Company which confirmed the orders after three years. In the meantime the German Company had hiked the price of the engine three times and the final quotation was Rs 8 crores in foreign exchange in 1979. Sreedharan decided to float global tenders and finally selected Sulzer Engine (Czech) costing only Rs 2 crores. As CMD, he got the Board of Management to approve the purchase. In the board meeting the majority supported the decision and a favourable resolution was passed. However, the Minister for Shipping got upset about the change of supplier. The minister wanted the decision to be reversed.

But Sreedharan told him that the minister would have to ask another Chairman to do so. He immediately resigned and asked for return to the Indian Railways.

When Sreedharan was the Chief Engineer, Construction, Madras, the famous Moor Market, which used to be an important landmark in Madras was burnt out. There was a fire accident and the whole market was destroyed. The then Chief Minister of Tamil Nadu, Mr MG Ramachandran, wanted all the fire affected people to be rehabilitated in a place nearby called "Lily Pond" within two months' time. He went to the accident site and gave orders that all the 1,500 shopkeepers should be rehabilitated, by giving them similar shops in the Lily Pond area. The Chief Secretary worried about getting the CM's orders executed. He felt that the only organization which could meet the challenging deadline was the railways. So, the General Manager, Southern Railways was called and told to get the rehabilitation task completed in two months. The General Manager, Southern Railway, asked Sreedharan whether he could do the job. "Yes, it is possible in two months' time", was Sreedharan's reply, "but you should not question me on how I do it. You should give me a blank cheque. I can assure you that it will still be done in the quickest time possible and at the cheapest cost possible. There will be no irregularity and nobody will question my action. But you must give me complete freedom today onwards as I cannot waste a single minute". On receiving a go ahead, Sreedharan immediately awarded this work on single tender basis. Despite many hurdles the whole project was completed in two months' time.

A bill for some contract work had to be signed by Sreedharan for payments to the contractor. After signing the bill, when he went home for lunch, the contractor came to his house, thanked Sreedharan for passing the bill and after three minutes he left the place saying that in the **Illustrated Weekly** magazine he had left a cover for Sreedharan. Sreedharan promptly called back the contractor and scolded the person and told him that the earlier system had to change with him. Very firmly Sreedharan informed the contractor that he did not need the contractor's money. He made him take back the **Illustrated Weekly** as well as his cover containing cash. The word spread about Sreedharan's integrity, and firmness. He was never again offered money for ingratiation.

He believed that if an officer can disregard the three p's, ie place of posting, promotion, and post, then he could act with a lot of courage and dynamism. In seventeen years, Sreedharan had 25 postings. A negative fallout was that the education of his children suffered considerably. But in the final analysis, his children got a variety of exposure in different states of the country, which helped in broadening their outlook.

He helped in developing the corporate objectives to KRC and a ten point corporate culture programme consistent with his values and principles. Throughout his career Sreedharan tried to set an example of integrity and transparency and held it as his number one priority.

Q. What attributes of Mr Sreedharan stand out as having significant impact on his career? To what extent can Konkan Railway Corporation be described as a long shadow of its chief executive Mr. Sreedharan?

KRC - Salient Features

Konkan Railway Project could be hailed as a trend setter in the country in many ways. From the managerial perspective, the most notable aspect was the innovative funding of the project.

- * This was the first time in the country that an infrastructure project was being funded by the Build, Operate and Transfer (BOT) concept.

Apart from this, there were a number of "firsts" in the managerial and technological fields to the credit of the project. Some of the important ones were:

- * First ever railway constructed in the country with a speed potential of 160 km/ph.
- * All bridges (except 3 spans on Zuari and Mandavi) with concrete decks to maintain uniformity in track standards.
- * First time tunnels longer than 2.2 km (the longest at present), being constructed for the Indian Railway - there are 82 tunnels, aggregating to 63.3 kms, of which 9 tunnels are more than 2 km in length, the longest one being of 6.5 km.
- * Special ventilation arrangements in the long tunnels by exhaust/jet fans.
- * Highest viaduct on Indian Railways with 64 metres high piers height.
- * Adoption of a number of other technological innovations in the construction of this line for the first time such as incremental launching of girders, welded steel girders for bridges, shields for driving tunnels through soft soils, gas pressure welding of rails, new design of points and crossings with thick web switches permitting 50 km/ph on turnout side, panel interlocking and four aspect colour light signalling, optical fibre communication system, quality audit and quality assurance through independent agencies etc.
- * A modern and scientific system of project control and project management.

Our Corporate Mission

- * To complete the Konkan Railway Project by June 1995.
- * The project to be completed without cost over runs (Except for annual inflation).
- * To make it a model project with high technical standards and quality of constructions.

Our Corporate Culture

- * Total dedication and commitment to the corporate mission should be evident in whatever we do and say.
- * Integrity of our officers and staff should never be in question.
- * Punctuality is a virtue and a necessity - Target and time schedules are sacrosanct to us.
- * Austerity and economy should be apparent in all our activities.
- * The organisation has to be lean but effective.
- * We must have a high profile image for efficiency, decency and "we-mean-business".
- * We must maintain excellent public relations. Our construction activities should not inconvenience the public.
- * All our structures should aesthetically merge with the beautiful Konkan surroundings.
- * Our construction activities should not degrade the ecology and the environment.
- * The welfare of the workforce is our responsibility.

Teams

Consider the following scenario: The Indian national hockey team is playing a match against Australia in an international hockey tournament in what is going to decide which team will go to the semi finals. The Indian team needs a win. The first half resulted in neither team being able to score a goal. In the twenty third minute of the second half the Indian right-in gets a loose ball, dribbles over to the opponent half, passes the ball to the left-in. The left-in, who is unmarked, takes it till the opponent 25 yard line where he passes the ball to the centre-forward. The centre-forward takes it to the opponent 'D' and inspite of being marked by two defenders manages to pass the ball to the right-in who scores a clean field goal. In the rest of the second half the forward line moves back to aid the defenders and the team manages to cling on to the slender lead and win the match by a goal to nil.

