



A Study on Consumer Motives - with Special Reference to Outbound Training Services Offered to Management Students in Few Selected Colleges of Coimbatore City

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ABSTRACT

The purpose of this study is to identify the student's motive for participating in Outbound training programme offered to them by their institutions. The research was carried out in Coimbatore City, South India. The study was descriptive in nature, using simple random sampling technique a survey was conducted among 120 respondents who are first and second year MBA students from three different colleges and have exposure to Outbound training. The Primary data was collected using a structured questionnaire and the secondary data from various sources like books, journals and websites. The collected data was analyzed using suitable tools in SPSS Software.. Based on the findings, suggestions were made to the service providers and to the B-Schools with regard to the course offerings (customization of outbound training programme) to meet the varying needs of the students. The research also provides strategies for promoting this training programme successfully among Business school students.

Keywords : Out Bound Training , Experiential Learning, Consumer Motives

INTRODUCTION

Business schools today apart from imparting high quality management education they also take the responsibility of developing their students managerial and leadership skills and make them future ready- employable managers. As a result, various training programmes are offered to them during their course of study. Today, Outbound Training has emerged has popular and most preferred training programme among the new generation business schools because where active learning takes place in an exciting, entertaining and in an experiential way. Always, there exists a debate among the academicians and trainers that in a traditional learning setup where teacher explaining the facts and figures and the students repeating the same information without any critical thinking is an ineffective form of learning. A much more effective and long-lasting form of learning is to involve the students by creating meaningful learning experience. So in teaching learning process especially in management education whatever concepts they learn like motivation, team building, teamwork, group dynamics inside the classroom are very theoretical and abstract they hardly get chance to experience all these things during their course of study. So Outbound training programmes provides an opportunity to experience all these concepts in a practical way and ensures learning to happen beyond the four walls of classroom. These training programme are tailor made to meet the requirements management students by using the principles of experiential learning.

AN OVERVIEW OF OUTBOUND TRAINING

"Outbound training" was derived from the word "outward bound", an innovative experiential educational approach put forth by Kurt Hahn to empower young people to fulfill their potentials (Stetson, 1996). It implies that participants will be taken out of their familiar boundary (may their classrooms or college or from their office premises) in a scenic outdoors where training will be provided in a exhilarating way. This training may take any form such as conducting Management

games, Fun games, involves bracing journeys, expeditions or wilderness programme or adventurous or obstacle or challenging activities or by experimentation through role plays. But there is no standard pattern or design for experiential learning. In turn, it is a training programme which is aimed to fine tune the creative abilities and inculcate real-life learning situations to the participants. Such events enrich the learners with self-confidence, team building, problem solving and enhance their leadership and other essential life skills. Such training programmes will help the participants to discover their inborn and latent qualities to full bloom.

STUDENTS (CONSUMER) MOTIVES FOR PARTICIPATING IN OUTBOUND TRAINING PROGRAMME

In this research, the researcher have used a new set of seven motive dimensions by referring and making necessary modifications in the standard questionnaire developed by (B.L. Driver). The Recreation Experience Preference (REP) Scales and domains are used for measuring motives for participants to take part in outdoor adventure program. The researcher has meticulously customized this research instrument for the outbound training requirements with the following seven motive dimensions which are more relevant for this study have been developed they are i) For Self Development ii) For Social Development iii) For Skill Development iv) It supplements Management Education v) For Fun ,Pleasure and Recreation vi) To experience adventure vii) To explore nature. By referring journals, related articles, books and interacting with management students and academicians the following motive dimensions have been formulated.

STATEMENT OF THE PROBLEM

The objective of this study is to investigate the different motives possessed by the students for participating in outbound training programme and the level of importance given for different dimensions of motive. In this research, the significant difference in the levels of importance given for various dimensions of motive among male and female gender, among first and second year students and also between three college

students were studied. In addition, the relationship between different dimensions of motive were also studied. The reason behind studying the student's motives (i.e., the motives of the consumer) is to make the training programme more useful, interesting, exciting and successful - A student centric programme. This research will help the service providers to customize their services to meet their customer requirements. Moreover there is no standard pattern or pedagogy is available for such programme. Whereas outbound training is a blend of different activities which facilitates more learning. In turn, it is a training programme which is tailor made to enhance their leadership skills.

