Online ISSN: 2249-4588
Print ISSN: 0975-5853
DOI: 10.17406/GJMBR

Global Journal of Management and Business Research: A

Administration and Management

Decline in Work Motivation

Digital Transformation Strategies

Highlights

Analytic Hierarchy Process

Challenge of a VUCA Environment

Discovering Thoughts, Inventing Future

VOLUME 24 ISSUE 3 VERSION 1.0

Global Journal of Management and Business Research: A
Administration and Management

Global Journal of Management and Business Research: A
Administration and Management

Volume 24 Issue 3 (Ver. 1.0)

Open Association of Research Society

Incorporation No.: 0423089
License No.: 42125/022010/1186
Registration No.: 430374
Import-Export Code: 1109007027
Employer Identification Number (EIN):
USA Tax ID: 98-0673427

Global Journals Inc.

*(A Delaware USA Incorporation with "Good Standing"; **Reg. Number: 0423089**)*

Sponsors: *Open Association of Research Society*
Open Scientific Standards

Publisher's Headquarters office

Global Journals® Headquarters
945th Concord Streets,
Framingham Massachusetts Pin: 01701,
United States of America
USA Toll Free: +001-888-839-7392
USA Toll Free Fax: +001-888-839-7392

Offset Typesetting

Global Journals Incorporated
2nd, Lansdowne, Lansdowne Rd., Croydon-Surrey,
Pin: CR9 2ER, United Kingdom

Packaging & Continental Dispatching

Global Journals Pvt Ltd
E-3130 Sudama Nagar, Near Gopur Square,
Indore, M.P., Pin:452009, India

Find a correspondence nodal officer near you

To find nodal officer of your country, please email us at *local@globaljournals.org*

eContacts

Press Inquiries: *press@globaljournals.org*
Investor Inquiries: *investors@globaljournals.org*
Technical Support: *technology@globaljournals.org*
Media & Releases: *media@globaljournals.org*

Pricing (Excluding Air Parcel Charges):

Yearly Subscription (Personal & Institutional)
250 USD (B/W) & 350 USD (Color)

Contents of the Issue

Global Journal of Management and Business Research: A
Administration and Management
Volume 24 Issue 3 Version 1.0 Year 2024
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-4588 & Print ISSN: 0975-5853

Enhancing Hajj Pilgrim Satisfaction: A Strategic Analysis of Service Quality Dimensions using the Analytic Hierarchy Process in Alignment with Saudi Vision 2030

By Rola Younis Masoud Mohammed, Wafa Mohammed Ahmed Zaid
& Prof. Asma Bahurmoz
King Abdul-Aziz University

Abstract- Saudi Arabia every year receives more than two million Muslims from all over the world to perform the Hajj (the Muslim pilgrimage to Makkah). "It must take place during a specific period of the year in a specific and limited space." ("Asma BAHURMOZ | Faculty Member | Prof of Operations Research | King ...") To manage and satisfy such crowd, Considering the variety of cultures, languages, and different levels of socio-economic background, is next to impossible. Saudi vision 2030 has taken it as its duty to ensure that pilgrimages will have joyful experience and good memories to take back home. Authorities develop four categories of packages based on quality dimensions to meet different budgets. To manage and provide quality service for the pilgrimages is incredibly challenging task. In an effort from the authors to direct their research towards this goal. A multi criteria decision model MCDM is developed to evaluate the service quality dimensions (SQD) and identify essential criteria that achieve pilgrim's satisfaction and keep up with hajj vision 2030, The aim is to provide an easy tool though a scientific one for companies providing these packages to adjust their services to match pilgrims' expectations.

Keywords: *Analytic Hierarchy Process; AHP; Service Quality; SQD; MCDM; Hajj; Saudi Arabia.*

GJMBR-A Classification: *LCC Code: HD9980.5*

ENHANCINGHAJJPILGRIMSATISFACTIONASTRATEGICANALYSISOFSERVICEQUALITYDIMENSIONSUSINGTHEANALYTICHIERARCHYPROCESSAHPINALIGNMENTWITHSAUDIVISION2030

Strictly as per the compliance and regulations of:

Enhancing Hajj Pilgrim Satisfaction: A Strategic Analysis of Service Quality Dimensions using the Analytic Hierarchy Process in Alignment with Saudi Vision 2030

Rola Younis Masoud Mohammed [α], Wafa Mohammed Ahmed Zaid [σ] & Asma Bahurmoz [ρ]

Abstract- Saudi Arabia every year receives more than two million Muslims from all over the world to perform the Hajj (the Muslim pilgrimage to Makkah). To manage and satisfy such crowd, Considering the variety of cultures, languages, and different levels of socio-economic background, is next to impossible. Saudi vision 2030 has taken it as its duty to ensure that pilgrimages will have joyful experience and good memories to take back home. Authorities develop four categories of packages based on quality dimensions to meet different budgets. To manage and provide quality service for the pilgrimages is incredibly challenging task. In an effort from the authors to direct their research towards this goal. A multi criteria decision model MCDM is developed to evaluate the service quality dimensions (SQD) and identify essential criteria that achieve pilgrim's satisfaction and keep up with hajj vision 2030, The aim is to provide an easy tool though a scientific one for companies providing these packages to adjust their services to match pilgrims' expectations. The Analytic Hierarchy Process (AHP), a well-known methodology, is chosen to develop a selection model to help both companies and pilgrims make the best of the Hajj experience.

The results will help hajj service providers to identify relevant areas for improvements in services the originality and value of the study is represented in the SQ framework based on AHP to examine hajj campaigns that are considered as a novel contribution that widens our existing knowledge in terms of hajj SQ literature.

Keywords: Analytic Hierarchy Process; AHP; Service Quality; SQD; MCDM; Hajj; Saudi Arabia.

I. Introduction

Hajj is the fifth pillar of Islam and the most significant manifestation of Islamic faith and unity. Undertaking Hajj once is a duty for Muslims who are physically and financially able to make the journey to Makkah. Allah says in the Qur'an [And pilgrimage to the House is a duty unto Allah for mankind, for him who can find a way thither] (Aal`Imran 3:97). It must take place during a specific period of the year in a specific and limited space (Bahurmoz, 2006 a).

The Hajj experience brings together people from various socio-economic cultural and ethnic backgrounds the preservation of the tradition and the special atmosphere associated with Hajj can only be achieved through the efficiency of services provided to the pilgrims (Vision2030.gov.sa). Managing and organizing the various Hajj service providers has become increasingly complex as political, social, and environmental issues and problems relating to safety precautions and pilgrims' satisfaction have been added to other factors, including service delivery quality, cost, and service package provision (Grand & Wolff, 2022).

"Although the Hajj, fundamentally, is a religious affair drawing the line between where the rituals stop and where management starts is a difficult undertaking. Managing its operations represents a challenge to the Saudi government which assumes the responsibility and the honour of serving the pilgrims" (Bahurmoz, 2006). It is challenging to provide quality services to such enormous number in small space.

The program for realisation the KSA vision 2030 is to provide an opportunity for the largest possible number of Muslims to fully perform Hajj and Umrah and to work on enriching and enhancing their experience. This is through preparing the Two Holy Mosques, achieving Islam's universal message, preparing tourist and cultural sites, and providing the best services before, during and after their visit to Makkah, Medina, and the Holy Sites. In addition, this program will serve as a platform to confirm the effective role of the private sector to contribute and benefits from the economies of the Hajj season.

Over $100 billion in U.S. dollars has been spent in the last forty years on projects to expand and improve the general infrastructure of the Holy sites, not to mention other expenses incurred by other ministries and organizations that contribute to serve pilgrims directly. For example, the government has begun the Makkah

Author α: Faculty of Economics and Administration, King Abdul-Aziz University, Jeddah, Kingdom of Saudi Arabia.
e-mail: rmohamad0006@stu.kau.edu.sa
Orcid Id: 0000-0003-2327-4824
Author σ: Faculty of Economics and Administration, King Abdul-Aziz University, Jeddah, Kingdom of Saudi Arabia.
e-mail: wzeid0001@stu.kau.edu.sa
Orcid Id: 0000-0001-9479-7580
Author ρ: Faculty of Economics and Administration, King Abdul-Aziz University, Jeddah, Kingdom of Saudi Arabia.
e-mail: bahurmoz@kau.edu.sa
Orcid Id: 0000-0001-9379-5188

Metro project, with railroad and train initiatives, to transport pilgrims to the Holy Mosque and holy sites. The transportation network has been strengthened to allow access and help pilgrims perform their trips with more ease and convenience (Grand & Wolff, 2022). These expenditures provide a lucrative source of income for businesses related to service industries. Accommodations, catering, health, and communication services are among the top Hajj expenditures. The income generated from the pilgrims is minuscule in comparison to the investments made by the government. However, it is estimated that income generated this year (2023) through pilgrims from outside the kingdom accounts up to 11% of total national income. To optimize and sustain such source of income there is need for launching a new concept of services provided to pilgrims.

Saudi Arabia has proposed a series of policies to improve the environment for pilgrims through regulatory reforms and tougher rules. These rules are set to guarantee the quality-of-service providers to serve pilgrims with facilities and services according to predetermined quality standards to provide a better experience for the pilgrims. The existing literature cites several studies that have dealt with various aspects of Hajj strategies, policies, and procedures (Bahurmoz, 2006; Eid, 2012; Othman et al., 2019; Mohammed, 2021). However, there is a lack of literature in terms of addressing (SQD) for services provided to pilgrims during Hajj. These services which is known as Hajj package that the external pilgrims must pay for before arrival. And before getting the permit to perform Hajj for internal pilgrims. These packages are classified into four categories and provided by many authorized agents like what is known worldwide tourism agents. This paper will propose an AHP model that identifies essential criteria that are relevant to the evaluation of reliable service standards for the continuous improvement of services provided during Hajj campaigns. The result of this research will be a program of support to policymakers to evaluate the services provided by Hajj campaigns. Service quality is important because it helps both public and private organizations understand and meet customer needs and expectations.

In line with this policy, the objective of this paper is to develop a scientific system to help policy makers and pilgrims as well to evaluate the Hajj services and assess the (SQD) based on pilgrims' preferences. SQD are mixed of tangible and non-tangible factors and of conflict nature when they are compared from point of view of pilgrims who are a small representation of the world population. Thus, we are managing a group multi-criteria decision-making problem (GMCDM). Although there are many MCDM tools to manage this type of problems, we have selected the AHP to develop our proposed model. AHP can be applied to complex problems involving conflicting, tangible, and non-tangible, and qualitative and quantitative criteria. It can manage group decision making problems as well. It is easy to learn and applied however it is based on robust mathematics. Thus, the quality of services provided can be effectively measured within the remit of the MCDM approach (Smith, 2020; Velasquez & Hester, 2013). The importance of this study lies in the analysis of (SQD) and their applicability to Hajj campaigns. This in turn, it will provide insights for decision-makers to control development the services offered to pilgrims.

Service quality is important because it helps both public and private organizations understand and meet customer needs and expectations. Research by Zeitham, Parasurman, and Berry (1985) uncovered five categories of customer preferences in evaluating service quality (Angelova & Zekiri, 2011). SQD helps to measure and improve service quality to increase organizations' profits and maintain a positive reputation (Pakurár et al., 2019) Factors relating to service quality that affect levels of customer satisfaction will be the criteria for our study, and these are Tangibility, Reliability, Assurance, Empathy and Responsiveness (Zeithaml, 2000). The provision of Hajj services depends on housing, transport, healthcare, catering and security (Bahurmoz, 2006). These services are offered to be sold to pilgrims as a single package to choose from four alternatives. Hajj campaigns are classified (A), (B), (C), and (D) based on the diverse services provided. These categories will be analysed through cost-benefit analysis and four packages will be the variants made available to suit all pilgrim's budges. The result of the study will be an evaluation model to support policy makers in evaluating the services provided by Hajj campaigns. Hajj campaigns as Service providers must constantly evaluate and assess by the SQDs.

This paper will address the definition of service quality dimensions, examine their importance, and look at how they can be used to ensure a consistent level of service quality in hajj campaigns to meet and maintain the Hajj vision 2030 in terms of pilgrim satisfaction. If service providers can understand these factors, namely, (SQDs) they will earn the loyalty and respect of their customers (Al-Dhani and Ali, 2019). The remaining of the paper will be devoted to explaining the Hajj context, Methodology, Results, Discussion and Conclusion.

II. The Scope of the Problem

a) Hajj Vision 2030

The goal of the Pilgrim Experience vision 2030 Program is to enable Muslim pilgrims to enjoy Umrah and Hajj to the greatest extent, and its job is to enrich and enhance the experience of all visitors. This is achieved through the preparation of the two Holy Mosques and other cultural and tourist before, during and after pilgrims' visits to the holy destinations of Medina Munawara and Makkah. The program should reflect Saudi Arabia's positive image in serving both the pilgrims and the sacred sites (Ministry of Hajj, 2010).

Traveling without a bag, it was launched in 2019 and its aim is to facilitate the pilgrims' visits to the Holy Mosques, and to provide them with the services they require while enriching their cultural and religious experiences (Alsharief et al., 2022; Vision2030.gov.sa). The initiative shortens airport wait times by transporting pilgrims' luggage directly from the airport to their homes. During the 2019 Hajj season, approximately 600,000 bags were delivered to 500,000 pilgrims, reducing airport wait time by 51% and saving over 400,000 working hours.In addition, the Umrah season has been extended to eight months, and the use of cutting-edge technology has decreased the visa waiting period for Hajj and Umrah travellers from fourteen days to five minutes. As a result, the number of Umrah tourists rose from 7.42 million in 2018 to 8.2 million in 2019 (Mohammed & Yaqub, 2024).

These programs were put into effect through the services provided in these categories in the Hajj campaigns. To successfully achieve this, service providers must constantly evaluate and assess the SQDs, which will be considered in the following sections.

b) The Administration of Hajj

Managing the Hajj pilgrimage is the responsibility of the Ministry of Pilgrimage, overseen by the Supreme Hajj Committee which in turn is responsible to the King of Saudi Arabia in his role as Custodian of the Two Holy Mosques. The ministry coordinates arrangements in Saudi Arabia and abroad, dealing with the arranging, supervision, and implement-tation of the process. Other ministries also have roles to play in the proceedings, including the ministries of Religious Affairs, Information and Culture, Defence and Aviation, Health, Telecommunications, Interior, and Information Technology. There is also Ministry of Islamic Affairs, Dawa and Guidance. It cares for mosques and manages their assets and endowments (Ministry of Hajj, 2022). Coordination among ministries and other national provisions such as the KSA Red Crescent and the National Guard to prepare for and oversee the annual Hajj is a year-round issue. The costs of the process of enabling visitors to "perform the rites smoothly and comfortably" exceeds 4 billion US dollars. (Henderson, 2010; Ministry of Economy and Planning, 2020). Administering the Hajj is an extremely complicated process in which Saudi Arabia's private and public sectors are deeply involved. The private sector is represented "Tewafa" organizations work as the main organizers of Hajj affairs from the private sector, while two government bodies – the Central Hajj committee at local levels and the Supreme Hajj committee at national level – manage public sector affairs.

Hajj requires systemized management approaches to standardise activities related to the provision of services to pilgrims (Kemenag, 2018; Ahmad et al., 2014). Pilgrims pay fees for the service to perform Hajj, so they demand quality services to live up to their expectations. Those involved in the campaigns do not always know about service quality dimensions that must be in place and available as part of any service provided, regardless of the level of the category of the service. Providers must also be aware of the extent to which these criteria can be achieved and applied in the services provided in all hajj categories to achieve the Hajj 2030 vision and meet the accepted level of satisfaction for the pilgrims.

III. Methodology

a) The Analytic Hierarchy Process (AHP)

AHP is a well-established MCDM methodology was founded by Saaty in the seventies to help decision makers organize their thought processes, so they lead them to good decisions. It "contributes to solving complex problem by deconstructing it into a hierarchy of undependable criteria, stakeholders, and outcomes and by eliciting judgments to develop priorities" (Saaty, 2016). Each level of the hierarchy consists of a few undependable components that can be devolved into a series of sub-components relating to the decision criteria, the problem, and any potential alternative decisions. Decomposition, priority synthesis and comparative pairwise assessment are the three main principles of AHP. (Saaty, 2016). In using the AHP, one constructs a hierarchy (consisting of goal, criteria, and alternatives), and then makes judgments (or performs measurements) on pairs of elements with respect to a controlling element. Ratio scales are derived from these judgments and then synthesized throughout the structure to select the best alternative (Bahurmoz, 2006 b).

i. *Problem Decomposition*

The problem is structured in a hierarchy with a goal at the top and then criteria (and often sub criteria at several levels, for additional refinement) and alternatives of choice at the bottom. (Bahurmoz, 2006 b). The criteria can be subjective or objective depending on the means of evaluating the contribution of the elements below them in the hierarchy. Furthermore, criteria are mutually exclusive, and their priority or importance does not depend on the elements below them in the hierarchy. The number of alternatives should be reasonably small because there would then be a problem with improving the consistency of the judgments. Miller law states that an individual cannot simultaneously compare more than seven objectives (plus or minus two) without becoming confused & Group of citation. (Miller, 1956), (Saaty & Ozdimer 2003)

Decomposing the problem in a hierarchy serves three purposes:

1. Providing an overall view of the complex relationships inherent in the situation.
2. Capturing the spread of influence from the more important and general criteria to the less important ones.
3. Permitting the decision maker to assess whether he or she is comparing issues of the same order of magnitude in weight or impact on the solution.

Decomposing the problem in a hierarchy structure is an important step. It should be done with thoughtfully matter. Therefore, the literature provides references to help designing the hierarchy, to name only few, Brugha (2004) has provided a complete guideline to structure a problem hierarchically. The Hierarchon (Saaty and Forman, 1993) a dictionary of hierarchically structured decisions and the Encyclicon (Saaty and Ozdemir, 2005), a dictionary of more general network structured decisions.

ii. *Pairwise Comparison*

AHP is an absolute scale in which people use numbers to express how much one element dominates another with respect to a common criterion. The scale derived from these absolute numbers is a ratio scale. It does not require units in the comparison. The judgement is a quotient a/b of two quantities a and b having the same units (intensity, meters, utility, etc.). The decision maker does not need to provide a numerical judgement; instead, a relative verbal appreciation, is sufficient. Comparisons are recorded in a positive reciprocal matrix (1).

$$A=\begin{bmatrix} 1 & a_{12} & .. & a_{1n} \\ a_{21} & .. & a_{ij} & .. \\ .. & a_{ji}=1/a_{ij} & .. & .. \\ a_{n1} & .. & .. & 1 \end{bmatrix} \qquad (1)$$

where a_{ij} is the comparison between element i and j If the matrix is perfectly consistent, then the transitivity rule (2) holds for all comparisons:

$$a_{ij} = a_{ik} * a_{kj} \qquad (2)$$

For example, if A = 2 B and B = 3 C, then it is expected with the transitivity rule (2) that A = 6 C. However, this is seldom the case because our world is inconsistent by nature. As a minimal consistency is required to derive meaningful priorities, a consistency test was proposed by Saaty (2012).

iii. *Judgement Scale*

AHP enable the decision maker to evaluate equally quantitative and qualitative criteria and alternatives on the same preference scale. These can be numerical, verbal, or graphical. The use of verbal responses is intuitively appealing, and more common in our everyday lives than numbers. Ratio scales are necessary, to perform pair wise comparison, which is the only way to be able to aggregate measurement, as in a weighted sum (Saaty, 1994). The verbal statements are converted into integers from one to nine. The resulted scale is called The Fundamental Scale of Absolute Numbers. It is reproduced below.

The Fundamental Scale of Absolute Numbers

Saaty's nine-point scale

Intensity of importance	Definition
1	Equal importance
3	Somewhat more important
5	Much more important
7	Very much more important
9	Absolutely more important
2, 4, 6, 8	Intermediate values

Elements in each level are compared pairwise with respect to their importance to an element in the next higher level, starting at the top of the hierarchy and working down, a number of square matrices called preference matrices are created in the process of comparing elements at a given level. Judgments of preference are made on pairs of elements in the structure using the fundamental scale mentioned above. It enables the decision maker to incorporate experience and knowledge in an intuitive and natural way (Ishizaka, A., Labib, A. (2011). "This scale is insensitive to small changes in a decision maker's preference, thereby minimizing the effect of uncertainty in evaluations." (Bahurmoz, 2006 b).

iv. *Synthesizing*

After forming the preference (judgement) matrices, the process moves to the step of deriving relative priorities for the various elements. The goal is to find a set of priorities P_i, P_n such that P_i/P_j match the comparisons a_{ij} in a consistent matrix and when slight inconsistencies are introduced, priorities should vary only slightly. Different methods have been developed to derive priorities. Saaty used the mean of the row. This old method is based on three steps (Ishizaka and Labib, 2011):

1. Sum the elements of each column j: $\sum_{i=1}^{n} a_{ij}\ \forall i, j$
2. Divide each value by its column sum: $\sum a_{ij} = a_{ij} \ / \sum a_{ij}\ \forall i, j$
3. Mean of row $i P_i = \sum_{i=1}^{n} a_{ij}$ /n

The relative priorities (weights) of the elements of each level with respect to an element in the next higher level are computed as the components of the normalized eigenvector associated with the largest eigenvalue of their comparison matrix. The composite weights of the decision alternatives are then determined by aggregating the weights throughout the hierarchy. This is done by following a path from the top of the hierarchy to each alternative at the lowest level and multiplying the weights along each segment of the path. The outcome of this aggregation is a normalized vector of the overall weights of the options.

v. *Consistency Versus Inconsistency*

AHP provides decision makers with a useful way of checking and improving consistency. A by-product of solving the eigenvalue problem to measure priorities is the principal eigenvalue, $\lambda_{max,}$ from which we can derive the consistency index (C.I.) as follows: C.I. = (λ_{max} - n)/(n-1), where n is the order of the comparison matrix.

Once judgements were elicited, A Judgment matrix is created based on the pairwise comparison made by the decision maker, A normalized matrix (N) must be created from the judgment matrix to be able to calculate the consistency ratio (CR) to check the consistency by using the following formula:

CR= $\frac{ConsistencyIndex}{RandomConsistancy} = \frac{CI}{RI}$, where CI = $\frac{\lambda \max - n}{n-1}$; where RI is the random index which is the average of CI's of large number of matrices of the same order. Saaty, 2016)

The measurement of consistency reflects whether the decision maker understands and captures the interactions among different factors of the problem, or his decision is a matter of random hitting the target. However, perfect consistency is hard to achieve in real life problem solving. Saaty states “inconsistency must be precisely one order of magnitude less important than consistency, or simply 10% of the total concern with consistent measurement. If it were larger, it would disrupt consistent measurement and if it were smaller, it would make insignificant contribution to change in measurement” (Saaty 2016 & 2004).

Due to its pragmatic approach and adaptability, it has numerous applications in all aspects of decision making. Its widespread justifies having a specialized journal called "The International journal of the AHP (IJAHP)" which is specialized in publishing theoretical and application papers related to the AHP and an international symposium (ISAHP) is held every other year to address developments in the process and its applications. To grasp the philosophy of the AHP readers are referred to read the following (Saaty, 2016, Saaty 2008 & Saaty, 2012).

In what follows, an AHP model is developed to select the best campaign to perform Hajj.

b) *Developing the AHP Model*

Developing the AHP model involves the following steps:

Step 1: Structuring the hierarchy

The Goal: select the best campaign to perform Hajj in four categories.

The Criteria: In this regard SQDs are used as the main criteria, i.e. tangibility, reliability, responsiveness, assurance, and empathy which are known in the quality literature as the SERVQUAL model (Parasuraman, Zeithaml, and Berry, 1988). Dependingon the industry involved, there are different definitions of service quality dimensions (Parasuraman et al., 1988; Angelova & Zekiri, 2011; Alsharief at al., 2022). Service quality dimensions represents the total of all the procedures that influence customers' opinions on the performance of a service or the delivery of a product. (Parasuraman et al., 1988). Meanwhile, according to Eid, (2012), the satisfaction of the pilgrims is linked to the service quality levels customers receive. Concepts of quality of service are strongly emphasized in marketing studies and literature, the concept acts as a main determining factor of satisfaction and response on the part of customers. Assuring service quality is challenging, however, as it varies from one industry to another, the nature of the service and the setting in which that service is provided, as well as external factors such as the economy, cultural preferences, and current trends in the market. Because of this, service quality can be assessed through different approaches, and there is no one-size-fits-all approach that could cover all markets – although numerous attempts have been made to generalize approaches to evaluating the way in which service quality is measured.

Scholars have stressed the significance of customer satisfaction and service quality across a wide range of sectors (Angelova & Zekiri, 2011; Emtu, 2017; Eid, 2012), and many studies have been made on the dimensions ofservice quality specifically within the hajj context, as these factors are becoming increasingly important dimensions of the Hajj. Defining service quality for the pilgrimage is necessary, along with the development of a measuring process (Harris et al., 2020; Alsharif et al., 2022; Eid, 2012; Sadq et al., 2020). Service quality literature is broadly divided into two schools; the Nordic school that sees it as a two-dimensional process and the American school that contains the five-dimensional SERVQUAL model (Parasuraman, Zeithaml, and Berry, 1988). Scholars choose one of the two models as the basis for their studies. The SERVQUAL model is adopted in this study as mentioned above. Its five dimensions are considered as the main criteria for the proposed AHP model. (Table 1 and 2). Based on these dimensions, service providers must re-examine the quality of the services they provide to customers to improve their services and maintain customer satisfaction (Sadq et al., 2020).

Table 1: Criteria & Sub criteria for each dimension

Main Criteria	Sub criteria
Tangibility ($TAN_{1\text{-}7}$)	Appearance of physical facilities such as housing, personnel, equipment, transport, and communication technology (modern equipment, appealing facilities, tidy employees, and attractive materials linked to the service provided). Providers must consider details and information, resulting in the straightforward appearance of physical surroundings. (For example, understanding pilgrims' needs in terms of providing different choices of housing, food, and beverages).
Reliability ($REL_{1\text{-}5}$)	Ability to undertake promised services accurately and dependably. Providing services within the promised deadlines, showing interest in problem-solving, doing things right the first time, and maintaining error-free paperwork. (For example: using written contracts to demonstrate the level of service provision, and reliability and timeliness of performance and delivery; No complaints from pilgrims relating to how services were provided and how campaigns providers were effective in saving pilgrims time, effort, and money (Smith, 2020).
Responsiveness ($RES_{1\text{-}5}$)	A willingness to assist pilgrims and provide a prompt and reliable service. Informing customers when things will be done, providing efficient service by helpful employees and always being ready to respond to questions. Responsiveness and effectiveness of service delivery, including operational efficiency and rapid response to specific demands (Parasuraman et al., 1985). For example, using electronic services such as websites, apps, and emails to respond to pilgrims.
Assurance ($ASS_{1\text{-}5}$)	Good levels of knowledge and courtesy from employees as well as ability to earn loyalty and confidence by being confident, making customers feel safe in any transactions with the suppliers. Employees always maintaining a polite demeanour and being sufficiently knowledgeable to answer pilgrims' questions). Showing confidence in ensuring security to protect pilgrims from crime, hygiene issues, illness, and accidents.
Empathy ($EMP_{1\text{-}4}$)	Providing caring and tailored attention to pilgrims through convenient operating hours keeping the customers interests in mind and understanding their specific needs. Providing care relating to the numbers of pilgrims, their budgets and the size and standard of facilities. Providing specific needs for children and the elderly.

Sources: Parasuraman et al., (1985); Badri (2001); Smith (2020)

The alternatives:

Having explained the dimensions of service quality as criteria and sub criteria and contexts of “hajj”, campaigns as alternatives, which are category of hajj campaign A, B, C and D as illustrated in table 2.

Table 2: Categories of Hajj campaigns from A to D as alternatives

Category of hajj campaign A	campaigns that provide the highest level of luxury services in hajj.
Category of hajj campaign B	campaigns provide a high level of services to pilgrims but lower than that of hajj campaign A.
Category of hajj campaign C	campaigns that provide the lowest level of services than A, B campaigns but higher than D campaigns.
Category of hajj campaign D	campaign that provides the services to limited income pilgrims.

Global Journal of Management and Business Research (A) XXIV Issue III Version I Year 2024

The AHP hierarchy is shown in Figure 1

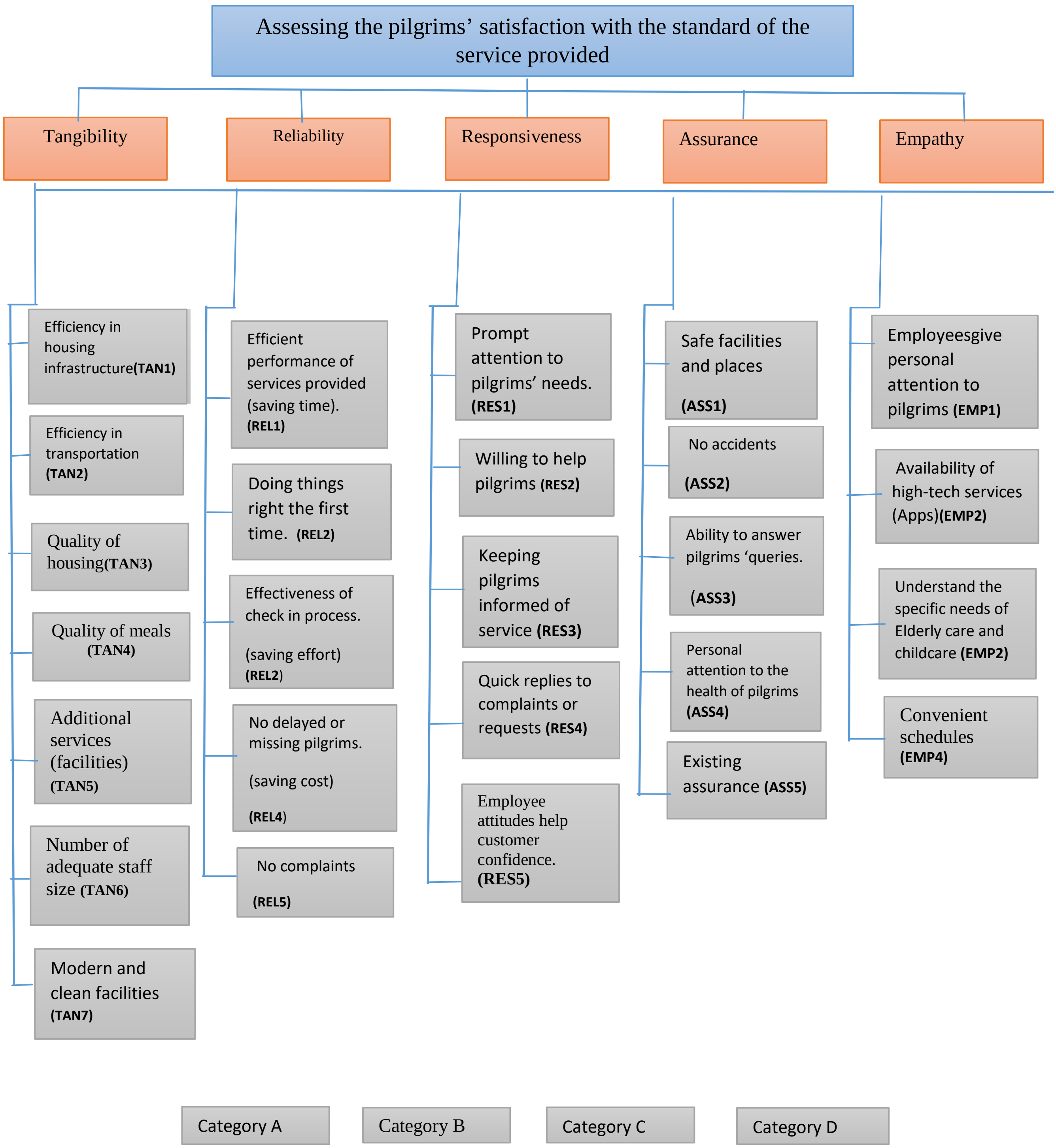

Figure 1: AHP model

Step 2: Compare criteria and sub-criteria in pairs to determine priority vectors. Construct a set of pairwise comparison matrices. Each element in an upper level is used to compare the elements in the level immediately below with respect to it. ("Urban Vulnerability Assessment Using AHP - Hindawi") Saaty's nine-point scale (Table 0) is used to perform a pairwise comparison of the criteria and the sub-criteria involved.

13 Expert of Pilgrims, who had experience in practicing hajj many times, were asked to compare the service dimensions in terms of main and sub-criteria. The author was asked pilgrims about service provided

according to Vision 2030 (Masoud, 2022). The aggregate pairwise comparison weight matrices and their associated CR values are shown in Table 3. According to Kannan (2010), the normalized weights of each row were averaged to show the priority of each criterion over others to calculate the priority vector based on relative weights.

Table 3: Weighted aggregate pairwise comparisons of main criteria and priority vector with respect to the goal

Criteria	Tangibility	Reliability	Responsiveness	Assurance	Empathy	Priorities
Tangibility	1	2.98	3.2	4.13	5.00	0.456
Reliability	0.335	1	3.00	2.00	2.94	0.232
Responsiveness	0.312	0.333	1	2.11	0.78	0.119
Assurance	0.242	0.5	0.474	1	0.63	0.084
Empathy	0.2	0.341	1.28	1.59	1	0.11
Notes: CI=0.095, CR=0.046						

Table 4 shows the relative weights of the criteria and the sub-criteria, which can be seen in the priority vector column. The priority weights can then be used to rank main and sub-criteria in the dimension of service.

Table 4: Aggregate pairwise weight comparisons of level 3 sub criteria and their priority vector

Tangibility	TAN1	TAN2	TAN3	TAN4	TAN5	TAN6	TAN7	Priority Vector
TAN1	1	0.5	3	2	2	0.5	0.333	0.138
TAN2	2	1	2	2	3	2	2	0.239
TAN3	0.333	0.5	1	2	2	2	0.333	0.125
TAN4	0.5	0.5	0.5	1	2	0.5	0.5	0.088
TAN5	0.5	0.333	0.5	0.5	1	0.5	0.5	0.660
TAN6	2	0.5	0.5	2	1	0.5	0.5	0.132
TAN7	3	0.5	3	2	2	2	1	0.212
Reliability	**REL1**	**REL2**	**REL3**	**REL4**	**REL5**			**Priority Vector**
REL1	1	2.11	2	2	0.5			0.243
REL2	0.474	1	2	2	0.333			0.184
REL3	0.5	2	1	0.333	0.5			0.109
REL4	3	2	3	1	0.5			0.121
REL5	3	3	2	2	1			0.342
Responsiveness	**RES1**	**RES2**	**RES3**	**RES4**	**RES5**			**Priority Vector**
RES1	1	2	0.5	0.5	0.5			0.132
RES2	0.5	1	2	0.5	2			0.361
RES3	2	0.5	1	0.5	2			0.079
RES4	2	2	2	1	2			0.194
RES5	2	0.5	0.5	0.5	1			0.234

Assurance	ASS1	ASS2	ASS3	ASS4	ASS5	Priority Vector
ASS1	1	0.5	2	2	2	0.180
ASS2	2	1	2	0.5	0.5	0.126
ASS3	0.5	0.5	1	2	0.333	0.094
ASS4	0.5	2	0.5	1	0.333	0.237
ASS5	0.5	2	3	3	1	0.362
Empathy	**EMP1**	**EMP2**	**EMP3**	**EMP4**		**Priority Vector**
EMP1	1	0.2	0.333	3		0.198
EMP2	5	1	0.5	3		0.275
EMP3	3	2	1	5		0.387
EMP4	0.333	0.333	0.2	1		0.140
Notes: CI=0.095, CR= 0.045						

After the relative priority for each criterion and sub-criterion were estimated, we can go on to work out the local priority score of each Hajj campaign based on the study of the sub-criteria.

Table 5 displays the aggregate pairwise comparison weight matrices for Hajj campaign categories in terms of each sub criteria. The CR was also estimated for each matrix, and the results were found to be less than 0.10. This means that the judgments are consistent.