The above example gives some interesting insights about the teams and their working:

1. The whole team must come together to develop common goals to which everyone is committed. In the above example the goal, i.e a win, was clear to the team. All the eleven members of the team were committed to achieve that objective.
2. The team must rely on group collaboration in order to ensure success and goal achievement. Without collaboration the team becomes a collection of individuals often working at cross purposes. The Indian forward line did not play selfishly and meshed well to ensure a victory for the team.
3. Self centered and selfish individuals do not have any place in a team activity. If any in the Indian forward line had got around to thinking that a goal would have to be scored by him and him alone then the results could probably have been disastrous for India.

Why is team building being increasingly emphasized in organizations? Managers have begun to realize the symbiotic relationship which exists between employees and the need for cooperation between them to accomplish work. However managers need to pause, ponder, and look before they leap into the bandwagon of team formation. Several criteria must be met before an effective team can be developed. First, the group must have a natural reason for coming together that makes sense. In the aforementioned example eleven members had come together for the formation of the national hockey team. Second, there must be a mutual dependence amongst the members in order to fulfil the team objectives. Third, the members must be geared towards the idea of working in a team rather than solitarily. Lastly, the members must be held accountable as a unit rather than individually (Patten, Jr, 1979). In this context group performance appraisals and group incentive and reward schemes assume importance. Care should be taken to reward the to reward the team as a whole rather than individual members being rewarded in isolation for a team activity.

In an organization the atmosphere in which a team operates should be relaxed and unceremonious. For the team to be effective the members have to take a keen and active interest in its working. In a team the role of the boss is minimal and his chief activity lies in coordinating the efforts of the members. Disagreements are bound to happen when every member is free to voice his opinion. It should not be the endeavour to gloss over or suppress disagreements but rather to examine the reasons and the resolution for the same. In fact if the team members are not actively encouraged to share their honest opinion there will be an unhealthy all-agreement scenario prevailing with the individual members secretly hoping that a different decision had been reached. The decision taken on the basis of the actual communication which was different from the actual desire and belief which would result in the team working at less than the optimum level. It would also encourage the formation of cliques and subgroups which would destroy the fabric of the team. The stifling of the members would result

in a lot of pent up frustration, and dissatisfaction which could be harmful for the entire organization. In the light of the above it becomes obvious that communication is the key to the concept of teams.

Not all groups in an organization can be labelled as teams. What then are the distinguishing factors between working groups and teams?

1. A working group has a leader and he provides the direction and takes the final decisions. In a team all the members are equal and hence there is no place for a leader. Furthermore, in a team, all decisions are taken by consensus.
2. In a working group primary emphasis is given on individual accountability while a team is accountable as a whole.

When a group of members in an organization have a common goal and its accomplishment requires their cooperation then team building may be an appropriate intervention. There are four purposes of team building:

1. To set goals or priorities
2. To analyse or allocate the way work is performed according to team members' roles and responsibilities
3. To examine the way the team is working - that is, its processes, such as norms, decision making, communications, and so forth
4. To examine relationships among the team members (Burke, 1982; p.3)

A team goes through various stages of development. In the initial stage the members have to be chosen. The issue of team composition can be settled only after the task to be performed by the team has been clarified. From the task classification follows an understanding of the skills, abilities and experience needed to perform the job. After this is done the team members can be chosen on the basis of how they complement each other's skills and abilities. Having chosen the team members their roles and responsibilities must be defined precisely and should be made clear to them. Frictions, discord and tensions, if any, between the team members should be smoothed out at this stage. At the third stage, the procedures for handling decisions and approaches to the task become clear. Finally the team is ready for working productively and efficiently.

Finally it should be realized that team building is an ongoing process and not a one shot activity. It is not a panacea for all organizational problems. It is an effort towards improving the effectiveness of working groups.

Beckhard, R. *Organizational Transitions*, MA: Addison-Wesley.

Burke, W. Warner. "Team Building", Pg 3-14 in Reddy, W.Brenden and Kaleel Jamison (eds), *Team Building*, S.Chand and Company, New Delhi, 1995.

Dyer, William G. *Team Building : Issues and Alternatives*, Addison-Wesley, Pg 3-20.

Katzenbach, Jon R. and Douglas K.Smith. "The Discipline of Teams", *Harvard Business Review*, March-April 1993, Pg 111-120.

Likert, Renis. *New Patterns of Management*, McGraw-Hill, 1961, Pg 166-169

McGregor, Douglas. *The Human Side of Enterprise*, McGraw-Hill, New York, 1960, Pg 228-235.

Palmer, Judith D. "For the Manager Who Must Build a Team", Pg 137-149 in Reddy, W.Brenden and Kaleel Jamison (eds), *Team Building*, S. Chand and Company, New Delhi, 1995.

Reich, Robert R. "Entrepreneurship Reconsidered: The Team as a Hero", *Harvard Business Review*, May-June 1987, Pg 77-83.

Part III

Action Research

Action Research

After preliminary assessment of some intangible aspects prevailing amongst railway managers as revealed through the surveys mentioned above, action research was initiated. The design consisted of seminar-field work-seminar mode. Three seminars were conducted at RSC for a team of officers belonging to identified divisions and stand alone units. Results from managerial attributes survey, attitudinal dimensions of locus of control, learned helplessness and learned resourcefulness, and case studies on 'Role Models of Leadership' were some of the inputs in seminars. The brief report of these seminars is presented below.

3.1 Seminar No.1

Each division was asked to nominate four branch officers belonging to one of the following department, viz civil engineering, mechanical, electrical, signal and telecommunication, operating, commercial, accounts and personnel. For stand alone units, head of the units were invited to attend the seminar at Railway Staff College. The first workshop was conducted on 21st and 22nd October 1994. The workshop was attended by 14 officers.

The seminar primarily had two objectives, viz sharing the outcome of the surveys conducted by the team and secondly, emphasizing the importance of intangibles for the success of organization. The participants were facilitated to identify one or two areas out of those where the surveys reflected the maximum gap in the level of attributes existing amongst the railway officers and the desired level of the attributes. As mentioned earlier, the following attributes showed maximum gap as reflected in the survey:

- Concern for external customer
- Openness to ideas given by colleagues and subordinates
- Improving quality of output of railway service/products
- Appreciation of corporate perspective and vision
- Concern for internal customer
- Concern for productivity at all levels
- Improving spirit of team working

While selecting the areas for intervention, a significant factor was the controllability of intervention.