NEED FOR THE STUDY

In recent days the companies which offer training services to corporate and for educational institutions they customize their outbound training services to address the varying needs of their clients like school children, college students and for corporate employees in different names and with different learning modules. For example, Outbound Training (Dr. Mohamed Esham & Krishanthi Ganga Vithana, 2012) / Outdoor Experiential Learning Programme (David Bevan, Claudia Kipka, 2012) is offered as recreation based training and development programme for B-Schools, Corporate employees and for all college Students. Outdoor Adventure Education for students and people interested in adventure sports and education (Courtney Iris Jacobson, 2010) and (Tracey, J. Dickson, Tonia Gray & Kathy Mann, 2008) / Outdoor Education for School children to learn important life skills at their earlier age / Outdoor Management Development (or) Outdoor Corporate adventure training (Martin, 2003; Dubin, 2002; Ewert, 2001; Greenfield, 1999) to Corporate employees for enhancing their leadership and risk taking ability. Today in corporate scenario, the management have realized that their human resources are very valuable assets and they need to be trained, developed and retained for achieving their desired goals. This in turn considerably increases their budget for spending on training and developmental activities. In fact this a big boom for companies which are involved in this type of training business. This research will help the service provider or the institution which offer s training programme to their students will offer it in a better way by knowing their different motives for undergoing this training programme. Based on this they can customize their training programme for its successful implementation.

OBJECTIVES:-

- 1) To study the level of importance given for different dimensions of motive by the students of three different colleges
- 2) To test the significant difference in the levels of importance given for the various motive dimensions between male and female gender.
- 3) To test the significant difference in the levels of importance given for the various motive dimensions between the first and second year students of management programme.
- 4) To test the significant difference in the levels of importance given for the various motives among the students of three different colleges.
- 5) To study the relationship between the various dimensions of the motives

RESEARCH METHODOLOGY

The study was descriptive in nature with the sample size of 120 Management students pursuing MBA programme from three different colleges have exposure to outbound training were considered for this study. A structured questionnaire was used for data collection. Simple Random sampling technique was followed for data collection. Statistical tool SPSS was used for data analysis, Using Z-Test significant difference between the level of importance given for various dimensions of motive between male and female gender and the level of importance given for various dimensions of motive between the first and second year students of management programme were studied. ANOVA was used to test the sig-

nificant difference between the levels of acceptance among the three college students. Relationship between the seven dimensions of motives were analyzed using Pearson correlation.

LITERATURE REVIEW

David Bevan, Claudia Kipka, (2012) "Experiential learning and management education" The main purpose of the study is to contextualize the potential contribution that experiential learning may offer to those engaged in academic and professional management development, pedagogy and education. It has consequences for a range of applications in this field from curriculum design and teaching to individual/personal development and the recruitment and retention of talent in professional and commercial organizations. The article suggests an original, conceptual framework for experiential learning that draws on both scholarly and experimental management. While under-represented in the scholarly pedagogy of management this article precedes a demonstration of an evidently powerful if methodologically challenging articles on a powerful approach to management development. This study limits and delimits experiential learning theory and practice. It offers a framework for an empirical mapping of this important area of management practice which is currently under-represented in academic writing and practice. This article suggests an array of interdisciplinary applications for the principles of experiential learning.

Sheryl L. Shivers-Blackwell, (2004) "Reactions to outdoor teambuilding initiatives in MBA education", This study examines the performance of 36 teams of MBA students (N=147) in an outdoor challenge training (OCT) initiative. Results indicate that teamwork attitudes collected before the OCT are positively associated with team support, potency, intentions to remain in the team, and team survival. However, team performance in the initiative was not related to any of the team viability constructs.