Table 5: Weighted averages of pairwise comparisons for level 4 alternatives

	A	B	C	D	PV	CR		A	B	C	D	PV	CR
			TAN1								TAN 2		
A	1	2.06	7	9	0.424		A	1	2.57	3	4	0.487	
B	0.2	1	5	7	0.332	0.086	B	0.39	1	2.06	3	0.260	0.024
C	0.143	0.2	1	3	0.158		C	0.333	0.485	1	2	0.158	
D	0.111	0.143	0.333	1	0.085		D	0.25	0.333	0.5	1	0.158	
				TAN3						TAN4			
A	1	3.58	4	5	0.557		A	1	2	3	3.91	0.458	
B	.279	1	2	3	0.221	0.029	B	0.5	1	2	3	0.273	0.034
C	0.25	0.5	1	2	0.138		C	.333	0.5	1	3	0.181	
D	0.2	0.333	0.5	1	0.084		D	0.256	.333	0.333	1	0.088	
			TAN5							TAN6			
A	1	2.57	4	5	0.522		A	1	3	4	4	0.519	
B	0.39	1	2	3	0.240	0.036	B	0.333	1	2	3	0.234	0.06
C	0.25	0.5	1	3	0.159		C	0.25	0.5	1	3	0.162	
D	0.2	0.333	0.333	1	0.078		D	0.25	.333	0.333	1	0.085	
			TAN7						REL1				

A	1	3	3	4	0.490	0.059	A	1	2.34	3	4	0.468	0.037
B	0.333	1	2	4	0.258		B	.428	1	2	5	0.296	
C	0.333	0.5	1	3	0.172		C	.333	0.5	1	2	0.153	
D	0.25	0.25	0.333	1	0.080		D	.25	0.2	.5	1	0.084	
			REL2						REL3				
A	1	3	3	4	0.489		A	1	2.91	4	3	0.500	
B	.333	1	2	3	0.238	0.079	B	0.344	1	2	3	0.247	0.055
C	.333	0.5	1	4	0.193		C	.25	.5	1	2	0.148	
D	.5	.333	.25	1	0.081		D	.333	.333	.5	1	0.105	
			REL4						REL5				
A	1	2.57	3	4	0.471		A	1	2	2	2	0.387	
B	0.39	1	3	3	0.279	0.076	B	.5	1	2	2	0.275	0.045
C	.333	.333	1	3	0.164		C	.5	.5	1	2	0.198	
D	.25	.333	.333	1	0.085		D	.5	.5	.5	1	0.140	
				RES1						RES2			
A	1	2	3	3	0.439		A	1	3	3	3	0.477	
B	0.5	1	2	3	0.277	0.054	B	.333	1	2	2	0.226	0.081
C	.333	.5	1	3	0.186		C	.333	.5	1	3	0.189	
D	.333	.333	.333	1	0.098		D	.333	.5	.333	1	0.108	
		RES4							RES3				
A	1	3	3	2	0.452		A	1	2	3	3	0.429	0.081
B	.333	1	2	2	0.237	0.080	B	0.5	1	3	3	0.303	
C	.333	.5	1	2	0.173		C	.333	.333	1	3	0.170	
D	.5	.5	.5	1	0.138		D	.333	.333	.333	1	0.098	
			RES5						ASS1				
A	1	2.34	3	2	0.435		A	1	3.58	3	4	0.509	
B	.428	1	1	3	0.240	0.072	B	2.79	1	2	3.91	0.251	0.059
C	.333	1	1	2	0.198		C	.333	.5	1	2	0.152	
D	.5	.333	.5	1	0.127		D	.25	.256	.5	1	0.088	
			ASS2							ASS3			
A	1	2.34	3	3	0.453		A	1	3.06	3	4	0.498	
B	.428	1	2	3	0.265	0.062	B	.326	1	3	2	0.249	0.067
C	.333	.5	1	3	0.184		C	.333	.333	1	2	0.150	
D	.333	.333	.333	1	0.098		D	.25	.5	.5	1	0.103	
			ASS4							ASS5			

A	1	2	3	3	0.446		A	1	2.55	4	5	0.523	
B	.5	1	1	3	0.237	0.044	B	.392	1	1	3	0.202	0.043
C	.333	1	1	3	0.218		C	.25	1	1	4	0.202	
D	.333	.333	.333	1	0.098		D	.2	.333	.25	1	0.073	
		EMP1							EMP2				
A	1	3.06	2	4	0.461	0.061	A	1	2.34	4	4	0.497	0.049
B	.326	1	2	3	0.252		B	.428	1	2	3	0.252	
C	.5	.5	1	3	0.201		C	.25	.5	1	3	0.165	
D	.25	.333	.333	1	0.085		D	.25	.333	.333	1	0.086	
		EMP3							EMP4				
A	1	3.07	3	4	0.504	0.032	A	1	2.91	3	5	0.509	0.037
B	.326	1	1	3	0.204		B	.344	1	2	3	0.240	
C	.333	1	1	2	0.205		C	.333	.5	1	3	0.173	
D	.25	.333	.333	1	0.087		D	.2	.333	.333	1	0.078	

Step 3: Synthetization

The data obtained during step 2 could then be synthesized. To begin with, the calculated weights for each of the sub-criteria were obtained by multiplying the relative weights of the main criteria by the sub-criteria (Dastorani, 2022). We then calculated the overall satisfaction score (the global priority score) for each of the of Hajj categories by multiplying the evaluated weight for each of the sub-criteria by each local priority score that corresponded to each of the sub criterion and adding them together for column. Table 6 shows the results of these calculations.

Table 6: Weighted averages of pairwise comparisons and normalized benefits

Level 2 Main Criteria	Priorities	Level 3 Sub Criteria	p	A	B	C	D	Rank	Normalized benefits
	0.456	TAN1	0.138	0.424	0.332	0.158	0.085	3	6.29%
		TAN2	0.239	0.487	0.260	0.158	0.158	1	10.9%
		TAN3	0.125	0.557	0.221	0.138	0.084	5	5.7%
Tangibility		TAN4	0.088	0.522	0.240	0.159	0.078	6	4.01%
		TAN5	0.066	0.557	0.221	0.138	0.084	5	3%
		TAN6	0.132	0.519	0.234	0.162	0.085	4	6.01%
		TAN7	0.212	0.490	0.258	0.172	0.080	2	9.6%
	0.232	REL1	0.243	0.468	0.296	0.153	0.084	1	5.6 %
		REL2	0.184	0.489	0.238	0.193	0.081	3	4.27%
Reliability		REL3	0.109	0.500	0.247	0.148	0.105	5	3.52%
		REL4	0.121	0.471	0.279	0.164	0.085	4	2.80%
		REL5	0.234	0.387	0.275	0.198	0.140	2	5.41%
Responsiveness	0.119	RES1	0.132	0.439	0.277	0.186	0.098	4	1.57%
		RES2	0.361	0.477	0.226	0.189	0.108	1	4.29 %

		RES3	0.079	0.429	0.303	0.170	0.098	5	1%
		RES4	0.194	0.452	0.237	0.173	0.138	3	2.3%
		RES5	0.234	0.523	0.202	0.202	0.073	2	2.78%
	0.084	ASS1	0.180	0.509	0.251	0.152	0.088	3	1.51%
		ASS2	0.126	0.453	0.265	0.184	0.098	4	1.05
Assurance		ASS3	0.094	0.498	0.249	0.150	0.103	5	0.7%
		ASS4	0.237	0.446	0.237	0.218	0.098	2	1.99%
		ASS5	0.362	0.523	0.202	0.202	0.073	1	3.04%
	0.11	EMP1	0.198	0.461	0.252	0.201	0.085	3	2.18%
		EMP2	0.275	0.497	0.252	0.165	0.086	2	3.03%
Empathy		EMP3	0.387	0.504	0.204	0.205	0.087	1	4.25%
		EMP4	0.140	0.509	0.240	0.173	0.078	4	1.54%
Overall priority				0.477	0.256	0.173	0.094		100%

Step 4: Standard of services provided.

We can associate normalization with the concept of the abundance or scarcity of a given criterion in a set number of alternatives (Saaty, 1990; 2008). As a result, normalization can be used to differentiate between categories when deciding. If the criterion is scarce, more of it will be assigned to the more dominant alternative, which means that it will have a greater impact on the final ranking of that alternative.

According to Saaty (1990; 2008), we can assess absolute measurement clustering according to each of the alternatives in descending order based on the absolute measurement for every attribute. Absolute measurements are based on the memorized observations that are based on depend on memory recall and experience. When evaluating absolute measurements, it is best to begin by sorting and clustering the elements, before assessing relative measurements for greater accuracy (Dastorani, 2022).

Category A could expect to operate at an elevated level of efficiency standard. For a complete evaluation, an efficient standard would be required to compare with other categories B, C, and D, respectively. As a result, there will frequently be opportunities for efficiency improvements that are obvious from available techniques (which is going to be described below). We can see the end results in Table 6 as normalized and idealized priorities. According to Saaty (1990; 1994; 2008), Cost-Benefit Analysis (CBA) can be evaluated by combining absolute and relative measurements. CBA entails using the relevant criteria to normalize each set of measures on the same standard scale with respect to those criteria. The answers will not be the same as those obtained using standard arithmetic, leading to the premature conclusion that the AHP is faulty. To avoid such problems, caution must be exercised when converting standard scale measurements to comparative values when several criteria are involved. From different perspectives. Table 7 shows the relative cost, relative benefit, and the relative gap improvement. The effect is to make this category A as ideal with others getting their proportionate value. The interpret the results category B is about 53.7% as good as one with category A.

Table 7: The Ideal Intensity for alternative decision Mode

Level 4 Category	Priorities weighted	idealized (Divide by largest value)	Relative Benefits	Relative gap improvement	Relative cost
Category A	0.477	1.000	100%	100%	100%
Category B	0.256	0.537	53.6%	46.4%	53.6%
Category C	0.173	0.362	36.2%	63.8%	36.2%
Category D	0.094	0.197	19.7%	80.3%	19.7%

The rating categories for Tangibility criterion as outstanding, above average, below average, and unsatisfactory. Pilgrims compare them for preference using a pair-wise comparison matrix as giving in Table 8.

Table 8: Deriving priorities for rating on Tangibility

Intensities	Outstanding	Above average	average	Below average	Unsatisfactory	Priorities
Outstanding	1.0	2.0	3.0	4.0	5.0	0.419
Above average	0.5	1	2.0	3.0	4.0	0.263
Average	1/3	½	1.0	2.0	3.0	0.160
Below average	¼	1/3	½	1	2	0.097
Unsatisfactory	1/5	¼	1/3	1/2	1	0.062

To obtain the idealized priorities normalized by dividing by the largest of the priorities. Table 9 gives covering criterion and Figure 5 their corresponding numerical ratings from Table 8 with their totals given in the first column on the left.

Table 9: Standards Criteria and Intensities for Rating service campaigns

Tangibility 0.456	Priorities weighted by 0.456	idealized (Divide by largest value)
Outstanding	0.191	1.000
Above average	0.119	0.623
Average	0.073	0.382
Below average	0.044	0.230
Unsatisfactory	0.028	0.146

Ratings for each criterion and sub-criterion identified the grade which best described it. The hierarchy for the evaluation and priorities derived through paired comparisons are shown in Figure 2 (for other calculation of SQD see appendix B). The rating categories for all the covering criteria and their priorities are established in analogous way are giving in Table 9. It is then followed by a rating of each Hajj campaign for the quality's performance under each criterion and summing the resulting scores of obtain its overall rating. As a result, the evaluation program to support policymakers to evaluate the services provided by Hajj campaigns. For example, to show how to obtain the total score for evaluating campaign A: 0.00 X 0.465 + 0.00 X 0.232 +0.00 × 0.119 + 0.00 x 0.084 + 0.00 X 0.11.

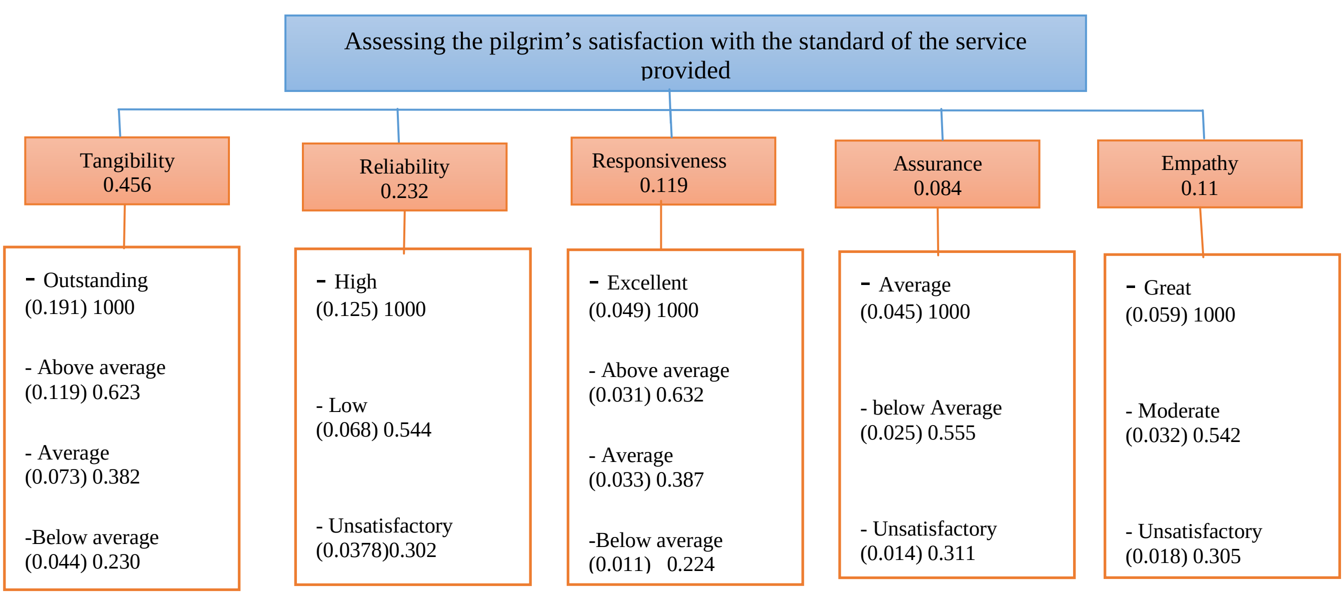

Figure 2: Hierarchy for evaluating Hajj campaigns.

Following this process, the framework for SQD in categories of Hajj campaigns were measured and evaluated using a series of different steps. The next section explores the findings and presents a discussion based on this analysis.

IV. Findings & Discussion

Table 6 shows the overall findings of the research, which shows the ranking of priorities in the principal dimension of service criteria (level 2), the ranking of the sub-criteria in terms of priority (level 3), and the relative importance of various alternatives for the Hajj campaign categories relative to each sub-criterion.

a) *Interpretation of level 2 and level 3 priorities*

The results show that pilgrims see *Tangible services* as the highest priority when it comes to assessing SQ, assigning it a *weight of* 45.6% (Figure 3). It is therefore important that Hajj providers offer tangible physical services. We can see from the results that of the four Level 3 sub criteria, TAN2 – which is transportation handling mechanisms by Hajj service providers – is seen to be the as the most important service sub-criterion, carrying a weight of 23.9%, followed by TAN7 – which covers the provision of clean and modern facilities by Hajj agents – with a weight of 21%, TAN1 – which is efficient accommodation – at 13.9% and TAN6 – providing enough staff – at 13.2%. Hence, Hajj campaigns should focus on places close to the holy sites, and the efficiency of providing transportation is more important. Cleaning and modern facilities are the second factors to focus on when it comes to packages differentiation.

Reliability ranked as the next most crucial factor in quality of service during Hajj pilgrimages, with a weight of 23.2% (Figure 3). The results demonstrate that of the four Level 3 sub-criteria) REL1 – which is the efficient provision of service – is considered the most vital sub criterion of service with a weight of 24.3%, followed by REL5 – which is the absence of complaints and the good reputation of Hajj agents – was rated by pilgrims as the second-highest priority, followed by REL2 – that Hajj agents perform services right the first time – and REL4 – that Hajj agents prevent delays and do not lose any of their party of pilgrims. Hence, Hajj campaigns must stress on punctuality performance, and must improve their operations (processes) that not only operate on time but also make suitable arrangements to satisfy their clients.

Responsiveness was ranked third most important in terms of quality of service in the pilgrimages, with a weight of 11.9% (Figure 3). The results demonstrate that in the four Level 3 sub-criteria, RES2 – that staff agents are always helpful – ranked as the most vital sub-criterion with a weight of 36%, followed by RES5 – service staff behaviour and attitude – at 23%, and RES4 – dealing with to requests or complaints. Hence, Hajj campaigns must lay stress on prompt service to pilgrims by providing sufficient training and qualifying staff.

Empathy was rated as the fourth most important aspect of service quality, with a weight of 11% (Figure 3). Of the four Level 3 sub-criteria, EMP3 – understanding the specific needs of pilgrims such as caring for the elderly and children, was considered the most important sub-criterion, with a weight of 38%, followed by EMP2 – availability of technology services – at 27%, EMP1 – agents provide personal attention to pilgrims' needs – at 19.8% and EMP4 – convenient schedules – at 14%. Hence, Hajj campaigns must lay stress on incorporating convenient services to all international pilgrims and suitable for all ages.

Assurance involves making pilgrims feel cared for by the service providers during the Hajj pilgrimage, and this category had a weight of 8.04%. Of the four Level 3 sub-criteria, ASS5 – the availability of Haj agents to provide assurance – was seen as the most vital sub-criterion with a weight of 36%, followed by ASS4 – caring about the health and welfare of the pilgrims – at 23%, and ASS2 – keeping the process accident-free – at 12.6%. Hence, Hajj campaigns must lay stress on pilgrims' safety by providing safe housing health care and safe facilities.

We can summarize this information by concluding that tangible physical services were the most vital sub criteria, with a weight of 45.6% followed by Reliability (23.2%), Responsiveness (11.9%) and Empathy and Assurance (11% and 8% respectively). These conclusions are summarized in Figure 3. The results show that the sub-criteria of service in each category of service provided from the most or least important in term of satisfaction rating. The data provide valuable insights into each sub criteria, and these will help service providers to design positive strategies to improve, modify or upgrade their current standards of service quality.

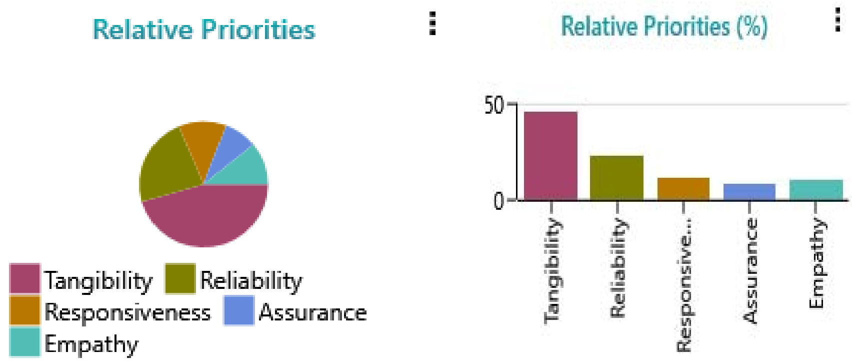

Figure 3: Priorities

b) *Interpretation of Level 4 Priorities and Decision Alternatives*

Table 6 and Figure 4 show the importance of the standards of the four categories of Hajj campaigns in terms of each of the twenty-six services' dimension sub-criteria. The results show that of the twenty-six sub criteria, Category A has the most crucial factor and is considered as the highest service priority in tangibility, reliability, responsive, empathy, and assurance. The outcomes show that of the specific sub-criteria of the service dimension of each category, Category A has the highest priorities in the twenty-six sub-criteria while category B has the second highest. The results show that the sub-criteria of service in each category of service provided from the most or least important in term of satisfaction rating.

The data provide valuable insights into each category, and these will help service providers to design positive strategies to improve, modify, or upgrade their current standards of service quality. These providers can be seen in their ideal form by dividing every one of the priorities by the largest priority (0.477 for category A as shown in Table 7). The effect of this is to see each category as an alternative to the ideal one to allow all categories to show their proportionate value. The results show that category B is 53.6% and C is 36.2% as important as Category A.

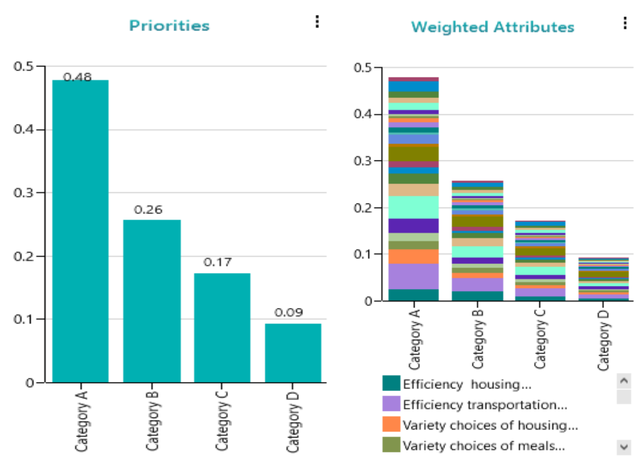

Figure 4: Priorities/Weighted attributes

c) *Interpretation of Standard Matrices for Services Provided According to Criteria and Decision Alternatives*

Tables 7, 8 and Table 9 show the ratings where a hierarchy has been established depending on the level of the criteria and the sub-criteria. These ratings are subdivided into levels of intensity that show variations in the quality of specific criteria. Meanwhile, summarizes service capabilities through the intensity of preferred quality to obtain the priorities for dealing with decisions from all four categories. The rankings can then be compiled into one overall mark by evaluating the best alternative for each benefit as well as cost for the strategic category that an individual or government will use to decide in terms of whether to choose one of the decisions, they find themselves facing. The four ratings demonstrate the priorities of the decision-making process, which can then be used to evaluate the weights of the priorities of all the alternatives in relation to their merit (Figure 2 & 5). The result of this research will be a program of support to policymakers to evaluate the services provided by Hajj campaigns.

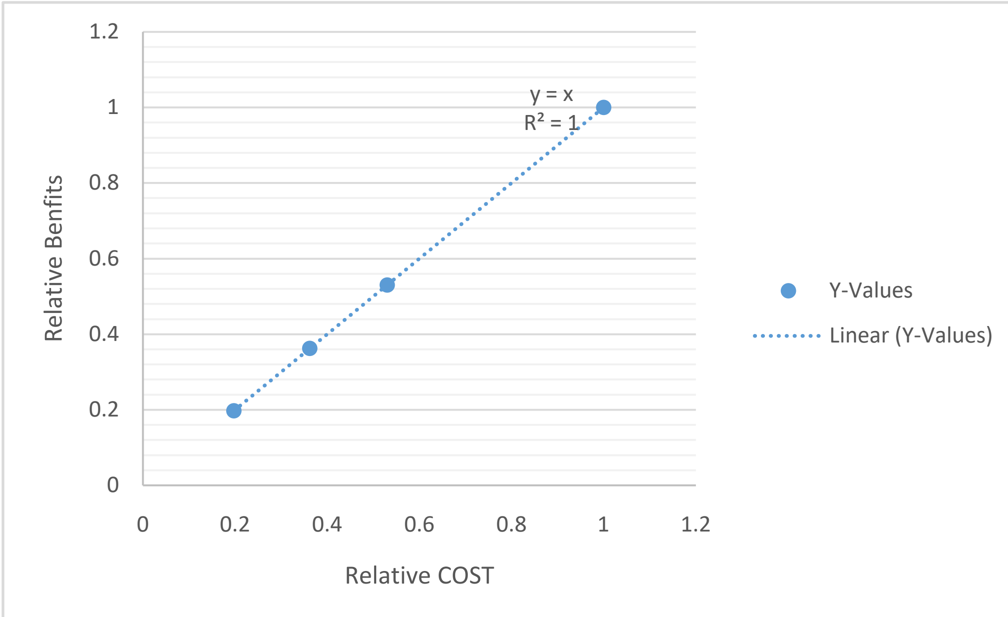

Figure 5: Categories of values

Improved SQ gap

In order to develop service improvement strategy for the Hajj campaigns (category B) there is a need to interpret SQ gap to identify areas of service improvement. Table 6 shows the service performances in four categories. The result shows that category A was rated as the best overall performer and is treated as ideal. For each service sub criteria were ranked with a satisfaction score. In order to assess category B position, the SQ gap was estimated for each SQ sub criteria. This implies that category B underperform category A in 26 SQ sub criteria when compared to the leader which is category A. In order to improve the Hajj campaign need to develop strategies based on these SQ gaps (Table 7). SQ ranking within each main SQ criteria, and overall SQ sub criteria has been estimated (Figure 2), which provide useful managerial insights.

V. Limitations & Scope for Future Research

There are limitations to this study. Firstly, SERVQUAL data was collected only from the perspective of Hajj pilgrims, which means that the results are valid only in the Hajj context because the data were derived from pilgrims' views. In addition, the possibility of bias where it was taken from the pilgrim's perspective. Secondly, the framework that was covered in this research work only helps identify and evaluate SQD in the categories of Hajj campaigns, and the approach does not address filling gaps or identifying future actions that need to be made to address deficiencies. However, the results of this study will serve as guided evidence for decision makers to identify weaknesses and improve them. Thirdly, in the present research the AHP framework used modified SERVQUAL SQ dimensions to suit the context where five quality dimensions were used for quality assessment. Future research work should try to incorporate other dimensions to extend the framework that was proposed in this study or taking on other service dimensions. This would mean that the results would be more generalizable and would be applicable to other service sector industries.

For future studies, other scales of service quality measurement could be used to obtain data, such as fuzzy logic-based evaluation and service quality classification. Qualitative expert opinions could also be considered when evaluating service quality to prioritize other factors for improvement. In this case, pilgrims' satisfaction could be analysed and compared for pre- and post-improvement studies to measure the success of any activities that were implemented to improve service levels. Meanwhile, the number of observations could also be increased in future research to obtain a higher predictive performance.

VI. Managerial Implications

Using the classification model, we propose will improve Hajj service quality provision by identifying necessary preventive actions that need to be taken and monitoring any fluctuations in observed or predicted quality of Hajj services. As such it should be possible to prevent the quality of services offered by Hajj service providers before any decrease in the quality level becomes irreversible. The study results have many managerial and practical implications, and the research offers a process based on the AHP-SQ framework for conducting the assessment of attributes of the service quality dimensions in the Hajj context. The framework will help Hajj service providers to identify areas in which improvements in service quality need to be made and to compare the weaknesses and strengths of their services and identify any gaps by using SQD attributes. This will help decision makers to formulate strategies for the improvement of their SQ performance to achieve better levels of satisfaction for the pilgrims.

Using the AHP SQD framework in the Hajj context helps to identify categories of Hajj campaigns and their relative importance in terms of overall performance of service providers based on the SQD attributes. This framework will assist researchers when they identify service categories in Hajj campaigns service qualities need can be improved to improve the services offered and enhance pilgrims' satisfaction. In a modern world of resource constraints and changing market dynamics, this framework will help to identify which dimensions of SQ attributes need to be prioritized. The framework offers a holistic perspective of quality provision in literature in the Hajj context.

VII. Conclusion

This research study has presented a framework to evaluate service quality to support the policymakers. It started by identifying service quality dimensions, and to evaluate attributes and decision alternatives, an AHP hierarchy was constructed to assess and identify aspects of service quality in different Hajj campaign categories to maintain the Hajj vision 2030 plans on terms of pilgrim satisfaction. Following this, pair-wise comparisons were used to evaluate the relative priority weighting for each of the main criteria and sub-criteria, and local priority weights were ascribed to each decision alternative with respect to each main and sub-criterion. These weights were added together to produce a global priority score. The priorities can be summarized by determining that tangible physical services were found to be the most crucial sub criterion, with a weight of 45.6%, followed by reliability 23.2%, responsiveness 11,9%, empathy 11% and assurance 8%. The findings indicate the varying levels of importance for the sub-criteria within each service category, as reported in satisfaction ratings. This data offers valuable information on each sub-criterion, which can aid service providers in developing effective strategies for enhancing, adjusting, or elevating their existing levels of service quality. On the other hand, it can be acknowledged that the framework of this work can be applied to diverse services and sectors, whether governmental or private. For example, it can be applied to evaluate the quality of services provided in the healthcare sectors, education sectors, and in the aviation sector etc.

Overall, The AHP-SQ framework used in this study was proved to help decision makers to evaluate service quality during Hajj campaigns and service performance to improve the quality of services to keep up with Saudi Arabia's Vision 2030 goals.

References

1. Ahmad, A., Rahman, M. A., Rehman, F. U., Lbath, A., Afyouni, I., Khelil, A., ... & Wahiddin, M. R. (2014). A framework for crowd-sourced data collection and context-aware services in Hajj and Umrah. In *2014 IEEE/ACS 11th International Conference on Computer Systems and Applications (AICCSA)* (pp. 405-412). IEEE. https://doi.org/10.11 09/AICCSA.2014.7073227
2. Aldaihani, F. M. F., & Ali, N. A. B. (2019). Impact of relationship marketing on customers loyalty of Islamic banks in the State of Kuwait. *International Journal of Scientific & Technology Research*, *8* (11), 788-802. http://www.ijstr.org/final-print/nov2019/Impact-Of-Relationship-Marketing-On-Customers-Loyalty-Of-Islamic-Banks-In-The-State-Of-Kuwait-.pdf
3. Angelova, B., & Zekiri, J. (2011). Measuring customer satisfaction with service quality using American Customer Satisfaction Model (ACSI Model). *International journal of academic research in business and social sciences*, *1*(3), 232. https://doi.org/10.6007/ijarbss.v1i2.35
4. Badri, M. A. (2001). A combined AHP–GP model for quality control systems. *International Journal of Production Economics*, *72* (1), 27-40. https://doi.org /10.1016/S0925-5273(00)00077-3
5. Brugha, C. (2004) Structure of multicriteria decision making, Journalof OperationalResearch Society, 55, 1156-1168. https://doi.org/10.10 57/palgrave.jors. 2601777
6. Bahurmoz, A. (2006a). A strategic model for safety during the Hajj pilgrimage: An ANP application. *Journal of Systems Science and Systems Engineering*, *15* (2), 201-216. https://doi. Org/10.1007/s11518-006-5008-4
7. Bahurmoz, A (2006b) The Analytic Hierarchy Process: A Methodology for Win-Win Management, JKAU: Econ& Admin, 20 (1), 3-16. https://doi.org/ 10.4197/Eco.20-1.1
8. Bradley P. What really matters? Purchasing 1994; 14th July: 66–71.
9. Darko, A., Chan, A. P. C., Ameyaw, E. E., Owusu, E. K., Pärn, E., & Edwards, D. J. (2019). Review of application of analytic hierarchy process (AHP) in construction. *International journal of construction management*, *19* (5), 436-452. https://doi. org/10.10 80/15623599.2018.1452098
10. Dastorani, M. (2022). Application of fuzzy-AHP method for desertification assessment in Sabzevar area of Iran. *Natural Hazards*, *112* (1), 187-205. https://doi.org/10.1007/s11069-021-05177-8

11. Eid, R. (2012). Towards a high-quality religious tourism marketing: The case of Hajj service in Saudi Arabia. *Tourism Analysis*, *17* (4), 509-522. https://doi.org/10.3727/108354212X13473157390849
12. Emtu, E. M. (2017). Customer satisfaction evaluation of Al-Arafah Islami Bank ltd Mirpur-10 branch. http://hdl.handle.net/10361/8538
13. Grand, S. R., & Wolff, K. (2022). ASSESSING SAUDI VISION 2030: A 2020 REVIEW. Atlantic Council. https://sakhf1.kku.edu.sa/sites/sakhf1.kku.edu.sa/files/2021-06/Assessing-Saudi-Vision-2030-A-2020-review.pdf
14. Ishizaka, A., Labib, A. (2011) Review of the main developments in the analytic hierarchy process, Expert Systems with Applications, 38 (11), 14336-14345. https://doi.org/10.1016/j.eswa.2011.04.143
15. Jouda, A. A., Aziz, H. B. A., Almasradi, R. B., & Alsharif, A. H. (2022). The Relationship Between Service Quality and Pilgrims Performers' Satisfaction: An Empirical Evidence from the Hotel's Industry in Saudi Arabia. Baltic Journal of Law & Politics, 15 (1), 1129-1156.
16. Kannan, V. (2010). Benchmarking the service quality of ocean container carriers using AHP. *Benchmarking: An International Journal*, *17* (5), 637-656. https://doi.org/10.1108/14635771011076416
17. Kugytė, R., & Šliburytė, L. (2005). A standardized model of service provider selection criteria for different service types: a consumer-oriented approach. *Engineering economics*, *44* (4), 56-63. https://inzeko.ktu.lt/index.php/EE/article/view/11320
18. Kurdi, M. K., Tharim, A. H. A., Jaffar, N., Ab Wahid, A. M., Shuib, M. N., Yusof, I., ... & Ma'arof, K. A. (2012). Criteria for selection of service provider: Malaysian experience. In 2012 IEEE Business, Engineering & Industrial Applications Colloquium (BEIAC) (pp. 252-257). IEEE https://doi.org/10.1109/BEIAC.2012.6226063
19. Langley CJ, Allen GR, Tyndall GR. (2003). Third-party logistics study 2003: results and findings of the eighth annual study.
20. Lynch C. F. (2000). *Logistics outsourcing: a management guide. Illinois*. USA: Council of Logistics Management Publications. http://worldcat.org/isbn/0965865347
21. Mohammed, R. Y. (2021). Optimizing Temporal Business Opportunities. *International Journal of Business and Management*, *15* (11), 104-104. https://doi.org/10.5539/ijbm.v15n11p104
22. Mohammed, R. Y. M & Yaqub, M. Z. (2024). The Role of Relationship Quality in Collaborative Knowledge Networks and Organizational Learning in Enhancing the Quality of Hajj Services. Organizational Cultures: An International Journal 24 (1): 73-99. https://doi.org/10.18848/2327-8013/CGP/v24i01/73-99
23. Masoud, R. Y. (2022) "Evaluate the Services Provided to Pilgrims According to Vision 2030", *International Journal of Management and Applied Science (IJMAS),* pp. 80-92, Volume-8, Issue-8. https://ijmas.iraj.in/paper_detail.php?paper_id=19807&name=Evaluate_the_Services_Provided_to_Pilgrims_According_to_Vision_2030
24. Miller (1956) The Magical Number Seven, Plus or Minus Two: Some Limits on Our Capacity for Processing Information, *Psychological Review*. *63* (2): 81–97. https://doi.org/10.10 37/h0043158
25. Othman, B., Harun, A., Rashid, W., & Ali, R. (2019). The impact of Umrah service quality on customer satisfaction towards Umrah travel agents in Malaysia. *Management Science Letters*, *9* (11), 1763-1772. https://doi.org/10.5267/j.msl.2019.6.014
26. Othman, B., Harun, A., Taha, M. Y., Aref, K. F., & Sadq, Z. M. (2020). The Relationship Between Umrah Service Quality Dimensions and Umrah Customer Loyalty: A Study on the Umrah Travelling Industry in Malaysia. Journal of Critical Reviews, 7 (13), 2131-2142.
27. Pakurár, M., Haddad, H., Nagy, J., Popp, J., & Oláh, J. (2019). The service quality dimensions that affect customer satisfaction in the Jordanian banking sector. *Sustainability*, *11*(4), 1113. https://doi.org/10.33 90/su11041113
28. Parasuraman, A., Zeithaml, V. A., & Berry, L. (1988). SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. *1988*, *64* (1), 12-40.
29. Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1985). A conceptual model of service quality and its implications for future research. *Journal of marketing*, *49* (4), 41-50. https://doi.org/10.1177/002224298504900403
30. Razzaque, M.A., & Sheng, C.C. (1998). Outsourcing of logistics functions: a literature survey. *International Journal of Physical Distribution and Logistics Management*, 28 (2): 89–107. https://doi.org/10.1108/09600039810221667
31. Rickards, R. C. (2003). Setting benchmarks and evaluating balanced scorecards with data envelopment analysis. *Benchmarking: An International Journal*, *10* (3), 226-245. https://doi.org/10.1108/14635770310477762
32. Ridha, M., & Harris, R. (2020, April). Service Quality Related to Customer Satisfaction with Umrah Worship Package Preparation at PT. Marco Tour and Travel Jakarta: Spearman's Correlation Coefficient. In 3rd International Conference on Vocational Higher Education (ICVHE 2018) (pp. 1-8). Atlantis Press. https://doi.org/10.2991/assehr.k.200331.113
33. Saaty, T. L. (2016). The analytic hierarchy and analytic network processes for the measurement of

intangible criteria and for decision-making. Multiple criteria decision analysis: state of the art surveys, 363-419. https://doi.org/10.1007/978-1-4939-3094-4_10
34. Saaty, T. L. (2008). Decision making with the analytic hierarchy process. *International journal of services sciences*, *1*(1), 83-98. https://doi.org/10.1504/IJSSCI.2008.017590
35. Saaty, T. L.& Ozdemir, M., (2005) The Encyclicon: A Dictionary of Decisions with Dependence and Feedback Based on the Analytic Network Process, RWS PublicationsISBN: 1-888603-05-4
36. Saaty, T.L. and Ozdemir, M. (2003) "Why the Magic Number Seven Plus or Minus Two", *Mathematical and Computer Modeling*, 38: 233-244. https://doi.org/10.1016/S0895-7177(03)90083-5
37. Saaty, T. L., & Vargas, L. G. (2001). How to make a decision. In *Models, methods, concepts & applications of the analytic hierarchy process* (pp. 1-25). Springer, Boston, MA. https://doi.org/10.1007/978-1-4615-1665-1_1
38. Saaty, T. L. (2012) Decision Making for Leaders: The Analytic Hierarchy Process for Decisions in a Complex World, RWS Publications, 3rd edition 5th print. https://doi.org/10.1007/978-94-015-9799-9_2
39. Saaty, T. L., & Forman, E., (1996) The Hierarchon: A Dictionary of Hierarchies, Issue 5 of Analytic hierarchy process series, Expert choice, ISBN 0962031755, 9780962031755
40. Satty, T. L., & Kearns, K. P. (1985). Analytical planning: The organization of systems. *The analytic hierarchy process series*, *4*. https://doi.org/10.1016/B978-0-08-032599-6.50008-8
41. Saaty, T. L. (1994). Highlights and critical points in the theory and application of the analytic hierarchy process. *European journal of operational research*, *74* (3), 426-447. https://doi.org/10.1016/0377-2217(94)90222-4
42. Shanker, R. & Jharkharia, S. (2007). Selection of logistics service provider: An analytic network process (ANP) approach. *Omega*, *35* (3), 274-289. https://doi.org/10.1016/j.omega.2005.06.005
43. Smith, D. R. (2020). *Structured Decision Making: Case Studies in Natural Resource Management*. Johns Hopkins University Press.
44. Stank TP (1997). Daugherty PJ. The impact of operating environment on the formation of cooperative logistics relationships. Transportation Research-E (Logistics and Transportation Review), 33 (1), 53–65. https://doi.org/10.1016/S1366-5545(96)00005-1
45. Stiakakis, E., & Georgiadis, C. K. (2009). E-service quality: comparing the perceptions of providers and customers. *Managing Service Quality: An International Journal*. https://doi.org/10.1108/09604520910971539
46. Velasquez, M., & Hester, P. T. (2013). An analysis of multi-criteria decision-making methods. *International journal of operations research*, *10* (2), 56-66.
47. Zeithaml, V. A. (2000). Service quality, profitability, and the economic worth of customers: what we know and what we need to learn. *Journal of the academy of marketing science*, *28* (1), 67-85. https://doi.org/10.1177/0092070300281007
48. Websites: https://www.youtube.com/watch?v=18GWVtVAAzs&list=PLADF96816C6E5F017&index=2 https://www.spicelogic.com/Products/ahp-software-30 (software)

Appendix A

Questionnaire for measuring quality dimensions (SQD) provided in the categories of Hajj campaigns.