During the two day seminar, four working groups were formed which selected the intervention areas as mentioned below:

Group No.1: Comprising of four branch officers of Jodhpur division consisted of Senior Divisional Operating Manager, Senior Divisional Mechanical Engg, DSE, Divisional Personnel Officer and CWM-Jodhpur to work on concern for external customers in their respective areas.

Group No.2: Consisted of three branch officers of Bhopal division, viz Senior Divisional Personnel Officer, Senior Divisional Elect Engg(S), Senior Divisional Elect Engg (TRD). The group identified concern for internal customer, concern for external customer and long term perspectives as the areas to be focused by the team.

Group No.3: Consisted of four officers of Ahmedabad, Sabarmati region, viz Chief Engg (C), Senior Divisional Mechanical Engg, Vatva, Chief Works Manager (Engg Workshop), Sabarmati, Dy Controller of Stores, Sabarmati Workshop. The group decided to concentrate on external customer, openness to ideas given by colleagues and subordinates, long term perspective and organizing similar workshops to sensitize managers and supervisors about the role of intangibles.

Group No.4 : Consisted of four officers of Baroda division, viz Senor Divisional Elect Engg (Loco Shed), Medical Supdt, Dahod, Divisional Signal and Telecom Engg, Baroda, Senior Divisional Elect Engg (TRO). This group decided to intervene in the areas of concern for external customer and making the railway personnel aware of the need for management of intangibles.

3.2 Seminar No.2

Railway Staff College conducted another two day follow up workshop on managing intangibles on 12th and 13th January 1995. This workshop was attended by 17 participants and faculty of RSC and IIM, Ahmedabad. Out of these participants, 12 had attended the earlier Seminar.

The objectives of this seminar were to share experience of the participants in their endeavour to intervene to bring about improvements in some aspect of managing intangibles. The participants also shared the action plan for continuing their intervention efforts. It was therefore decided to conduct another follow up workshop after three months. In addition to presentations by the four identified groups, two case studies were also presented. "Gujarat Tractor Corporation" case study was presented by Mr CS Jose, IAS and MD of the Corpn and "Front Line Staff" case study was presented by DRM, Vadodara Division and Senor DCM, Vadodara.

Participants while sharing their experiences also presented an action plan alongwith methodology for their intervention efforts in the following three months. Following is the gist of the presentations made by the participants.

Units	Brief Action Plan
ZTS Udaipur	To improve knowledge, skill and attitude of trainees and trainers. To improve quality of trainers by inducing self-learning aspect. To improve feedback and validation of training programs. Interactions with outsiders.
Sr DOM, Jodhpur	Training of front-line staff and see that perceptible change in-attitude is noticed by Sept '95. Ensure visible difference in customer care by Dec. '95 to be confirmed by survey and reports.
Sr DPO, Bhopal	Involving Unions in on going project, considering them as customer. Changing the attitude of staff by lecture and exemplary action by the group.
Sr DME, Vatva	Making staff aware about the poor quality and their repercussion. Improve knowledge of the staff.
Sr DEE, loco shed, Baroda	Objectives and goals to be defined clearly and precisely Index of expectations to be collected from the internal customers and work for their expectations.
Sr DEE(TR), Baroda	Making staff aware of safety, operation and trouble-shooter equipments. Emphasizing the need of learning Identifying areas of weaknesses amongst the staff and motivating them for self improvement and learning.
Dy CME, Jodhpur	Identifying key result areas for taking immediate action. Educating staff about Managing Intangibles and forming them into teams.
CWM, Sabarmati	Bringing awareness about quality and cost amongst officers, supervisors and staff. Improve training of the staff.
MS, Dahod	Attitudinal changes of safaiwalas Prompt and efficient service to patients by reducing waiting period Making line of treatment known to patients.

3.3 Seminar No.3

The third workshop was conducted at the Railway Staff College on 6th and 7th April 1995. This workshop was attended by 15 participants and faculty of RSC and IIM, Ahmedabad. The main objective of the workshop was to share progress of the intervention efforts of different groups. The overall feeling was that though managing intangibles was an ongoing process, a determined effort in that direction did evoke positive response from people and was accompanied by improvement in performance.

The outcome of role model exercise was also shared with the participants. As mentioned above, Mr MS Gujral, ex CRB and Mr E Sreedharan, the present Chairman of KRC emerged as role models for the railway officers. Gist of their presentation and interviews was also shared with the participants. One case study of "Coupon Vending Machine" was presented by Mr PS Sandhu, Dy CCS, Western Railway. This case study highlighted various intangible factors and the way the same were managed by the officer in introducing an innovative concept in traditional culture of Indian Railways.

The seminar closed with an understanding that participants would continue to work in their chosen field - managing intangibles. They were requested to document their experiences and send their reports to the RSC. Two detailed reports have since been received from the Jodhpur Division and the Electric Loco Shed, Vadodara. Their summaries are presented below.

3.4 Management of Intangibles: Jodhpur Division

The Jodhpur Division worked on improving concern for external customers with specific focus on passengers. An 18 item questionnaire was developed to assess the relative importance of different parameters of customer service, and respondents' satisfaction with the service by railways on each parameter. Ironically, results of their survey suggested that the experience of satisfaction with a particular parameter such as courtesy, PA system displays, coach amenities etc was intimately related to the priority attached to that parameter. Responses were obtained separately from passengers travelling by different classes such as AC 2 tier, first class and second (sleeper) class. Results showed a significantly low level of satisfaction across different categories. These findings were used as inputs to generate awareness among the railway staff about need to improve customer service to passengers. Through 'open house' discussions with people, action plans were developed. An external consultant was invited to give concrete suggestions. Thus numerous steps have been taken up to improve facilities at stations, coach amenities, punctuality, courtesy, and catering etc. A detailed report submitted by Messrs Nand Kishore, SK Das, Sandeep Mehra, Surendra Kumar, RK Gupta is reproduced in Annexure 3.1. As their report indicates, a survey undertaken in April and May 1997 shows noticeable improvement in the satisfaction level of passengers travelling in the sleeper class. Areas of maximum customer satisfaction are convenience of timing, day time trains with better punctuality, courtesy of staff and better security. The group is continuing to work on areas of least satisfaction. Thus the work on managing intangibles continues.