Andrew Garth Bently, (2003), Indiana University, In his study "Motives for Participation in college based outdoor adventure programs" (N=130) reveals that outdoor recreation is an important component of American society. There is an increasing popularity and social acceptance for this type of activities across North America. This study identified important motives for participation in college based Outdoor Adventure programs. Additionally significant differences were determined across gender, experience, participation levels & credit allocation. By understanding motives important for Outdoor adventure programs, this research provides empirical evidence for management decision making process regarding course offerings and Marketing strategies. Motives were measured by a survey containing the Recreation Experience Preference Scales developed by B.L. Driver (1983). In this research they used Descriptive Statistics and MANOVA the data was analyzed. The data indicated the most important motives were escaping social pressures, enjoying nature, meeting new people, and the least important are for the credit, escaping family, teaching and leading others. Additionally, MANOVA suggested statistically significant ($p=0.05$) differences across experience, participation level and credit allocation. There was no statistically significant differences across gender.

John Bank, (1983) "Outdoor Development: A New Perspective in Management Education", This monograph looks at the growing use of the outdoors for management development on both sides of the Atlantic. The author suggests the term "Outdoor Development" to describe a systematic use of outdoor activities which incorporate process reviews and the application of experiential learning methods.

P. Mazany, S. Francis, P. Sumich, (1995) in their study "Evaluating the effectiveness of an outdoor workshop for team building in an MBA programme", Teamwork is considered a fundamental element of organizational success in the 1990s. They presented a method of evaluating the effectiveness of an outdoor workshop as a tool to speed the

development of study groups (called learning teams) in an MBA programme. Two three-day residential outdoor workshops are evaluated that were conducted with two different MBA classes over consecutive years. The results presented indicated that such workshops can accelerate the development of teams. In addition, the evaluation methodology used is suggested as a significant contribution to the currently poor standard of measurement applied to such activities.

G.G. Neffinger, (1990) "Real Learning in Unreal Circumstances", Over the last 20 years, the training and development field has witnessed the emergence of a new paradigm, Experience-Based Training and Development (EBTD). Although EBTD is being used extensively, there is no comprehensive guide to its theory and applications. The present article is designed to fill that gap.

Chapman, C.A. Lumsdon, (1983) "Outdoor Development Training: A New Tool for Management", How two business school lecturers used outdoor activities as an aid to management development. Their findings show that physically and psychologically demanding tasks can make a significant contribution to management learning.

DELIMITATIONS

- 1) This study was limited to only three colleges with a sample size of 120 in and around Coimbatore city.
- 2) This research was limited only to Management students pursuing MBA programme the results may not be similar for other participants (markets) like corporate employees, school children who undergo this outbound training programme.
- 3) Respondents were selected on the basis of simple random sampling who participated in outbound training offered by their institutions.

LIMITATIONS

- 1) The subjects of study are Management students who participated in outbound training programme only were considered whereas other type of adventure programmes were not considered for this study.
- 2) Because of time constraints and restrictions from educational institutions the sample size was limited to 120 numbers by the researcher.
- 3) The type of Outbound training considered for this research was between two to three day duration training programme. Similar training programme with longer time duration was not considered and the results may vary.

ASSUMPTIONS

- 1) The respondents are Management students pursuing MBA programme who participated in Outbound training programme offered by their institution or by an external service provider.
- 2) Recreation Experience Preference(Rep) scales developed by (B.L Driver, 1983) with 6- point Likert type response scale for measuring motives for participating in adventure and recreation based programmes were modified to 5-point Likert scale for this research and it was customized and considered appropriate for measuring motives for participating in outbound training programme.
- 3) From the Recreation Experience Preference (Rep) Scales only seven motive dimensions which are relevant for outbound training programmes were considered for this research they are i) For Self Development ii) For Social Development iii) For Skill Development iv) To supplement Management Education v) For Fun ,Pleasure and Recreation vi) To experience adventure vii) To explore nature
- 4) It is assumed that responses were honest and accurate.