We use Analytical Hierarchal Method to compare each two criteria, for example, which please follow it.

For measuring and evaluating service quality dimensions in the categories of hajj campaigns, which of the following criteria is most important and in which level.

1. Tangibility or Reliability

Suppose that was your choice tangibility most important by 5 degrees than reliability where in

Intensity of importance	Definition
1	Equal importance
3	Somewhat more important
5	Much more important
7	Very much more important
9	Absolutely more important
2, 4, 6, 8	Intermediate values

Then we put a mark to the important criteria from your point of view

	1	2	3	4	5	6	7	8	9
Tangibility									
Reliability					✓				

Note, in each question, please choose one number for intensity of importance in each criterion.

First Part: General Information

Gender:

- o Male
- o Female

Age:

- o 25-36
- o 37-50
- o 50+

Hajj Experience:

- o 2
- o 3
- o 4
- o More than 4

Second Part: Comparison of the Main Criteria

Following criteria is most important and in which level.

2. Tangibility or Reliability

	1	2	3	4	5	6	7	8	9
Tangibility									
Reliability									

3. Tangibility or Responsiveness

	1	2	3	4	5	6	7	8	9
Tangibility									
Responsiveness									

4. Tangibility or Assurance

	1	2	3	4	5	6	7	8	9
Tangibility									

5. Tangibility or Empathy

	1	2	3	4	5	6	7	8	9
Tangibility									
Empathy									

6. Reliability or Responsiveness

	1	2	3	4	5	6	7	8	9
Reliability									
Responsiveness									

7. Reliability or Assurance

	1	2	3	4	5	6	7	8	9
Reliability									
Assurance									

8. Reliability or Empathy

	1	2	3	4	5	6	7	8	9
Reliability									
Empathy									

9. Assurance or Empathy

	1	2	3	4	5	6	7	8	9
Assurance									
Empathy									

Third Part: Comparison of Sub Criteria

1. Comparison of sub criteria for the main criteria (Tangibility)

With respect to measuring the tangibility, which of the following two sub criteria are more important and in which level?

	1	2	3	4	5	6	7	8	9
Efficiency housing infrastructure									
Variety choices of housing									
	1	2	3	4	5	6	7	8	9
Variety choices of meals									
Additional services									
	1	2	3	4	5	6	7	8	9
Number of adequate staff size									
Modern and clean facilities									

2. Comparison of sub criteria for the main criteria (Reliability)

With respect to measuring the reliability, which of the following two sub criteria are more important and in which level?

	1	2	3	4	5	6	7	8	9
Efficient performance of services provided									
Performing the services right at the first time.									
	1	2	3	4	5	6	7	8	9
Efficiency of check in - out process.									
Remedial process for delayed or missing pilgrims									
	1	2	3	4	5	6	7	8	9
Remedial process for delayed or missing pilgrims									
No complains									

3. Comparison of sub criteria for the main criteria (Responsiveness)

With respect to measuring the responsiveness, which of the following two sub criteria are more important and in which level?

	1	2	3	4	5	6	7	8	9
Prompt services to pilgrims' orders.									
Always willing to help pilgrims.									
	1	2	3	4	5	6	7	8	9
Keeping informed about the time of service.									
Prompt response to passengers' requests or complaints									
	1	2	3	4	5	6	7	8	9
Prompt response to passengers' requests or complaints.									
Employee behaviour and attitude instil confidence.									

4. Comparison of sub criteria for the main criteria (Assurance)

With respect to measuring the assurance, which of the following two sub criteria are more important and in which level?

	1	2	3	4	5	6	7	8	9
Safe places and facilities.									
No accidents									
	1	2	3	4	5	6	7	8	9
Knowledge to answer pilgrims'									
Individual attention to the health of pilgrims									
	1	2	3	4	5	6	7	8	9
Individual attention to the health of pilgrims									
Existing assurance									

5. Comparison of sub criteria for the main criteria (Empathy)

With respect to measuring the empathy, which of the following two sub criteria are more important and in which level?

	1	2	3	4	5	6	7	8	9
Employees give personal attention to pilgrims.									
Availability of high-tech services (webs, apps)									
	1	2	3	4	5	6	7	8	9
Understand the specific needs of Elderly care, children									
Convenient schedules									

Appendix B

Table Deriving priorities for rating on Reliability.

	s	Low	Unsatisfactory	
High	1.0	2.0	3.0	0.540
Low	0.5	1	2.0	0.297
Unsatisfactory	1/3	1/2	1.0	0.163

Reliability 0.232	Priorities weighted by 0.232.	idealized (Divide by largest value)
High	0.125	1.000
Low	0.068	0.544
Unsatisfactory	0.0378	0.302

Table Deriving priorities for rating on Responsiveness.

	Excellent	Above average	Above average	Below average	Unsatisfactory	
Excellent	1.0	2.0	3.0	4.0	5.0	0.419
Above average	0.5	1	2.0	3.0	4.0	0.263
Average	1/3	1/2	1.0	2.0	3.0	0.160
Below average	1/4	1/3	1/2	1	2	0.097
Unsatisfactory	1/5	1/4	1/3	1/2	1	0.062

Responsiveness 0.119	Priorities weighted by 0.119.	idealized (Divide by largest value)
Excellent	0.049	1.000
Above average	0.031	0.632
Average	0.019	0.387
Below average	0.011	0.224
Unsatisfactory	0.007	0142

Table Deriving priorities for rating on Assurance.

	Average	Below average	Unsatisfactory	
Average	1.0	2.0	3.0	0.540
Below average	0.5	1	2.0	0.297
Unsatisfactory	1/3	1/2	1.0	0.163

Assurance 0.084	Priorities weighted by 0.084.	idealized (Divide by largest value)
Average	0.045	1.000
Below average	0.025	0.555
Unsatisfactory	0.014	0.311

Table Deriving priorities for rating on Empathy.

	Great	Moderate	Unsatisfactory	
great	1.0	2.0	3.0	0.540
moderate	0.5	1	2.0	0.297
unsatisfactory	1/3	1/2	1.0	0.163

Empathy 0.11	Priorities weighted by 0.11.	idealized (Divide by largest value)
great	0.059	1.000
moderate	0.032	0.542
unsatisfactory	0.018	0.305

This page is intentionally left blank

Global Journal of Management and Business Research: A
Administration and Management
Volume 24 Issue 3 Version 1.0 Year 2024
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-4588 & Print ISSN: 0975-5853

Beyond Screens: Crafting Effective Digital Transformation Strategies for Optimal Customer Satisfaction

By Baqer Khudair Al-Hadrawi, Ameer Rajeh Jawad, V. Kanimozhi & Olufunke Meadows

Al-Furat Al-Awsat Technical University

Abstract- This theoretical investigation delves into the domain of digital transformation strategies, surpassing traditional screen-centric approaches. Entitled "Transcending Screens: Formulating Digital Transformation Strategies for Enhanced Customer Satisfaction," the research explores the dynamic landscape of technology integration to elevate customer experiences. By questioning the prevalent screen-focused paradigm, this study explores alternative pathways for digital transformation, advocating for a holistic approach that extends beyond conventional interfaces. The research posits that achieving optimal customer satisfaction in the digital age requires a comprehensive reassessment of strategies, embracing innovative methods that surpass the confines of screens. The development of theoretical frameworks aims to clarify how organizations can harness emerging technologies like augmented reality, virtual assistants, and immersive experiences to cultivate more profound connections with customers.

Keywords: beyond screens, digital transformation strategies, customer satisfaction, technology integration.

GJMBR-A Classification: LCC Code: QA76.9.C65

BEYONDSCREENSCRAFTINGEFFECTIVEDIGITALTRANSFORMATIONSTRATEGIESFOROPTIMALCUSTOMERSATISFACTION

Strictly as per the compliance and regulations of:

Beyond Screens: Crafting Effective Digital Transformation Strategies for Optimal Customer Satisfaction

Baqer Khudair Al-Hadrawi [α], Ameer Rajeh Jawad [σ], V. Kanimozhi [ρ] & Olufunke Meadows [ω]

Abstract- This theoretical investigation delves into the domain of digital transformation strategies, surpassing traditional screen-centric approaches. Entitled "Transcending Screens: Formulating Digital Transformation Strategies for Enhanced Customer Satisfaction," the research explores the dynamic landscape of technology integration to elevate customer experiences. By questioning the prevalent screen-focused paradigm, this study explores alternative pathways for digital transformation, advocating for a holistic approach that extends beyond conventional interfaces. The research posits that achieving optimal customer satisfaction in the digital age requires a comprehensive reassessment of strategies, embracing innovative methods that surpass the confines of screens. The development of theoretical frameworks aims to clarify how organizations can harness emerging technologies like augmented reality, virtual assistants, and immersive experiences to cultivate more profound connections with customers. This abstract underscores the study's dedication to advancing theoretical comprehension, prioritizing conceptual foundations over empirical validation, and emphasizing their pivotal role in shaping effective digital transformation strategies. By venturing into unexplored realms beyond screens, this research endeavors to offer valuable insights for businesses seeking to revolutionize their customer satisfaction paradigms within the ever-evolving digital landscape.

Keywords: beyond screens, digital transformation strategies, customer satisfaction, technology integration.

I. Introduction

In the contemporary era dominated by technology, businesses find themselves compelled to transition from traditional to digital strategies, turning digital transformation into an imperative rather than a mere option. This investigation delves into the intricacies of this shift, underscoring the importance of strategies that not only incorporate technology but also prioritize customer contentment.

The swift advancement of digital transformation has not only reconfigured industries and customer expectations but has also necessitated a reevaluation of fundamental organizational strategies. Success in this realm extends beyond the mere adoption of digital tools; it hinges on the development of carefully devised strategies that transcend the confines of screens. This study endeavors to untangle the complexities of this transformative journey, with a specific focus on establishing theoretical foundations that promote optimal customer satisfaction in the digital age. Acknowledging the uniqueness of digital transformation for each organization, the study advocates for a holistic approach that extends beyond superficial interactions with user devices. It entails a reimagining of business processes, organizational culture, and customer interactions.

The theoretical framework at the core of this study revolves around perceiving digital transformation as a multifaceted undertaking. While technology serves as a catalyst, the key to success lies in the harmonious integration of human creativity, organizational flexibility, and the ever-evolving needs of customers. Examining interconnected layers ranging from organizational structures to user experience design, the study provides guidance for developing comprehensive digital transformation strategies. The pivotal role of customer-centricity is underscored, recognizing that the dynamic nature of technology necessitates a proactive and adaptive strategy. Beyond the confines of screens, the study emphasizes the necessity to create seamless, intuitive, and personalized digital experiences that surpass customer expectations.

Entitled "Beyond Screens: Crafting Effective Digital Transformation Strategies for Optimal Customer Satisfaction," this study transcends a surface-level understanding. By delving into the nuances of strategy formulation, organizational dynamics, and user-centric design, it contributes valuable insights to the ongoing discourse on digital transformation. The study aims to guide organizations in strategically leveraging technological change to achieve unparalleled customer satisfaction.

II. Digital Transformation Strategies

The transformation brought about by digital technology represents a paradigm shift that has significantly altered the fabric of both business and society. It stands as a pivotal historical development in how organizations leverage technology to enhance their operations and improve customer experiences (Kraus et

Author α σ: Al-Furat Al-Awsat Technical University.
e-mail: amir.jawad@atu.edu.iq
Author ρ: Department of CSE, Sathyabama Institute of Science and Technology, Chennai, India.
Author ω: Westcliff University, Los Angeles, California, United States.

al., 2021). Although the roots of digital transformation can be traced back to the widespread adoption of computers in the mid-20th century, the term itself gained prominence in the late 20th and early 21st centuries as technology rapidly evolved (Zaoui & Souissi, 2020: 222). The 1990s marked a crucial phase with the advent of the internet, enabling businesses to establish a global presence and connect with customers and partners in unprecedented ways (Nadkarni & Prügl, 2021: 135). This era laid the groundwork for early digital strategies, emphasizing the creation of websites, implementation of e-commerce platforms, and automation of basic business processes. As the internet matured, organizations recognized the necessity for more comprehensive digital transformation strategies (Gong & Ribiere, 2021).

The 21st century witnessed the emergence of disruptive technologies such as cloud computing, big data analytics, and mobile applications, becoming integral components of digital transformation. These innovations allowed companies to streamline operations, analyze vast amounts of data, and engage with customers through multiple channels (Hanelt et al., 1162). The concept of Industry 4.0 highlighted the integration of the Internet of Things (IoT) and artificial intelligence (AI) into manufacturing and industrial processes (Al-Hadrawi & Jawad, 2022).

In recent years, digital transformation strategies have evolved beyond mere technology adoption to encompass a holistic approach (Mugge et al., 2020: 29). Organizations now recognize the importance of cultural and organizational changes, along with a focus on customer-centricity (Lanzolla et al., 2020: 342). Core principles guiding digital transformation initiatives include data-driven decision-making, agility, and innovation (Teng et al., 2024).

Figure 1: Digital Transformation Strategies

Looking to the future, the historical development of digital transformation strategies is expected to continue its trajectory, with emerging technologies like blockchain, 5G, and quantum computing playing pivotal roles. The ongoing journey of digital transformation reflects an adaptable response to the evolving possibilities and challenges presented by the digital age (Chen et al., 2024).

Digital transformation strategies are crucial for organizations seeking to adapt and thrive in today's rapidly evolving technological landscape (Matt et al., 2015: 339). In essence, digital transformation involves leveraging digital technologies to fundamentally change how businesses operate, deliver value to customers, and stay competitive (Brummer & Ueno, 2024:2). This comprehensive overhaul encompasses not only technology adoption but also a shift in organizational culture, processes, and mindset (Shaughnessy, 2018: 21).

At the core of digital transformation strategies lies the recognition that the digital era demands more than just incremental changes (Tekic & Koroteev, 2019: 684). It necessitates a holistic approach that integrates technology into every aspect of an organization, enabling it to meet the evolving needs of customers, optimize internal processes, and stay ahead of market trends (Al-Hadrawi et al., 2023). Key components of effective digital transformation strategies include innovation, data-driven decision-making, agility, and customer-centricity (Hess et al., 2016).

Innovation is a cornerstone of digital transformation, requiring organizations to continuously explore and adopt emerging technologies. This involves investing in research and development, fostering a culture that encourages experimentation, and collaborating with external partners to tap into new ideas (Mitroulis & Kitsios, 2019: 59). Embracing technologies like artificial intelligence, blockchain, cloud computing, and the Internet of Things enables businesses to streamline operations, enhance efficiency, and create new revenue streams (Chanias & Hess, 2016).

Data-driven decision-making is another critical aspect of digital transformation strategies. Organizations increasingly recognize the value of data as a strategic asset (Chanias, 2017). By harnessing the power of data analytics, businesses can gain insights into customer behavior, market trends, and operational performance, empowering informed decision-making and allowing proactive strategic choices (Korachi & Bounabat, 2020: 494).

Agility is a key organizational characteristic that digital transformation strategies seek to instill. Traditional, rigid structures give way to more flexible and adaptive frameworks that can swiftly respond to market shifts (Gobble, 2018: 67). This involves not only the adoption of agile methodologies in project management but also a cultural shift that values experimentation, continuous learning, and quick adaptation to change (Bresciani et al., 2021: 7).

Customer-centricity is paramount in the digital age, where customer expectations are constantly evolving (Chanias et al., 2019: 18). Successful digital transformation strategies focus on understanding and meeting customer needs through personalized experiences, intuitive interfaces, and responsive services. Leveraging technologies like customer relationship management (CRM) systems and marketing automation tools helps organizations build and maintain strong, lasting relationships with their customer base (Mishra et al., 2023).

The authors posit that digital transformation strategies are multifaceted initiatives encompassing technology adoption, cultural change, and a strategic mindset. By embracing innovation, data-driven decision-making, agility, and customer-centricity, organizations can position themselves to thrive in the dynamic and competitive digital landscape. The ability to navigate and leverage emerging technologies while maintaining a customer-focused approach is at the core of successful digital transformation strategies.

III. Strategies for Effective Digital Transformation

Digital transformation entails utilizing digital technologies to fundamentally alter the way businesses function and provide value to their customers. Achieving successful digital transformation necessitates a holistic strategy that encompasses multiple facets of the organization, such as processes, technology, culture, and customer experience (Brunetti et al., 2020: 697). The following are essential strategies for ensuring a successful digital transformation:

a) *Leadership and Vision*

In the rapidly changing landscape of the digital era, successful digital transformation for organizations hinges on the synergy of effective leadership and a well-defined vision. Leadership and vision, far from being isolated approaches, function as interconnected elements capable of driving the evolution of businesses in the digital realm (Imran et al., 2020: 82).

Leadership acts as the guiding force steering an organization through the intricacies of digital transformation. A visionary leader possesses the insight to recognize the significance of digitalization and cultivates an innovative culture within the company (Persson & Manas, 2021). These leaders inspire teams to embrace change, fostering an environment that encourages experimentation and views failure as a stepping stone to improvement. By championing a mindset that values adaptability, leaders can shape a workforce capable of navigating the uncertainties inherent in the digital landscape (Philip & Aguilar, 2022: 88).

Figure 2: Leadership and Vision

Effective leadership in digital transformation also entails bridging the gap between the current state of the organization and the envisioned future. Leaders must skillfully align the company's goals with the potential opportunities offered by digital technologies (Senadjki et al., 2023). This alignment requires a profound understanding of the organization's core values and objectives, enabling the formulation of a vision that seamlessly integrates digital tools to enhance efficiency, customer experience, and overall competitiveness (Makedon et al., 2022).

Vision, as a crucial component of digital transformation, serves as a roadmap for the organization's journey into the digital realm (Živković, 2022: 239). A well-defined vision outlines strategic objectives, sets priorities, and provides a clear direction for the entire organization. It acts as a catalyst, motivating employees to commit to the transformative journey, fostering a shared sense of purpose and direction (Gurbaxani & Dunkle, 2019).

Furthermore, a compelling vision acts as a guiding light in decision-making processes (Cavus & Aghamiri, 2023: 233). It helps leaders and teams prioritize initiatives, allocate resources effectively, and make informed choices in alignment with overarching digital transformation goals (Teichert, 2019). This coherence ensures that the organization remains focused on end objectives, minimizing the risk of deviating into unproductive tangents (Seleari, 2021).

The authors contend that leadership and vision are symbiotic strategies crucial for effective digital transformation. A visionary leader not only embraces digital opportunities but also instills a culture of innovation and adaptability within the organization. Combined with a clear and compelling vision, leadership provides the necessary framework for navigating the complexities of digital transformation, ensuring that every strategic step aligns with overarching goals. In the digital age, where change is constant, organizations that leverage leadership and vision as strategic cornerstones are better positioned to thrive amidst the dynamic challenges of digital transformation.

b) Customer-Centric Approach

In the dynamic digital landscape, businesses are in a constant state of evolution to meet the ever-changing demands of their customers (Seymen, 2022). Amid the diverse strategies employed for digital transformation, a customer-centric approach has emerged as a pivotal factor for success. Unlike merely focusing on technological advancements, this approach places the customer at the core of every decision and process (Mubako, 2017: 55).

Figure 3: Customer-Centric Approach

Essentially, a customer-centric approach in digital transformation revolves around comprehending, anticipating, and fulfilling customer expectations throughout their journey with a brand (Gupta & Ramachandran, 2021: 598). It goes beyond stream-lining internal processes and employs technology to enhance the overall customer experience (Al-hadrawi & jawad, 2022). Businesses prioritizing a customer-centric approach acknowledge that digital transformation isn't solely a technical upgrade; it signifies a fundamental shift in how they engage and serve their clientele (Kumar & Setia, 2023: 14).

A crucial facet of this strategy is the use of data to glean valuable insights into customer behavior (Shrivastava, 2017). Through advanced analytics and artificial intelligence, companies can collect and analyze extensive data to comprehend customer preferences, trends, and pain points (Sarkkinen & Pöyry-Lassila, 2020:18). This data-driven approach empowers companies to tailor their products and services, creating personalized and relevant experiences that resonate with their target audience (Simon et al., 2016: 161).

Furthermore, a customer-centric approach involves seamless integration across various touch-points, be it online platforms, mobile applications, or in-person interactions. Customers expect a consistent and cohesive experience, and digital transformation facilitates breaking down silos, enabling cross-channel integration for a unified customer journey. This not only elevates customer satisfaction but also fosters brand loyalty, as customers feel valued and understood at every interaction (Khanom, 2023: 29).

Moreover, the customer-centric approach acknowledges the significance of real-time communication and engagement (Butt et al., 2024). Social media, chatbots, and other digital communication tools provide avenues for businesses to connect with customers instantly, addressing queries, concerns, and feedback promptly. This responsiveness not only builds trust but also enables businesses to adapt swiftly to changing customer needs (Baines et al., 2024: 63).

The authors contend that adopting a customer-centric approach is a strategic imperative in the realm of digital transformation. Businesses that prioritize understanding and fulfilling customer needs through data-driven insights, seamless integration, and real-time communication are better positioned to thrive in the digital landscape. As technology continues to advance, the focus on the customer will remain a guiding principle, ensuring that businesses not only survive but excel in the digital age by building lasting and meaningful relationships with their customers.

c) Agile and Adaptive Culture

In the dynamic landscape of today's digital age, organizations are increasingly realizing the necessity for transformative strategies to maintain competitiveness and relevance. Amid various approaches, the cultivation of an agile and adaptive culture emerges as a cornerstone for successful digital transformation. This cultural shift transcends the mere adoption of new technologies; it involves a comprehensive reimagining of how teams operate, collaborate, and adapt to change (Siakas & Siakas, 2007: 598).

At its essence, an agile and adaptive culture revolves around flexibility, collaboration, and continual improvement. It revolves around creating an environment where teams can swiftly adjust to evolving circumstances, respond agilely to customer needs, and iteratively refine solutions (Cobb, 2023:2). This cultural transformation is particularly vital in the digital realm, where technology evolves rapidly, and customer expectations are in a constant state of flux (Odeh et al., 2023: 441).

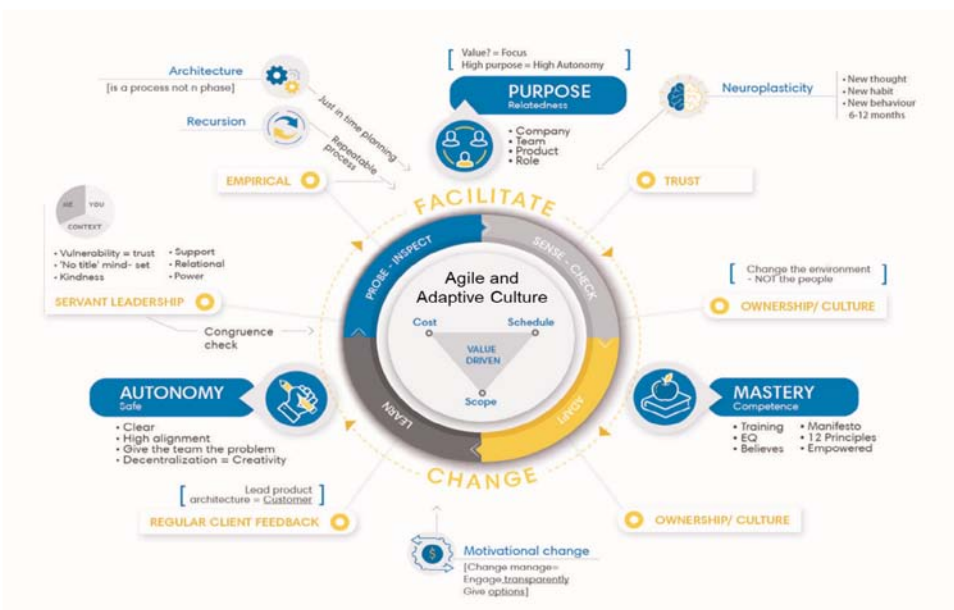

Figure 4: Agile and Adaptive Culture

Embracing iterative development methodologies, such as Scrum or Kanban, is a key tenet of an agile culture. These methodologies advocate breaking down complex projects into manageable tasks, facilitating the regular delivery of incremental value (Ylinen, 2021: 252). This not only expedites time-to-market but also allows organizations to receive early feedback and adjust strategies promptly. In the context of digital transformation, this adaptability is crucial, ensuring organizations can swiftly pivot in response to market shifts or emerging technologies (Kompella, 2014: 40).

Collaboration is another essential aspect of an agile and adaptive culture. Traditional hierarchical structures often impede effective communication and collaboration. Embracing a culture where crossfunctional teams collaboratively work fosters a collective sense of ownership and accountability (Iivari & Iivari, 2011: 510). This collaborative spirit is vital in navigating the intricate landscape of digital transformation, where interconnected systems and interdisciplinary approaches are often prerequisites for success (Verdu-Jover et al., 2018: 332).

Continuous learning and improvement are integral to an agile culture. This requires a shift in mindset from a fear of failure to an embrace of experimenttation (Cabrera & Cabrera, 2023: 3). In a digital transformation journey, where uncertainty is inherent, organizations must encourage a culture that views setbacks as opportunities for growth and learning. This openness to learning from failures accelerates innovation and allows organizations to stay ahead of the curve (Costanza et al., 2016: 362).

Furthermore, an agile and adaptive culture extends beyond software development and IT departments, permeating the entire organization. It influences how leadership approaches decision-making and empowers employees at all levels to contribute to the transformation journey (Gibbons, 2015).

The authors contend that an agile and adaptive culture is more than just a methodology; it represents a fundamental shift in mindset and approach. As organizations embark on the digital transformation journey, fostering a culture that values agility, collaboration, and continuous improvement is paramount. This cultural foundation equips organizations to navigate the complexities of the digital landscape with resilience, responsiveness, and a capacity for sustained innovation. Ultimately, an agile and adaptive culture becomes a strategic advantage, propelling organizations forward in the ever-evolving digital ecosystem.

d) Data-Driven Decision-Making

The foundation of digital transformation strategies rests on data-driven decision-making, fundamentally altering the operational landscape and decision-making processes of organizations (Olaniyi et al., 2023: 11). In today's rapidly evolving digital era, harnessing the power of data has become essential for businesses aiming to gain a competitive advantage (Liu et al., 2024: 254). This approach involves leveraging data analytics, artificial intelligence, and other technological advancements to extract insights that inform strategic decisions (Colombari, 2023).

In the realm of digital transformation, data-driven decision-making emerges as a catalyst for innovation and efficiency (Misaii et al., 2024: 473). Organizations accumulate extensive data from diverse sources, including customer interactions, market trends, and internal processes (Botvin, 2023: 490). Analyzing this data enables businesses to recognize patterns, anticipate future trends, and acquire a deeper understanding of their operations. This abundance of information empowers leaders to make more informed and accurate decisions, reducing reliance on intuition or traditional trial-and-error methods (Teng et al., 2023).

A crucial aspect of data-driven decision-making is the ability to swiftly adapt to changing circumstances (Bousdekis et al., 2021). In a dynamic business environment, real-time data analytics offer up-to-the-minute insights, allowing organizations to respond promptly to market shifts, customer preferences, and emerging opportunities. This agility is indispensable in the digital age, where the pace of change is unprecedented, and businesses must stay ahead of the curve to remain relevant (Coston et al., 2023). Furthermore, data-driven decision-making cultivates a culture of accountability within organizations. By basing decisions on empirical evidence rather than intuition, leaders can transparently communicate the rationale behind their choices (Sarker, 2021). This transparency not only fosters trust among stakeholders but also facilitates continuous improvement through the analysis of outcomes and adjustments based on data feedback (Polenghi et al., 2023: 1334).

Figure 5: Data-Driven Decision-Making

The implementation of data-driven decision-making necessitates a robust infrastructure for data collection, storage, and analysis (Ojha et al., 2023: 4). Organizations must invest in cutting-edge technologies and skilled personnel to extract meaningful insights from the vast datasets available to them. Additionally, a commitment to data privacy and security is paramount to ensure the responsible and ethical handling of sensitive information (Gul et al., 2023).

The authors contend that data-driven decision-making is a pivotal element in the digital transformation journey of organizations. It empowers businesses to unlock the full potential of their data, fostering innovation, agility, and accountability. As the digital landscape continues to evolve, adopting a data-driven mindset is not merely a strategy; it is a necessity for organizations aspiring to thrive in the modern business environment. By leveraging data as a strategic asset, businesses can navigate uncertainties with confidence and chart a course toward sustained success.

e) Technology Infrastructure

In the ever-changing landscape of the digital age, businesses are increasingly acknowledging the pivotal role of technology infrastructure as a fundamental driver of successful digital transformation (Naumova et al., 2020). As organizations endeavor to remain competitive and relevant in today's dynamic markets, a robust and agile technology infrastructure emerges as a cornerstone, empowering them to adapt, innovate, and thrive in the digital era (Manny et al., 2021: 944).

At its essence, technology infrastructure encompasses the hardware, software, networks, and data storage that constitute the backbone of an organization's IT ecosystem (Kolodynskyi et al., 2018: 166). Investing in a state-of-the-art technology infrastructure is not a mere choice; it is a strategic imperative for enterprises navigating the complexities of the digital landscape. This infrastructure serves as the foundation upon which various digital transformation initiatives can be built, facilitating seamless integration and scalability (Schwertner, 2017: 389).

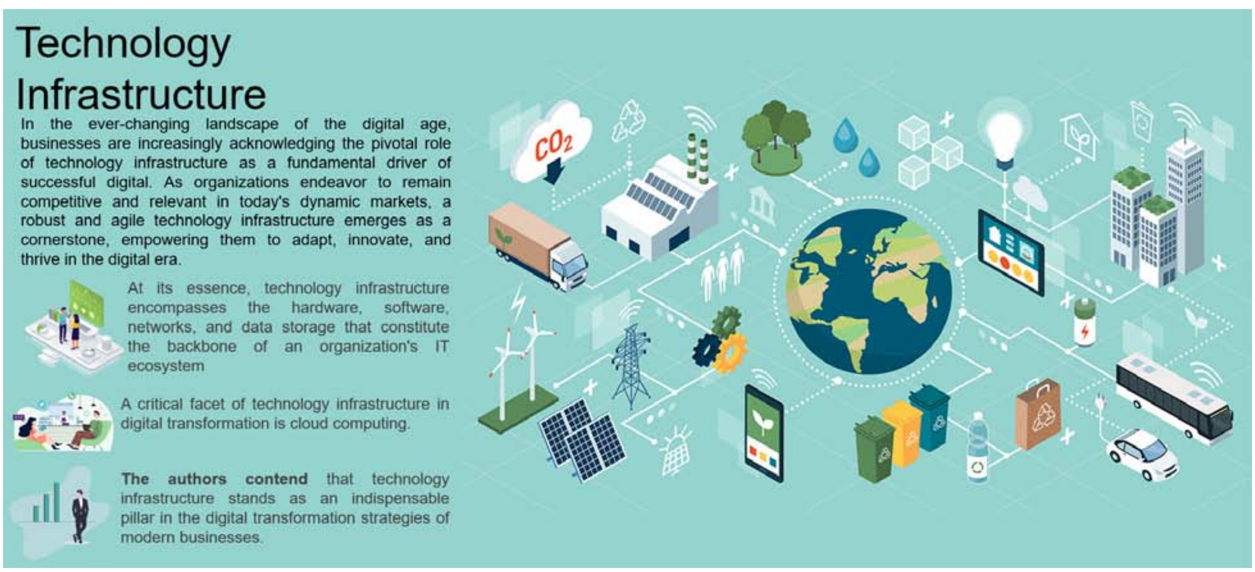

Figure 6: Technology Infrastructure

A critical facet of technology infrastructure in digital transformation is cloud computing. Cloud technologies offer unparalleled flexibility, scalability, and cost-effectiveness, allowing organizations to leverage computing resources on-demand (Albukhitan, 2020: 665). Cloud platforms empower businesses to streamline operations, enhance collaboration, and swiftly deploy new applications and services. This agility is crucial for responding to market changes and customer demands in real-time, a necessity in today's fast-paced business environment (Brunetti et al., 2020: 698).

Additionally, the significance of robust cybersecurity measures cannot be overstated in the context of technology infrastructure. As businesses increasingly rely on interconnected systems and digital data, the risk of cyber threats escalates (Tsou & Chen, 2023: 1115). A sound technology infrastructure incorporates robust security protocols, safeguarding sensitive information and ensuring the integrity of digital assets. This proactive approach not only protects against potential cyber-attacks but also fosters trust among customers and stakeholders (Nekrasov & Sinitsyna, 2020).

In the realm of digital transformation, data analytics is another pivotal component that heavily relies on a sound technology infrastructure. The ability to collect, process, and derive insights from vast amounts of data is a competitive advantage (Lafioune et al., 2023). A well-designed technology infrastructure provides the computational power and storage capacity necessary for sophisticated analytics, enabling data-driven decision-making that can propel an organization ahead of its competitors (Chanias et al., 2019: 18).

Furthermore, technology infrastructure acts as an enabler for emerging technologies such as the Internet of Things (IoT), artificial intelligence (AI), and machine learning (ML) (Li, 2020: 811). These technologies, when seamlessly integrated into an organization's infrastructure, open up new possibilities for automation, efficiency, and innovation (Ismail et al., 2017: 3).

The authors contend that technology infrastructure stands as an indispensable pillar in the digital transformation strategies of modern businesses. It forms the bedrock upon which organizations can build their digital capabilities, adapt to change, and innovate for sustained success. As the digital landscape continues to evolve, investing in a resilient and scalable technology infrastructure is not just a strategy; it is a prerequisite for thriving in the digital era.

IV. Digital Customer Satisfaction

The notion of digital transformation has emerged as a pivotal force in enhancing customer satisfaction (Gelbrich et al., 2021: 178). It entails the integration of digital technologies across all facets of a business, fundamentally altering its operations and the value it delivers to customers (Zouari & Abdelhedi, 2021: 2). When strategically applied, this paradigm shift has the potential to revolutionize customer satisfaction by streamlining processes, personalizing experiences, and fostering a more agile and responsive approach to customer needs (Wisnu, 2020).