3.5 Management of Intangibles: Electric Loco Shed, Vadodara

The second report on managing intangibles was sent by Mr VK Raheja, Chief Electrical Engineer (Projects) CLW/CRJ. The project focussed on internal customers and the objective was to manage intangibles so as to meet the expectation and requirements of internal customers. The study was carried out in the Electric Loco Shed, Vadodara (ELS/BRCY). The TRO and operating departments of Baroda Division were identified as "internal customers". Lack of quality consciousness, lack of awareness of responsibility towards internal customers, and lack of a sense of 'duty to serve the public' were identified as major symptoms signifying poor internal customer orientation.

Lack of a sense of belongingness to the railways, lack of pride in one's work, no concern for image of the railways, lack of motivation among lower level staff, poor dissemination of targets to lower

levels, and lack of awareness of consequences of technical failures were identified as major intangibles contributing to the above symptoms.

Since all maintenance/repairs are carried out by workers, the specific objectives were formulated at workers' level to help serve the internal customers better. Essentially the objectives were: to enhance the reliability of locomotives in service, their availability for traffic use, safety of operation, and to maintain the index of expectancy (IOE) of internal customers at the desirable level. Interventions to manage intangibles include providing clean, green and aesthetic work environment, regular dialogues with employees, fair treatment and natural justice to help maintain people's trust in administration, group awards, spot awards for quality performance and high viability and recognition to the awardees, inculcation of team work, regular feedback on performance, continuous training to upgrade skills, ongoing dialogue with recognised unions etc.

A time frame of 10-12 months was accepted. However, ongoing review and feedback system was adopted to ensure close monitoring.

The report on Managing Intangibles by Mr Raheja is presented in Annexure 3.2. It shows continuous improvement in performance indices such as engine failure (no./monthly), engine failure (km, lakhs), ineffectiveness, overhaul POH, scrap disposal etc. The report concludes that the interventions have produced excellent results, and with focus on management of intangibles, the overall performance of ELS/BRCY has improved significantly.

Annexure 3.1

Jodhpur Division

Our group had chosen "concern for external customers" as its subject. We have restricted ourselves to passengers and ignored goods working.

To start with, a questionnaire was circulated on different trains to different categories of travellers and the views of our customers were obtained regarding:

- a. How satisfactory they perceived our services to be, on a particular parameter?
- b. What was their assessment of the relative importance of different parameters of railway working?

(A prototype of questionnaire is appended at Annexure)

Based on the responses obtained, we were able to reach some broad conclusions regarding the areas which needed to be given greater priority.

At the same time, a core group of the front line supervisors of different departments (particularly those who had frequent interaction with our customers) was chosen and we conducted a number of meetings with these employees.

DRM and ADRM were also kind enough to address these meetings from time to time and offer their suggestions. Moreover, they directed the concerned branch officers to provide the needful assistance whenever required.

A sample of the results obtained is displayed in the table below:

AC 2 TIER

	Items prioritized high	Satisfaction level
1. Courtesy	2.5	2.3
2. PA System Displays	4.3	2.4
3. Coach amenities	6.6	2.8
4. Law and order/unauthorised passengers on station and coach	7.6	3.1
5. Better safety of trains (insurance cover)	7.7	3.1
6. Convenient connections with road	8.4	3.5
7. Station amenities like parking space, having cafeteria.	9.0	3.5

(18 point scale) (1 denotes high priority/satisfaction level on the scale.)

	Items having low satisfaction level
1. Courtesy	2.3
2. Convenient connections	2.4
3. Coach amenities	2.8
4. Safety/insurance cover	2.8
5. More intercity and sleeper service	2.9
6. Separate coaches for ladies/vendors	2.9

First Class

Dimensions where level of satisfaction is low

1. Better law and order in trains and at stations
2. Audiovisual entertainment etc in train services
3. Ease of purchase of tickets, reservations, refund etc
4. Safety insurance cover
5. Security in trains and stations
6. Better reliability and punctuality of trains
7. Convenient road connections
8. Improve pantry services
9. Intercity and sleeper services

Dimensions in the order of priority

1. Better reliability and punctuality of trains
2. Increase frequency of trains and number of coaches
3. Better security on trains and stations
4. Ease of purchasing tickets, refunds etc
5. Improve amenities in coaches
6. Improve safety and insurance covers
7. Improve facilities railway stations and platforms (parking space etc)

Second (Sleeper) Class

Areas of low customer satisfaction

1. Pantry/dining services
2. Safety insurance cover
3. Separate coaches for ladies, vendors
4. Fare structure
5. Audio visual entertainment
6. Better PA system, information system on platforms

Area of high priorities

1. Improved facilities at railway station area and platforms
2. Coach amenities
3. Reduced fare structure
4. Ease of purchasing tickets, cancellations etc
5. Better security on train and stations
6. Better public address system at stations
7. Convenient arrival/departure timings of trains

We tried to make the distribution of questionnaire as random as possible. However, the survey necessarily suffered from the limitations of time and sufficient size of sample etc.

However, it was clear that there is no homogeneity of perceptions across different groups. For example, because of its very nature law and order was placed at no.4 by AC travellers and no.1 by first class travellers. This is possibly due to the fact that first coaches class are more prone to unauthorised entry than the AC coaches.

Target categories for inclusion as the relevant staff were booking clerks, ticket collectors, train ticket examiners, coach attendants, announcers, train lighting staff (fitter), valve man, emergency and reservation clerks, guards and supervisory staff of all departments.