ANALYSIS AND DESCRIPTION

The Study was conducted in three different educational institutions that offers MBA Programme and their students have already undergone outbound training organized by their college with the help of an external service provider. The total

number of respondents from all the three colleges is 120. Maximum number of respondents (53%) are from College-I. 38 % of respondents are from College-II and remaining 9 % of respondents are from College-III. Out of 120 respondents the majority (72%) of the respondents were male and the remaining (28%) are female. Among the three college students majority (63%) of students were first year students and the remaining (37 %) were second year students.

TABLE NO :1

To study the level of importance given for the various motive dimensions by students of three different colleges

S.No	Motive Dimensions	Number of respondents	Mean	Standard Deviation	Level of Importance
1	For Self Development	120	29.5750	3.61291	Very Important
2	For Social Development	120	27.4917	5.12039	Important
3	For Skill Development	120	29.3083	3.97428	Very Important
4	It supplements Management Education	120	24.3417	4.21182	Important
5	For Fun ,Pleasure and Recreation	120	27.8167	5.17100	Important
6	To experience adventure	120	29.9000	7.82304	Very Important
7	To explore nature	120	29.3500	4.16397	Very Important

From Table No: 1, it is obvious that the following motive dimensions that are considered to be very important by the respondents are to experience adventure which has the highest mean value of (29.9000). Next important motive which was considered very important by the respondents was Self Development motive with a mean value of (29.5750) and then followed by to explore nature & skill development with a mean values of (29.3500) & (29.3083) respectively . Whereas all the other motives (For fun pleasure and recreation, Social development and to supplement Management education) were also considered important by the respondents.

TABLE NO:2

To test the significant difference in the levels of importance between male and female gender towards the various dimensions of motives.

To test the following dimensions of motives Z-Test was used.

S. No	Motive Dimensions	Group	N	Mean	Standard Deviation	[Z]	Sig-nificance	Result
1	For Self Development	Male	86	29.3023	3.63664	1.319	0.190	Accept H ₀
		Female	34	30.2647	3.51023	1.340	0.185	
2	For Social Development	Male	86	27.1047	5.14731	1.321	0.189	Accept H ₀
		Female	34	28.4706	4.99233	1.339	0.186	
3	For Skill Development	Male	86	28.7558	3.92259	2.474	0.015	Reject H ₀
		Female	34	30.7059	3.81011	2.505	0.015	
4	It supplements Management Education	Male	86	23.8605	4.17320	2.016	0.046	Reject H ₀
		Female	34	25.5588	4.12084	2.027	0.047	
5	For Fun ,Pleasure and Recreation	Male	86	27.3605	5.08496	1.546	0.125	Accept H ₀
		Female	34	28.9706	5.28282	1.520	0.134	
6	To experience adventure	Male	86	29.6628	8.77779	0.527	0.599	Accept H ₀
		Female	34	30.5000	4.65963	0.676	0.501	
7	To explore nature	Male	86	29.1047	3.96464	1.027	0.307	Accept H ₀
		Female	34	29.9706	4.63508	0.959	0.342	

Null Hypothesis (H0) : If the significance value is $\geq .05$ there exists no significant difference in the level of importance among male and female gender with respect to various motive dimensions : Accept null hypothesis.

Alternate Hypothesis (H1) : If the significance value is $\leq .05$ there exists significant difference in the level of importance with respect to various motive dimensions among male and female gender : Reject null hypothesis.

From table no: 2, It is obvious for skill development and to supplement management education there exists significant difference in the level of importance between the male and female gender so we reject (H0) Null hypothesis. Female gender they consider the above motives comparatively more important than their male counterpart. Then for all other remaining motive dimensions there exists no significant difference among male and female gender so we accept (H0) hypothesis.