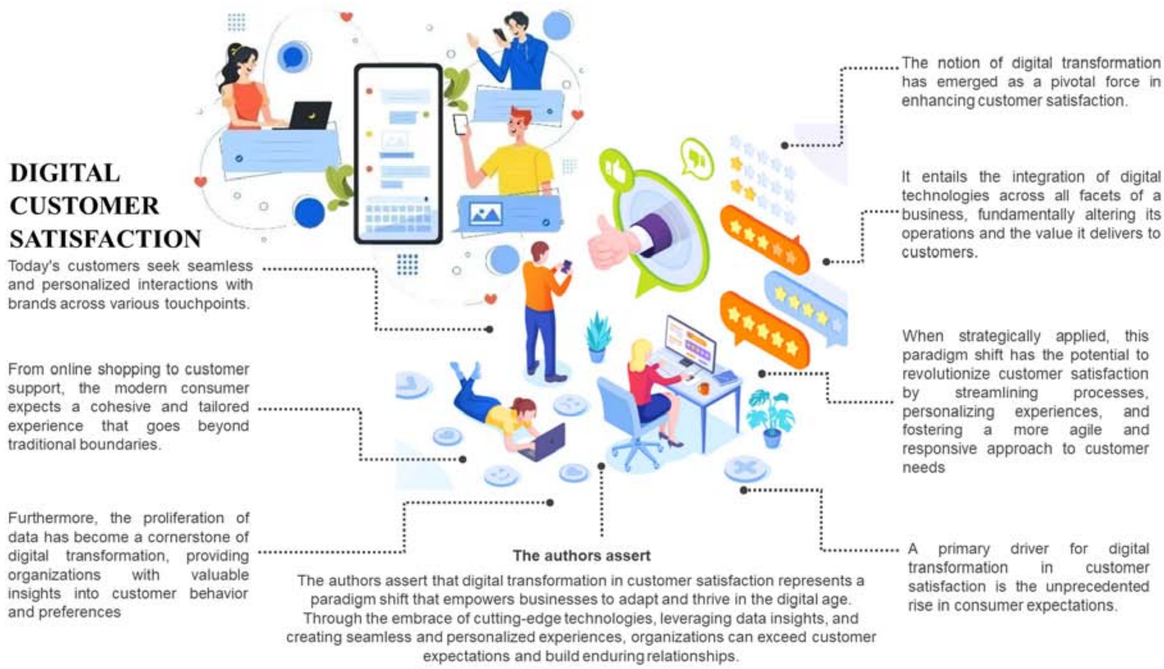

Figure 7: Digital Customer Satisfaction

A primary driver for digital transformation in customer satisfaction is the unprecedented rise in consumer expectations (Sudirjo et al., 2024: 9). Today's customers seek seamless and personalized interactions with brands across various touchpoints (Wang et al., 2001: 91). From online shopping to customer support, the modern consumer expects a cohesive and tailored experience that goes beyond traditional boundaries. Digital transformation equips businesses with the necessary tools and technologies to meet and surpass these expectations, creating a more satisfying and engaging customer journey (Demirel, 2022: 509).

Furthermore, the proliferation of data has become a cornerstone of digital transformation, providing organizations with valuable insights into customer behavior and preferences (Donio' et al., 2006: 445). Through advanced analytics and artificial intelligence, businesses can leverage data to anticipate customer needs, predict trends, and offer personalized recommendations. This data-driven approach not only enhances the overall customer experience but also allows companies to proactively address issues, resulting in increased customer satisfaction and loyalty (Eckert et al., 2022: 569).

Digital transformation also enables businesses to streamline processes and eliminate friction points in the customer journey (Gimpel et al., 2016). Automation of routine tasks, such as order processing and customer

Global Journal of Management and Business Research (A) XXIV Issue III Version I Year 2024

inquiries, reduces turnaround times and minimizes errors, leading to improved efficiency and satisfaction (Lazirkha et al., 2022: 157). Additionally, cloud-based technologies facilitate real-time collaboration and information sharing, allowing organizations to respond promptly to customer feedback and adapt swiftly to changing market dynamics (Ruiz-Alba et al., 2022: 2471).

The integration of digital channels, such as social media, mobile apps, and online platforms, allows businesses to connect with customers on their preferred platforms (Brill et al., 2022: 38). This multichannel approach not only enhances accessibility but also provides opportunities for meaningful engagement (Kitsios et al., 2021). By fostering a robust online presence and leveraging social listening tools, businesses can actively participate in conversations, address concerns, and build lasting relationships, ultimately boosting customer satisfaction (Wijaya et al., 2020).

The authors assert that digital transformation in customer satisfaction represents a paradigm shift that empowers businesses to adapt and thrive in the digital age. Through the embrace of cutting-edge technologies, leveraging data insights, and creating seamless and personalized experiences, organizations can exceed customer expectations and build enduring relationships. In an era where customer satisfaction is a key differentiator, digital transformation emerges as a strategic imperative for businesses seeking sustained success and growth.

V. The Role of Technology in Customer Satisfaction

Rephrased: Technology plays a crucial role in shaping the satisfaction of customers. As consumers increasingly turn to digital channels to interact with businesses, integrating technology has become a strategic necessity for organizations aiming to improve customer experiences (Meuter et al., 2000: 52). This evolution is not just a passing trend but a fundamental change in how companies engage with their clientele, impacting everything from communication to service delivery (Krishnan, 1999: 1195).

One significant aspect of technology's impact on customer satisfaction is its role in facilitating seamless communication. The emergence of various communication tools, such as live chat, chatbots, and social media platforms, allows businesses to connect with customers in real-time (Yusuf et al., 2024: 559). This immediate communication fosters responsiveness, addressing customer queries and concerns promptly. The efficiency of such interactions significantly contributes to customer satisfaction, as individuals value timely and effective responses (Froehle et al., 2006: 5-38).

Figure 8: The Role of Technology in Customer Satisfaction

Moreover, technology has transformed the customer service landscape through automation. Chatbots, powered by artificial intelligence, can handle routine queries, provide instant assistance, and guide customers through troubleshooting processes. This not only enhances operational efficiency for businesses but also ensures that customers receive immediate support, positively impacting their overall satisfaction. Automation allows human resources to focus on more complex and personalized customer interactions, further elevating the customer experience (Imran et al., 2019: 63).

E-commerce platforms and mobile applications have also become essential components of the customer journey (Lee MinWoo & Baker, 2017: 83). The convenience of online shopping, coupled with personalized recommendations driven by data analytics, significantly contributes to customer satisfaction (Jan & Abdullah, 2014: 430). Technology enables businesses to understand their customers better, tailoring products and services to meet individual preferences (Iqbal, 2018). The ease of navigation and secure transactions in digital platforms contribute to a positive customer experience, fostering loyalty and repeat business (Johnson et al., 2008: 416).

Furthermore, technology enables businesses to systematically gather and analyze customer feedback (Lepistö et al., 2024: 76). Surveys, reviews, and social media monitoring tools provide valuable insights into customer sentiments and preferences (Mainardes et al., 2023: 379). This data-driven approach empowers organizations to make informed decisions, refine their offerings, and effectively address pain points. By leveraging technology for continuous improvement, companies can create a customer-centric culture that aligns with the evolving needs of their clientele (Nazir et al., 2023).

The authors assert the authors assert that the role of technology in customer satisfaction is multifaceted and transformative. From streamlining communication to automating processes and personalizing interactions, technology has become an indispensable tool for businesses striving to meet and exceed customer expectations. Embracing technological advancements not only enhances operational efficiency but also fosters a positive and enduring relationship between businesses and their customers in the digital age.

VI. Personalization in Digital Customer Experiences

Customization in digital customer experiences has become a fundamental element in the modern realm of consumer interactions. As businesses seek to stand out in a crowded market, tailoring their offerings to individual preferences and needs has emerged as a potent strategy for engaging and retaining customers (Rane et al., 2023).

At its essence, personalization involves adapting the online experience for each user, utilizing data and technology to provide content, recommendations, and interactions that resonate personally (Jain et al., 2021: 13). An influential driving force behind this trend is the wealth of data generated by users' online activities. Businesses can analyze a plethora of data, including browsing history, purchase behavior, and demographic information, to gain insights into individual preferences and habits (Shen, 2014: 415).

Figure 9: Personalization in Digital Customer Experiences

A fundamental aspect of personalization is the capacity to deliver relevant and timely content. By comprehending a user's preferences and behaviors, businesses can curate content aligned with their interests (Rekettye & Rekettye Jr, 2019: 340). This not only enhances the user experience but also boosts the likelihood of conversion. For instance, e-commerce platforms can suggest products based on past purchases or browsing history, creating a more seamless and enjoyable shopping journey (Gogua & Smirnova, 2020).

In addition to content customization, personalization extends to various touchpoints in the customer journey (Parise et al., 2016: 413). Email marketing, for example, can be significantly improved through personalized communication. Tailoring messages to suit a user's preferences, location, or past interactions can notably increase open rates and engagement. This high level of customization signals to customers that their individual needs are valued, fostering a sense of loyalty and connection to the brand (Tyrväinen et al., 2020).

Moreover, personalization is closely tied to the concept of predictive analytics. Through leveraging machine learning algorithms, businesses can anticipate customer preferences and behaviors, proactively offering personalized experiences (Mendia & Flores-Cuautle, 2022). This predictive approach not only streamlines the customer journey but also positions businesses as forward-thinking and attentive to their customers' needs (Lindecrantz & Zerbi, 2020).

Nevertheless, it is imperative for businesses to find a balance between personalization and privacy. As concerns about data security and privacy increase, customers are becoming more cautious about sharing their personal information (Fokina & Barinov, 2019). Respecting and safeguarding user data are crucial for maintaining trust and ensuring the long-term success of personalized digital experiences (Arifin, 2022).

The authors contend that personalization in digital customer experiences is a dynamic and evolving strategy that leverages data and technology to create tailored interactions. From personalized content to predictive analytics, businesses can enhance their customer engagement by understanding and responding to individual preferences. Striking the right balance between customization and privacy is key to fostering lasting relationships and staying ahead in the competitive digital landscape.

VII. Omni-Channel Customer Support

Omni-channel customer support has become a crucial strategy in the modern business landscape, transforming the way companies interact with their customers (Xu & Jackson, 2019:435). This approach seamlessly integrates various communication channels, offering a unified experience across all touchpoints. Essentially, omni-channel support recognizes and accommodates diverse customer engagement preferences, whether through traditional avenues like phone calls and emails or contemporary platforms like social media and chat applications (Yrjölä et al., 2018: 259).

A key benefit of omni-channel customer support lies in its ability to enhance the overall customer experience. By allowing individuals to switch between channels without losing context, businesses can deliver a more personalized and efficient service (Sorkun et al., 2020: 631). For example, a customer might initiate a support inquiry via email and then seamlessly transition to a live chat for real-time assistance. This flexibility caters to varied customer preferences while ensuring timely and effective resolution of their needs (Mosquera et al., 2017).

Moreover, omni-channel support promotes consistency across interactions, contributing to a cohesive brand identity (Hosseini et al., 2018: 75). Regardless of whether a customer engages with a company through its website, social media, or a traditional customer service hotline, they should encounter a consistent level of service and information. This not only builds trust but also reinforces the brand's reliability and professionalism in the eyes of the customer (Wollenburg et al., 2018: 540).

Figure 10: Omni-Channel Customer Support

Furthermore, the data collected through omni-channel interactions can be harnessed to gain valuable insights into customer behavior and preferences. Analyzing interactions across various channels provides a comprehensive understanding of the customer journey and pain points (Hajdas et al., 2022). This data-driven approach empowers businesses to make informed decisions, refine their strategies, and continuously enhance the overall customer experience (Cai & Lo, 2020).

However, successful implementation of an omni-channel customer support system requires a robust technological infrastructure and a well-coordinated strategy (Saghiri & Mirzabeiki, 2021: 1662). Integrating different communication channels, ensuring real-time data synchronization, and training staff to handle interactions seamlessly are essential components of a successful omni-channel approach (Bennett & El Azhari, 2015).

The authors assert omni-channel customer support signifies a paradigm shift in how businesses engage with their clientele. By embracing a strategy that caters to diverse communication preferences, companies can elevate the customer experience, foster brand consistency, and gain valuable insights for continuous improvement. In an era where customer satisfaction is a critical differentiator, omni-channel support is not just a strategy but a necessity for forward-thinking and customer-centric organizations.

VIII. Real-Time Customer Feedback

In the modern business landscape, real-time customer feedback has emerged as a crucial factor, transforming the way companies interact with their customer base (Tanpure, 2013). Unlike traditional feedback methods reliant on periodic surveys or reviews, real-time feedback offers immediate insights into customer sentiments, preferences, and experiences. This dynamic approach empowers businesses to quickly adapt to changing customer expectations, ultimately enhancing overall satisfaction (Bar & Chaudhuri, 2023).

A key advantage of real-time customer feedback is its capacity to capture genuine emotions and reactions. By providing customers with platforms to express their opinions in the moment, businesses gain access to unfiltered insights that genuinely reflect the customer's experience (Fabijan et al., 2015: 141). This immediacy enables companies to address issues promptly, preventing potential negative impacts on their brand reputation. Whether positive reinforcement or constructive criticism, real-time feedback establishes a direct line of communication between the business and its customers (Macdonald et al., 2012).

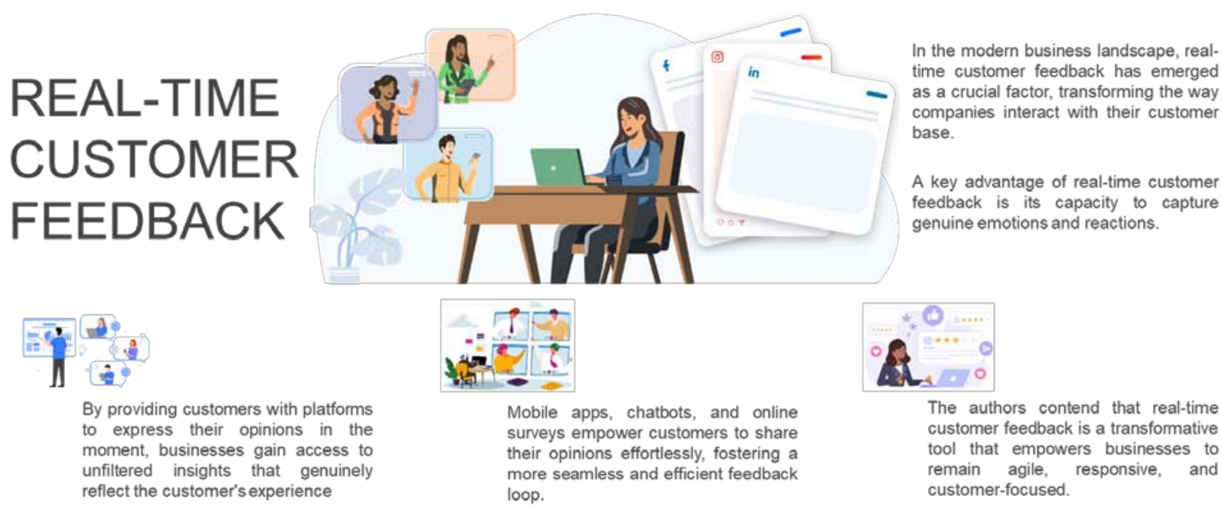

Figure 11: Real-Time Customer Feedback

The integration of technology plays a pivotal role in facilitating real-time customer feedback. Mobile apps, chatbots, and online surveys empower customers to share their opinions effortlessly, fostering a more seamless and efficient feedback loop (Shen et al., 2022). This not only enhances the customer experience but also showcases a commitment to customer-centricity, a crucial differentiator in today's competitive market (Song & Kang, 2016: 28).

Furthermore, real-time feedback instills a sense of empowerment among customers (Wolak, 2015). Knowing that their opinions are valued and can influence business decisions, customers feel a stronger connection to the brand. This engagement can lead to increased loyalty and advocacy as customers appreciate being part of a company that actively seeks and values their input (Bhatia et al., 2013: 1148).

For businesses, the real-time data generated through customer feedback serves as a valuable resource for strategic decision-making. Identifying trends, understanding pain points, and recognizing areas of excellence become more achievable when armed with up-to-the-minute information. This data-driven approach enables companies to pivot quickly in response to market dynamics and stay ahead of the competition (Ranjan, 2018: 167).

Despite its numerous benefits, implementing an effective real-time feedback system requires careful consideration of privacy, data security, and the design of user-friendly interfaces. Striking the right balance between gathering meaningful insights and respecting customer boundaries is crucial to building trust and maintaining a positive customer relationship (Samsudin et al., 2011: 187).

The authors contend that real-time customer feedback is a transformative tool that empowers businesses to remain agile, responsive, and customer-focused. Through the seamless integration of technology and a commitment to customer engagement, companies can leverage the immediate insights provided by real-time feedback to drive continuous improvement and foster lasting customer loyalty.

IX. Enhanced Communication Through Digital Platforms

Revamping communication with customers via digital platforms has become essential for achieving success. The advent of the digital era has brought unprecedented opportunities for businesses to engage with their customer base, establishing connections and facilitating seamless information exchange (Khasawneh, 2024: 213). This transition to digital communication has not only revolutionized business operations but has also bestowed customers with greater control over their interactions (Le et al., 2023: 1550).

A pivotal advantage of utilizing digital platforms for communication is the capacity to reach a global audience in real-time. Businesses can now transcend geographical boundaries, dismantling traditional communication barriers and connecting with customers worldwide (Truong & McLachlan, 2022). Through social media, email campaigns, and other online channels, organizations can deliver targeted messages tailored to specific demographics, thereby enhancing customer engagement, and cultivating a sense of connection and loyalty (Light et al., 2019: 3).

Furthermore, digital platforms empower businesses to deliver instant and efficient customer support. Chatbots and AI-powered systems can handle customer queries around the clock, ensuring prompt responses and resolutions (Bor, 2014: 1196). This not only elevates customer satisfaction but also allows human resources to concentrate on more complex issues. The speed and accessibility of digital communication contribute to a positive customer experience, fostering trust and loyalty over time (Derave et al., 2020).

The data-driven nature of digital communication enables businesses to glean valuable insights into customer behavior (Derave et al., 2024). Through analytics, organizations can monitor customer interactions, preferences, and feedback, refining their communication strategies accordingly. This data-driven approach facilitates targeted marketing efforts, ensuring businesses deliver content and promotions that resonate with their audience (Alqayed et al., 2022).

Moreover, digital platforms provide diverse channels for businesses to showcase their products and services (Spagnoletti et al., 2015: 365). From visually engaging websites to interactive social media campaigns, organizations can create compelling content that captures the attention of their target audience. This multimedia approach enhances the overall communication experience, making it more memorable and impactful (Collins et al., 2003: 484).

Figure 12: Enhanced Communication through Digital Platforms

However, businesses must prioritize data security and privacy when engaging with customers through digital platforms. Implementing robust security measures helps build trust and confidence among customers, assuring them that their information is handled with care (Collazos et al., 2021).

The authors assert, the authors assert that enhancing communication with customers through digital platforms is a multifaceted strategy extending beyond mere convenience. It involves creating personalized experiences, providing instant support, leveraging data for insights, and maintaining a strong focus on security. By embracing the opportunities presented by the digital landscape, businesses can not only meet but exceed customer expectations, ultimately fostering long-term relationships and sustainable success.

X. Data Security and Customer Trust

In the era of digitization, where businesses heavily depend on data to improve customer experiences and streamline operations, ensuring data security has become a critical priority. Safeguarding sensitive information is not only a legal obligation but also a fundamental aspect in nurturing and preserving customer trust (Aldboush & Ferdous, 2023).

The repercussions of data breaches can be severe, ranging from financial losses to irreparable harm to a company's reputation (Morey et al., 2015: 72). When customers entrust an organization with their personal information, they expect responsible and secure handling. A single breach can undermine this trust, resulting in customer dissatisfaction, loss of loyalty, and potential legal consequences (Benta & Astuti, 2024: 350).

Figure 13: Data Security and Customer Trust

To establish and uphold customer trust, businesses must implement robust data security measures (Flavián & Guinalíu, 2006:603). This involves not only protecting customer data from external threats but also ensuring the resilience of internal processes and systems against potential breaches. Components such as encryption, firewalls, secure authentication methods, and regular security audits are integral to a comprehensive data security strategy (Zhang et al., 2023).

Transparency is another crucial factor in building customer trust. Companies that openly communicate their data security practices and policies demonstrate a commitment to protecting customer information (Suh & Han, 2003: 137). Clear and concise privacy statements, user-friendly terms of service, and easily understandable data usage policies contribute to transparency, enabling customers to make informed decisions about sharing their data (Themistocleous, 2018: 169).

Moreover, organizations must prioritize compliance with data protection regulations like GDPR, HIPAA, or CCPA. Adhering to these standards not only mitigates legal risks but also assures customers that their data is being handled according to established guidelines (Nilashi et al., 2015: 57). Demonstrating compliance reinforces a company's commitment to ethical data practices, strengthening the foundation of trust with its customer base (Zhang et al., 2020).

In the event of a data breach, prompt and transparent communication is crucial. Acknowledging the incident, taking responsibility, and outlining the steps being taken to rectify the situation can help rebuild trust (Twum & Ahenkora, 2012). Proactive measures, such as offering credit monitoring services or enhanced security features, demonstrate to customers that their well-being is a priority for the company (Özgüven, 2011).

The authors contend that the symbiotic relationship between data security and customer trust is undeniable. Businesses that invest in robust data protection measures not only comply with legal requirements but also cultivate a strong foundation of trust with their customers. In the ever-evolving digital landscape, as customer expectations rise, so must the commitment to safeguarding their sensitive information. By prioritizing data security, businesses can protect themselves from potential risks and foster a loyal customer base built on a foundation of trust.

XI. Challenges and Ethical Considerations

In today's rapidly changing business landscape, the imperative for organizations to pursue digital transformation is undeniable. This pursuit is crucial for staying competitive and meeting the evolving needs of customers. However, this journey is not without challenges and ethical considerations. As businesses navigate the complex terrain of integrating technology and utilizing data, addressing these challenges while upholding ethical standards becomes essential to ensuring optimal customer satisfaction (Rogers, 2016).

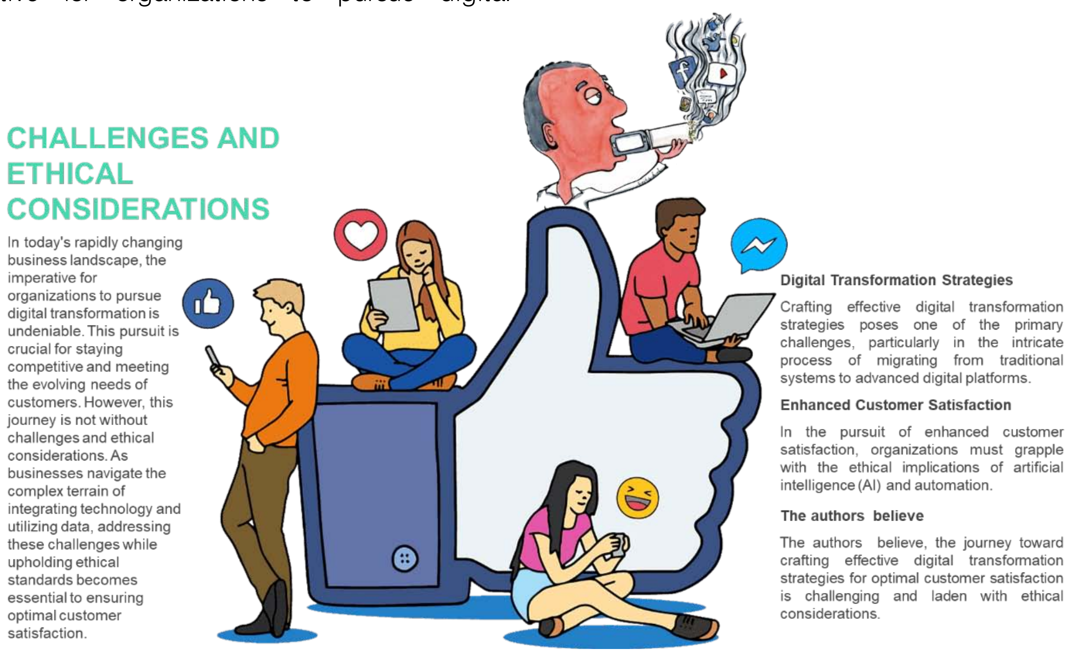

Figure 14: challenges and ethical considerations

Crafting effective digital transformation strategies poses one of the primary challenges, particularly in the intricate process of migrating from traditional systems to advanced digital platforms. This transition requires significant financial investments and a robust infrastructure, with small and medium-sized enterprises often facing resource constraints (Ismail et al., 2023). Balancing cost-effectiveness with technological innovation demands careful planning and strategic decision-making (Andriole et al., 2017).

Ethical considerations play a central role as organizations leverage data to drive their digital initiatives (Braun & Garriga, 2017: 663). The collection and analysis of customer data raise concerns about privacy and security. Stringent measures must be implemented to safeguard sensitive information and ensure compliance with data protection regulations like GDPR. Ethical imperatives include transparency in data usage and obtaining informed consent, fostering trust in the customer-business relationship (Nair, 2020: 8).

Furthermore, the shift to digital channels may unintentionally exclude segments of the population with limited access to technology or digital literacy (Aldboush & Ferdous, 2023). Crafting inclusive digital transformation strategies requires a conscious effort to bridge the digital divide, providing accessible interfaces, offering digital literacy programs, and considering alternative channels to cater to diverse demographics (Kardi et al., 2023: 13).

In the pursuit of enhanced customer satisfaction, organizations must grapple with the ethical implications of artificial intelligence (AI) and automation (Dwivedi et al., 2021). Deploying these technologies raises concerns about job displacement and biased decision-making algorithms. Balancing efficiency gains with social responsibility necessitates ethical AI practices, ongoing training programs, and a commitment to mitigating negative societal impacts (Du & Xie, 2021: 961).

The authors believe, the journey toward crafting effective digital transformation strategies for optimal customer satisfaction is challenging and laden with ethical considerations. Successful implementation requires a holistic approach addressing financial constraints, prioritizing ethical data practices, promoting inclusivity, and navigating the ethical complexities of AI and automation. By overcoming these challenges and upholding ethical standards, organizations can unlock the full potential of digital transformation, delivering superior customer experiences while safeguarding the trust and confidence of their clientele.

XII. Conclusion

The examination of "Beyond Screens: Crafting Effective Digital Transformation Strategies for Optimal Customer Satisfaction" delves into the theoretical domain of digital transformation, placing significant emphasis on the paramount importance of customer satisfaction. The study establishes a theoretical framework that underscores the imperative for businesses to surpass mere technological adoption and instead concentrate on comprehensive strategies that encompass the entire customer journey.

A crucial insight derived from this theoretical exploration is the acknowledgment that digital transformation goes beyond the mere implementation of cutting-edge technologies. It necessitates a strategic overhaul that takes into account the evolving needs and expectations of customers. The study highlights the pivotal role of customer satisfaction as the ultimate benchmark for the success of any digital transformation initiative. This underscores the importance of aligning technological investments with customer-centric objectives, ensuring that the digital transformation journey resonates with and enhances the overall customer experience.

Moreover, the theoretical framework presented in this study accentuates the interconnectedness of various elements within a digital ecosystem. It underscores the significance of a holistic approach that integrates technology, processes, and people to create a seamless and satisfying customer experience. This perspective challenges businesses to view digital transformation not as a series of isolated initiatives but as a cohesive strategy that permeates every facet of the organization.

The study also underscores the dynamic nature of digital transformation, emphasizing the continuous need for businesses to adapt to technological advancements and shifting customer expectations. This theoretical exploration serves as a guiding principle for businesses, urging them to remain agile and responsive in their digital strategies to uphold and enhance customer satisfaction over time.

Furthermore, the theoretical insights presented in this study highlight the necessity for a customer-centric mindset at every organizational level. From leadership to front-line employees, embracing a customer-focused culture becomes imperative for the success of digital transformation initiatives. It is not merely about adopting technology but fostering a customer-centric ethos that becomes ingrained in the organizational DNA.

In essence, "Beyond Screens" functions as a theoretical compass guiding businesses toward the formulation of effective digital transformation strategies. By prioritizing customer satisfaction, adopting a holistic approach, remaining adaptable, and fostering a customer-centric culture, organizations can navigate the intricate landscape of digital transformation with confidence, ensuring that the theoretical foundations translate into practical success in the evolving digital landscape.

References Références Referencias

1. Chen, Z. S., Liang, C. Z., Xu, Y. Q., Pedrycz, W., & Skibniewski, M. J. (2024). Dynamic collective opinion generation framework for digital transformation barrier analysis in the construction industry. Information Fusion, 103, 102096.
2. Brummer, M., & Ueno, H. (2024). Crisis and choice in digital transformation: COVID-19 and the punctuated politics of government DX in Japan. Asia Pacific Journal of Public Administration, 1-32.
3. Teng, Y., Zheng, J., Li, Y., & Wu, D. (2024). Optimizing digital transformation paths for industrial clusters: Insights from a simulation. Technological Forecasting and Social Change, 200, 123170.
4. Kraus, S., Jones, P., Kailer, N., Weinmann, A., Chaparro-Banegas, N., & Roig-Tierno, N. (2021). Digital transformation: An overview of the current state of the art of research. Sage Open, 11 (3), 21582440211047576.
5. Zaoui, F., & Souissi, N. (2020). Roadmap for digital transformation: A literature review. Procedia Computer Science, 175, 621-628.
6. Nadkarni, S., & Prügl, R. (2021). Digital transformation: a review, synthesis and opportunities for future research. Management Review Quarterly, 71, 233-341.
7. Gong, C., & Ribiere, V. (2021). Developing a unified definition of digital transformation. Technovation, 102, 102217.
8. Hanelt, A., Bohnsack, R., Marz, D., & Antunes Marante, C. (2021). A systematic review of the literature on digital transformation: Insights and implications for strategy and organizational change. Journal of Management Studies, 58 (5), 1159-1197.
9. Mugge, P., Abbu, H., Michaelis, T. L., Kwiatkowski, A., & Gudergan, G. (2020). Patterns of digitization: A practical guide to digital transformation. Research-Technology Management, 63 (2), 27-35.
10. Lanzolla, G., Lorenz, A., Miron-Spektor, E., Schilling, M., Solinas, G., & Tucci, C. L. (2020). Digital transformation: What is new if anything? Emerging

patterns and management research. Academy of Management Discoveries, 6 (3), 341-350.
11. Matt, C., Hess, T., & Benlian, A. (2015). Digital transformation strategies. Business & information systems engineering, 57, 339-343.
12. Shaughnessy, H. (2018). Creating digital transformation: Strategies and steps. Strategy & Leadership, 46 (2), 19-25.
13. Tekic, Z., & Koroteev, D. (2019). From disruptively digital to proudly analog: A holistic typology of digital transformation strategies. Business Horizons, 62 (6), 683-693.
14. Hess, T., Matt, C., Benlian, A., & Wiesböck, F. (2016). Options for formulating a digital transformation strategy. MIS Quarterly Executive, 15 (2).
15. Mitroulis, D., & Kitsios, F. (2019, February). Digital transformation strategy: A literature review. In Proceedings of the 6th National Student Conference of HELORS, Xanthi, Greece (pp. 59-61).
16. Chanias, S., & Hess, T. (2016). Understanding digital transformation strategy formation: Insights from Europe's automotive industry.
17. Chanias, S. (2017). Mastering digital transformation: the path of a financial services provider towards a digital transformation strategy.
18. Korachi, Z., & Bounabat, B. (2020). General approach for formulating a digital transformation strategy. J. Comput. Sci, 16 (4), 493-507.
19. Gobble, M. M. (2018). Digital strategy and digital transformation. Research-Technology Management, 61 (5), 66-71.
20. Bresciani, S., Ferraris, A., Romano, M., & Santoro, G. (2021). Building a digital transformation strategy. In Digital transformation management for agile organizations: A compass to sail the digital world (pp. 5-27). Emerald Publishing Limited.
21. Chanias, S., Myers, M. D., & Hess, T. (2019). Digital transformation strategy making in pre-digital organizations: The case of a financial services provider. The Journal of Strategic Information Systems, 28 (1), 17-33.
22. Mishra, D. B., Haider, I., Gunasekaran, A., Sakib, M. N., Malik, N., & Rana, N. P. (2023). "Better together": Right blend of business strategy and digital transformation strategies. International Journal of Production Economics, 266, 109040.
23. Brunetti, F., Matt, D. T., Bonfanti, A., De Longhi, A., Pedrini, G., & Orzes, G. (2020). Digital transformation challenges: strategies emerging from a multi-stakeholder approach. The TQM Journal, 32 (4), 697-724.
24. Imran, F., Shahzad, K., Butt, A., & Kantola, J. (2020). Leadership competencies for digital transformation: evidence from multiple cases. In Advances in Human Factors, Business Management and Leadership: Proceedings of the AHFE 2020 Virtual Conferences on Human Factors, Business Management and Society, and Human Factors in Management and Leadership, July 16-20, 2020, USA (pp. 81-87). Springer International Publishing.
25. Persson, J., & Manas, K. (2021). Towards the new normal: digital transformation through digital leadership and digital transformation strategies.
26. Philip, J., & Gavrilova Aguilar, M. (2022). Student perceptions of leadership skills necessary for digital transformation. Journal of Education for Business, 97(2), 86-98.
27. Senadjki, A., Au Yong, H. N., Ganapathy, T., & Ogbeibu, S. (2023). Unlocking the potential: the impact of digital leadership on firms' performance through digital transformation. Journal of Business and Socio-economic Development.
28. Makedon, V., Krasnikova, N., Krupskyi, O. P., & Stasiuk, Y. (2022). ARRANGEMENT OF DIGITAL LEADERSHIP STRATEGY BY CORPORATE STRUCTURES: A REVIEW. Economic Studies, 31 (8).
29. Živković, S. (2022). Inspiring Digital Transformation: An Integrative Leadership Competency Framework. Ekonomska misao i praksa, 31 (1), 237-254.
30. Gurbaxani, V., & Dunkle, D. (2019). Gearing up for successful digital transformation. MIS Q. Executive, 18 (3), 6.
31. Cavus, N., & Aghamiri, S. (2023). Conceptual Intelligence, Digital Transformation, and Leadership Skills: Key Concepts for Modern Business Success. In Cutting Edge Applications of Computational Intelligence Tools and Techniques (pp. 231-253). Cham: Springer Nature Switzerland.
32. Teichert, R. (2019). Digital transformation maturity: A systematic review of literature. Acta universitatis agriculturae et silviculturae mendelianae brunensis.
33. Seleari, F. (2021). Leadership styles effect by traditional organizations and the relation with job satisfaction during digital transformation.
34. Seymen, d. Ö. F. (2022). A customer-centric analytics framework and insights of digital transformation. Knowledge management and digital transformation power, 235.
35. Mubako, A. T. (2017). The Case for a Practical Digital Business Strategy Model for Customer Centric Industry in South Africa. Journal of Management & Administration, 2017(2), 54-76.
36. Gupta, S., & Ramachandran, D. (2021). Emerging market retail: transitioning from a product-centric to a customer-centric approach. Journal of Retailing, 97 (4), 597-620.
37. Kumar, A., & Setia, P. (2023). Customer-centric support Services in the Digital era. In Customer Centric Support Services in the Digital Age: The Next Frontier of Competitive Advantage (pp. 13-26). Cham: Springer International Publishing.