Action Plan/Field Undertaken

1. As a first step discussions were undertaken with the core group regarding the questionnaire and valuable suggestions were obtained from them.
2. An instant action group comprising of commercial, C and W and RPF staff was formed to cater to passenger complaints on a "real time" basis. 2461/2462 Delhi-Jodhpur Mandore Express was adopted as a pilot venture on which to carry out implementation. Later on, this concept was extended to other trains.
3. Staff, and in certain cases officers were nominated for accompanying the train/trains.
4. The staff accompanying were from time to time given "pep talks" regarding their work and incoming passengers were questioned regarding their problems/inconveniences.
5. Multi disciplinary teams were formed for regular monitoring and feed back.
6. A number of awards were also given to encourage better performance.
7. The core groups were split up into a number of sub group and each sub group was given particular areas of the division to inspect on regular basis as part of their "modular inspection" (which they were already doing as per hqrs orders) and they were advised to "spread the gospel".
8. A total of around 100 staff have been covered by the scheme. However, this is an ongoing process and more are expected to be covered.
9. Four group discussions were held.
10. We also found that we were able to develop fairly satisfactory information network both:
 - a) Stationary
 - b) Online
11. Guest speakers were also invited to address the participants from time to time.

Methodology

- i. One booklet issued by RSC/BRC has been translated into Hindi and distributed amongst staff.
- ii. Officers and senior staff held frequent discussions and participated in the training.
- iii. The discussions were "open house" and held in a cordial atmosphere and participants were urged to air their views freely without fear of reprisal.

As a result of our discussions with the core group based on the responses obtained from the questionnaire, the following emerged as areas where inputs needed to be provided by us:

	Suggestion by group	Action
1.0	Facilities at Station	
i.	Indication boards outside the station building be provided with direction arrows.	This has been partly implemented at Jodhpur station and is being initiated at other stations.
ii.	For easy accessibility, all staff must wear name and designation badges and should render courteous behaviour.	Staff are being provided with continuous training regarding these aspects.
iii.	Electronic Boards displaying all relevant information at the stations namely, position/location of coaches, availability of accommodation (including connection with computer network), berthing of trains, arrival/departure etc.	Substantial progress has been made. All items are to be fully implemented over a period of one year at Jodhpur station. For others, it will be decided on a case to case basis.
iv.	Quality of announcements can be improved by incorporating music etc.	New system has been installed at JU station. Others will follow.
v.	Complaints about paucity of water at the stations.	System of supply at roadside station has been overhauled and extra staff deputed to man "piaos" (waterbooths) particularly during summer season.
vi.	Queuing time for reservation to be reduced.	This has been achieved by some rationalisation of queues.
vii.	Covered sheds at platforms.	An elaborate exercise has been undertaken to upgrade facilities under passenger amenities.
viii.	Improvement in refreshment and canteen facilities, in particular shifting of canteen at JU to ground floor.	Specific studies have been undertaken at different stations and action is being taken accordingly. In JU, space constraints did not permit this change.
ix.	System of check on coolies with regard to bargaining with the passengers be introduced.	Announcements are being made regarding rates etc at times of arrival/ departure.
x.	More imprest is required with the BCs manning different windows.	This has been solved at local level with staff cooperation.
xi.	Cleanliness of toilets at the stations.	This has been achieved by regular monitoring and JU division has been the proud recipient of number of awards in this connection.
xii.	Number of PCO booths at Jodhpur and other stations is inadequate.	Station by station study has been conducted and changes initiated.
xiii.	Upgradation of inquiry facilities required.	Shifts have been changed and alongwith marginal increase in staff strength.
xiv.	Previously there was a system of providing recorded information to customers on telephone No.131. In this system, after giving PNR number the current status is provided by synthesized voice.	Division is working on this system as complete details of this system are not available at present.

	Suggestion by group	Action
2.0	Coach Amenities	
i.	Improvement in condition of bed rolls required. Amount set aside for maintenance of linen is inadequate.	While the amount is a policy issue, special purchases have been made to offset this problem.
ii.	Provision of music system in AC chair car.	This is under discussion at present.
iii.	2465/2466 which are intercity trains running during day time have frequent complaints regarding cleanliness.	Two travelling safaiwalas have been deputed to be at the disposal of guard/ conductor for attending to public complaints.
iv.	Frequent use of deodorants and disinfectants in coaches.	This is being tried.
v.	Separate coach for ladies.	This point was not found to have much validity as almost every coach has separate accommodation for ladies.
vi.	Separate counter for upper class handicapped and ladies in reservation office and for refund.	This has been done.
3.0	Timings of Trains	
	Timings of 393/394 Bikaner-Jodhpur passenger, 2465/2466 Intercity express and 3 JPJ require some change.	Action has been taken and grievances of public greatly eliminated.
4.0	Courtesy	
i.	If a passenger has a problem and approaches any railway employee, the latter must intervene even though not directly concerned.	Staff are being motivated for the same.
ii.	At times staff exhibit rude behaviour due to irritation, eg leave not granted.	The division is trying to take care of the problem by motivational inputs.
iii.	Publicity regarding train facilities, timetable and other issues of interest on local TV, newspapers and hoardings etc.	This is in any case a part of our job. However, this is being upgraded and streamlined.
5.0	Catering	
i.	Rates for different items of consumption need to be specified.	Provision of laminated menus for displaying the rates and items to the customers is under active consideration.
ii.	Quality of food is not always upto the mark.	Provision of proper quality food, preferably in hot containers, is being insisted upon. Quality is being insured by surprise and frequent inspection of inspectorial staff who are being questioned regarding any deterioration.

	Suggestion by group	Action
6.0	Rationalisation of Rules	
	<p>There was a general complaint about railway rules requiring rationalisation and simplification, along with adequate publicity, because they are often sources of irritation and discomfort to passengers. The following were some of the rules indicated:</p> <p>a. Refund rules b. Luggage rules c. Rule No.255 regarding extra kms charges d. Format of military vouchers e. Rules regarding ticket extensions</p>	This would require change in policy at hqtr level. However, we have intimated hqtrs office about these aspects.
7.0	Law and Order	
	There is dissatisfaction on account of law and order.	Discussions with civil policy/GRP have yielded useful results.
8.0	General	
i.	Provision of safety insurance cover.	This was not deemed possible under present circumstances.
ii.	Availability of convenient road connections.	This is not a matter which can be immediately addressed. However, from time to time suggestions are being sent to state government officers.
iii.	Stoppages of trains.	Action is being taken as warranted and as per merits of the case.