TABLE NO: 3

To test the significant difference in the levels of importance between the first and second year management students

S. No	Motive Dimensions	Group	N	Mean	Standard Deviation	[Z]	Significance	Result
1	For Self Development	First Year	76	29.6053	3.69893	0.120	0.905	Accept H ₀
		Second year	44	29.5227	3.50075	0.122	0.903	
2	For Social Development	First Year	76	27.3158	5.35714	0.493	0.623	Accept H ₀
		Second year	44	27.7955	4.72785	0.510	0.611	
3	For Skill Development	First Year	76	29.6053	3.85081	1.076	0.284	Accept H ₀
		Second year	44	28.7955	4.17400	1.053	0.295	
4	It supplements Management Education	First Year	76	24.7368	4.21543	1.356	0.178	Accept H ₀
		Second year	44	23.6591	4.16488	1.360	0.177	
5	For Fun ,Pleasure and Recreation	First Year	76	27.7763	4.67789	0.112	0.911	Accept H ₀
		Second year	44	27.8864	5.98532	0.105	0.917	
6	To experience adventure	First Year	76	29.0658	4.12904	1.544	0.125	Accept H ₀
		Second year	44	31.3409	11.67375	1.248	0.218	
7	To explore nature	First Year	76	29.2763	4.17803	0.254	0.800	Accept H ₀
		Second year	44	29.4773	4.18463	0.254	0.800	

Null Hypothesis (H0) : If the significance value is $\geq .05$, there exists no significant difference in the level of importance with respect to motive dimension among the first and second year students : Accept null hypothesis

Alternate Hypothesis (H1) : If the significance value is $\leq .05$, there exists significant difference in the level of importance with respect to motive dimension among the first and second year students : Reject null hypothesis

From table no : 3, it is found that both first and second year students have on an average the same level of acceptance towards all the seven dimensions of motives so we accept

S. No	Dimensions of Motives		For Self Development	For Social Development	For Skill Development	To Supplement Management Education	For Fun , Pleasure and Recreation	To Experience adventure	To Explore nature
1.	For Self Development	Pearson Correlation	1	.539(**)	.603(**)	.615(**)	.282(**)	.289(**)	.313(**)
		Sig. (2-tailed)		0.000	0.000	0.000	0.002	0.001	0.000
		N	120	120	120	120	120	120	120
2.	For Social Development	Pearson Correlation	.539(**)	1	.591(**)	.566(**)	.294(**)	.289(**)	.345(**)
		Sig. (2-tailed)	0.000		0.000	0.000	0.001	0.001	0.000
		N	120	120	120	120	120	120	120

null hypothesis for all the dimensions.

TABLE NO: 4

To test the significant difference between the levels of importance for various motive dimensions among the three college students.

To test the significant difference in the level of importance towards the seven dimensions of motives between the three college students ANOVA has been used. The following table gives the results of ANOVA.

S. No	Motive Dimensions	Management Colleges	N	Mean	Standard Deviation	F	Significance	Result
1	For Self Development	College 1	64	29.7344	3.38175	0.133	0.875	Accept H ₀
		College 2	45	29.3778	3.79766			
		College 3	11	29.4545	4.41279			
		Total	120	29.5750	3.61291			
2	For Social Development	College 1	64	27.2031	5.09023	0.291	0.748	Accept H ₀
		College 2	45	27.6889	4.82334			
		College 3	11	28.3636	6.69735			
		Total	120	27.4917	5.12039			
3	For Skill Development	College 1	64	29.6406	3.67906	1.766	0.176	Accept H ₀
		College 2	45	28.5111	4.25666			
		College 3	11	30.6364	4.17786			
		Total	120	29.3083	3.97428			
4	It Supplements Management Education	College 1	64	24.7813	3.71385	1.554	0.216	Accept H ₀
		College 2	45	23.4889	4.27265			
		College 3	11	25.2727	6.19824			
		Total	120	24.3417	4.21182			
5	For Fun ,Pleasure and Recreation	College 1	64	27.5625	4.64579	0.457	0.634	Accept H ₀
		College 2	45	27.8444	6.19368			
		College 3	11	29.1818	3.31114			
		Total	120	27.8167	5.17100			
6	To experience adventure	College 1	64	29.3125	3.91933	0.546	0.581	Accept H ₀
		College 2	45	30.8667	11.74657			
		College 3	11	29.3636	4.20173			
		Total	120	29.9000	7.82304			
7	To explore nature	College 1	64	29.3125	4.26456	0.446	0.641	Accept H ₀
		College 2	45	29.1333	4.38800			
		College 3	11	30.4545	2.33939			
		Total	120	29.3500	4.16397			