38. Shrivastava, S. (2017). Digital disruption is redefining the customer experience: The digital transformation approach of the communications service providers. Telecom Business Review, 10 (1), 41.
39. Sarkkinen, E., & Pöyry-Lassila, P. (2020). Designing a digital tool concept for business-to-business dialogue using a customer-centric approach-Case food services. Revue Européenne d'Économie et Management des Services, 2020 (9), 17-52.
40. Simon, M., VAn Den DriesT, F., & Wilms, T. O. M. (2016). Driving customer-centric growth: a practical roadmap: the pivotal role of insights and analytics in the customer-centric organization. Journal of Advertising Research, 56 (2), 159-168.
41. Venumuddala, V. R., & Kamath, R. (2021). Lean 4.0 for customer-centric digital transformation: Analysis through a work systems framework. IIM Bangalore Research Paper, (643).
42. Khanom, M. T. (2023). Business Strategies in the Age of Digital Transformation. Journal of Business, 8 (01), 28-35.
43. Butt, A., Imran, F., Helo, P., & Kantola, J. (2024). Strategic design of culture for digital transformation. Long Range Planning, 102415.
44. Baines, T., Bigdeli, A. Z., & Kapoor, K. (2024). Servitization Strategy: Delivering Customer-Centric Outcomes Through Business Model Innovation. Springer Nature.
45. Siakas, K. V., & Siakas, E. (2007). The agile professional culture: A source of agile quality. Software Process: Improvement and Practice, 12(6), 597-610.
46. Cobb, C. G. (2023). The project manager's guide to mastering Agile: Principles and practices for an adaptive approach. John Wiley & Sons.
47. Madi Odeh, R. B., Obeidat, B. Y., Jaradat, M. O., Masa'deh, R. E., & Alshurideh, M. T. (2023). The transformational leadership role in achieving organizational resilience through adaptive cultures: the case of Dubai service sector. International Journal of Productivity and Performance Management, 72(2), 440-468.
48. Ylinen, M. (2021). Incorporating agile practices in public sector IT management: A nudge toward adaptive governance. Information Polity, 26(3), 251-271.
49. Kompella, L. (2014, June). Agile methods, organizational culture and agility: some insights. In Proceedings of the 7th International Workshop on Cooperative and Human Aspects of Software Engineering (pp. 40-47).
50. Iivari, J., & Iivari, N. (2011). The relationship between organizational culture and the deployment of agile methods. Information and software technology, 53(5), 509-520.
51. Verdu-Jover, A. J., Alos-Simo, L., & Gomez-Gras, J. M. (2018). Adaptive culture and product/service innovation outcomes. European Management Journal, 36(3), 330-340.
52. Costanza, D. P., Blacksmith, N., Coats, M. R., Severt, J. B., & DeCostanza, A. H. (2016). The effect of adaptive organizational culture on long-term survival. Journal of Business and Psychology, 31, 361-381.
53. Gibbons, P. (2015). The science of successful organizational change: How leaders set strategy, change behavior, and create an agile culture. FT Press.
54. Cabrera, D., & Cabrera, L. Y. (2023). Adaptive Leadership for Agile Organizations. Journal of Systems Thinking, 1-23.
55. Olaniyi, O., Okunleye, O. J., & Olabanji, S. O. (2023). Advancing data-driven decision-making in smart cities through big data analytics: A comprehensive review of existing literature. Current Journal of Applied Science and Technology, 42(25), 10-18.
56. Colombari, R., Geuna, A., Helper, S., Martins, R., Paolucci, E., Ricci, R., & Seamans, R. (2023). The interplay between data-driven decision-making and digitalization: A firm-level survey of the Italian and US automotive industries. International Journal of Production Economics, 255, 108718.
57. Botvin, M., Hershkovitz, A., & Forkosh-Baruch, A. (2023). Data-driven decision-making in emergency remote teaching. Education and Information Technologies, 28(1), 489-506.
58. Teng, Y., Zhang, J., & Sun, T. (2023). Data-driven decision-making model based on artificial intelligence in higher education system of colleges and universities. Expert Systems, 40 (4), e12820.
59. Coston, A., Kawakami, A., Zhu, H., Holstein, K., & Heidari, H. (2023, February). A Validity Perspective on Evaluating the Justified Use of Data-driven Decision-making Algorithms. In 2023 IEEE Conference on Secure and Trustworthy Machine Learning (SaTML) (pp. 690-704). IEEE.
60. Polenghi, A., Roda, I., Macchi, M., & Pozzetti, A. (2023). A methodology to boost data-driven decision-making process for a modern maintenance practice. Production Planning & Control, 34 (14), 1333-1349.
61. Gul, R., Leong, K., Mubashar, A., Al-Faryan, M. A. S., & Sung, A. (2023). The Empirical Nexus between Data-Driven Decision-Making and Productivity: Evidence from Pakistan's Banking Sector. Cogent Business & Management, 10 (1), 2178290.
62. Ojha, V. K., Goyal, S., & Chand, M. (2023). Data-driven decision making in advanced manufacturing Systems: modeling and analysis of critical success factors. Journal of Decision Systems, 1-29.

63. Liu, C., Wang, Y., Yang, C., & Gui, W. (2024). Multimodal data-driven reinforcement learning for operational decision-making in industrial processes. IEEE/CAA Journal of Automatica Sinica, 11 (1), 252-254.
64. Misaii, H., Fouladirad, M., & Haghighi, F. (2024). Optimal perfect corrective maintenance policy for a system with multiple components using data-driven decision-making methods. Quality and Reliability Engineering International, 40 (1), 472-498.
65. Bousdekis, A., Lepenioti, K., Apostolou, D., & Mentzas, G. (2021). A review of data-driven decision-making methods for industry 4.0 maintenance applications. Electronics, 10 (7), 828.
66. Sarker, I. H. (2021). Data science and analytics: an overview from data-driven smart computing, decision-making and applications perspective. SN Computer Science, 2 (5), 377.
67. Naumova, E., Buniak, V., Golubnichaya, G., Volkova, L., & Vilken, V. (2020). Digital transformation in regional transportation and social infrastructure. In E3S Web of Conferences (Vol. 157, p. 05002). EDP Sciences.
68. Schwertner, K. (2017). Digital transformation of business. Trakia Journal of Sciences, 15 (1), 388-393.
69. Kolodynskyi, S., Drakokhrust, T., & Bashynska, M. (2018). The innovative infrastructure of economic development in the framework of international digital transformation. Baltic Journal of Economic Studies, 4 (4), 166-172.
70. Albukhitan, S. (2020). Developing digital transformation strategy for manufacturing. Procedia computer science, 170, 664-671.
71. Brunetti, F., Matt, D. T., Bonfanti, A., De Longhi, A., Pedrini, G., & Orzes, G. (2020). Digital transformation challenges: strategies emerging from a multi-stakeholder approach. The TQM Journal, 32 (4), 697-724.
72. Manny, L., Duygan, M., Fischer, M., & Rieckermann, J. (2021). Barriers to the digital transformation of infrastructure sectors. Policy Sciences, 54, 943-983.
73. Tsou, H. T., & Chen, J. S. (2023). How does digital technology usage benefit firm performance? Digital transformation strategy and organisational innovation as mediators. Technology Analysis & Strategic Management, 35 (9), 1114-1127.
74. Nekrasov, A. G., & Sinitsyna, A. S. (2020, April). Digital transformation infrastructure and transporttation logistics systems. In IOP Conference Series: Materials Science and Engineering (Vol. 832, No. 1, p. 012052). IOP Publishing.
75. Lafioune, N., Desmarest, A., Poirier, É. A., & St-Jacques, M. (2023). Digital transformation in municipalities for the planning, delivery, use and management of infrastructure assets: Strategic and organizational framework. Sustainable Futures, 6, 100119.
76. Chanias, S., Myers, M. D., & Hess, T. (2019). Digital transformation strategy making in pre-digital organizations: The case of a financial services provider. The Journal of Strategic Information Systems, 28 (1), 17-33.
77. Li, F. (2020). Leading digital transformation: three emerging approaches for managing the transition. International Journal of Operations & Production Management, 40 (6), 809-817.
78. Ismail, M. H., Khater, M., & Zaki, M. (2017). Digital business transformation and strategy: What do we know so far. Cambridge Service Alliance, 10 (1), 1-35.
79. Zouari, G., & Abdelhedi, M. (2021). Customer satisfaction in the digital era: evidence from Islamic banking. Journal of Innovation and Entrepreneurship, 10(1), 1-18.
80. Wang, Y. S., Tang, T. I., & Tang, J. T. E. (2001). An instrument for measuring customer satisfaction toward web sites that market digital products and services. J. Electron. Commer. Res., 2 (3), 89-102.
81. Demirel, D. (2022). The effect of service quality on customer satisfaction in digital age: Customer satisfaction based examination of digital CRM. Journal of Business Economics and Management, 23 (3), 507-531.
82. Donio', J., Massari, P., & Passiante, G. (2006). Customer satisfaction and loyalty in a digital environment: an empirical test. Journal of Consumer Marketing, 23 (7), 445-457.
83. Eckert, C., Neunsinger, C., & Osterrieder, K. (2022). Managing customer satisfaction: digital applications for insurance companies. The Geneva Papers on Risk and Insurance-Issues and Practice, 47 (3), 569-602.
84. Lazirkha, D. P., Hom, J., & Melinda, V. (2022). Quality Analysis of Digital Business Services In Improving Customer Satisfaction. Startupreneur Business Digital (SABDA Journal), 1 (2), 156-166.
85. Ruiz-Alba, J. L., Abou-Foul, M., Nazarian, A., & Foroudi, P. (2022). Digital platforms: customer satisfaction, eWOM and the moderating role of perceived technological innovativeness. Information Technology & People, 35 (7), 2470-2499.
86. Brill, T. M., Munoz, L., & Miller, R. J. (2022). Siri, Alexa, and other digital assistants: a study of customer satisfaction with artificial intelligence applications. In The Role of Smart Technologies in Decision Making (pp. 35-70). Routledge.
87. Kitsios, F., Kamariotou, M., Karanikolas, P., & Grigoroudis, E. (2021). Digital marketing platforms and customer satisfaction: Identifying eWOM using big data and text mining. Applied Sciences, 11 (17), 8032.

88. Wijaya, A. P., Bernarto, I., & Purwanto, A. (2020). How to achieve value creation in digital world? the influence of IT response on value creation and customer satisfaction.
89. Gelbrich, K., Hagel, J., & Orsingher, C. (2021). Emotional support from a digital assistant in technology-mediated services: Effects on customer satisfaction and behavioral persistence. International Journal of Research in Marketing, 38 (1), 176-193.
90. Gimpel, H., Huber, J., & Sarikaya, S. (2016). Customer satisfaction in digital service encounters: The role of media richness, social presence, and cultural distance.
91. Wisnu, H., Afif, M., & Ruldevyani, Y. (2020). Sentiment analysis on customer satisfaction of digital payment in Indonesia: A comparative study using KNN and Naïve Bayes. In Journal of Physics: Conference Series (Vol. 1444, No. 1, p. 012034). IOP Publishing.
92. Sudirjo, F., Dewa, D. M. R. T., Kesuma, L. I., Suryaningsih, L., & Utami, E. Y. (2024). Application of The User Centered Design Method To Evaluate The Relationship Between User Experience, User Interface and Customer Satisfaction on Banking Mobile Application. Jurnal Informasi dan Teknologi, 7-13.
93. Krishnan, M. S., Ramaswamy, V., Meyer, M. C., & Damien, P. (1999). Customer satisfaction for financial services: the role of products, services, and information technology. Management science, 45 (9), 1194-1209.
94. Froehle, C. M. (2006). Service personnel, technology, and their interaction in influencing customer satisfaction. Decision Sciences, 37 (1), 5-38.
95. Imran, M., Hamid, S. N. B. A., Aziz, A., & Hameed, W. (2019). The contributing factors towards e-logistic customer satisfaction: a mediating role of information Technology. Uncertain Supply Chain Management, 7 (1), 63-72.
96. Lee MinWoo, L. M., & Baker, M. A. (2017). Technology, customer satisfaction and service excellence. In Service failures and recovery in tourism and hospitality: a practical manual (pp. 83-99). Wallingford UK: CABI.
97. Shahid Iqbal, M., Ul Hassan, M., & Habibah, U. (2018). Impact of self-service technology (SST) service quality on customer loyalty and behavioral intention: The mediating role of customer satisfaction. Cogent Business & Management, 5 (1), 1.
98. Tahir Jan, M., & Abdullah, K. (2014). The impact of technology CSFs on customer satisfaction and the role of trust: An empirical study of the banks in Malaysia. International Journal of Bank Marketing, 32 (5), 429-447.
99. Johnson, D. S., Bardhi, F., & Dunn, D. T. (2008). Understanding how technology paradoxes affect customer satisfaction with self-service technology: The role of performance ambiguity and trust in technology. Psychology & Marketing, 25(5), 416-443.
100. Meuter, M. L., Ostrom, A. L., Roundtree, R. I., & Bitner, M. J. (2000). Self-service technologies: understanding customer satisfaction with technology-based service encounters. Journal of marketing, 64 (3), 50-64.
101. Yusuf, M., Fitriyani, Z. A., Abdilah, A., Ardianto, R., & Suhendar, A. (2024). The Impact of Using Tokopedia on Profitability and Consumer Service. Jurnal Darma Agung, 30 (2), 559-573.
102. Lepistö, K., Saunila, M., & Ukko, J. (2024). Enhancing customer satisfaction, personnel satisfaction and company reputation with total quality management: combining traditional and new views. Benchmarking: An International Journal, 31 (1), 75-97.
103. Mainardes, E. W., Costa, P. M. F., & Nossa, S. N. (2023). Customers' satisfaction with fintech services: Evidence from Brazil. Journal of Financial Services Marketing, 28 (2), 378-395.
104. Nazir, S., Khadim, S., Asadullah, M. A., & Syed, N. (2023). Exploring the influence of artificial intelligence technology on consumer repurchase intention: The mediation and moderation approach. Technology in Society, 72, 102190.
105. Shen, A. (2014). Recommendations as personalized marketing: insights from customer experiences. Journal of Services Marketing, 28 (5), 414-427.
106. Tyrväinen, O., Karjaluoto, H., & Saarijärvi, H. (2020). Personalization and hedonic motivation in creating customer experiences and loyalty in omnichannel retail. Journal of Retailing and Consumer Services, 57, 102233.
107. Gogua, M. M., & Smirnova, M. M. (2020). Revisiting personalization through customer experience journey.
108. Lindecrantz, E., Gi, M. T. P., & Zerbi, S. (2020). Personalizing the customer experience: Driving differentiation in retail. *Retrieved January*, *9*, 2022.
109. Rekettye, G., & Rekettye Jr, G. (2019). The effects of digitalization on customer experience. ENTRENOVA-ENTerprise REsearch InNOVAtion, 5 (1), 340-346.
110. Valdez Mendia, J. M., & Flores-Cuautle, J. D. J. A. (2022). Toward customer hyper-personalization experience—A data-driven approach. Cogent Business & Management, 9 (1), 2041384.
111. Fokina, O., & Barinov, S. (2019). Marketing concepts of customer experience in digital economy. In E3S Web of Conferences (Vol. 135, p. 04048). EDP Sciences.

112. Parise, S., Guinan, P. J., & Kafka, R. (2016). Solving the crisis of immediacy: How digital technology can transform the customer experience. Business Horizons, 59 (4), 411-420.
113. Rane, N., Choudhary, S., & Rane, J. (2023). Hyper-personalization for enhancing customer loyalty and satisfaction in Customer Relationship Management (CRM) systems. Available at SSRN 4641044.
114. Jain, G., Paul, J., & Shrivastava, A. (2021). Hyper-personalization, co-creation, digital clienteling and transformation. Journal of Business Research, 124, 12-23.
115. Arifin, R. (2022). New Journey Through Young Customer Experience in Omnichannel Context: The Role of Personalization. Jurnal Manajemen Teori dan Terapan, 15 (2).
116. Yrjölä, M., Spence, M. T., & Saarijärvi, H. (2018). Omni-channel retailing: propositions, examples and solutions. The International Review of Retail, Distribution and Consumer Research, 28 (3), 259-276.
117. Mosquera, A., Pascual, C. O., & Ayensa, E. J. (2017). Understanding the customer experience in the age of omni-channel shopping. Icono14, 15 (2), 4.
118. Wollenburg, J., Holzapfel, A., Hübner, A., & Kuhn, H. (2018). Configuring retail fulfillment processes for omni-channel customer steering. International Journal of Electronic Commerce, 22 (4), 540-575.
119. Cai, Y. J., & Lo, C. K. (2020). Omni-channel management in the new retailing era: A systematic review and future research agenda. International Journal of Production Economics, 229, 107729.
120. Bennett, D. R., & El Azhari, J. (2015, September). Omni-channel customer experience: An investigation into the use of digital technology in physical stores and its impact on the consumer's decision-making process. In XXIV AEDEM International Conference. European Academy of Management and Business Economics (AEDEM).
121. Saghiri, S., & Mirzabeiki, V. (2021). Omni-channel integration: the matter of information and digital technology. International Journal of Operations & Production Management, 41 (11), 1660-1710.
122. Xu, X., & Jackson, J. E. (2019). Examining customer channel selection intention in the omni-channel retail environment. International Journal of Production Economics, 208, 434-445.
123. Sorkun, M. F., Yumurtacı Hüseyinoğlu, I. Ö., & Börühan, G. (2020). Omni-channel capability and customer satisfaction: mediating roles of flexibility and operational logistics service quality. International Journal of Retail & Distribution Management, 48 (6), 629-648.
124. Hosseini, S., Merz, M., Röglinger, M., & Wenninger, A. (2018). Mindfully going omni-channel: An economic decision model for evaluating omni-channel strategies. Decision Support Systems, 109, 74-88.
125. Hajdas, M., Radomska, J., & Silva, S. C. (2022). The omni-channel approach: A utopia for companies?. Journal of Retailing and Consumer Services, 65, 102131.
126. Tanpure, S. S., Shidankar, P. R., & Joshi, M. M. (2013). Automated food ordering system with real-time customer feedback. International Journal of Advanced Research in Computer Science and Software Engineering, 3 (2).
127. Wolak, F. A. (2015). Do customers respond to real-time usage feedback? Evidence from Singapore.
128. Bhatia, S., Li, J., Peng, W., & Sun, T. (2013, August). Monitoring and analyzing customer feedback through social media platforms for identifying and remedying customer problems. In Proceedings of the 2013 IEEE/ACM International Conference on Advances in Social Networks Analysis and Mining (pp. 1147-1154).
129. Ranjan, S., Sood, S., & Verma, V. (2018, August). Twitter sentiment analysis of real-time customer experience feedback for predicting growth of Indian telecom companies. In 2018 4th International Conference on Computing Sciences (ICCS) (pp. 166-174). IEEE.
130. Samsudin, N. A., Khalid, S. K. A., Kohar, M. F. A. M., Senin, Z., & Ihkasan, M. N. (2011, September). A customizable wireless food ordering system with realtime customer feedback. In *2011 IEEE Symposium on Wireless Technology and Applications (ISWTA)* (pp. 186-191). IEEE.
131. Shen, Y., Zhou, J., Pantelous, A. A., Liu, Y., & Zhang, Z. (2022). A voice of the customer real-time strategy: An integrated quality function deployment approach. Computers & Industrial Engineering, 169, 108233.
132. Bar, A. K., & Chaudhuri, A. K. (2023). Emotica. AI-A Customer feedback system using AI. International Research Journal on Advanced Science Hub, 5(03).
133. Song, E. J., & Kang, M. S. (2016). A study on the platform of knowledge integration for customer feedback in B2C service industry. International Journal of Information and Communication Technology, 8 (1), 26-36.
134. Macdonald, E., Wilson, H. N., & Konus, U. (2012). Better customer insight-in real time (Vol. 90). Harvard Business School Publishing.
135. Fabijan, A., Olsson, H. H., & Bosch, J. (2015). Customer feedback and data collection techniques in software R&D: a literature review. In Software Business: 6th International Conference, ICSOB 2015, Braga, Portugal, June 10-12, 2015, Proceedings 6 (pp. 139-153). Springer International Publishing.
136. Khasawneh, M. (2024). Beyond digital platforms: Gamified skill development in real-world scenarios

Global Journal of Management and Business Research (A) XXIV Issue III Version I Year 2024

and environmental variables. International Journal of Data and Network Science, 8 (1), 213-220.
137. Le, L. H., Hoang, P. A., & Pham, H. C. (2023). Sharing health information across online platforms: A systematic review. Health Communication, 38 (8), 1550-1562.
138. Truong, H., & McLachlan, C. S. (2022). Analysis of Start-Up Digital Mental Health Platforms for Enterprise: Opportunities for Enhancing Communication between Managers and Employees. Sustainability, 14 (7), 3929.
139. Light, J., McNaughton, D., Beukelman, D., Fager, S. K., Fried-Oken, M., Jakobs, T., & Jakobs, E. (2019). Challenges and opportunities in augmentative and alternative communication: Research and technology development to enhance communication and participation for individuals with complex communication needs. Augmentative and Alternative Communication, 35 (1), 1-12.
140. Derave, T., Sales, T. P., Gailly, F., & Poels, G. (2020, October). Towards a reference ontology for digital platforms. In International Conference on Conceptual Modeling (pp. 289-302). Cham: Springer International Publishing.
141. Bor, S. E. (2014). Using social network sites to improve communication between political campaigns and citizens in the 2012 election. American Behavioral Scientist, 58 (9), 1195-1213.
142. Alqayed, Y., Foroudi, P., Kooli, K., Foroudi, M. M., & Dennis, C. (2022). Enhancing value co-creation behaviour in digital peer-to-peer platforms: An integrated approach. International Journal of Hospitality Management, 102, 103140.
143. Collins, C., Buhalis, D., & Peters, M. (2003). Enhancing SMTEs' business performance through the Internet and e-learning platforms. Education+ Training, 45 (8/9), 483-494.
144. Collazos, C. A., Fardoun, H., AlSekait, D., Pereira, C. S., & Moreira, F. (2021). Designing online platforms supporting emotions and awareness. Electronics, 10 (3), 251.
145. Spagnoletti, P., Resca, A., & Lee, G. (2015). A design theory for digital platforms supporting online communities: a multiple case study. Journal of Information technology, 30, 364-380.
146. Derave, T., Gailly, F., Sales, T. P., & Poels, G. (2024). A taxonomy and ontology for digital platforms. Information Systems, 120, 102293.
147. Zhang, W., Siyal, S., Riaz, S., Ahmad, R., Hilmi, M. F., & Li, Z. (2023). Data Security, Customer Trust and Intention for Adoption of Fintech Services: An Empirical Analysis from Commercial Bank Users in Pakistan. SAGE Open, 13 (3), 21582440231181388.
148. Zhang, J., Hassandoust, F., & Williams, J. E. (2020). Online customer trust in the context of the general data protection regulation (GDPR). Pacific Asia Journal of the Association for Information Systems, 12 (1), 4.
149. Suh, B., & Han, I. (2003). The impact of customer trust and perception of security control on the acceptance of electronic commerce. *International Journal of electronic commerce*, 7 (3), 135-161.
150. Özgüven, N. (2011). Analysis of the relationship between perceived security and customer trust and loyalty in online shopping. Chinese Business Review, 10 (11).
151. Nilashi, M., Ibrahim, O., Mirabi, V. R., Ebrahimi, L., & Zare, M. (2015). The role of Security, Design and Content factors on customer trust in mobile commerce. Journal of Retailing and Consumer Services, 26, 57-69.
152. Morey, T., Forbath, T., & Schoop, A. (2015). Customer data: Designing for transparency and trust. Harvard Business Review, 93 (5), 96-105.
153. Themistocleous, C. (2018). Customer data: contemporary issues of privacy and trust. Innovation and Capacity Building: Cross-disciplinary Management Theories for Practical Applications, 167-185.
154. Twum, F., & Ahenkora, K. (2012). Internet banking security strategy: Securing customer trust. Journal of Management and Strategy, 3 (4), 78.
155. Aldboush, H. H., & Ferdous, M. (2023). Building Trust in Fintech: An Analysis of Ethical and Privacy Considerations in the Intersection of Big Data, AI, and Customer Trust. International Journal of Financial Studies, 11 (3), 90.
156. Flavián, C., & Guinalíu, M. (2006). Consumer trust, perceived security and privacy policy: three basic elements of loyalty to a web site. Industrial management & data Systems, 106 (5), 601-620.
157. Benta, A. S., & Astuti, B. (2024). The Influence of Customer Trust On Customer Loyalty in Doing Online Shopping Through Shopee. Asian Journal of Management, Entrepreneurship and Social Science, 4 (01), 350-374.
158. Andriole, S. J., Cox, T., & Khin, K. M. (2017). The innovator's imperative: rapid technology adoption for digital transformation. CRC press.
159. Ismail, A., Hidajat, T., Dora, Y. M., Prasatia, F. E., & Pranadani, A. (2023). Leading the Digital Transformation: Evidence from Indonesia. Asadel Publisher.
160. Rogers, D. L. (2016). The digital transformation playbook: Rethink your business for the digital age. Columbia University Press.
161. Nair, S. R. (2020). A review on ethical concerns in big data management. International Journal of Big Data Management, 1 (1), 8-25.
162. Braun, A., & Garriga, G. (2017). Consumer journey analytics in the context of data privacy and ethics. In Digital marketplaces unleashed (pp. 663-674). Berlin, Heidelberg: Springer Berlin Heidelberg.

163. Aldboush, H. H., & Ferdous, M. (2023). Building Trust in Fintech: An Analysis of Ethical and Privacy Considerations in the Intersection of Big Data, AI, and Customer Trust. International Journal of Financial Studies, 11 (3), 90.
164. Kardi, k., pamuraharjo, h., kalbuana, n., & kurnianto, b. (2023). The nexus of artificial intelligence, blockchain technology, and human capital in digital marketing strategy: an exploratory study on the integration, ethical implications, and future prospects. International journal of economic literature, 1 (1), 12-22.
165. Du, S., & Xie, C. (2021). Paradoxes of artificial intelligence in consumer markets: Ethical challenges and opportunities. Journal of Business Research, 129, 961-974.
166. Dwivedi, Y. K., Hughes, L., Ismagilova, E., Aarts, G., Coombs, C., Crick, T., ... & Williams, M. D. (2021). Artificial Intelligence (AI): Multidisciplinary perspectives on emerging challenges, opportunities, and agenda for research, practice and policy. International Journal of Information Management, 57, 101994.
167. Al-Hadrawi, B. K., Al-Awsat, A. F., Jawad, A. R., & Al-Zurfi, A. R. (2023). Transformational Leadership and its Impact on Realizing Organizational Happiness. Journal of Production & Industrial Engineering (JPIE), 4 (2).
168. Al-hadrawi, b. K., & jawad, a. R. (2022). Internet of things and workers engagement of asia cell telecommunications company: iraq. Journal of management information & decision sciences, 25 (6).
169. Al-Hadrawi, B. K., & Jawad, A. R. (2022). The Relationship Between Vitality and Flourishing in the workplace in the Industry 4.0. Journal of Contemporary Issues in Business and Government, 28 (3), 890-909.

Global Journal of Management and Business Research (A) XXIV Issue III Version I Year 2024

This page is intentionally left blank

Global Journal of Management and Business Research: A
Administration and Management
Volume 24 Issue 3 Version 1.0 Year 2024
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-4588 & Print ISSN: 0975-5853

The Transformation Potential of Entrepreneurial Practice in University Students' Life: An Analysis with Entrepreneurs Students at UNIFACOL

By Bruna Thaís Silva dos Santos & Anderson Diego Farias da Silva
Centro Universitário Facol (Unifacol)

Abstract- The entrepreneurship theme has gained more and more notoriety in society, so it is so important to study it, especially with the university segment, since the university has a great social contribution and, the more experienced it is in this environment, more transformations in the student's life will occur and, therefore, in the community as well. The objective of this work is to elucidate the potential for transformation of entrepreneurial practice in the life of university students. This work has a qualitative approach, with data collection performed through interviews, the data were analyzed through content analysis and categorization. With this study, it was possible to identify that the act of entrepreneurship favors both the personal maturation of the student and his business vision, allowing for the market more solid and innovative companies due to the preparation that the student obtains from the experience and support of the professors on campus, in addition to stating that the more invested in entrepreneurial practices, the more it favors the learning of the theoretically approached content, so the gains are for both sides, university and university.

Keywords: *learning, behavior entrepreneur, social contribution, entrepreneurial university, entrepreneurial practice.*

GJMBR-A Classification: *LCC: HD62.5*

THETRANSFORMATIONPOTENTIALOFENTREPRENEURIALPRACTICEINUNIVERSITYSTUDENTSLIFEANANALYSISWITHENTREPRENEURSSTUDENTSATUNIFACOL

Strictly as per the compliance and regulations of:

The Transformation Potential of Entrepreneurial Practice in University Students' Life: An Analysis with Entrepreneurs Students at UNIFACOL

O Potencial De Transformação Da Prática Empreendedora Na Vida Do Universitário: Uma Análise Com Discentes Empreendedores Da UNIFACOL

Bruna Thaís Silva dos Santos [α] & Anderson Diego Farias da Silva [σ]

Abstract- The entrepreneurship theme has gained more and more notoriety in society, so it is so important to study it, especially with the university segment, since the university has a great social contribution and, the more experienced it is in this environment, more transformations in the student's life will occur and, therefore, in the community as well. The objective of this work is to elucidate the potential for transformation of entrepreneurial practice in the life of university students. This work has a qualitative approach, with data collection performed through interviews, the data were analyzed through content analysis and categorization. With this study, it was possible to identify that the act of entrepreneurship favors both the personal maturation of the student and his business vision, allowing for the market more solid and innovative companies due to the preparation that the student obtains from the experience and support of the professors on campus, in addition to stating that the more invested in entrepreneurial practices, the more it favors the learning of the theoretically approached content, so the gains are for both sides, university and university.

Keywords: learning, behavior entrepreneur, social contribution, entrepreneurial university, entrepreneurial practice.

Resumo- O tema empreendedorismo tem ganhado cada vez mais notoriedade na sociedade, por isso, é de tamanha importância estudá-lo, em especial, com o segmento dos universitários, visto que a universidade possui grande contribuição social e, quanto mais vivenciado ele for nesse ambiente, mais transformações na vida do estudante ocorrerão e, como consequente, na comunidade também. O objetivo deste trabalho é elucidar o potencial de transformação da prática empreendedora na vida do universitário. Este trabalho tem abordagem de natureza qualitativa, com a coleta de dados desempenhada por meio da realização de entrevistas. Os dados foram analisados por meio da análise de conteúdo e categorização. Com este estudo foi possível identificar que o ato de empreender favorece tanto o amadurecimento pessoal do discente quanto a sua visão empresarial, permitindo ao mercado empresas mais sólidas e inovadoras devido ao preparo que o estudante obtém a partir da experiência e apoio dos docentes no campus, além de afirmar que quanto mais for investido em práticas empreendedoras, mais favorece a aprendizagem do conteúdo abordado teoricamente, logo, os ganhos são para ambos os lados, universidade e universitário.

Palavras-Chaves: aprendizagem, Comportamento empreendedor, contribuição social, empreendedorismo universitário, prática empreendedora.

Author α: Bacharela em Administração pelo Centro Universitário Facol (Unifacol). e-mail: BRUNATHAIS2019@hotmail.com
Orcid: http://orcid.org/0000-0001-6103-0244.
Author σ: Doutorando em comunicação (UdeM). Foi Visiting PhD student at HEC Montréal (Canadá). Mestre em Administração (UFPE). Especialista em Administração de Marketing (UPE). Bacharel em Administração pelo Centro Universitário Facol (Unifacol). Atua como professor, pesquisador, tutor EAD e revisor técnico.
e-mail: anderson.silva@unifacol.edu.br
Orcid: http://orcid.org/0000-0002-9793-6512.

I. Introdução

O empreendedorismo é um assunto que geralmente ganha maior visibilidade após períodos de crises, por sua capacidade de transformação, a exemplo da crise econômica vivenciada no Brasil em 2014 e que desencadeou altos números de desemprego, atingindo entre os três anos que sucederam o seu início, cerca de 13,2 milhões de pessoas (GOMES, 2018), o que levou os indivíduos a buscarem alternativas de geração de renda, pois, como dito por Rocha e Freitas (2014, p. 467) "o empreendedorismo é um tema que vem sendo explorado em diversas pesquisas devido ao papel que desempenha na economia e no desenvolvimento de regiões e países".

É notório o quanto que o brasileiro é empreendedor, como afirmou a pesquisa realizada pela *Global Entrepreneurship Monitor* – (GEM BRASIL, 2017, p. 8), que apontou um total de 36,4%, "o que significa que de cada 100 brasileiros e brasileiras adultos (18-64), 36 deles estavam conduzindo alguma atividade empreendedora", isto no período da dificuldade econômica que iniciou em 2014, conforme mencionado anteriormente. Ressalta-se, ainda, que indivíduos considerados aventureiros, iniciam, mas não continuam com o negócio e, outros, mais visionários, enxergam oportunidades e alcançam muito além do esperado.

Quanto a este comportamento de empreender, pode ser classificado de duas formas, assim como conceitua Bona (2019). Primeiro, a iniciativa de abertura de um empreendimento tendo outras possibilidades de escolha para renda é o que se chama de empreendedorismo por oportunidade (BIANCHI, 2019); o seu oposto, ou seja, quando o indivíduo possui apenas aquela forma para manter-se e suprir a sua existência, é chamado de empreendedorismo por necessidade, visto que se torna a única forma de transformar sua condição atual.

Como visto acima, o empreendedor é um grupo que abrange uma quantidade significativa da população, estando presente em localidades diversas, e na universidade não seria diferente, pois ela é uma fonte de estudantes, das mais variadas áreas, que algumas vezes por necessidade encontram uma oportunidade de gerar renda para custear os gastos com a aprendizagem, analisam que o próprio espaço do curso é propício para o consumo e iniciam seus negócios, o que, em um futuro próximo, levam para fora do campus o produto ou serviço tornando-se inclusive empresários.

Deve ser lembrado que algumas empresas não possuem sustentabilidade e fecham com pouco tempo de abertura. Diante disso, nas pautas administrativas feitas pelos três campos governamentais: o federal, estadual e municipal, sobre o desenvolvimento dos empreendedores, constata-se que os cursos de administração possuem colaboração nessa baixa gestão dos negócios (ROCHA; FREITAS, 2014).

A partir da dinâmica que o empreendedorismo demanda dos indivíduos, dado que ele é ação, é indispensável que o ensino desta temática seja orientado para a prática, de modo que essa realidade seja vivenciada e não apenas conhecida na teoria. No trabalho de Iizuda e Moraes (2014, p. 594) foi verificado que o ensino e a aprendizagem "é, dentre todos os enfoques, o que apresentou ao longo dos anos um interesse contínuo dos pesquisadores, ou seja, é uma das perspectivas mais tradicionais de investigação do empreendedorismo no Brasil". Ainda para os autores, há "a necessidade de as instituições de ensino adotarem um currículo adequado para explorar e desenvolver o potencial dos alunos para o mundo dos negócios" (SANTOS *et al.*, 2007; IIZUDA; MORAES 2014, p. 594). Desse modo, criando uma correlação entre os benefícios da prática empreendedora e a importância do campo como formador e incentivar do empreendedorismo.

Diante do contexto exposto é que foi desenvolvida a presente problemática que fundamentou a presente pesquisa, que tem por objetivo principal elucidar o potencial de transformação da prática empreendedora na vida do universitário.

Foram utilizadas, para efeitos metodológicos deste artigo, a pesquisa bibliográfica e a qualitativa, tendo, esta segunda, como método a pesquisa de campo com a realização de entrevistas, uma vez que o empreendedorismo pode ser estudado com esta perspectiva de análise. Para nortear a realização do estudo, foi elaborada a seguinte questão de pesquisa: qual o potencial de transformação da prática empreendedora na vida do universitário?

II. Fundamentação Teórica

Neste item, buscou-se apresentar o referencial teórico que fundamenta esta pesquisa, sendo apresentados, no decorrer da leitura, os elementos conceituais sobre empreendedorismo, características do comportamento empreendedor e a relevância da universidade enquanto mediadora da propagação do ato de empreender na vida do universitário e da sociedade.

a) Conceito E Abordagens Do Empreendedorismo

Embora a definição do que venha a ser empreendedorismo seja abrangente, é possível ser colocado que o termo "empreendedorismo" deriva da palavra inglesa *entrepreneurship*, a fim de "designar o ramo de estudos acerca do empreendedor, suas origens, seu funcionamento e o universo em que atua" (GOMES, 2005; RAMOS *et al*., 2020, p. 1).

O empreendedorismo é a habilidade que um indivíduo possui de encontrar uma necessidade e transformá-la em oportunidade, criar soluções, realizar investimentos em recursos e desenvolver algo que contribua positivamente na sociedade (BUENO, 2019; BIANCHI, 2019).

O empreendedorismo é um dos termos que mais foi utilizado nos últimos anos no Brasil e, ao analisar a crise econômica que gerou cerca de 14 milhões de desempregados, entre os anos de 2014 e 2017, nota-se que é um momento oportuno para alguns brasileiros, desde o adulto ao mais jovem, pois, este segundo, ao observar a redução de oportunidades para ingressar no mercado de trabalho, encontra como saída iniciar o seu próprio negócio, e isto faz parte da abordagem estratégica chamada de "Empreendedorismo por Necessidade", como definido pelo Instituto Brasileiro de *Coaching* (IBC, 2019, p. 1): "o empreendedor por necessidade é aquele que decide investir em um negócio próprio porque a situação em que se encontra acabou o levando a isso".

Por outro lado, há ainda aqueles que, fazendo jus ao ditado popular "em tempos de crise enquanto uns choram, outros vendem lenços", encontraram diversas ocasiões que geraram lucros, a saber, o setor de serviços para conserto de eletrodomésticos, que quando o poder de compra diminui, ocorre a busca por alternativas de redução de custo aumenta, por exemplo. Este segundo fator pode ser definido como "Empreendedorismo por Oportunidade", isso porque o negócio foi iniciado com clareza no *insight* que teve (MALLMANN, 2017).

i. *Empreendedorismo no Brasil*

Observa-se que os primeiros feitos de comercialização ocorridos no Brasil foram vivenciados entre os Índios e os povos portugueses, sendo este empreendimento conhecido como trocas de objetos, o escambo. Com o avanço da sociedade, a história do país revela diversas fases empreendedoras e que marcaram a trajetória de organização, evolução e direcionamento do empreendedorismo no Brasil. Nos dias atuais, observa-se com clareza o número de desempregados em nosso país e que alternativas são, todos os dias, buscadas pelas pessoas para melhorar a sua condição de vida. De acordo com pesquisa realizada pelo GEM BRASIL (2017, p. 8) são 36,4% de empreendedores no Brasil, sendo 16,3% novos no mercado, conforme tabela 1 a seguir têm-se os dados:

Tabela 1: Taxas e Estimativas de Empreendedores no Brasil

Estágio	Taxas	Estimativas
TOTAL DE EMPREENDEDORES	36,4	49.332.360
Iniciais	20,3	27.482.078
Novos	16,3	22.093.966
Nascentes	4,4	6.010.858
Estabelecidos	16,5	22.337.649

Fonte: GEM BRASIL (2017).