Feedback

While the effort to keep our customers satisfied and happy is an ongoing process and our group as well as the division in its entirety are continuing with the effort which we have started, as an interim measure we have conducted the survey with the same questionnaire again, in the months of April and May 1997, to obtain an updated edition of customer responses regarding levels of satisfaction with our service. We have concentrated on sleeper class because its travellers include majority of our customers. However, the survey will be repeated for the other categories in the near future. While the survey has its own limitations there is a noticeable improvement in the levels of customer satisfaction (in this case a score of "5" denotes full satisfaction and "1" denote high dissatisfaction). The result of the questionnaire is given below in order of priority:

S. No.	Dimensions of customer satisfaction	Level of satisfaction
1.	Convenient arrival/ departure	4.64
2.	Better reliability of trains thus improve punctuality of trains	4.60
3.	Introduction of more Intercity Express trains thus adding the concept of journey during the day time for modest distance and more sleeper trains for longer distances.	4.60
4.	Courtesy of railway staff in all places at station/ platform and trains.	4.59
5.	Better security on train and at the stations.	4.38
6.	Ease of purchasing tickets, improved reservation procedures, improved procedures for refund etc, easy booking of luggage etc.	4.38
7.	Improve amenities/ facilities at railway station and platforms, eg more parking space, easy entry and easy exit from the station, better cafeteria, drinking water, toilet and other facilities, cleanliness of station/platforms, better porter facilities, better waiting rooms, clock rooms etc.	4.25
8.	Preventing unauthorised person in trains/ platforms, better law and order situations in trains/stations.	4.23
9.	Convenient connections with road transport/rail services at stations.	4.18
10.	Improve amenities in the train/coaches, water in toilets, fans/lights in working condition, better interior looks, more comfortable ride, more AC coaches, bed rolls for passengers.	4.10
11.	Audio visual entertainment programmes in trains/mobile library, telephone from train/ stations.	4.02
12.	Better public address system on station/train on display position improved enquiry systems.	3.82
13.	Increase frequency of services/increase trains increase no. of coaches thus generating additional capacity.	3.78
14.	Improve pantry/dining car services on train.	3.77
15.	Improve safety of trains, larger insurance cover in case of accident etc.	3.77
16.	Reduce fare structure from the present one and thus making railways more competitive with respect to road/air.	3.76
17.	Separate/earmarked coaches for lady passengers, vendors, special category of passengers.	3.67
18.	Increased speeds thus reducing the train time.	3.38

The areas of maximum customer satisfaction are thus, convenience of timing, day time trains with better punctuality, courtesy of staff and better security.

In this connection, it is also pertinent to mention that M/s. AF Ferguson Limited, Delhi had last year been commissioned by the Railway Board to carry out a survey on marketing strategies to be adopted by Jodhpur Division and they were also able to give us concrete suggestions. Based on these, and our own judgement we were able to make some changes in timings. The investment in courtesy has also evidently yielded substantial benefits. It is thus noticeable that the improvements required only marginal financial investments. Improvement is mainly a matter of reorientation of focus and reordering of priorities.

The analysis of the areas of least satisfaction indicates as under:

- i. Some speeding up of trains is required. Jodhpur division is passing through a period of transition with both MG and BG coexisting. This problem is likely to vanish with time as more and more areas are taken up for gauge conversion.
- ii. Separate earmarking of coaches continues to invite some criticism and there is a need to devise suitable categorisation schemes.
- iii. Keeping in view the highly competitive nature of the economy in the world today, there is obviously a need for rationalisation of the fare structure keeping in view the environment. However, this is beyond the scope of our study and a subject for the policy making levels of Indian Railways to address.
- iv. We have not attempted to include "Insurance cover". However, it may become important in the future.
- v. Provision of good quality food at the proper time continues to be a relatively unsatisfied demand and needs to be seriously tackled.
- vi. There is a general dissatisfaction about the demand outstripping the supply for rail travel. This is a general observation and does not seem capable of an immediate solution given our resource constraints.

Summing Up

A few general observations about long term strategy are indicated below:

- a. Internal coordination between different departments of the railways needs to be at a much higher level if customer grievances are to be immediately rectified/ eliminated.
- b. There is a need for frontline staff to be well conversant with the rules and regulations particularly the latest amendments. On the lines of safety categories, staff refresher courses in customer dealings should be given to the appropriate frontline staff and there should be a management commitment to prevent "overdue refresher staff" from performing duty.
- c. Training about customer care, courtesy, politeness and allied issues should be institutionalized with regular ongoing inputs, be made mandatory in the promotional and other courses for staff, and perhaps even find mention in the annual confidential reports.
- d. It is also necessary for all officers to be continuously and actively involved in this training both at the theoretical and practical levels.
- e. Some thought also needs to be devoted to the rationalisation of rules etc (some have been mentioned in the body of the report. Many of these are archaic and could usefully do with amendments.

Dimensions of Customer Satisfaction

We all know that customer satisfaction is the most important and challenging job facing all organisations today. In this context, we request you, our customer, to please tell us how satisfied you are with our current level of services. In column (x) below, please tick any of the items (A), (B), (C), (D), (E) indicating your level of satisfaction with the current state of affairs.

- (A) highly satisfied
 (E) highly dissatisfied
 (B),(C),(D) indicate in between position.

In the column (Y), please indicate how important you consider this particular item for the customer's well being. For example, of the 18 different items, if you consider item 6, (improvement in amenities) most important, please write '1' in col. "Y" in front of items No.6 and if you consider item No.9 (improving safety of trains) to be next most important, put "2" in col. "Y" in front of item No.9.

Note: Kindly offer your opinion regarding train services originating/terminating in Jodhpur area.