Null Hypothesis (H0) : If the significance value is $\geq .05$, there exists no significant difference between the levels of importance for various motive dimensions among the three college students. in the level of importance : Accept null hypothesis

Alternate Hypothesis (H1) : If the significance value is $\leq .05$, there exists significant difference between the levels of importance for various motive dimensions among the three college students. : Reject null hypothesis

From Table no :4, It is understood that there is no significant difference in the level of importance towards the seven dimensions of motives among the three different management college students so we accept null hypothesis for all motive dimensions.

TABLE NO: 5

To study the relationship between the different dimensions of the motives

To study the relationship between the seven dimensions of motives, correlation analysis is used.

3.	For Skill Development	Pearson Correlation	.603(**)	.591(**)	1	.787(**)	.334(**)	.459(**)	.518(**)
		Sig. (2-tailed)	0.000	0.000		0.000	0.000	0.000	0.000
		N	120	120	120	120	120	120	120
4.	It Supplement Management Education	Pearson Correlation	.615(**)	.566(**)	.787(**)	1	.409(**)	.401(**)	.503(**)
		Sig. (2-tailed)	0.000	0.000	0.000		0.000	0.000	0.000
		N	120	120	120	120	120	120	120
5.	For Fun ,Pleasure and Recreation	Pearson Correlation	.282(**)	.294(**)	.334(**)	.409(**)	1	.262(**)	.428(**)
		Sig. (2-tailed)	0.002	0.001	0.000	0.000		0.004	0.000
		N	120	120	120	120	120	120	120
6.	To experience adventure	Pearson Correlation	.289(**)	.289(**)	.459(**)	.401(**)	.262(**)	1	.482(**)
		Sig. (2-tailed)	0.001	0.001	0.000	0.000	0.004		0.000
		N	120	120	120	120	120	120	120
7.	To explore nature	Pearson Correlation	.313(**)	.345(**)	.518(**)	.503(**)	.428(**)	.482(**)	1
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		N	120	120	120	120	120	120	120

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

From (Table no : 5) we infer that there exists a significant correlation between all the dimensions of motives. For Self Development and To Supplement Management Education there exists strong relationship [Mean value = .615(**)]. It means students who attend Outbound training for self development motive will consider Outbound training as to supplement management education. Similarly For Social Development and For Skill Development[Mean = .591(**)], For Skill Development and To Supplement Management Education, [Mean value = .787(**)] For Fun, Pleasure and Recreation and To Explore Nature [Mean value = .428(**)], To Experience Adventure and to Explore nature[Mean value = .482(**)].

FINDINGS

In this study the motives of the MBA students for participating in college based Outbound training program were measured using (5-PointLikert -type scale): study reveals the following information:

1. Out of seven motives four motives were considered very important by the respondents they are: To experience adventure which has the highest mean value of (Mean = 29.9000). The Second motive which was considered very important by the respondents was For Self Development (Mean = 29.57) and the third motive is To explore nature (Mean=29.35) and the fourth motive is For Skill Development (Mean = 29.31) respectively . Whereas all the other motives For Fun pleasure and recreation (Mean = 27.87), Social development (Mean=27.49) and To supplement Management education (Mean = 24.34) were also considered important by the respondents.
2. The results of Z- Test (Table no: 2) reveals that there exists significant difference in the level of importance between the male and female gender for the following motive they are : 1) For skill development and 2) To supplement management education. Female gender they consider the above two motive dimensions as comparatively more important than their male counterpart.
3. The results of Z- Test (Tableno:3) reveals that among first and second year students they have given on an average the same level of importance for all the seven motive dimensions. Therefore there exists no significant difference in the level of importance with respect to all motive dimensions among the first and second year students so we accepted null hypothesis.
4. From the results of ANOVA test (Table no:4) we can infer that there is no significant difference in the level of importance towards the seven dimensions of motives among the three different management college students so we accept null hypothesis for all motive dimensions.
5. As a result of Pearson correlation analysis (Table no: 5),