E, segundo a mesma pesquisa, analisam-se três causas que podem ser consideradas como motivo para a abertura de um negócio, sendo elas: a) abertura de negócios que surge da oportunidade, sentida no mercado, e que atende um desejo de certo público; b) necessidade, ou seja, meio de sobrevivência, a geração de renda é o objetivo principal do empreendedor e c) as duas formas, o indivíduo pode ter como sobreviver, mas busca aumentar sua renda ou atender uma vontade de consumo de um grupo de pessoas através de um empreendimento. Pode-se constatar, na tabela 2 abaixo, as estimativas de cada uma destas considerações:

Tabela 2: Motivos que levam a abertura de um negócio

Motivação	Taxas	Percentual da TEA	Estimativas
Oportunidade	12,1	59,4	16.313.253
Necessidade	8,1	39,9	10.965.755
Razão Oportunidade/ Necessidade		1,5	

Fonte: GEM BRASIL (2017).

Portanto, assim como mencionado no texto introdutório deste estudo, a abordagem do empreendedorismo na perspectiva de abertura de um negócio pode ocorrer em face de duas razões: por oportunidade ou por necessidade e, sendo uma possível terceira situação, a junção destas duas trajetórias.

ii. *Impactos do empreendedorismo na sociedade*

O empreendedorismo é um fator que transforma a história do indivíduo criador e, ao mesmo tempo, da sociedade, pois gera renda, cria oportunidades e reestabelece a vida daqueles que não tinham emprego ou que nunca haviam trabalhado. É possível mencionar, como exemplo, o que Santos (2013, p. 1) afirma, no caso do empreendedorismo social: "não busca o lucro como seu principal objetivo, mas o desenvolvimento da sociedade. Inclusão social, geração de renda, qualidade de vida e sustentabilidade são os objetivos principais dos negócios sociais".

Nos aspectos de desenvolvimento econômico e social em diversos países, mesmo que não seja uma cultura trabalhada, o empreendedorismo pode se constituir como um instrumento de mudança de vida, inclusive para aqueles que vivem em situações extremas. Assim como é possível encontrar no posicionamento do autor a seguir:

> Acontece que eu acredito que o empreendedorismo é uma maneira extraordinária – e muitas vezes subestimada – de ajudar os habitantes de países emergentes, seja fornecendo elementos para que criem seus próprios negócios, seja estimulando a geração de emprego (KEMPNER, 2018, p. 1).

Por esse motivo, é possível identificar que, quanto mais o empreendedorismo for estimulado, melhores perspectivas se apresentam para a população de uma localidade, afinal, a prática de empreender exige sempre a necessidade de constante evolução e melhora pessoal e profissional para quem empreende e para àqueles que fazem parte da operacionalização do negócio.

b) Comportamento Para A Prática Empreendedora

Da mesma maneira que se espera que cada profissional se comporte de acordo com a prática da sua atividade, o mesmo ocorre com relação ao indivíduo que decide empreender. Por outro lado, sabe-se que a impressão que logo vem à mente ao imaginar um empreendedor, é de alguém de terno e gravata, carro do ano e muito dinheiro. Nesse sentido, pode-se dizer que essa figura foi criada pelo desejo do ser humano de alcançar o *status* e poder que tal posição social infere. Contudo, como bem analisou Paiva Júnior *et al*. (2008), alguém que empreende, não tem apenas características físicas ou atomísticas que o represente.

Para Ferreira (2018, p. 1) "empreendedor é aquele que decidiu cuidar da sua carreira e dos seus sonhos com as próprias mãos e agora segue seu próprio caminho". Ainda de acordo com esse autor, o indivíduo empreendedor, quando decide empreender, visa, entre outros, seguir uma vida independente, sem chefes e restrições, como horário fixo. Assim, é evidente que, mesmo que a aparência seja positiva, o comportamento é o que caracteriza bem o desenvolvimento da carreira para os negócios.

O quadro 01 abaixo, evidência as características que compreendem o comportamento empreendedor:

Quadro 1: Comportamento que caracterizam o empreendedor

Características Comportamentais	Autores
Criatividade, persistência, liderança.	Filion (2009)
Liderança.	Armond e Nassif (2009)
Conhecimento, capacidade de planejamento, tomada de riscos, criação de valor para a sociedade.	Bhidé (2004)
Explorar oportunidades.	Shane e Venkataraman (2000)
Capacidade de combinar os meios produtivos para propiciar o desenvolvimento econômico.	Almeida, Valadares e Sediyama (2017)
Capacidade de avaliar dificuldades e incertezas, processar os elementos do contexto e tomar decisões em função do desempenho empresarial.	Wood, Williams e Drover (2017)
Estrategistas: conhecimento de mercado, produto, clientes e funcionários.	Nassif, Hashimoto e Amaral (2014)

Fonte: Adaptado de Lima et al. (2020)

O comportamento do indivíduo empreendedor é justamente este, o da ação. Inconformado e atento às necessidades atuais ou futuras, o empreendedor, imerso em sua rede, visa atender aos anseios, que correspondem a uma parcela da população, com seus produtos ou serviços, conforme abordam os autores a seguir:

> Ele não é somente um fundador de novas empresas ou o construtor de novos negócios. Ele é a energia da economia, a alavanca de recursos, o impulso de talentos, a dinâmica de ideias. Mais ainda: ele é quem fareja as oportunidades e precisa ser muito rápido, aproveitando as oportunidades fortuitas, antes que outros aventureiros o façam (CHIAVENATO, 2007, p. 3).

> O que está em causa, no fundo, é a difusão, juntamente com a noção de empreendedorismo, de um conjunto de axiomas que ultrapassam os limites da própria criação de empresas para passarem a assumir o estatuto de virtudes públicas. Merecem assim, hoje em dia, o epíteto de empreendedores os indivíduos que "não se conformam, que têm iniciativa própria e não ficam esperando nem pelo Estado de bem- estar, nem por ações coletivas" (ROESE, 2011; ALMEIDA; CHAVES, 2015, p. 516).

Portanto, há uma correlação direta entre a disponibilidade de o empreendedorismo ser gerador de melhorias para a sociedade e a iniciativa do indivíduo empreendedor fazer acontecer a ideia planejada. Em outras palavras, com o desenvolvimento pessoal e profissional por meio de uma experiência educacional na prática, o desempenho pode ser considerado a partir das suas competências pessoais que moldam capacidades de estratégia, criatividade e busca por apoios, por exemplo.

i. *Fatores que influenciam o processo de empreender*

O processo de empreender pode ser demarcado por diversos fatores e, assim como aborda Agra (2015, p. 1), "o tão falado segredo do empreendedorismo muitas vezes não é nem um segredo, mas um conjunto de atitudes e posturas que levam o profissional a se consolidar no mercado". A mesma autora, ainda apresenta quatro importantes fatores do processo de empreender, a saber: escolhas, propósito, persistência e excelência. Ao primeiro, refere-se às decisões; o segundo, ao porquê; o terceiro, refere-se a permanecer na busca de alcançar os objetivos; e o último, não ser apenas mais um. A seguir, serão apresentados três importantes fatores que norteiam o processo de empreender: fatores pessoais, sociológicos e ambientais.

Com relação aos fatores pessoais, ou seja, as crenças, paixões etc., estes dizem respeito as aptidões de criatividade presentes no indivíduo e seus valores, por exemplo. São aspectos que exercem grau relevante de influência no ato de empreender. Pode-se dizer, inclusive, que é determinante, pois todo o processo parte desse conjunto de atitudes (PRIMER RH, 2019).

Em se tratando dos fatores sociológicos, este impacta de forma ambígua no convívio que ocorrerá durante todo o processo empreendedor. Aqui, podem ser mencionados o *networking* e os exemplos de seres humanos que podem ser inspiração, liderança (PRIMER RH, 2019).

Por fim, com relação aos fatores ambientais, este ponto é crucial para o empreendedor quanto ao cenário que ele atuará, visto que os acontecimentos externos, conhecidos também como fora do seu controle, podem interferir na tomada de decisão para o desenvolvimento do negócio, a exemplo da carga tributária, que no Brasil é alta, políticas públicas e hábitos de consumo dos clientes etc. (PRIMER RH, 2019).

ii. *As competências empreendedoras*

Ao falar das competências do empreendedor, podem ser levadas em consideração as suas habilidades. Desse modo, têm-se a competência conceitual, que deixa evidente que todo empreendedor além de ter uma postura impulsionadora, que crer em suas ideias e busca alternativa, também é um aprendiz constante buscando o conhecimento, que será seu grande aliado nesta tarefa.

Há, também, a competência da oportunidade, e que está diretamente ligada ao poder que o conhecimento oferta para o empreendedor, pois segundo Zampier e Takahashi (2011, p. 570) “estão relacionadas à identificação, avaliação e busca de oportunidades de negócio”. Desse modo, detendo informações do mercado que o indivíduo quer atuar ficará mais direcionado e claro o processo de desenvolvimento da sua ideia.

Um outro importante tipo de competência, é a de relacionamento, também chamada de competência interpessoal, que justamente é a capacidade que o indivíduo tem de criar relações eficazes, laços, com mais de uma pessoa, além de ser flexível para lidar com as diferenças dos demais e, assim, atender às expectativas, necessidades de cada um (BRITES, 2019).

No nível técnico, há a competência administrativa, que diz respeito a capacidade do indivíduo empreendedor de alocar de maneira assertiva os recursos humanos, de capital, tecnológico e de materiais. Desse modo, é indispensável que o empreendedor tenha a habilidade de realizar o planejamento, a organização, o direcionamento, estímulo e controle, em outras palavras, ter administração do negócio e dos seus colaboradores (MAN; LAU, 2000; ZAMPIER; TAKAHASHI, 2011).

Uma outra competência no nível técnico é a estratégica, que diz respeito a capacidade de equipar “pessoas e organizações para tomar decisões e mover-se em um contexto altamente dinâmico que coloca os desafios em constante mudança para realização de seus objetivos” (DUOMO, 2019, p. 1), ou seja, é importante que o empreendedor saiba fazer a leitura do cenário que atua e possa realizar as tomadas de decisões de curto, médio e longo prazo.

Finalmente, há a competência de comprometimento, que demanda a capacidade de dedicação do condutor do empreendimento, principalmente em situações não programadas ou de conflitos, além de transparecer o quanto o empreendedor é responsável e comprometido com seu negócio, estando envolvido em tudo o que ocorre nele (ZAMPIER; TAKAHASHI, 2011).

c) *Empreendedorismo universitário*

Nesta subseção são abordadas as características do empreendedorismo universitário e a contribuição da universidade no processo de formação do empreendedor, sendo o universitário que empreende aquele que, agindo por necessidade, encontra oportunidades de desenvolver sua ideia e melhorar a sua qualidade de vida, pois sabe-se que onde existem pessoas há vazios que precisam ser preenchidos para que se sintam satisfeitas, a exemplo da necessidade por água, comida e conhecimento, dois produtos e um serviço básicos e que são campos que o empreendedor universitário pode ser encontrado atuando (KLEIN; PEREIRA, 2020).

Quando se refere a “agindo por necessidade”, observa-se que nas intuições de ensino superior, públicas ou privadas, o estudante tem algumas necessidades de custeio, como a mensalidade, matrícula do curso, aquisição de material escolar e, para isso, toma a iniciativa de vender algo e/ou aproveita o *insight* gerado na disciplina de empreendedorismo e/ou *marketing* e inicia um empreendimento para gerar o capital necessário, caso não possua o recurso financeiro suficiente, e até nas instituições públicas esta atitude se repete, pois o mesmo, embora tenha o ensino gratuito, é gerador de custos pessoais como alimentação, vestimenta, material de estudo etc.

i. *A questão da universidade*

O *campus* universitário é uma fonte grande de conhecimento e pessoas, assim, por que não o tornar uma força de incentivo? Segundo pesquisa da Endeavor (2016), seis a cada dez jovens querem abrir seu próprio negócio, porém a falta de preparação, estrutura e estímulo que conecte ele à esta prática tem sido a causa de muitos desses estudantes não executarem seu pensamento empreendedor. Sabendo disso, a universidade pode ser uma agente importante de apoio ao universitário que deseja empreender, de duas formas:

> (i) a universidade empreendedora, e (ii) a universidade formadora de empreendedores. O primeiro enfoque concentra os esforços da própria instituição, no sentido de tornar seu esforço empreendedor: gestão universitária empreendedora. Já o segundo refere-se a um modelo de ensino que visa contribuir para formar uma visão empreendedora em seus acadêmicos (SOUZA; SANTOS, 2013; MARQUES, 2016, p. 32).

A sociedade tem sofrido mudanças no âmbito social, econômico, cultural, tecnológico. Por exemplo, hoje há uma nova geração de jovens, conhecidos como a *Geração Z*, composto por indivíduos interessados em discutir sobre modelos de negócios inovadores, tecnologia, *startups* e fundamentados na ideia de criar suas próprias oportunidades.

A geração Z é muito independente, porém, compreensiva de que sozinha não consegue ir muito longe. Dessa forma, estes indivíduos tem buscado o apoio de professores e especialistas, a fim de que o *campus* universitário seja um espaço de estímulo para sua ideia, que tenha a teoria e, muito mais, que seja um laboratório, pois nela é permitido errar sem tantos prejuízos e mais orientações, uma vez que o universitário de hoje não pensa mais em ser o executivo de uma multinacional amanhã, ele visualiza o futuro como fundadores de *startup,* o que torna-os pragmáticos, como definido por Meir (2017, p. 1), "estes jovens são realistas ao extremo, práticos e em busca de satisfazer sua necessidade financeira e enriquecimento pessoal (no campo emocional e sensorial). São adeptos do pensamento lógico, autodidatas e responsáveis".

Sabe-se do quanto que o empreendedorismo é importante para a economia dos países, regiões, localidades e a vida em geral, e que para sua eficiência é necessário preparo que perpassa pelos caminhos do conhecimento teórico e prático. A universidade, como agente incentivador, desenvolve não apenas em seu estudante, mas em toda a sociedade, o desenvolvimento humano e financeiro.

Pois, como dito por Osório e Pereira (2011; BARÓN *et al*., 2019, p. 178):

> Para educar para o empreendedorismo, não basta compreender os princípios e práticas dos negócios, e adquirir competências, atributos e atitudes para além do comercial. A educação, como elemento complementar da aprendizagem, deve ajudar o indivíduo a observar o seu comportamento, por meio de caminhos sociais e cognitivos, para o empreendedorismo.

Desse modo, o caminho traçado dentro da universidade trará para a sociedade não só resultados de oportunidades de trabalho, mas pessoas conscientes e preparadas para enfrentar os desafios, o que revela o seu papel social, de ser mais do que um campo profissional, adentrar nas questões de desenvolvimento humano.

ii. *Universidade Ativa*

A transformação do mundo exige uma postura diferente das instituições de ensino, postulando um método de aprendizagem que parta para um novo movimento de absorção do conteúdo pelo estudante e de ensino pelo professor: a metodologia ativa, ou seja, o aprender na prática, a fim de gerar um espaço propício à criação no qual seja possível experimentar, produzir e movimentar os materiais, de tal maneira que forneça significados (DAROS, 2020).

Garcia *et al.* (2012) fala que a conversa sobre empreendedorismo fornece o desenvolvimento de negócios fundamentados em conhecimento, gerando relevantes resultados econômicos e sociais. Portanto, quanto mais discutida for esta temática e, principalmente vivenciados momentos práticos, maior será a contribuição que esta realizará. Diante do exposto, assim como o governo ao investir em empreendedorismo desenvolve a geração de emprego e, consequentemente, melhora a economia do país, discutir, informar e proporcionar um ambiente de aprendizagem empreendedora traz, como consequência, benefícios internos para a instituição, como inovação, credibilidade e reconhecimento, para a vida do universitário, visto que esses indivíduos muitas vezes necessitam de estímulo, bem como para a sociedade, pois estará formando um grupo de discentes preparados para contribuir mais efetivamente com a comunidade.

Como mencionado por Ruda *et al.* (2009; GARCIA, 2012, p. 40):

> Para elevar a taxa de sucesso das atividades de empreendedorismo acadêmico é necessário não apenas intensificar os esforços de promoção de treinamento empresarial, mas também de estabelecer mecanismos de motivação dos estudantes com potenciais universitários.

Pode-se entender que proporcionar um ambiente de aprendizagem não é o bastante se este não fornecer o estímulo suficiente para que o universitário entenda que há possibilidades de alcançar resultados maiores e melhores com a abordagem empreendedora, mesmo que ocorram os obstáculos de burocracia na formalização de um empreendimento. Portanto, a universidade pode fornecer apoio, no incentivo e abertura ao empreendedorismo, nas modalidades de: a) empresa júnior ou b) incubação e, consequentemente, *startups*, por exemplo. A empresa júnior pode ser definida como:

> Empresa Júnior ou EJ são organizações formadas por estudantes sob orientação de professores, sem fins lucrativos, que fornecem consultoria às empresas. De acordo com a Confederação Europeia de Empresas Juniores (JADE), o objetivo central das EJs é consolidar e reforçar o aprendizado, ao mesmo tempo em que contribuem com organizações públicas e privadas (SBCOACHING, 2019, p. 1).

Já o processo de incubação é o ato de acompanhar um empreendedor na construção e desenvolvimento de novos negócios, de modo a possibilitar resultados positivos (LIECHTENSTEIN; LYONS, 1996; GUILLEN, 2018). Este procedimento ocorre no "local que abriga negócios, oferecendo estrutura capaz de estimular, fornecer e agilizar a transferência de resultados de pesquisas para atividades voltadas à produção" (ABSTARTUPS, 2017,

p. 1), chamado assim de incubadora. O Sebrae (2016) definiu incubadora como as organizações que dão apoio aos micros e pequenos empresários na constituição de suas ideias, estes que fornecem bens ou serviços com certo grau de inovação. De maneira adicional, ainda sobre o desenvolvimento do processo de incubação, pode-se citar as *startups*, "uma empresa jovem com um modelo de empreendimento repetível e escalável, em um cenário de incertezas e soluções a serem desenvolvidas" (BICUDO, 2016, p. 1).

III. Procedimentos Metodológicos

Esta seção tem por intuito apresentar todo o processo de pesquisa realizado para atingir o objetivo central do trabalho, sendo abordada a natureza da pesquisa, o método de pesquisa empregado, as estratégias de coleta e análise de dados e, por fim, o procedimento de validação e triangulação escolhido.

Esta pesquisa é caráter qualitativo, pois é o método mais apropriado para entender os efeitos do empreendedorismo causados na vida do universitário e, dessa forma, é possível desenvolver o trabalho a partir do aprofundamento nos pontos de vistas e prática empreendedora. Na pesquisa qualitativa, "as informações coletadas procuram não só mensurar um tema, mas sim desenvolvê-lo, valendo-se de impressões, pontos de vistas e opiniões dos respondentes" (QUALIBESTE, 2020, p. 1) e, além disso, "este método procura desvelar processos sociais que ainda são pouco conhecidos e que pertencem a grupos particulares" (FERNANDES, 2014, p. 1).

O método desenvolvido neste trabalho foi o estudo de caso, pois sua contribuição na análise aprofundada de um tema comparado com a vida real, foi o caminho mais adequado a esta pesquisa, e ainda por seu objetivo está focado em buscar, desenhar e permitir explicações sobre um ocorrido ou compreender um fenômeno (YIN, 2010; ANDRADE *et al.,* 2017).

Para o processo de busca de dados foi utilizada a entrevista que, assim como definida por Marconi e Lakatos (2003, p. 195), "é um encontro entre duas ou mais pessoas, a fim de que uma delas obtenha informações a respeito de determinado assunto, mediante uma conversação de natureza profissional".

Quanto ao planejamento do procedimento para coleta de dados, este foi previamente agendado com 02 estudantes universitários, por meio de aplicativo *WhatsApp* e ligação telefônica, sendo definidos dias e horários para realização das entrevistas que ocorreram por meio do aplicativo *GoogleMeet*. No quadro 02 abaixo, estão presentes as características dos 02 entrevistados:

Quadro 02: Estudantes Entrevistados

Cód.	Curso	Período	Ramo de Atuação
E1	Administração	Estudante do 5º período	Empreendedor no ramo alimentício.
E2	Administração	Estudante do 7º período	Empreendedor no ramo da gastronomia.

Fonte: Produção própria (2020).

Sendo, desse modo, no momento de realização da pesquisa, estudantes do curso de administração, empreendedores e atuantes dentro do *campus* universitário da Unifacol com a comercialização de produtos.

A análise de dados, na pesquisa qualitativa, ocorre de maneira subjetiva, com análise de conteúdo e de categorização, é o método que permite compreender o conteúdo a partir da separação por categorias e exploração dos materiais escolhidos (MACHADO, 2020). Portanto, foi desenvolvido um protocolo de pesquisa (quadro 03) baseado em categorias permitindo encontrar aspectos de competências empreendedoras, ou seja, a partir do que foi captado com as entrevistas, foram interpretados, categorizados, comparados com aspectos teóricos do referencial e apresentados em forma de discussão para maior aproveitamento.

Global Journal of Management and Business Research (A) XXIV Issue III Version I Year 2024

Quadro 03: Protocolo de Coleta de Dados

TEMÁTICA	OBJETIVO CENTRAL	CATEGORIAS DE ANÁLISE	SUBCATEGORIAS	QUESTIONAMENTOS
Empreendedorismo Universitário	**Encontrar os efeitos do empreendedorismo na vida do universitário junto à importância da universidade neste processo**	Competência de Oportunidade	• Visão • Fatores que levam ao empreendedorismo	O que é empreendedorismo na visão do universitário?
				Quando observou que era o momento de empreender?
				Por que empreender dentro do campus universitário?
		Competência de Comprometimento	• Campo de atuação • Efeitos	Quais características constituem o empreendedor universitário?
				Quais os desafios que encontrou para empreender dentro do campus?
				Quais os impactos da iniciação empreendedora podem sergerados na vida do universitário?
		Competência Estratégica	– Apoio da Universidade	Qual a importância do universitário ter maior
			– Inovação no campus	Vivência com o empreendedorismo na graduação?
				Quais as principais contribuições da universidade no seu processo empreendedor?
				De quais formas a universidade poderia contribuir para uma melhor prática empreendedora?
				Para você como seria se a universidade criasse um ambiente de incubação?

Fonte: Produção própria (2022)

Para confirmação dos dados levantados, ao logo do trabalho foram desenvolvidos procedimentos de validação e triangulação, visto que permitiu maior confiabilidade nas conclusões de cada etapa, pois estes processos evitam as posições tendenciosas da personalidade humana (SANTOS *et. al.*, 2020).

A triangulação e validação ocorreram através da avaliação do Núcleo Acadêmico de Normas Técnicas (NANT) da instituição, que forneceu as informações que deram subsídios aos aspectos normativos e validaram a pesquisa. Também ocorreram os *feedbacks* de docentes especialistas na área, permitindo que as pontuações e considerações feitas estivessem coerentes com os pontos comentados e apresentados na sociedade.

IV. Contextualização Do Caso: A Unifacol

O Centro Universitário Facol – UNIFACOL, adveio do Sistema Educacional Radar, instituição de ensino no nível fundamental e médio fundada em 1983. A Unifacol começou as suas atividades em 1999, sendo mais tarde reconhecida pelo Ministério da Educação (MEC) como centro universitário.

A Unifacol está situada no Município da Vitória de Santo Antão, cidade da Zona da Mata do Estado de Pernambuco, localizada a apenas 50 quilômetros da capital, Recife/PE, fazendo ligação com cidades como Pombos, Gravatá, Moreno, Bonança etc. Atualmente, o Centro Universitário Facol conta com mais de dez cursos, estando entre eles: Administração, Direito, Enfermagem, Medicina Veterinária, Odontologia etc. A IES também oferece cursos no nível de pós- graduação, nas áreas de negócios, educação, ciências jurídicas, saúde e outros.

A Instituição de Ensino Superior (IES) vem buscando torna-se um centro educacional moderno, com objetivo de um processo de aprendizagem que contribua para a carreira do universitário e a sociedade, pois busca aproximar estes dois elementos e a área empresarial, a fim de fornecerem uma parceria e relação com os estudantes, a saber: a Clínica de Reabilitação, Educação e Saúde (CURES), em que os discentes do campo da saúde realizam atendimentos à população, acompanhados dos professores-orientadores.

A Unifacol busca desenvolver sua gestão fundamentada nos requisitos ditos pelo Prêmio Nacional de Qualidade (PQN), o que a torna uma instituição de visão inovadora e estratégica.

V. Análise E Discussões Dos Resultados

Nesta seção, serão apresentados os principais pontos encontrados durante o plano de coleta de dados realizado com o apoio das entrevistas aplicadas com universitários empreendedores da Unifacol.

a) Competência De Oportunidade

Conforme foi apresentado na seção de exposição da lente teórica da presente pesquisa, a competência de oportunidade é desenvolvida a partir do campo que o indivíduo enxerga como promissor e pretende atuar (BIANCHI, 2019). O empreendedorismo, que é definido por Bueno (2019) como a capacidade de identificar um problema, também dito por necessidade, e o ato de desenvolver um olhar oportuno gerando soluções inovadoras, ou seja, empreender é inovar e promover soluções. Nesse ponto, quando questionado acerca da sua ideia de empreendedorismo, o E1 respondeu que:

> O empreendedorismo é a essência da administração, é o ponto chave, pois passamos quatro anos estudando para cuidar do empreendimento de alguém ou cuidar do nosso, e é muito satisfatório quando iniciamos o nosso próprio empreendimento, e para o universitário, é sinônimo de inovação e crescimento.

Este ato de empreender, como dito pelo IBC (2019) pode ser gerado a partir de uma necessidade do ser de se manter. O que pode ser constatado com o que os universitários (E1 e E2) trouxeram:

> Iniciei o empreendimento por necessidade financeira, queria casar e o dinheiro que recebia não estava dando (E1).

> Eu empreendi por necessidade financeira, pois eu necessitava custear as mensalidades do curso (E2).

No que diz respeito a definição de Bueno (2019), acerca do empreendedorismo por oportunidade, é possível constatá-la quando os entrevistados mencionam as razões pelas quais decidiram empreender dentro do *campus* universitário:

> Dois motivos me fizeram empreender dentro do campus. 1) quantidade de consumidores (público-alvo), afinal todo mundo consome água e 2) condições do ambiente (não pagava aluguel, não tinha exposição ao sol e a oportunidade de *networking*) (E1).

> a necessidade do público-alvo de descer os andares para lanchar, como os consumidores agiam, assim, fizesse chuva ou não, enxerguei a oportunidade, além de eles solicitarem algo salgado para comer e a pessoa que tinha não era frequente nas vendas (E2).

Desse modo, foi possível verificar que ambos os entrevistados possuem a competência de oportunidade, nos termos de Bueno (2019) e Bianchi (2019), pois estes são agentes ativos e atentos na resolução de necessidades pessoais e sociais, com uma postura que advém de sua habilidade de enxergar as oportunidades e solucionar seus fatores pessoais de sobrevivência, sendo essa a sua motivação para empreender. Porém, notadamente, há no relato dos entrevistados que eles não apenas empreenderam por escolha (oportunidade), mas sim, há fortes indivíduos de uma necessidade em torno da iniciativa de empreendimento de ambos.

b) Competência De Comprometimento

Os autores Zampier e Takahashi (2011) definem competência de comprometimento como a flexibilidade que o empreendedor possui para lidar com situações diversas, previstas ou não, além de revelar o quanto este indivíduo é dedicado com o seu negócio. Sobre desafios, sabe-se que são muitos, e são as características empreendedoras que facilitam o processo de superá-los. Os universitários empreendedores entrevistados (E1) as definiram sob suas perspectivas como: "estar em constante contato com o conhecimento, entendendo de custos e marketing, além de buscar experiências".

Partindo, mais efetivamente, sobre os percalços que podem enfrentar dentro do processo de empreender, os entrevistados citaram os seguintes:

> por empreender dentro do campus universitário, eu não possuía um estoque, sendo este feito na casa de um amigo que residia próximo à universidade. Outro desafio era o de conciliar o horário das aulas com as vendas (E1).

> a conciliação de intervalos de aula é uma dificuldade, além da vergonha do que os outros iriam pensar sobre eu vender esses produtos, pois a falta de conhecimento das pessoas sobre empreendedorismo eram impasses, pois brincadeiras eram feitas (E2).

Ainda atribuindo a esta competência, é possível abordar os aspectos voltados para os impactos gerados na vida do universitário, pois, assim como mencionado pelo autor no início desta subseção, o fato de empreender é o mesmo que lidar com situações programadas e não programas, o que, consequentemente, gera transformações no ser, sejam de comportamento ou financeiras. Nesses termos, o universitário entrevistado 1, afirmou que "a visão de negócio, conhecer o mercado e alcançar melhorias na renda são impactos comuns com o empreendedorismo, em especial ao ser universitário" (E1). Além disso, segundo o entrevistado 2, "o universitário passa a ter a certeza do que quer, já que terá experimentado das diversas áreas".

Desse modo, a disciplina para absorver conhecimento é uma importante aliada em conjunto à dedicação do empreendedor para que os resultados sejam obtidos, ficando evidente que o contato com a prática do empreendedorismo fornece subsídios indispensáveis para o desenvolvimento pessoal e profissional do estudante, durante e após o fim do seu ciclo acadêmico.

c) Competência Estratégica

No que diz respeito as competências estratégicas, são trabalhados meios de apoio e implementação da atividade empreendedora e os ganhos para ambos os envolvidos, universidade e universitário, pois são desenvolvedores de resultados para a sociedade.

Esta competência contempla a capacidade de tomada de decisão em um mundo com constantes mudanças e que exigem posturas inovadoras (DUOMO, 2019). Assim sendo, é necessário partir do princípio da importância que se tem em conhecer a prática da teoria ainda na graduação. Para tanto, os universitários responderam que:

> É importante porque se tem preparo para o mercado de trabalho ou área que pretende empreender, além do ganho de experiência, visto que a metodologia está em livros, internet, mas a prática revela quem nasceu para o negócio, curso ou profissão (E1).

A universidade é o local em que se permite errar, é um espaço de treinamento, em que se pode acessar novas fontes e recursos – como patentes (KLEIN; PEREIRA, 2020). Quando questionados a respeito das contribuições que a universidade teve no processo de empreender, os entrevistados afirmaram que "as contribuições são básicas, sendo elas: apoio dos professores (aula e divulgação do produto) e abertura da universidade para realizar as vendas dentro do seu espaço" (E1). Este posicionamento reforça o que a pesquisa feita pelo Endeavor (2016) disse, que seis em cada dez estudantes que pretendem ter seu próprio negócio, sentem falta de preparação, estrutura e estímulo que os conecte com a prática. Sendo assim, estes são alguns dos principais fatores que tem sido a causa de muitos desses estudantes não executarem o seu desejo de empreender.

Para que o desenvolvimento do universitário seja efetivo, é importante que a universidade, muito além de tomar conhecimento sobre a capacidade empreendedora, estimule e motive os seus discentes acerca da prática empreendedora em seu espaço de conhecimento (RUDA *et al.* 2009; GARCIA, 2012), o que pode ser confirmado com a fala dos universitários:

> A universidade poderia contribuir melhor se implementasse feiras de empreendedorismo, de forma que estabelecesse um maior contato com os empreendedores locais e que na semana do administrador fossem dadas oportunidades para os universitários que empreendem mostrassem seus trabalhos (E1).

Das diversas formas que a universidade pode atuar neste sentido e, assim, modernizar sua metodologia de ensino, criar um ambiente favorável ao desenvolvimento do empreendedorismo e da prática de uma forma geral, é uma ação de impacto positivo. Essa atitude coaduna com o que Titton (2018) definiu como aprendizagem ativa, ou seja, é dar ao estudante a oportunidade de ser protagonista no seu processo de aprendizado, tirando-o da atuação passiva do ensino tradicional, onde apenas ouvia enquanto o professor era detentor e fornecedor de todo o conhecimento.

Sobre o uso de aprendizagem ativa, esta foi bem avaliada, quando os entrevistados foram questionados aos universitários sobre a visão dos mesmos a respeito da universidade instalar um centro de incubação, para fortalecer e fornecer subsídios as iniciativas de empreendimentos desenvolvidas pelos discentes e comunidade no entorno do centro universitário (ABSTARTUPS, 2017, p. 1). Nesse sentido, os entrevistados afirmaram que:

> Seria perfeito, a universidade ganharia mais reconhecimento, afinal muitas empresas sairiam de dentro dela, e o universitário poderia tirar suas dúvidas e receber o estudo de análise do seu negócio ou ideia de negócio, visto que este é muito caro para um universitário custear (E1).

Portanto, fica constatado o quanto que é importante o desenvolvimento de novas práticas de ensino e aprendizagem, e que a universidade é uma agente importante na formação dos empreendedores. Conforme o trecho da entrevista com um dos entrevistados, ficou evidenciado que, no caso do centro universitário estudado, há a necessidade de se promover incentivos e ações que coadunem com a prática empreendedora, como o desenvolvimento de espaços para *coworking*, fomento para incubadoras e *startups* etc., conectando o estudante às oportunidades para realizar seu desejo de empreender, o que pode gerar impactos positivos em sua vida e trajetória pessoal, acadêmica, profissional e social.

VI. Considerações Finais

A partir da necessidade de demostrar a importância da prática empreendedora na vida do universitário, de modo que a universidade entenda que é importante ser um campo inovador, e que deve atuar diretamente com novas abordagens de ensino e aprendizagem, já que a dinâmica do mundo mudou, este trabalho teve como objetivo elucidar o potencial de transformação da prática empreendedora na vida do universitário.

Com a análise das entrevistas foi possível entender o comportamento dos universitários empreendedores, enquanto propagadores do empre-endedorismo e como ferramenta de trans-formação de vida. No caso analisado, verificou-se que o empreendedorismo na vida do universitário surge da necessidade de ele ter uma renda melhor. Porém, verificou-se também que o estudante que empreende é um indivíduo comprometido e, embora ainda esteja na graduação, ele tem total capacidade de tomar decisões, porém, sente falta de incentivos da universidade, visto que foi constatado que o fato de empreender dentro do *campus* como algo positivo para ambos.

Ao se comparar resultados de desempenho da prática empreendedora com o método tradicional de aprendizagem, foi possível formular um questionamento: “quantas empresas sairiam de dentro da Unifacol se a mesma estabelecesse uma metodologia de aprendizagem ativa?”. Com este estudo, ficou evidente que o empreendedorismo contribui significativamente para o desenvolvimento tanto profissional quanto humano do aluno e, ainda, foi possível constatar durante o desenvolvimento da pesquisa, mais claramente durante a construção do referencial teórico, que a aplicação de metodologias ativas faz toda diferença na motivação dos estudantes e no processo de absorção do conteúdo.

Com as respostas dos entrevistados, também foi capaz identificar que o ensino do empre-endedorismo ajuda significativamente no desen-volvimento das competências empreendedoras, mas que a universidade contribui pouco para o seu desenvolvimento, o que não anula a possibilidade de esta fornecer melhores condições, tornando-se, assim, referência para as demais.

A problemática pensada para construção deste trabalho pode ser constada quando foi analisada a maneira que o universitário empreendedor tem a sua vida transformada através deste exercício: o ato de empreender. Assim, verificou-se que não há uma fórmula padrão para se desenvolver um empreendimento, afinal, tudo possui potencial de contribuição efetivo na trajetória de um indivíduo, tanto da performance deste quanto da instituição de ensino, uma vez que, em contato com as tantas exigências permitidas por este processo o indivíduo consegue desenvolver suas habilidades, adquirindo ou aperfeiçoando seu saber.

Para as atuais e posteriores necessidades do ser humano, é importante que se obtenha uma posição ativa nos mais diversos campos em que atuar, e estimular o alcance de melhores resultados é necessário para que sejam formadas pessoas com visão do todo, autoconfiantes e preocupadas com a responsabilidade social. Nesse sentido, o ensino, nas suas tantas esferas, mas sendo comentado aqui a respeito do ensino superior, é o grande agente nessa formação. Assim, é importante que seja criado dentro da universidade um ambiente que dê suporte aos universitários que sonham, desejam e muitas vezes já possuem uma ideia de negócio, mas que por falta de informação não arriscam. Este espaço pode ser um local de incubação que forneça os investimentos necessários, de tempo, conhecimento, parcerias e até financeiro para o estudante, independente do seu curso.