S.No.	Dimensions of customer satisfaction	Column X	Column Y	Remarks
1	Increased speeds thus reducing the train time.	A B C D E		
2	Better reliability of trains thus improve punctuality of trains.	A B C D E		
3	Increase frequency of services/increase trains increase no. of coaches thus generating additional capacity.	A B C D E		
4	Reduce fare structure from the present one and thus making railways more competitive with respect to road/air.	A B C D E		
5	Improve amenities/ facilities at railway station and platforms, eg more parking space, easy entry and easy exit from the station, better cafeteria, drinking water, toilet and other facilities, cleanliness of station/platforms, better porter facilities, better waiting rooms, clock rooms etc.	A B C D E		
6	Improve amenities in the train/coaches, water in toilets, fans/lights in working condition, better interior looks, more comfortable ride, more AC coaches, bed rolls for passengers.	A B C D E		
7	Better public address system on station/train on display position improved enquiry systems.	A B C D E		
8	Better security on train and at the stations.	A B C D E		
9	Improve safety of trains, larger insurance cover in case of accident etc.	A B C D E		
10	Ease of purchasing tickets, improved reservation procedures, improved procedures for refund etc easy booking of luggage etc.	A B C D E		
11	Separate/earmarked coaches for lady passengers, vendors, special category of passengers.	A B C D E		
12	Preventing unauthorised person in trains/ platforms, better law and order situations in trains/stations.	A B C D E		

13	Convenient connections with road transport/rail services at stations.	A B C D E		
14	Improve pantry/dining car services on train.	A B C D E		
15	Audio visual entertainment programmes in trains/mobile library, telephone from train/ stations.	A B C D E		
16	Introduction of more Intercity Express trains thus adding the concept of journey during the day time for modest distance and more sleeper trains for longer distances.	A B C D E		
17	Convenient arrival/ departure.	A B C D E		
18	Courtesy of railway staff in all places at station/ platform and trains.	A B C D E		

Electric Loco Shed, Vadodara

1. Introduction

The emerging new world is a dynamic network of communications, decision processes, initiatives, motivations, devotion and achievements. In the new paradigm of management we have to act proactively, innovatively and decisively. The new business order demands that the professional managers stay sharply focussed on strategic issues like effective people management, management of technology, relationship management through networking and internet working and meeting with customers expectations.

The success in attaining the objectives of any organisation mainly depends on following two factors among many others:

- (i) Creation of right leadership.
- (ii) The involvement of large number of person, interconnect them for integrated actions and motivate them to give optimum output of quality by managing tangibles as well as intangibles.

2. Objectives

This paper deals with management of intangibles in order to meet with expectations and requirement of internal customers.

3. Area Identified

After thought provoking discussions and deliberations, the unit chosen for study was very well maintained "Electric Loco Shed, Vadodara" and the area identified was "The Concern for Internal Customers", ie TRO and operating departments of Baroda Division.

3.1 Unit - Electric Loco Shed/Vadodara (ELS/BRCY)

ELS/BRCY organisation is a structure of inter relationships with closely interdependent parts like shop floor, material cell, planning and inspection cell within shed premises and outstation maintenance depots, operating department outside the shed.

The basic role of ELS/BRCY in simplest terms is to provide motive powers for haulage of both passenger and freight traffic with high reliability.

Inspired people of any organisation can generate sustained, continuous and record performance year after year for many years to the maximum satisfactions of customers. The study revealed the causes for dissatisfaction among the internal customers.

4. Identification of Symptoms

Three major symptoms effecting the internal customers identified are given as:

- (i) Lack of quality consciousness amongst work force.
- (ii) Awareness towards responsibility to internal customers missing.
- (iii) Duty to 'serve the public' missing.

5. Various Intangible Causes for Symptoms

The intangible causes for above symptoms identified are given as:

- (i) Lack of sense of belongingness to the organisation.
- (ii) Lack of sense of pride.
- (iii) No concern for image of the Railway Organisation.
- (iv) Lack of motivation among lower level staff.
- (v) Objectives, goals/targets of the organisation not known to the lower level worker.
- (vi) Lack of knowledge of consequences of engine failure - while hauling trains.

6. Identification of Action Area

Since the workers, quite literally, carry out all the maintenance/repair activities, the first and the foremost decision was to define the objectives and goals clearly and precisely to all of them. The main objectives beings

- (i) Reliability of locomotives in service
- (ii) Availaility for traffic use
- (iii) Safety in operation
- (iv) Quality product
- (v) Index of expectancy (IOE) of internal customers - the desirable level

7. Methodology Adopted/Interventions Done

In order to achieve the desired objectives of providing efficient and reliable locomotives to internal customers to their maximum satisfaction through management of intangible, following important actions were taken:

- (i) Computerization of the attendance of staff has created a sense of punctuality and discipline among them.
- (ii) Provided clean, healthy and conducive working environment by:
 - (a) Maintaining a lush green garden with varieties of trees/shrubs within ELS/BRCY premises.
 - (b) Provided colourful catchy slogan boards in all sections and shop floor of shed on safety and national integration to beautify the general appearance and enhance the morale of the staff.
 - (c) Provided scrap yards at south and north ends of the shed to dispose off the scrap.
 - (d) Special emphasis on maintaining cleanliness in and around the shed to improve the working environment.
 - (e) Marked 'No Smoking Zones' in shed premises to reduce atmospheric pollution.
 - (f) Provided 'AQUA GUARDS' on the water supply in shed to make available clean drinking water to eliminate possibilities of water borne diseases.
- (iii) Prepared a 'Quality Policy' of the shed and spread message on quality among all the staff (Quality policy ELS/BRCY at Annexure A).
- (iv) Developed and improved strength of senior supervisors by counselling them.
- (v) Regular refresher courses started at Zonal Electric Training Centre, Vadodara to impart raining to the supervisors and staff to improve the technical knowhow as well as awareness about technological improvements in locomotives.
- (vi) Regular dialogues with both the recognised unions to maintain very good industrial relations.
- (vii) Accorded fair and natural justice to every employee to maintain their trust in administration.