We understand that there exists a significant correlation between all the dimensions of motives. For Self Development and To Supplement Management Education there exists strong relationship [Mean value = .615(**)]. It means students who attend Outbound training for self development motive will consider Outbound training it supplements management education. Similarly For Social Development and For Skill Development [Mean = .591(**)], For Skill Development and To Supplement Management Education, [Mean value = .787(**)] For Fun, Pleasure and Recreation and To Explore Nature [Mean value = .428(**)], To Experience Adventure and to Explore nature [Mean value = .482 (**)]. From this analysis we can infer that the highest correlation exists for skill development and to supplement management education it means that students their intention for attending Outbound training is to develop their skills as part of their management education (MBA Programme).

SUGGESTIONS & RECOMMENDATIONS FOR SERVICE PROVIDERS

Based on the above findings , taking in to account the motives of the students, few suggestions are made with regard to course offerings (customization of outbound training programme) to address the varying needs of the management students and strategies to market this programme successfully among Business schools.

1. From the above findings, we understand that students they consider four very important motives that prompted them to participate in Outbound training was a) To experience adventure b) For Self Development c) To explore nature d) For Skill Development.

a) Adventurous activities

Keeping in mind the companies which offer outbound training service can incorporate more adventuresome activities like (For example: Rappelling, Cliff Climbing, Tree climbing, River crossing, River rafting, canoeing and whatever activity they consider as safer and adventurous and it is possible to offer at their training campsite may be included in their course module). These activities will help the participants to improve their risk taking ability and to expose them to experience dangerous situations which they have never experienced earlier.

b) Activities for self development

Trainers or service providers can offer activities that contribute to one's self development like Leadership games, Fun based creative games, puzzle or problem solving games and confidence building activities which ever they feel suitable for the participants they can offer it. Even Self awareness pro-

grammes (to explore oneself)

Like yoga, meditation and spiritual enhancement or any inspirational programmes can be offered to the participants to develop their self.

c) Activities to experience and explore nature

Activities like Trekking, exhilarating journeys, wildlife related activities like- Animal or Bird Watching and activities to explore the topography of a particular place and programmes exclusively designed to know more about the local flora and fauna will help the participants to explore more about the nature during their training programme.

2. Female gender they consider skill development and outbound training as supplement to management education as more important than their male counterpart. So the service providers should include some special modules to address the need of the female gender (activities that foster decision making, communication, problem solving, negotiation and leadership qualities should be incorporated in the training programme.)
3. Normally such type of programmes will be organized in outdoors where there is no much human interference especially in a natural beautiful scenic locations where nature will act as backdrop the ideal for learning. Places like hill stations, river side, beach side, secluded jungle side safe campsites are best suited for such outbound training.
4. Companies can promote their training services effectively through direct marketing by sending colourful brochures to educational institutions, by creating awareness among

students and academicians, and participating in educational trade fairs and through creating websites and spreading messages across social networking websites they can market their services among B-Schools.

5. Above all, in any outbound training programme participants safety is the prime concern for any service provider. Training company, the trainers and their instructors should give proper instructions and they should ensure that all the training materials, safety equipments and gadgets are in good condition. Whereas in any outbound training programme safety is the prime concern and then follows training. So they have to ensure safety in each and every aspect of training. The reputation of the training firm lies in safety precautions and quality of training they provide to their participants. The training company should employ highly qualified, experienced and certified staff and instructors with versatile knowledge and skills to organize such programs.

CONCLUSION

The thorough understanding of the motives of the consumer (student participants) for preferring a particular service will help the companies to offer their training services in a better way to meet out their requirements. Any product or service which is offered without considering or understanding the needs and wants of the customer will be of no use to them and it will not be preferred by the customers, that particular product or service will definitely fail in the market place. This is very much appropriate for all products and outbound training services are not an exemption from this universal marketing approach.

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