Esta estratégia pode gerar o fortalecimento do vínculo com o aluno e, consequentemente, dele com a sociedade, pois, como foi mencionado, o emprego de um ensino inovador, estabelece o desenvolvimento pessoal e profissional para os discentes, o que pode reverberar positivamente na instituição de ensino. Assim sendo, este trabalho procurou se somar a outras iniciativas de pesquisa, a fim de representar o fornecimento de conhecimento para a sociedade e campo acadêmico que dele fizer uso, além de dar a oportunidade para que novos estudos possam ser feitos sobre o impacto do ensino do empreendedorismo na prática possui na vida do universitário. Além disso, a partir da falta de contato com o empreendedorismo e as contribuições da transformação do modelo educacional tradicional nas universidades, é que se sugere que novas pesquisas possam ser elucidadas, a fim de abordarem a necessidade de se construir uma sociedade formada por pessoas que proporcionam oportunidades ao invés de apenas esperar que elas surjam.

References Références Referencias

1. ABSTARTUPS. *Incubadora de empresas:* O que é e para que serve? São Paulo: Abstartups, 2017. Disponível em: <https://abstartups.com.br/ incubadora-de- empresas-o-que-e-e-para-que-serve/>. Acesso em: 04 de fev. de 2022.
2. ANDRADE, S. R. de. *et al*. O estudo de caso como método de pesquisa em enfermagem: Uma revisão integrativa. *Texto Contexto-Enfermagem*, Florianópolis, v. 26, n. 4, novembro, 2017.
3. AGRA, M. 4 Fatores fundamentais para uma carreira empreendedora de sucesso. *João Pessoa: Administradores.com,* 2015. Disponível em: <https: //administradores.com.br/noticias/4-fatores-fundamentais-para-uma-carreira-empreendedora-de-sucesso>. Acesso em: 06 de mai. 2022.
4. ALMEIDA, R. de C.; CHAVES, M. Empreendedorismo como escopo de diretrizes políticas da União Europeia no âmbito do ensino superior. *Educação e Pesquisa*, São Paulo, v. 41. n 2, Abril/Junho, 2015.
5. BARÓN, U. S. *et al*. Rumo a um modelo educacional para o empreendedorismo. *Revista EAN*, Bogotá, n. 87, p. 173-191, julho/dezembro, 2019.
6. BIANCHI, R. F. Empreendedores como escolha e não como necessidade. *In*: SILVA, André Luís. [org.]. *Empreendedorismo universitário*. Judiaí: Paco e Littera, 2019.
7. BICUDO, L. *O que é uma startup?* São Paulo: Startse, 2016. Disponível em: <https://www.startse.com/noticia/startups/afinal-o-que-e-uma-startup>. Acesso em: 05 de fev. 2022.
8. BONA, A. *Empreender por oportunidade ou necessidade?* 2019. Disponível em: <https://andrebona.com.br/empreender-por-oportunidade-ou-necessidade/>. Acesso em: 29 de fev. de 2022.
9. BUENO, J. R. *Mas afinal, o que é empreendedorismo*. Santa Catarina: Sebrae, 2019. Disponível em: <https://blog.sebrae-sc.com.br/o-que-e-empreendedorismo/>. Acesso em: 14 de fev. de 2022.
10. BRITES, L. *O que é competência interpessoal?* Londrina: Instituto NeuroSaber, 2019. Disponível em: <https://institutoneurosaber.com.br/o-que-e-a-competencia-interpessoal/#:~:text=Compet%C3%AAncia%20interpessoal%20pode%20ser%20definida,um%20e%20%C3%A0s%20exig%C3%AAncias%20da>. Acesso em: 28 de fev. de 2022.
11. CHIAVENATO, I. *Empreendedorismo*: Dando asas ao espírito empreendedor. 2º Ed. São Paulo: Saraiva, 2007.
12. DUOMO. *Competências estratégicas*. São Paulo: Duomo Aprendizagem Corporativa, 2019. Disponível em: <https://duomo.com.br/compe-tencias-estrategicas/#:~:text=Compet%C3%AAncias%20estrat%C3%A9gicas%20equipam%20pessoas%20e,a%20realiza%C3%A7%C3%A3o%20de%20seus%20objetivos>. Acesso em: 28 de fev. de 2022.
13. ENDEAVOR. *O empreendedor jovem:* 06 em cada dez estudantes querem ter seu próprio negócio. São Paulo: Endeavor, 2016. Disponível em: <https://endeavor.org.br/ambiente/o-empreendedorismo-nas-universidades/>. Acesso em: 22 de fev. de 2022.
14. ENSAIO E NOTAS. *Técnicas para analisar dados qualitativos*. 2019. Disponível em: <https://ensaiosenotas.com/2019/04/29/tecnicas-para-analisar-dados- qualitativos/>. Acesso em: 28 de mai. de 2022.
15. EQUIPE IBC. *Você sabe o que é conhecimento?* Goiânia: IBC, 2019. Disponível em: <https://www.ibccoaching.com.br/portal/comportamento/voce-sabe-o-que-e- conhecimento/>. Acesso em: 30 de abr. 2022.
16. FERNANDES, L. K. R. *Método de Pesquisa Qualitativa*: Usos e Possibilidades. 2014. Disponível em: <https://psicologado.com.br/psicologia-geral/intro ducao/metodo-de-pesquisa-qualitativa-usos-e-possibilidades>. Acesso em: 25 de mai. de 2022.
17. FERREIRA, N. M. *O que é ser um empreendedor?* Definições e significados. 2018. Disponível em: <https://www.oberlo.com.br/blog/o-que-e-ser-um-empreendedor>. Acesso em: 28 de mai. de 2022.
18. GARCIA, R.; ARAÚJO, V.; MASCARINI, S.; SILVA, A. O.; ASCÚA, R. Empreendedorismo acadêmico no Brasil: uma avaliação à criação de empresas por alunos universitários. *Revista de Empreendedorismo e Gestão de Pequenas Empresas*, São Paulo, v. 1, n. 3, p. 36-63, 2012.
19. GEM BRASIL. *Empreendedorismo no Brasil*. Relatório Executivo. Brasília: Sebrae, 2017. Disponível em: <https://m.sebrae.com. br/Sebrae/Portal%20Sebrae/Anexos/Relat%C3%B3rio%20Executivo%20BRASIL_web.pdf>. Acesso em: 06 de mai. de 2022.
20. GOMES, A. F. O Empreendedorismo como uma Alavanca para o Desenvolvimento Local. *Revista Eletrônica de Administração*. Franca v.4, n.2, p.1-14, 2005.
21. GOMES, I. *Desemprego recua em dezembro, mas taxa média do ano é a maior desde 2012*. Estáticas Sociais. Brasília: IBGE, 2018. Disponível em: <https://agenciadenoticias.ibge.gov.br/agencia-noticias/2012-agencia-de- noticias/noticias/19759-desemprego-recua-em-dezembro-mas-taxa-media-do-ano-e- a-maior-desde-2012>. Acesso em: 09 de jun. de 2022.
22. GUILLEN, R. I. Processo de incubação de empresas de base tecnológica à luz da gestão de projetos: um estudo de casos múltiplos. *Revista de*

Gestão e Secretariado, São Paulo, v. 9, n. 2, p 126-157, mai./ago., 2018.

23. IIZUDA, E. S; MORAES, G. H. S de. Análise do Potencial e Perfil Empreendedor do Estudante de Administração e o Ambiente Universitário: Reflexões para Instituições de Ensino. *Administração: Ensino e Pesquisa*, Rio de Janeiro, v. 15, n. 3, p. 593- 630, julho/agosto/setembro, 2014.
24. QUALIBEST. *Entenda o que é pesquisa qualitativa e pesquisa quantitativa*. São Paulo: Instituto Qualibest, 2020. Disponível em: <https://www.instituto-qualibest.com/marketing/entenda-o-que-e-pesquisa-qualitativa- e-quantitativa/>. Acesso em 07 de jun. de 2022.
25. KEMPNER, R. *O empreendedorismo é a resposta para melhorar a sociedade*. [Entrevista concedida a] Marisa Adán Gil. Pequenas Empresas Grandes Negócios. Rio de Janeiro: Editora Globo, 2018. Disponível em: https://revistapegn.globo.com/Empreendedorismo/noticia/2018/09/o-empreende-dorismo-e-resposta-para-melhorar-sociedade.html. Acesso em: 07 de jun. 2022.
26. KLEIN, S. B.; PEREIRA, F. C. M. Entrepreneurial University: conceptions and Evolution of Theoretical Models. *Revista Pensamento Contemporâneo em Administração*, v. 14, n. 4, p. 20-35, 2020.
27. LIECHTENSTEIN, G. A.; LYONS, T. S. *Incubating new enterprises: a guide to successful practices*. Queenstown, MD: The Aspen Institute, 1996.
28. LIMA, L. G. de, *et al*. O Poder do Capital Psicológico: A Força das Crenças no Comportamento Empreendedor. *Revista de Administração Contemporânea*, Curitiba, vol. 24, n. 4, pag. 317 – 334, abr. 2020.
29. MACHADOS, A. *Análise de conteúdo da Bardin em três etapas simples*. 2020. Disponível em: <https://www.academicapesquisa.com.br/post/an%C3%A1lise-de-conte%C3%BAdo-da-bardin-em-tr%C3%AAs-etapas-simples>. Acesso em: 04 de jun. de 2022.
30. MALLMANN, T. *Os dois tipos de empreendedorismo crescem cada vez mais no Brasil, mas é preciso foco para não fracassar*. São Paulo: Coworking Brasil, 2017. Disponível em: <https://coworkingbrasil.org/news/empreendedor-por- necessidade-ou-por-oportunidade/>. Acesso em: 14 de jun. de 2022.
31. MAN, T. W. Y.; LAU, T. Entrepreneurial competencies of SME owner/managers in the Hong Kong services sector: A qualitative analysis. *Journal of Enterprising Culture*, v. 8, n. 3, p. 235-254, Sept. 2000.
32. MARCONI, M. de A.; LAKATOS, E. M. *Metodologia Científica*. 5. Ed. São Paulo: Atlas, 2003.
33. MARQUES, T. W. R. *O. Empreendedorismo Universitário pela Dinâmica da Ação Empreendedora no Centro de Informática da Universidade Federal de Pernambuco*. 2016. 120 f. Dissertação de Mestrado – Universidade Federal de Pernambuco, Recife, 2016.
34. MEIR, J. *As 6 características fundamentais da geração* Z. 2017. Disponível em: <https://www.consumidormoderno.com.br/2017/09/22/caracteristicas-fundamentais- geracao-z/>. Acesso em: 13 de jun. de 2022.
35. OSORIO, F.; PEREIRA, F. Hacia un modelo de educación para el emprendimiento: una mirada desde la teoría social cognitiva. *Cuadernos de administración*, 24 (43), 2011, p. 13-33.
36. PAIVA JÚNIOR, F. G.; ALMEIDA, S. L.; GUERRA, J. R. F. O empreendedor humanizado como uma alternativa ao empresário bem-sucedido: um novo conceito em empreendedorismo, inspirado no filme Beleza Americana. *RAM*, v. 9, p. 112-134, 2008.
37. PRIMERRH. *Empreendedorismo:* fatores que podem alavancar ou desincentivar a prática. Gravataí: Prime RH, 2019. Disponível em: <https://www.primerrh.com.br/empreendedorismo-necessario/>. Acesso em: 05 de jun. de 2022.
38. RAMOS, G. J. C.; ALBUQUERQUE, W.F; RIBEIRO, H. G. R. A.; SOUZA, J. A. N. Empreendedorismo, Crescimento Econômico e Desemprego: Um Estudo Empírico no Estado do Rio Grande do Norte. *Revista de Administração da Unimep*, v. 18, n. 2, p. 98-122, 2020.
39. ROCHA, E. L. de C; FREITAS, A. A. F. Avaliação do Ensino de Empreendedorismo entre Estudantes Universitários por meio do Perfil Empreendedor. *Revista de Administração Contemporânea*, Curitiba, v. 18, n. 4, julho/agosto, 2014.
40. ROESE, Mauro. Sociologia econômica do empreendedorismo: valores, conhecimento e juventude. CONGRESSO BRASILEIRO DE SOCIOLOGIA, 15., Curitiba. *Anais*... Curitiba: SBS, 2011.
41. RUDA, W.; MARTIN, R. A.; DANKO, B. Target Group-Specific Design of Student Entrepreneurship Support: a German example focusing on start-up motives and barriers. *Acta Polytechnica Hungarica*, v. 6, n. 3, p. 5-22, 2009.
42. SANTOS, C. *Empreendedorismo social e seu impacto na sociedade*. João Pessoa: Administradores.com, 2013. Disponível em: <https://administradores.com.br/artigos/empreendedorismo-social-e-seu-impacto-na-sociedade#:~: text=O%20empreendedorismo%20social%20n%C3%A3o%20busca,identifica%20e%20resolve%20problemas%20sociais>. Acesso em: 03 de jun. de 2022.
43. SANTOS, K. da S. *et al*. O uso da triangulação múltipla como estratégia de validação em um estudo qualitativo. *Ciência e Saúde Coletiva*, Rio de Janeiro, v. 25, n. 2, 2020.
44. SANTOS, P. C. F.; MINUZZI, J.; CRUZ, N. J. T. O Ensino do Empreendedorismo nos Cursos de

Administração: Sugestões a Partir do Perfil Empreendedor de Estudantes Alagoanos e Catarinense. In: EnEPQ, 1., 2007. Recife. *Anais*... Recife: Anpad, 2007.

45. SOUZA, I. M.; SANTOS, J. L. S. Empreendedorismo na gestão universitária. *Revista da Universidade Vale do Rio Verde*, Três Corações, v. 11, n. 2, p.517-526, 2013.
46. SBCoaching. *Empreendedorismo:* Tudo o que você precisa saber. Barueri: SB Coaching, 2018. Disponível em: <https://www.sbcoaching.com.br/blog/empreendedorismo-guia/>. Acesso em: 03 de jun. de 2022.
47. SEBRAE. *Como as incubadoras de empresas podem ajudar o seu negócio.* Brasília: Sebrae, 2016. Disponível em: <https://www.sebrae.com.br/sites/PortalSebrae/artigos/as-incubadoras-de-empresas-podem-ajudar-no-seu-negocio,f240ebb38b5f2410VgnVCM100000b272010aRCRD>. Acesso em: 05 de abr. de 2022.
48. SEBRAE. *O empreendedorismo nas universidades brasileiras*. Brasília: Sebrae, 2017. Disponível em: <https://www.sebrae.com.br/sites/PortalSebrae/artigos/oempreendedorismo-nasuniversidadesbrasileiras,6ad3352450608510VgnVCM1000004c00210aRCRD>. Acesso em: 04 de jan. de 2022.
49. TITTON, L. A. *O que é aprendizagem ativa*. 2018. Disponível em: <https://www.newis.cool/post/2018/01/06/aprendizagemativaoque%C3%A9>. Acesso em: 04 de nov. de 2022.
50. YIN, R. K. *Estudo de caso: planejamento e métodos*. 4ª ed. Porto Alegre (RS): Bookman; 2010.
51. ZAMPIER, M. A.; TAKAHASHI, A. R. W. Competências Empreendedoras e Processo de Aprendizagem Empreendedora: modelo conceitual de pesquisa. *Cadernos EBAPE.BR*, Rio de Janeiro, v. 9, jul. 2011.

Global Journal of Management and Business Research: A
Administration and Management
Volume 24 Issue 3 Version 1.0 Year 2024
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-4588 & Print ISSN: 0975-5853

Understanding the Decline in Work Motivation among Hong Kong's Gen Z

By Zion Lee

Methodology- This study employed a mixed methods research design to explore the factors that influence Gen Z employees' motivation in the workplace. The study involved a literature review, an analysis of news and trends, and an exploration of potential impacts and solutions.

Structure- The first phase of the study involved a systematic and comprehensive literature review. Relevant literature was identified through searches in reputable academic databases. Keywords related to Gen Z motivation, workplace motivation, and related concepts were used to conduct the searches. The literature review identified several key factors that motivate Gen Z employees, including meaningful work, opportunities for growth and development, a positive work environment, flexible work arrangements, and competitive compensation and benefits.

GJMBR-A Classification: *LCC: HF5549.5.M63*

UNDERSTANDINGTHEDECLINEINWORKMOTIVATIONAMONGHONGKONGSGENZ

Understanding the Decline in Work Motivation among Hong Kong's Gen Z

Zion Lee

I. Methodology

This study employed a mixed methods research design to explore the factors that influence Gen Z employees' motivation in the workplace. The study involved a literature review, an analysis of news and trends, and an exploration of potential impacts and solutions.

II. Structure

The first phase of the study involved a systematic and comprehensive literature review. Relevant literature was identified through searches in reputable academic databases. Keywords related to Gen Z motivation, workplace motivation, and related concepts were used to conduct the searches. The literature review identified several key factors that motivate Gen Z employees, including meaningful work, opportunities for growth and development, a positive work environment, flexible work arrangements, and competitive compensation and benefits.

In the second phase of the study, an analysis of news and trends related to Gen Z motivation in the workplace was conducted. This involved examining articles from reputable news sources, industry reports, and social media platforms to identify emerging trends and issues. The analysis revealed that organizations face a number of challenges in motivating Gen Z employees, including their high expectations, short attention spans, desire for immediate feedback, and need for constant stimulation.

III. Introduction

a) *Background*

There has been an increasing interest in studying Generation Z, which refers to people born from the late 1990s to the mid-2000s (Prensky, 2001). Understanding the motives and opinions of this cohort is essential as they continue to represent a growing proportion of the workforce. However, there is a lack of comprehensive study that examines these perspectives within the specific setting of Hong Kong's highly competitive environment.

Hong Kong is widely recognized for its highly competitive educational system (Tsang & Lian, 2021). However, the changing influences of different generations require a new analysis. A poll conducted by CTgoodjobs (2022) examined the work perspectives of Hong Kong's Generation Z. The survey revealed that 60% of respondents would choose unemployment over being unhappy in their job. The sentiment was most pronounced among individuals aged 18-24, with 62% choosing unemployment rather than settling for unsatisfying occupations.

Gen Z's prioritization of work-life balance and flexibility is highlighted by this desire. Entering the job market with the widespread adoption of remote work due to COVID-19, this group prioritizes personalizing their lifestyle above adhering to inflexible timetables that limit socializing and pursuing hobbies (McKinsey, 2022). The survey indicated that the Gen Z workforce in Hong Kong aspires to achieve their career goals while also seeking personal fulfillment outside their formal responsibilities. They desire autonomy and the opportunity to prioritize their family, travel, and personal interests alongside their professional commitments.

Failure to address these needs runs the risk of alienating Hong Kong's expanding young workforce. However, there is a lack of in-depth analysis that investigates the various motivational factors that inhabitants have, which influence the development of strategies. Given the guidance of stakeholders, it is advisable to have a more thorough understanding of the factors that influence motivation in the context of educational reforms (Kirschner & van Merriënboer, 2013).

Therefore, understanding the factors that motivate Generation Z at a local level is quite important. The findings may assist educators, parents, and policymakers in acquiring behavioral insights (Dabbagh & Kitsantas, 2012). This involves recognizing the decrease in job motivation indicated in the survey in order to develop specific and effective solutions that address their needs. While there is existing study on motivation, there are few studies that specifically analyze this particular age segment from the perspective of Hong Kong. Therefore, doing a thorough examination of the specific motives of Generation Z is worthwhile.

Motivation varies in different environments due to biological and socio-emotional influences (Deci & Ryan, 2000). The scholastic atmosphere in Hong Kong, which is very competitive, adds to the complexity and requires personalized investigation. This study aims to gain a complete understanding of the key factors that

Author: e-mail: jh200894@hotmail.com

influence local Generation Z students, in order to inform activities aimed at preparing them for the workforce.

b) Purpose of the Study

Extrinsic factors, influenced by external factors and associated with the work environment, including aspects such as compensation, supervision, working conditions, interpersonal interactions, and job stability (Robbins & Judge, 2019; Spector, 1997). On the other hand, intrinsic factors originate from the job itself and include elements such as accomplishment, acknowledgement, the characteristics of the task, accountability, chances for progress, and personal development (Robbins & Judge, 2019; Hackman & Oldham, 1976).

Prior studies have demonstrated that job satisfaction can have an effect on both personal well-being and physical symptoms (Judge et al., 2001; Wright & Bonett, 2002). It is valuable to examine the varying levels of satisfaction experienced by different groups of younger knowledge workers, such as Gen X and Gen Y or baby boomers, as documented by Ng et al. (2012) and Lyons et al. (2009). In a global organization, the presence of several cultures can result in varied expectations and views on work, which can lead to different levels of satisfaction among employees (Hofstede, 1980; Triandis, 1995).

The results of this study could aid HR managers in implementing a strategic method to efficiently inspire employees, evaluate job contentment, and establish career development plans (Locke & Latham, 2002; Hackman & Oldham, 1980). Through diligent monitoring and thorough research, firms can ensure the stability and exceptional performance of their personnel, leading to long-term productivity growth (Pfeffer, 1998; Delery & Doty, 1996).

The researcher anticipates that this research will yield valuable insights into several aspects, including years of service, satisfaction with one's company or sense of belonging, work-life balance across different generations, and the key factors that influence individuals' levels of job satisfaction (Judge et al., 2001; Hackman & Oldham, 1976).

This study has the capacity to broaden and enhance the existing scarce literature on job satisfaction in Hong Kong and serve as a point of reference for future research in management disciplines (Lam, 2002; Farh et al., 1997). Moreover, it provides tangible advantages to professionals when using the idea in practical situations, namely in the realm of strategic human resource management (Purcell et al., 2003; Boxall & Macky, 2009).

c) Research Questions

The objective of this study is to comprehend the primary factors that influence motivation among Generation Z individuals in Hong Kong. The primary research question is:

RQ1: What are the determinants of motivation levels among Generation Z persons in Hong Kong?

Prior research has not examined this specific setting, highlighting the importance of identifying the fundamental factors that influence the motivation of Generation Z at a local level.

Another research inquiry concerns the impact of technology on the motivation of Generation Z:

RQ2: What is the influence of technology on the motivation of Generation Z in Hong Kong?

Despite the widespread presence of technology in everyday life, Jeffery and Adele (2010) contend that there is a lack of study on the connection between technology usage and the motivation of young individuals. It is necessary to provide further explanation about this relationship.

Finally, an examination will be conducted on changes in motivation across different generations.

RQ3: What disparities exist in the motivational elements between Generation Z and previous cohorts in Hong Kong?

It is worth investigating if theories formulated in Western contexts are applicable to the motivation of Gen Z individuals in multicultural and quickly evolving Hong Kong. An analysis of generational drives could provide unique social understanding.

The primary objective of this study is to enhance the current limited knowledge on the motivation of Generation Z in Hong Kong. This will be achieved through qualitative investigation of the main significant factors.

IV. Literature Review

a) Definition of Motivation

Motivation is a multifaceted and intricate concept that encompasses the driving force behind human behavior (Cohen, 1992). In the context of student motivation, individuals may be propelled by the fulfillment derived from pursuing goals, such as achieving a promotion or receiving high grades (Locke & Latham, 2002). Conversely, the fear of negative consequences, such as the fear of appearing foolish, can also act as a motivator (Judge et al., 2001). When we refer to motivation as the driving force behind behavior, we imply that it serves as the primary reason for people's actions (Pfeffer, 1998). However, behavioral psychology posits that certain actions can be performed spontaneously, irrespective of the underlying motives, akin to a physiological response (Robbins & Judge, 2019). In contrast, motivational theories contend that innate inclinations do not constitute individual motives in themselves, but rather encompass vast clusters of motives (e.g., the desire for sustenance) (Boxall & Macky, 2009). Despite the advent of the internet and personal computers, motivation remains a topic of extensive study within academic psychology, as it is intricately intertwined with human emotions and behaviors (Podsakoff et al., 2003). It is worth noting that despite the advancements of modern society, humans continue to exhibit a wide range of moods and emotions, reminiscent of our ancestors (Spector, 1997). Furthermore, societal norms act as a deterrent, preventing individuals from acting upon irrational urges or engaging in behaviors that undermine their civility (Delery & Doty, 1996). Consequently, the study of motivation poses ethical challenges, particularly concerning attempts to alter an individual's motivations (Triandis, 1995). Nevertheless, ongoing research is essential, given the ever-increasing complexity and popularity of the subject (Wright & Bonett, 2002).

When a particular behavior is repeatedly performed, yielding consistent outcomes, regardless of the underlying motive, a habit may develop (Lam, 2002). For instance, an individual habitually entering a cold room may associate the room with the desire for warmth, thereby transforming the initial motive into a habitual action (Lyons et al., 2009). Researchers in this field often emphasize an evolutionary perspective of human nature, particularly in areas such as mating and group dynamics (Farh et al., 1997). Sigmund Freud, in the late 19th century, posited that basic bodily functions served as the foundation for human drives, a notion that continues to influence contemporary research (Hofstede, 1980). Moreover, Darwin's contributions, such as his concept of "three levels of natural selection," remain relevant references in the field (Everitt et al., 2011). The Latin root of motivation, "movere," meaning "to move," underscores the diverse range of actions that can be initiated by a single motive, as well as the potential accumulation of multiple motives underlying a specific action (Hair et al., 1995). It is crucial to recognize that motivation encompasses both conscious and unconscious motives, as well as the initiation and sustenance of activities, as highlighted by early 20th-century psychologist William McDougall (Judge et al., 2001). Building upon McDougall's work, Abraham Maslow introduced the concept of the "hierarchy of needs," wherein the satisfaction of specific needs leads to a desired state of equilibrium, known as "homeostasis" (Wright & Bonett, 2002).

b) *Motivation Theories*

Motivation is a complex subject that has been explored through various theories. These theories can be categorized into four main groups: instinct theories, arousal theories, humanistic theories, and social motivation theories.

Instinct theories, which propose that people are primarily driven by genetically determined instincts, have lost favor in recent times (Deci & Ryan, 1985). Advances in medical science have shown that genetic determinism is not as influential as once believed. Furthermore, empirical evidence supporting instinct theories is lacking (Vroom, 1964). This is particularly true when considering the motivation of individuals in the Gen Z demographic, as they are influenced by a multitude of factors beyond genetics (Twenge, 2017).

Arousal theories suggest that motivation begins with a need (Hull, 1943). An ordinary physiological imbalance commences this process, leading to behavior aimed at achieving a set goal and re-establishing the balance of need fulfillment. Take the curiosity stimulation theory as an example, it is claimed that people who possess higher curiosity and lower stimulation need are highly motivated to seek out activities that can augment their physiological arousal level (Berlyne, 1960). This type of motivation is greatly influenced by the environment, and as per recent research, altering an employee's surroundings can significantly enhance their motivation and productivity (Grant & Parker, 2009). This theory proves particularly interesting in the context of Gen Z, as numerous studies indicate that the environmental factors surrounding individuals in this demographic have a substantial impact on their motivation levels and output (Elphinston & Noller, 2011).istic theories emphasize the importance of healthy psychological growth and self-development (Maslow, 1943). Based on Maslow's hierarchy of needs, this theory proposes a five-stage model wherein the needs at each level must be fulfilled before individuals can progress to higher levels of personal growth. This theory is widely accepted and easily comprehensible, making it commonly applied to modern life and the understanding of Gen Z's motivation (Deci & Ryan, 2000). However, critics argue that the real empirical validity of this theory is limited and may not accurately capture the complex nature of human motivation in its entirety (Kasser & Ryan, 1996).

Social motivation theories highlight the role that others play in influencing human motivation (Locke & Latham, 1990). For instance, the work on goals has been central to the study of social motivation. Recent research has demonstrated that different types of goals can predict distinct outcomes, further emphasizing the impact of social factors on motivation (Grant, 2012). It is crucial to acknowledge that all types of motivation theories offer a diverse range of tools that researchers can utilize, enhancing the scientist's repertoire and guaranteeing continuous progression in motivation studies (Grant & Dweck, 2003). These theories ultimately expand the inferential power of the field. Therefore, it is recommended to utilize all these types of theories to comprehensively understand the various elements that drive human motivation, given the inherent differences among individuals (Amabile, 1993). One single theory cannot fully explain the intricate and multifaceted nature of motivation experienced by all people (Deci & Ryan, 1985).

c) Previous Studies on Gen Z Motivation

Generation Z students, as originally defined by Prensky (2001), are highly adept and proficient in utilizing technology due to their upbringing in the digital age. They possess extensive knowledge and expertise in various technological tools and are most successful and fulfilled in learning environments that offer unrestricted access to state-of-the-art technology. These exceptional learners truly excel in interactive and dynamic learning experiences that are tailored to their specific interests, enabling them to actively collaborate with their peers and engage in productive knowledge creation. As discovered by Kirschner & van Merriënboer (2013), self-directed learning significantly motivates and empowers Generation Z students, granting them a strong sense of autonomy and control over their own education. Moreover, Dabbagh & Kitsantas (2012) have comprehensively examined the positive impact of technology on the motivation of these learners, emphasizing the crucial need to seamlessly and innovatively integrate technology into teaching practices. These extensive research studies unmistakably highlight the urgent demand to create captivating and highly personalized learning experiences that effectively incorporate technology, whilst simultaneously considering the unique preferences and aptitudes of each individual student. By thoroughly investigating and comprehending motivation theories and acquiring deep insight into the distinctive characteristics of Generation Z, educators can masterfully craft and implement highly effective teaching strategies that expertly address any potential issues of demotivation that may impede these students' educational progress and achievements.

V. Factors Influencing Gen Z Motivation

a) Impact of Family Background

According to SEEK Employer in 2022, the younger generation in Hong Kong like Gen Z, have had a significant increase in wealth compared to previous generations. As a result, many individuals belonging to the middle class no longer face significant financial pressures to sustain their livelihoods. Nevertheless, individuals hailing from more affluent households have diminished levels of motivation in comparison to their counterparts from less prosperous upbringings (Munir et. al, 2023). The variation can be elucidated by examining aspects such as the cultivation of self-efficacy, the satisfaction of fundamental needs, and the influence of generational values in relation to the socioeconomic condition of the family.

Self-efficacy necessitates the development of expertise by successfully surmounting challenges (Bandura, 1997). Nevertheless, students hailing from privileged backgrounds frequently benefit from extensive parental assistance, which enables them to effortlessly overcome challenges, hence restricting their chances to enhance their self-efficacy through autonomous problem-solving (Bandura, 1997; SEEK Employer, 2022).

Additionally, these children exhibit a higher level of contentment with their fundamental physiological and security demands, as stated by Deci and Ryan (1985). According to the self-determination theory, this can diminish the incentive that arises from showcasing expertise and establishing connections with others (Deci & Ryan, 1985).

Research on different generations also suggests that the younger generation of today values direct cash compensation more than earlier generations. This is attributed to their upbringing in a time of material abundance (SEEK Employer, 2022). Students from higher socioeconomic backgrounds who are used to having access to stable resources may naturally have their drive diminished by needs that go beyond basic subsistence.

Overall, variations in the methods of developing self-confidence, levels of meeting fundamental needs, and evolving generational beliefs across different socioeconomic groups can impact the levels of motivation among students. Specific interventions may be necessary to facilitate success among individuals from diverse backgrounds.

b) Education in Hong Kong cannot Equip with the Skills of Real-World Job

Critics have pointed out that the current education system in Hong Kong, which focuses heavily on exams, fails to effectively equip students with the necessary skills for real-world professions (Yung, 2021; Grant, 2012). While the focus is often on academic accomplishments, other skills that are important for future employment may be overlooked (Chankseliani & McCowan, 2021; Tsui et al., 2019). Students in Hong Kong experience significant pressure as they prepare for high-stakes public examinations, with a focus on prioritizing exam outcomes rather than discovering particular interests and abilities (Yung, 2021). This results in disparities in educational achievement as pupils from disadvantaged socioeconomic situations often struggle academically in tests due to limited access to resources and insufficient academic assistance at home (Grant, 2012). Consequently, a significant number of individuals complete their education without a clear understanding of their suitability for a particular vocation and the relevant abilities they possess (Yung, 2021; Chankseliani & McCowan, 2021).

An integrated framework that combines classroom learning with work exposure has the potential to effectively develop the unique talents of Generation Z (Chankseliani & McCowan, 2021; Tsui et al., 2019). Although academics remain important, Hong Kong's education system might be improved by striking a balance between assessment and promoting self-directed skill development and exploration of personal interests through curriculum reform (Chankseliani & McCowan, 2021; Tsui et al., 2019). This initiative aims to enhance students' understanding of the practical applications of their school education in relation to their future career choices. It also seeks to tackle the issue of skills not aligning with the demands of the job market and, as a result, improve the opportunities for social advancement after graduation.

c) Social Media and Peer Influence, Comparison

The popularity of social media has grown significantly over the years. According to a report by Kwong (2022), almost 90% of the youth in Hong Kong possess a social media account. The advent of social media platforms has brought about a significant shift in the manner in which individuals engage in comparison and how technology shapes motivation. Prior to the emergence of social media, individuals were primarily comparing themselves to their immediate peers, such as classmates, which occasionally led to increased motivation. Nevertheless, social media has expanded the pool of possible individuals who can serve as points of reference. The prevalence of extensive social connections on social media platforms can potentially result in diminished motivation among individuals in our present era (Leung & Lee, 2005; Vogel et al., 2014; Stefanone et al., 2011). When users upload attractive photographs on Instagram, positive status updates on Facebook, and uplifting posts on Twitter, it is common for individuals to perceive that everyone else is living a more fulfilling and pleasant existence (Gardiner-McGregor, 2019).

This occurrence is sufficiently widespread that it has been assigned a label, "Fear of Missing Out" (FOMO). FOMO, or the fear of missing out, is the strong desire to not miss out on an opportunity, trend, or event that is popular on social media, even if the individual doesn't have a specific interest in it (Alutaybi et al., 2020). Due to the presence of social media platforms, which facilitate the identification of appropriate subjects for comparison. According to the idea indicated above (Deci & Ryan, 1985), an individual's motivation is more likely to be negatively influenced and reduced due to the extensive scope and ease of comparison in the online realm. Furthermore, the impact of peer influence on social media might also contribute to decreased motivation within the specific demographic, Generation Z (Król et al., 2021). The majority of social media users consist of young individuals, who often show interest in following Key Opinion Leaders (KOLs) and popular trends shared by others. The motivation for following others may stem from the fact that the content being shared is either intriguing coming from Key Opinion Leaders (KOLs) or trendsetters (He and Pedraza (2015)). Followers aim to demonstrate genuine interest in the issues that are popular among many people.

In summary, the proliferation of social media and its role in shaping comparisons online demands further study regarding its technology's impact on motivation levels, particularly for younger generations immersed in digital landscapes.

d) Low upward Mobility Chances in Hong Kong

There are various factors that restrict the chances of achieving higher social status in Hong Kong. The exorbitant surge in housing prices has rendered homeownership unattainable for a significant number of individuals, hence impeding the ability to transition from overcrowded public housing across generations (Sun, 2022). The scarcity of affordable private housing exacerbates socioeconomic disparities. Moreover, the absence of well-paying employment opportunities hinders upward social mobility (CUHK, 2023). The majority of newly generated employment opportunities are concentrated in the service sector, particularly in industries such as food and retail. However, these jobs typically offer little remuneration and minimal opportunities for professional advancement, as reported by McKinsey in 2022.

Merely having an education does not ensure upward social mobility, as the prevalence of degrees is increasing while the number of graduates who are underemployed is also on the rise (O'Sullivan and Tsang, 2015). The competition for high-quality public sector positions is extremely fierce. Collectively, these underlying causes contribute to a sense of pessimism among young people regarding their ability to achieve higher living standards in comparison to their parents (Li, 2022). In order to overcome the barriers that hinder equal access to social and economic possibilities in Hong Kong, it is necessary to implement affordable housing, living wage laws, and create more high-quality job prospects.

VI. Implications and Recommendations

a) Implications for Education and Parenting

Future societal and economic success is greatly determined by the behaviors and work attitudes held by youths (Pool et al., 2016). Due to the perpetual decline in motivation for working seen in the Hong Kong youth, it appears that the current workforce is destined for failure (CUHK, 2023). Expected job characteristics change with generational values. Gen Y values extrinsic motivation, Gen X values both extrinsic and intrinsic motivation, while Gen Z values intrinsic motivation more (Luscombe et al., 2013). The change going from valuing extrinsic to intrinsic motivation is detrimental to the Hong Kong workforce since there is a lack of employees with the right motivation for today's workforce (Dennis et al., 2009).