- (viii) Annual day celebrations of shed, due on 25th March, were restarted to improve the cohesion among the staff. These were stopped few years ago.
- (ix) To honour the supervisors and staff who have completed more than 20 years of service at ELS/BRCY, distributed mementos to each one of them on 23rd Annual Day of shed.
- (x) Distributed silver coins to all the staff on 'Dhan Teras Day' in 1995 as group awards.
- (xi) Motivated staff to give their best output of quality by sanctioning spot awards as well as group awards.
- (xii) Displayed the names of awardees and other special achievements on the "High-Lights Board" for publicity among all the staff of shed.
- (xiii) All the statistical targets achieved and set for ensuring periods made known to all the supervisors and counselled them to attain these targets.
- (xiv) Provided a 'Suggestion Box' on shop floor for staff to give their suggestions to improve reliability and productivity. Awarded the best suggestion received during every month giving wide publicity.
- (xv) Inculcated team work between top to bottom. Supervisors and staff prompted to associate closely in working.
- (xvi) If you cannot measure it, you cannot manage it". Hence a regular feedback was obtained on shed working, analysed it and took corrective course of action wherever considered necessary.
- (xvii) Cost of detention of loco was made known to them through display boards.
- (xviii) Organised Indian Railway level '**Maintenance - Study Group**' meeting in February 1996. Appreciations from officials from Railway Board, RDSO, CLW and all electrified zonal railways further boosted morale of staff.

8. Timeframe

A timeframe of 10-12 months was fixed. A continuous review was done based on regular feedback obtained.

9. Outcome of Interventions

The interventions have produced excellent encouraging results. There is a perceptible change in the attitude of workforce which has given tangible results in terms of reliability and availability of electric locomotives.

Our attitude determines our altitude. The interventions have helped in development of positive attitude always.

The special drive to beautify the shed and keep it neat and clean to establish it as one of the best maintained shed on Indian Railways has inspired people to be in automode for keeping the shed clean and in order.

Through management of intangibles, the overall performance of ELS/BRCY has shown significant improvement for which it has earned many appreciations and awards from visiting dignitaries. Interestingly even with the huge manpower under one roof, the shed has shown an exemplary discipline and industrial relations.

VK Raheja
Sr DEE (TRS)
Electric Loco Shed
Vadodara-2

Message on Quality

Dear Colleague,

We are proud to belong to Electric Loco Shed, Baroda (ELS/BRCY) which has acquired acclaim all over Indian Railways. We are known for excellence in all spheres of our activities and it is this which distinguishes us from other electric loco sheds of Indian Railways.

The ELS/BRCY Quality Policy, stated overleaf, is the foundation on which our success in creating satisfied internal customers (TRO and operating departments) and generating profits has been built. All our quality systems and procedures flow out of the quality policy. These systems and procedures are designed to ensure excellence in all that we do even in constant changing environment of multiplicity of locomotives and rising of expectations.

Our most important criterion of 'Quality' is the satisfaction of our internal customers. We must therefore, aim to maintain their full confidence in ELS/BRCY as one of the best maintained electric loco sheds on Indian Railways.

I call upon each member of ELS/BRCY family to study the quality policy and understand it thoroughly so that we have congruity of goal in the pursuit of excellence and that both individually and collectively ELS/BRCY people are recognised as "Quality People".

I am sure this approach will gain us recognition over Indian Railways in the future.

Yours sincerely,

Sd/-
(VK Raheja)

Quality Policy

We shall provide reliable, defect free electric locomotives, fitted with full complements of safety items in working order, to our internal customers and meet their expectations.

- * We shall deliver locomotives complete in all respects on time.
- * We shall engage in continuous improvement in performance, availability and reliability of locos.
- * We shall strive to make ELS/BRCY a 'Profit Centre'.

Our actions shall fully reflect the essence of the above policy to achieve our mission of becoming 'one of the leading electric loco sheds of Indian Railways'.

Navayard	S/- (VK Raheja)
Vadodara	Sr DEE (TRS)

The Performance Indices of ELS/BRCY for Last Three Years				
S. No.	Performance Indices	Year		
		1994-95	1995-96	1996-97
1.	Engine failure (No/Month)	4.0	3.08	2.9
2.	Engine KM/failure (lakhs)	2.45	3.6	4.5
3.	Ineffectiveness			
	- Hourly(%)	11.5	12.0	10.4
	- Stat (%)	5.13	7.9	7.5
4.	Overhaul			
	- POH (Nos.)	5	11	12
	- AOH+IOH (Nos.)	61	47	55
	Sch.Insp.			
	- IA+IC (Nos.)	1071	899	922
5.	Average Time			
	- AOH (Days)	21.46	31.90	19.8
	- IOH (Days)	21.90	37.20	25.2
	- IA (Hrs.)	14.63	14.8	13.9
	- IC (Hrs.)	37.35	33.4	31.0
6.	6P Conversion (Nos.)	-	4	10
7.	Scrap disposal (Rs. in lacs)	17.2	60	63

Conclusion

This study was conducted in three parts. Firstly, there was a questionnaire survey to assess managerial attributes and various attitudinal dimensions. This was followed by developing case studies on two role models and an action research component to help manage intangibles.

The most important aspect of this study was its "self-driven nature". The action research part, which formed the heart of the study in terms of managing intangibles was completely designed, executed and written about by the participants themselves, with the researchers only playing a facilitator role. Though only two experiences have been documented in written form, some of the other experiences are expected to have an impact in the working domain of the participants.

The case studies on the two role models brings out that divergent styles can also be "successful". They offer an opportunity to reflect on what makes a leader click in his/her environment.

In terms of difference in the existing and desired level of attributes, concern for external customers, and openness to others' ideas rank at the top. This is a clear reflection of the direction in which the organization needs to move.

It is important that such studies are not "one of" a kind. They need to be undertaken at a regular periodicity so that changing values in a dynamic environment can be identified and a large scale percolation of a "self-driven" attempt to change takes place. Further studies, especially with the Railway Staff College as a nodal point, are called for. Such studies will also provide material for management training.

As a teaching plan, the material developed in this study can be used for a training programme of one or two day duration. It would be useful to begin with a discussion on the managerial attributes and the outcomes of the questionnaire study. This could be done over two hours. Following this, there could be a discussion on the action research and the successes/failures thereof.

If the overall training is to be for one day, then a discussion on the leadership styles based on the two case studies could complete the discussions for the day. Otherwise, in the two-day training model, the participants could be asked to prepare presentations, comparing and contrasting the leadership styles, based on appropriate background conceptual material. These presentations could be made the following day. Discussions on the second day can then focus on what each participant can do in their own domain of activity to bring about a change in the intangibles in the desired direction, based on a reflection of the successes and failures of the action research.