Thus, it is important to realize what has caused this decline in motivation in order to rectify the situation and avoid future recurrence. Social media and easy social comparison has led to a higher level of "fear of missing out" and lower self-esteem in youths, reducing their intrinsic motivation (Kwong, 2023; Vogel et al., 2014; Leung & Lee, 2005). With this understanding, both educators and parents are in a better position to prepare their children for the future work challenges. Schools can incorporate career guidance to help youths discover their strengths and interests, while parents can avoid excessive social media use and promote a growth mindset (Dweck, 2006).

By identifying the factors which influence motivation for working in the youths of today, we can then elaborate and suggest ways in which a positive work motivation can be instilled. Educators should focus less on academic performance and more on developing intrinsic interests, self-efficacy and social-emotional skills. Parents can lead by example through pursuing meaningful work themselves. With concerted efforts, the next generation's workplace motivation can be strengthened.

b) Strategies to Enhance Gen Z Motivation

Enhancing the level of happiness and motivation among Gen Z workers can be achieved by implementing effective strategies, resulting in major benefits. This may be achieved via several methods, and one of the most direct ways to implement it in the workplace is by involving younger team members in the decision-making process. Research has shown that this approach enhances an individual's intrinsic motivation by fulfilling their basic psychological needs for autonomy, competence, and relatedness (Deci & Ryan, 1985).

Another direct method is to elucidate the goals. Locke and Latham (2006) suggest that enhancing self-efficacy and motivation can be achieved by establishing work goals that are clearly defined and realistically achievable. Regularly doing feedback sessions is an excellent approach for boosting motivation. Hattie and Timperley (2007) argue that feedback should be constructive in order to sustain motivation over a prolonged duration. Dries et al. (2008) suggest that an effective approach is to identify specific leadership and career paths. As stated by Krasman (2010), this generates a sense of purpose and growth, which are very influential factors in motivating individuals.

c) Future Research Directions

It is crucial to comprehend the influence of societal, familial, and peer expectations on volunteers engaged in community activities out of their own volition. It is essential to devise strategies to customize community programs to meet the diverse needs and desires of all individuals.

Subsequent investigations might also conduct empirical studies on tangible incentive systems to determine their efficacy and identify any shortcomings. It can examine whether providing monetary compensation for community work actually diminishes the benefits obtained from internal motivation. This can potentially offer valuable insights for government and non-profit organizations (NPOs) who are contemplating providing financial compensation to volunteers for their services. Additionally, it has the capability to compare diverse types of concrete incentives, such as monetary compensation, subsidized transportation, and food, with variable levels of frequency.

Considering the worldwide scope of the economic context, it would be beneficial to compare the data obtained from this study with data from other samples in diverse cultural or economic contexts. This research provides a solid foundation for comparison as it is among the initial studies to examine the factors influencing teenagers' engagement in community activity from an economic standpoint. Meaningful conclusions can be derived by comparing and contrasting cross-country or cross-cultural data, in order to determine the most effective methods of motivating diverse groups to contribute to their community.

References Références Referencias

1. Alutaybi, A., Al-Thani, D., McAlaney, J., & Ali, R. (2020). Combating Fear of missing out (FOMO) on social media: the FOMO-R Method. International Journal of Environmental Research and Public Health, 17 (17), 6128. https://doi.org/10.3390/ijerph 17176128
2. Amabile, T. M. (1993). Motivational synergy: Toward new conceptualizations of intrinsic and extrinsic motivation in the workplace. Human Resource Management Review, 3 (3), 185-201.
3. Bandura, A. (1997). Self-efficacy: The exercise of control. New York: W.H. Freeman/Times Books/ Henry Holt & Co.
4. Berlyne, D. E. (1960). Conflict, arousal, and curiosity. McGraw-Hill.
5. Boxall, P., & Macky, K. (2009). Research and theory on high-performance work systems: Progressing the high-involvement stream. Human Resource Management Journal, 19 (1), 3-23.
6. Chankseliani, M., McCowan, T. Higher education and the Sustainable Development Goals. High Educ 81, 1–8 (2021). https://doi.org/10.1007/s10734-020-00652-w
7. Cohen, J. (1992). A power primer. Psychological Bulletin, 112 (1), 155-159.
8. CTgoodjobs. (2022). Survey on Workplace: 60% of Gen Z Prefers Not to Work Rather Than Unhappy at Work Reflecting Employees' Desire for Work-life

Balance - CTHR. Retrieved fromhttps://shorturl.at/abwyY
9. CUHK. (2023, April 25). Survey findings on views about social mobility in Hong Kong released by Hong Kong Institute of Asia-Pacific Studies at CUHK. CUHK Communications and Public Relations Office. https://www.cpr.cuhk.edu.hk/en/press/%E4%B8%AD%E5%A4%A7%E9%A6%99%E6%B8%AF%E4%BA%9E%E5%A4%AA%E7%A0%94%E7%A9%B6%E6%89%80%E6%B0%91%E8%AA%BF%EF%BC%9A%E5%9B%9B%E6%88%90%E5%8D%8A%E5%B8%82%E6%B0%91%E8%AA%8D%E7%82%BA%E9%9D%92%E5%B9%B4%E5%90%91/
10. Dabbagh, N., & Kitsantas, A. (2012). Personal Learning Environments: The future is mobile. The Internet Quarterly Journal of Online Instructional Design & Distance Education.
11. Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. Springer Science & Business Media.
12. Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. Psychological Inquiry, 11 (4), 227-268.
13. Delery, J. E., & Doty, D. H. (1996). Modes of theorizing in strategic human resource management: Tests of universalistic, contingency, and configurational performance predictions. Academy of Management Journal, 39 (4), 802-835.
14. Dries, N., Pepermans, R., & De Kerpel, E. (2008). Exploring four generational beliefs about career: Is satisfaction the end state?. Journal of Managerial Psychology, 23 (8), 978-992.
15. Dweck, C. S. (2006). Mindset: The new psychology of success. Random House.
16. Elphinston, R. A., & Noller, P. (2011). Time to face it! Facebook intrusion and the implications for romantic jealousy and relationship satisfaction. Cyberpsychology, Behavior, and Social Networking, 14 (11), 631-635.
17. Everitt, B. S., Landau, S., Leese, M., & Stahl, D. (2011). Cluster analysis (5th ed.). Wiley.
18. Farh, J. L., Tsui, A. S., Xin, K. R., & Cheng, B. S. (1997). The influence of relational demography and guanxi: The Chinese case. Organization Science, 8 (4), 471-488.
19. Gardiner-McGregor, D. (2019). Social Media and Well-Being: An Interpretative Phenomenological Analysis Exploring Interpretations of Social Media, Perception of Self, and Well-Being Amongst University Students.
20. Grant, A. M. (2012). Giving time, time after time: Work design and sustained employee participation in corporate volunteering. Academy of Management Review, 37 (4), 589-615.
21. Grant, A. M., & Dweck, C. S. (2003). Clarifying achievement goals and their impact. Journal of Personality and Social Psychology, 85(3), 541-553.
22. Grant, A. M., & Parker, S. K. (2009). Redesigning work design theories: The rise of relational and proactive perspectives. Academy of Management Annals, 3 (1), 317-375.
23. Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. Organizational Behavior and Human Performance, 16 (2), 250-279.
24. Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1995). Multivariate data analysis (3rd ed.). Prentice Hall.
25. Hattie, J., & Timperley, H. (2007). The power of feedback. Review of educational research, 77 (1), 81-112.
26. He, X., & Pedraza, R. (2015). Chinese social media strategies: Communication key features from a business perspective. El Profesional de la información. 2015; 24 (2): 200-9.
27. Hofstede, G. (1980). Culture's consequences: International differences in work-related values. Sage.
28. Hull, C. L. (1943). Principles of behavior: An introduction to behavior theory. Appleton-Century-Crofts.
29. Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction-job performance relationship: A qualitative and quantitative review. Psychological Bulletin, 127 (3), 376-407.
30. Kasser, T., & Ryan, R. M. (1996). Further examining the American dream: Differential correlates of intrinsic and extrinsic goals. Personality and Social Psychology Bulletin, 22 (3), 280-287.
31. Kirschner, P. A., & van Merriënboer, J. J. G. (2013). Do Learners Really Know Best? Urban Legends in Education. Educational Psychologist, 48 (3), 169–183.
32. Krasman, J. (2010). The feedback warm-fuzzy. Journal for Quality and Participation, 32 (4), 37.
33. Król, Karol, and Dariusz Zdonek. "Social media use and its impact on intrinsic motivation in Generation Z: a case study from Poland." Global Knowledge, Memory and Communication 70.4/5 (2021): 442-458.
34. Kwong, N. (2023, February 21). The latest usage of social platforms in Hong Kong 2022! Should promotion focus on Facebook, Instagram or YouTube? MORE Digital Limited. https://moredigital.com.hk/2022/03/11/hong-kong-social-media-2022/
35. Lam, L. W. (2002). The effects of job characteristics and organizational justice on nursing outcomes in an extended care unit. Journal of Nursing Management, 10 (2), 83-90.
36. Leung, L., & Lee, P. S. N. (2005). Multiple determinants of life quality: The roles of Internet

activities, use of new media, social support, and leisure activities. Telematics and Informatics, 22 (3), 161–180. https://doi.org/10.1016/j.tele.2004.04.003
37. Li, R. (2022, May 18). Upward-mobility mood slips for the young. The Standard. https://www.thestandard.com.hk/section-news/section/4/241772/Upward-mobility-mood-slips-for-the-young
38. Locke, E. A., & Latham, G. P. (1990). A theory of goal setting & task performance. Prentice-Hall.
39. Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. American Psychologist, 57 (9), 705-717.
40. Locke, E. A., & Latham, G. P. (2006). New directions in goal-setting theory. Current directions in psychological science, 15 (5), 265-268.
41. Luscombe, J., Lewis, I., & Biggs, H. C. (2013). Essential elements for recruitment and retention: Generation Y. Education+ Training, 55 (3), 272-290.
42. Lyons, S. T., Duxbury, L. E., & Higgins, C. A. (2009). A comparison of the values and commitment of private sector, public sector, and parapublic sector employees. Public Administration Review, 69 (5), 966-979.
43. Maslow, A. H. (1943). A theory of human motivation. Psychological Review, 50 (4), 370-396.
44. McKinsey & Company. (2022, November 12). 'True Gen': Generation Z and its implications for companies. https://www.mckinsey.com/ industries/consumer-packaged-goods/our-insights/true-gen-generation-z-and-its-implications-for-companies
45. Munir, J., Faiza, M., Jamal, B., Daud, S., & Iqbal, K. (2023). The Impact of Socio-economic Status on Academic Achievement. Journal of Social Sciences Review, 3 (2), 695–705. https://doi.org/10.54183/jssr.v3i2.308
46. Ng, T. W., Eby, L. T., Sorensen, K. L., & Feldman, D. C. (2012). Predictors of objective and subjective career success: A meta-analysis. Personnel Psychology, 65 (3), 741-777.
47. O'Sullivan, M., & Tsang, M. Y. him. (2015). Educational inequalities in higher education in Hong Kong. Inter-Asia Cultural Studies, 16 (3), 454–469. https://doi.org/10.1080/14649373.2015.1069007
48. Pfeffer, J. (1998). The human equation: Building profits by putting people first. Harvard Business School Press.
49. Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. Journal of Applied Psychology, 88 (5), 879-903.
50. Pool, I. A., Poell, R. F., Berings, M. G., & Ten Cate, O. (2016). Motives and activities for continuing professional development: An exploration of their relationships by integrating literature and interview data. Nurse education today, 38, 22-28.
51. Prensky, M.(2001).Digital natives, digital immigrants part I. Online Professional Development Center at Pace University
52. Purcell, J., Kinnie, N., Hutchinson, S., Rayton, B., &Swart, J. (2003). Understanding the people and performance link: Unlocking the black box. Research Report, CIPD.
53. Robbins, S. P., & Judge, T. A. (2019). Organizational behavior (18th ed.). Pearson.
54. SEEK Employer. (2022, May 18). Young employees are difficult to recruit and retain? Generation Z values compensation and company culture more. https://shorturl.at/hmrxU
55. Snyder, C. R. (2002). Hope theory: Rainbows in the mind. Psychological Inquiry, 13(4), 249-275.
56. Spector, P. E. (1997). Job satisfaction: Application, assessment, causes, and consequences. Sage.
57. Stefanone, M. A., Lackaff, D., & Rosen, D. (2011). Contingencies of self-worth and social-networking-site behavior. Cyberpsychology, Behavior, and Social Networking, 14 (1-2), 41–49. https://doi.org/10.1089/cyber.2010.0049
58. Sun, F. (2022, June 12). Nearly 1 in 4 young Hongkongers from low-income families 'lying flat', while some feel hopeless about future, survey shows. South China Morning Post. https://www.scmp.com/news/hong-kong/society/article/3181419/nearly-1-4-young-hongkongers-low-income-families-lying-flat
59. Triandis, H. C. (1995). Individualism and collectivism. Westview Press.
60. Tsang, K. K. & Lian, Y. (2021). Understanding the reasons for academic stress in Hong Kong via photovoice: Implications for education policies and changes. Asia Pacific Journal of Education.HTML
61. Tsui, K. T., Lee, C. K. J., Hui, K. F. S., Chun, W. S. D., & Chan, N. C. K. (2019). Academic and career aspiration and destinations: A Hong Kong perspective on adolescent transition. Education research international, 2019, 1-14.
62. Twenge, J. M. (2017). iGen: Why today's super-connected kids are growing up less rebellious, more tolerant, less happy--and completely unprepared for adulthood--and what that means for the rest of us. Atria Books.
63. Vogel, E. A., Rose, J. P., Roberts, L. R., & Eckles, K. (2014). Social comparison, social media, and self-esteem. Psychology of Popular Media Culture, 3 (4), 206–222. https://doi.org/10.1037/ppm0000047
64. Vroom, V. H. (1964). Work and motivation. John Wiley & Sons.
65. Wright, T. A., & Bonett, D. G. (2002). Job satisfaction and psychological well-being as nonadditive predictors of workplace turnover. Journal of Management, 28 (6), 787-804.

66. Yung, K. W. H. (2021). Shadow education as a form of oppression: conceptualizing experiences and reflections of secondary students in Hong Kong.

This page is intentionally left blank

Global Journal of Management and Business Research: A
Administration and Management
Volume 24 Issue 3 Version 1.0 Year 2024
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-4588 & Print ISSN: 0975-5853

Management Modelsvis-À-Vis the Challenge of a VUCA Environment and Wicked Problems

By Alberto Néstor Terlato
University of CEMA

Abstract- A reductionist approach assumes the existence of a stable, simple and clear environment, characterized by certainty. Under this approach, the forward-looking social and technological changes need to be planned as progressive and incremental, since they can then be anticipated sufficiently ahead in time to understand them and include them in the agenda, so as to prevent their impacts and correct any deviations. But the current environment where companies manage their businesses is quite far from this reality. Instead, the environment is volatile, uncertain, complex and ambiguous (the four words that characterize a VUCA environment), giving rise to wicked problems which are difficult to manage. This context will force companies to change their structures, practices and beliefs and, consequently, their management style. The purpose of this paper is to describe such changes and offer a proposal to better deal with the environment.

Keywords: complexity, chaos, VUCA environments, wicked problems.

GJMBR-A Classification: JEL Code: L100, O310, O330

MANAGEMENTMODELSVISAVISTHECHALLENGEOFAVUCAENVIRONMENTANDWICKEDPROBLEMS

Strictly as per the compliance and regulations of:

Management Modelsvis-À-Vis the Challenge of a VUCA Environment and Wicked Problems

Alberto Néstor Terlato

Abstract- A reductionist approach assumes the existence of a stable, simple and clear environment, characterized by certainty. Under this approach, the forward-looking social and technological changes need to be planned as progressive and incremental, since they can then be anticipated sufficiently ahead in time to understand them and include them in the agenda, so as to prevent their impacts and correct any deviations. But the current environment where companies manage their businesses is quite far from this reality. Instead, the environment is volatile, uncertain, complex and ambiguous (the four words that characterize a VUCA environment), giving rise to wicked problems which are difficult to manage. This context will force companies to change their structures, practices and beliefs and, consequently, their management style. The purpose of this paper is to describe such changes and offer a proposal to better deal with the environment.

Keywords: complexity, chaos, VUCA environments, wicked problems.

I. Introduction: Environments and their Distinctive Features

An environment includes a set of factors that impact companies, either directly or indirectly. This is the reason why the environment is relevant and needs to be considered, since it encompasses social changes, new technologies, resource availability, regulatory frameworks and dynamics.

II. Simple Environments: Evident, Obvious, Imaginable

In this type of environment, the causes behind effects are visible. They are evident and imaginable, and are easily discernible. They are just a few and well known, and emerge after a retrospective analysis based on academic knowledge or previous personal or professional experience. Organizations know what the cause is, what may happen, and what has already happened; they are also aware of its consequences and how to resolve such cause and prevent its recurrence. The cause-effect relationship in simple environments is evident, repeated and predictable (Snowden & Boone, 1999).

The potential measures to adopt respond to a context close to certainty or to measurable risk. Results will be as expected. This type of environment is defined by repetitive patterns. If there are changes, there will also be a way of identifying them quite ahead and take them into account to correct the action. The Strategy may be designed as a formal, mechanistic and deliberate act that will not take the company by surprise in terms of strategic control.

A simple environment (as a real or an assumed scenario) is based on the search for efficiency and incremental innovation, using technology, as well as existing products, services and business models. The purpose will be to introduce improvements to reduce failures and to make products and/or services cheaper, customized to the client's value requirement and more environmentally-friendly. If products and/or services experience a drop of demand or a declining lifecycle, the actions may consist in a revamping process.

Simple environments tend to narrow the cognitive frameworks shaped over time and in the recent or past history. Leaders usually screen their analyses based on these frameworks, and this may distort the decisions to be made in order to face a future that may eventually be different. A deep-rooted bias, a certain path-dependency, may lead to decisions that follow the players' line of thought rather than a useful answer to true requirements.

The perspective of a simple environment (self-built or assumed on many occasions) may curb the need of facing relevant changes that emerge from technological and/or social disruptions. Managerstend to follow the same path and repeat practices, processes, products, competitive advantages, business models, brands, targeting and marketing strategies and, sometimes, when there is an effective reaction, it may be too late. A VUCA environment requires a quicker reaction. The new disruptive entrants might settle in a market without being detected by the radar of established companies. Kodak could be a case in point because, despite being the company that discovered digital photography by the mid-70s, it could never become a digital photography enterprise. It lost its market share to new players and it filed for bankruptcy on January 20, 2012 (Scott, 2016).

III. Complicated Environments: More Difficulties, not so Evident

According to Asthana (2018), in complicated environments, the cause-effect relationship is not so

Author: Economist and holder of a PhD in Business Management. Researcher and professor of the University of CEMA. Expert in topics related to Strategy, Management and Innovation Management. In the corporate environment, he held senior management positions in banking and insurance companies. e-mail: anterlato@gmail.com

evident. However, if the proper questions are made and there is sufficient experience and knowledge, the causes may come to the surface.

In complicated environments, as stated by Snowden & Boone (1999), the identification of causes tends to be relatively difficult and requires measurement, consultation to experts and action-taking, appealing to academic or corporate experience. The mechanisms of analysis and measurement will require useful tools and, sometimes, causes and their effects may be detached in terms of time and space, and a linkage between them may be needed for the analysis.

IV. Complex Environments: Unknown Cause-Effect Relationships. Complex Systems

In this type of environment, the cause-effect relationship may only be known in retrospect. The questions whose answers might help identify the linkage are unknown. There is basic knowledge but experimentation is required (Asthana, 2018).

As stated by Cocho Gil (2017), the analysis of complexity focuses on the study of systems made up by a broad range of interacting components that give rise to interindependent behaviors.

Living systems - including social systems- tend to operate in complex environments. This is why most of the problems faced by organizations and involving people (employees, shareholders, clients, suppliers and the society at large) are present in this type of context (Snowden & Boone, 1999).

In complex environments, the cause-effect relationship is not easy to determine, not only because the relationship is difficult to find but also because it is not always the same. Social agents learn, modify their behavior, and show a variety of possible behaviors; in addition, there may be situations unseen in the past.

Complex systems have the capacity to learn, to adjust. In complex environments, experience (either academic or professional) may be insufficient to assess and understand the future. This turns strategy into a highly difficult exercise. For example, a company cannot be sure that any new product will be demanded and valued by clients in the near future. And it will also be impossible to assure that prospective competitors will be the same as the present competitors and that their competitive position will be the same as the current position.

Snowden & Boone (1999) relate complicated systems with machines. They argue that, if there were appropriate experience, there would be no difficulties to operate them. Instead, they relate a complex system with a rainforest, a system in constant flux. And, in this case, complex systems can only be managed by resorting to some degrees of freedom that may lead to learning, self-management, self-control and self-regulation. Some authors, such as Byrne & Callaghan (2013), argue that many social theories are being reinterpreted through the lens of complexity.

The rules of strategy conceived for simple and complicated environments leave little room for managing emergency as a quick reaction to changes in the environment. This reaction consists in collecting information, understanding it (from the client's paradigm) and turning it into actions. Montoya Restrepo & Montoya Restrepo (2015) define emergency as the appearance of new business attributes at the highest levels of the hierarchical structure that come from its lowest levels. For the authors, this approach is strongly related to the contributions made by biology and the systems theory. From this perspective, emergency and the ensuing complexity result from adaptations.

Another approach provided by these authors makes reference to Kauffman (2003, 1993, 1995), who suggests that the problem of emergency is related to a special quality of the organization, its system and components. From this standpoint, emergency comes from the interaction and connection of the components with reality.

V. Chaotic Environments: Small Changes, Big Alterations

Many ancient civilizations believed that life was a constant and unstable tension between chaos and order. For instance, in Chinese cosmology, there are two complementary principles: Yin is negative, dark and feminine, while Yang is positive, bright and masculine. Life was for them a constant search of equilibrium between Yin and Yang (Werner, 2017).

It is widely considered that the French mathematician Jules Henri Poincaré has laid the foundations of the modern Chaos Theory. He wrote a paper on celestial mechanics in 1890, where he states that a slight change in the initial conditions of a system may have a strong impact on a phenomenon. More recently, in the mid-20th century, the study of chaos may be found in places such as the Center for Nonlinear Studies, at Los Alamos National Laboratory.[1] Nevertheless, its formal approach started in 1961with Edward Lorenz at the MIT in the field of mathematics and meteorology.[2] This scientist observed the phenomenon anticipated by Poincaré as part of a process that, from the sphere of meteorological sciences, is known as the butterfly effect (Gleick, 1987).

[1] The place in the United States where, in the 1940s, the first atomic bomb launched against Hiroshima and Nagasaki was developed and made.

[2] He discovered, almost by chance, that a small roundup difference in the third decimal place of the oceans temperature in the input of his model led to important changes in the outcome. Consequently, he started to study how science understood flows in all types of fluids.

Global Journal of Management and Business Research (A) XXIV Issue III Version I Year 2024

The Chaos Theory has gone beyond the so-called hard sciences, like physics and mathematics, and is also found today in the so-called soft sciences, such as sociology, business, economics and management, among others. It seeks to understand the behavior of nonlinear dynamical systems, i.e. the systems where the internal parameters (the state variables) follow temporary rules that may change over time. They are the opposite of stable, linear and predictable systems. The Chaos Theory has replaced the reductionism and predictability of determinism which have characterized many business administration practices.[3]

Simple and complicated systems may be interpreted by means of linear equations, since they allow for analyzing and modeling systems where the consequences are proportional to the causes (proportionality), and when, there is more than one cause, the consequences are the result of their combinations (overlapping). The results can be seen in the initial conditions. Instead, chaotic and complex systems can only be analyzed or modeled on the basis of nonlinear systems. In this case, the results are not proportional to the causes; a slight change in the initial conditions results in a sizable modification in the output. In addition, the principle of overlapping does not apply either, and the combination of causes may trigger consequences not found in the sum of the initial conditions (Carrillo Trueba, 2012).

When environments are ruled by complexity and chaos, there may be unexpected structures and events, the attributes of which may be very different from the underlying attributes, resulting in abrupt changes, multiple states or an evolution towards unpredictable formats (Byrne & Callahan, 2013).

According to Asthana (2018), the cause-effect relationship of chaotic environments not only is unknown but also changes all the time. In turn, Gleick (1987) states that, in a chaotic behavior, the performance of the system is irregular, unstable and unpredictable, and it is usually associated with randomness (against the regular, stable and predictable performance that characterizes simple and complicated systems). The author admits that there are orderly systems that may tend to chaos, as there are also chaotic systems that may tend to order as from the so-called "triggering effects". In chaotic environments, managers cannot focus on the control of results (as is the case in simple and complicated systems) but only prevent any negative impacts or mitigate the consequences.

In unpredictable and a periodic situations of chaos, it is hard to find patterns to follow since, on many occasions, experiences emerge for the first time and known actions do not work. Actions should be focused on establishing some kind of order that may lead from a chaotic system to a complex system where it may be reasonably possible to control diversity and emergency. Chaotic contexts make it possible to develop a higher degree of innovation, driven at the beginning by the crisis itself and by the omission of some rules that would be undoubtedly respected in a simple or complicated context. One part of management should act to stop or mitigate the consequences while another part, less stressed by the context, should create an innovative situation (Snowden & Boone, 1999).

In chaotic environments (and also in complex contexts, a subclass of the former), reductionist, mechanistic and deterministic reactions are not efficient. Knowing the initial conditions does not allow to calculate an approximate behavior. The system lacks order and its internal parameters (state variables) follow temporary rules that change over time. Social agents learn and modify their behavior. There must be an organic nonlinear response. Strategy, as a formal and deliberate act, exhibits limitations. Testing in the market, collecting information and then reacting would seem to be an essential part of the process (Gleick, 1987).

VI. VUCA Environments: A New Paradigm for Strategy

The acronym VUCA (which stands for Volatile, Uncertain, Complex and Ambiguous) has become a metaphor of modern times.

Its origins date back to 1986 at the Army War College of the United States. Nevertheless, the public use of the acronym started with Herbert Barber, in 1991, who, while working for such institution and building on the work of Warren Bennis and Burton Naus, was seeking to develop leaders that may be able to operate in a different global context.[4] Barber presented his ideas in a conference held in February 1991, where professionals and scholars were convened to discuss about leadership in complex environments. By then, the participants of the event had already identified important turbulences and uncertainties derived from politics as well as social and technological changes (Baran, 2017). However, other sources attribute the origin of the acronym to General Maxwell R. Thurman, Vice Chief of Staff of the US Army and former Commander of the United States Army Training and Doctrine Command. Since then, many publications of the U.S. Army Heritage & Education Center at Carlisle Barracks have adopted the concept.[5]

Referring to this concept, authors such as Bennett & Lemoine (2014), argue that, in VUCA

[3] According to the dictionary of philosophy, determinism is the theory that serves to assess the necessary connection of all events and phenomena and their causal conditioning. http://www.filosofia.org/enc/ros/det.htm

[4] Bennis, W. & Naus, B. (1985). *Leaders: The Strategies for Taking Charge*. New York: Harpers & Row.

[5] In http://usawc.libanswers.com/faq/84869

environments, management is a difficult task since it is hard to understand the future. However, they recognize that volatility, uncertainty, complexity and ambiguity are features found in various environments with different degrees of intensity.

In turn, Berinato (2014) considers that, even in this type of environment, management requires a systemic assessment of the environment's features in order to make efficient decisions.

On the other hand, George (2017) states that traditional management methods are no longer sufficient to address the current volume of change. Business is no longer as usual. Leaders must deal with a different context where the classic techniques of management systems for decision-making and control (basedon prospective criteria) are not enabling companies to handle the huge information flow created by the environment.

Johansen (2017) underlines that volatility makes vision statements ineffective; uncertainty blurs understanding; complexity prevents a sharp eyesight and ambiguity is an obstacle for agility. He promotes the VUCA concept as a framework for decision-making, and suggests enlarging corporatevision to prevent the consequences of volatility, i.e. to be clear about where to go and have enough skills to scan the future, broaden the understanding of the context so as not to fall into uncertainty, improve insightfulness to combat complexity by avoiding unnecessary and confusing information, and develop agile reactions in the face of changing circumstances.

Other authors like Nandram & Blindlish (2017) consider that VUCA environments are challenging and this may help companies find new opportunities. They underline the need to attain a distributed leadership and instill a collective (and collaborative) awareness in managers. Likewise, the authors state that it is necessary to incorporate a systemic perspective in order to capture the opportunities emerging from this type of environment.

In turn, Taleb (2013) argues that some situations benefit from crises and even thrive when exposed to volatility, randomness and disorder. They seem to be comfortable when facing risks or uncertainty. According to Taleb, this is not resilience since, if it were, the system would return to the initial condition after the impact. In this case, there is an evolution, an improvement against the original status.

On the other hand, Chawla & Lenka (2018) consider that being prepared to face these environments is the role of leaders. They believe that this is not an easy task since it requires a management style defined as "resonant" by Goleman, Boyatzis & McKee (2015), to which they attribute some features such as self-knowledge and self-confidence, as well as genuineness, empathy and relationship management.

There are also authors such as Magellan Horth (2018) who propose to replace VUCA with the acronym RUPT (which stands for Rapid, Unpredictable, Paradoxical, and Tangled). Rapid because changes overlap and occur at an extremely accelerated pace. Unpredictable because strategies can only be analyzed and designed by introducing assumptions about the future, even though there may be unexpected events that force organizations to reframe thinking. Paradoxical because, sometimes, the emerging proposals may seem contradictory. And Tangled because of the multiple internal and external connections of the phenomena being tackled and analyzed.[6]

Cascio (2020), from the Institute For The Future (IFTF), Palo Alto (California), proposes a framework to analyze the environment under a context that he has defined using the acronym TUNA (Turbulent-Uncertain-Novel-Ambiguous).

In addition, research by Horst Rittel & Melvin Webber (1973), among others, quoted in Moore (2012), introduced the concept of wicked problems to refer to situations where intelligence is insufficient to quickly finda solution due to the fact that information is incomplete, contradictory and changing.

According to Wahl (2006), wicked problems are unique and their morphology is characterized by an unclear definition of boundaries and perimeters. They are multi-casual, multi-scalar and interdependent and respond to multiple stakeholders with conflicting agendas among them; and the options to approach them are blurred and ramified. The solution to this type of problem may demand a long time. Even worse, sometimes they are never completely solved or are solved in the realm of the best possible solution rather than the correct one.

A volatile environment is unstable, i.e. it can change suddenly and turn into a different environment at people, social, political and technological levels. When there is volatility, changes are violent, significant and sudden and it is impossible to determine when they may jump into a new condition (Barber, 1992).

Baran (2017) states that the speed of change is impacted by disruptive technologies and by globalization. In his opinion, volatility is a sudden and violent change of condition. As a result, companies need to adapt in order to respond to such volatility.

Wright and Snell (1998), as quoted in García-Tenorio Ronda, Sánchez Quirós & Pérez Rodríguez (2014), consider that, in a stable and predictable environment, the company's adjustment to the environment (either real or assumed) can be solved easily by using human resources with a limited range of skills and behaviors. Instead, in a dynamic and

[6] This research paper has not delved into the RUPT metaphor because it has been considered that its description is covered by the description of the acronym VUCA.

unpredictable environment, flexibility becomes more relevant and people with a wider and more varied range of skills and behaviors will be required.

When there is volatility, change is likely to occur but its magnitude and time of occurrence are unknown (Lemoine & Bennett, 2014).

George (2017) argues that, in volatile environments, companies need in-depth understanding of their capabilities and strategies to take advantage of rapidly changing circumstances in an extremely changing environment by playing to their strengths while minimizing their weaknesses. According to George, flexible tactics will be required for rapid adaptation to changing external circumstances without altering the strategic course.

In turn, Lemoine & Bennett (2014) consider that, in volatile environments, the information is available and the situation may be understandable and, certainly expected, but given their unpredictable nature, companies need to develop an agile reaction and count on flexible resources.

For authors such as Ferrari, Sparrer & von Kibed (2018), a company cannot reduce the environment's 'degree' of VUCA but it can increase its capabilities to deal with it. In this regard, Thomas & Ambrosini (2015) state that, in volatile contexts, strategies must include formal aspects, which are typical of management control, but also embrace a comprehensive and thorough vision that may contribute to capture the emergency.

In quantum mechanics, the uncertainty or indeterminacy principle was formulated by Werner K. Heisenberg and is related to the incapacity to simultaneously measure the position and linear movement of a subatomic particle. In social sciences, the uncertainty is determined by the conviction that "reality is not predictable" and that (…) "consequently (…) there will only be assumptions" and approximations (López Meléndez, 2013).

When there is uncertainty, boundaries are blurry and behaviors are unknown or unpredictable. There is neither certainty nor likelihood. There is no probability distribution on which companies can work. Christensen (2015) states that disruptive products and services are not those that emerge as continuity or evolution of an already existing product or service offered by the market but rather something new, inexistent or focused on a new and underserved segment of consumers. Amid uncertainty, it is difficult to create new- and particularly, disruptive- businesses and services since, at the time of assessing them, it is not possible to determine the value requirement of the demand (clients ignore the potential use of the new product or service), as well as the price and the amount (there is no market to be explored).

Liduena (2015) argues that, in an uncertain environment, some things are known- for example, that automobiles will be self-sufficient in terms of energy- but others are unknown- such as how this innovation will add value to consumers. The articulation between car manufacturers and Information and Communications Technology (ICT) companies to respond to this innovation is also unknown. For the author, borders among markets will be blurred and the barriers to entry will disappear over time. It is important to take into account that communication companies are already moving into the automobile market.

Lemoine & Bennett (2014) suggest that information is critical to reducing uncertainty, and firms will need to consider information from new perspectives. It has already been seen that social systems occur within complex environments, covering most of the issues being faced by organizations and their various stakeholders- employees, shareholders, clients, vendors and society at large.

In complex environments, the cause-effect relationship is difficult to predetermine. Social agents exhibit a broad range of possible behaviors and, additionally, they can learn because they have the capacity to adapt to new situations. Lemoine & Bennett (2014) argue that, in complex environments, there are many interconnected parts forming an elaborate network of information and procedures. Consequently, the analysis must be systemic rather than linear.

In terms of the complexity of the environment, George (2017) states that today's business leaders need the ability to see through chaos in order to have a clear and open-minded perspective of their companies. The proposals based on order and control and emerging from the theories and practices of Business Administration- designed for the mechanistic systems conceived after the Industrial Revolution- are not efficient enough to address the complexity of the environment and solve wicked problems. A useful approach requires organic responses and an in-depth understanding of the operation of sociotechnical systems.

Ambiguous environments create confusion and may involve different interpretations, which can all, some or none be correct. Kail (2011) emphasizes two emerging factors in ambiguous environments: firstly, the inability to accurately conceptualize threats and opportunities ahead and, secondly, the feeling of frustration. Kail proposes to develop a capacity to listen attentively and to be determined to act on the basis of incremental results so as to move forward and find the way.

Lemoine & Bennett (2014) state that, in ambiguous environments, the basic rules of the game are unknown; the cause and effect relationship is not understood and there is no precedent for making predictions as to what to expect. Rules have changed; they are no longer the same.

Ambiguity has led to an increasing use of innovation methods based on prototyping such as design thinking, Ux Ui Design, or agile methodologies like scrum. The lack of information and/or the failure to understand it -typical of ambiguous environments- may lead to symptoms of management paralysis, i.e. not knowing how to deal with decisions or trying to avoid or delay decision-making (Moses & Lyness, 1990).

Dima (2015) proposes some practices to work in ambiguous environments: (1) Accept fewer amount of data to prevent paralysis or avoidance, since it is not possible to work in ambiguous contexts as if they were environments of certainty; (2) Understand the objective before making a decision since elections must be clearer in ambiguous environments; (3) Avoid making questions whose answers do not contribute to the decision because data in excess increases ambiguity rather than reducing it.

VII. Specific Characteristics of Organizations

Hierarchical (also known as vertical) organizations are built on the principle that power may and should be divided unequally among their members. Power asymmetry is a special feature of these organizations. Power is delegated by the administrators to the governance bodies (owners, management boards, boards of directors) and, in turn, they vest this power in their subordinates. In general, power is scarcely delegated to workers (Terlato, 2022).

When Burn & Stalker (1950)- quoted in Solórzano García & Navío Marco (2016)- were developing some studies about companies, they observed that organizations needed various types of structures in line with the environments where they operated. Within the paradigm of the so-called Contingency Theory, they found two types of organizations: mechanistic and organic. Companies with a mechanistic structure tend to operate adequately in simple and moderately stable environments, while those with an organic structure fit well with unstable and changing environments, characterized by some degree of uncertainty. The higher the mechanistic structure, the more predetermined and focused the answer on the application of practices, with a limited degree of freedom and endeavor.

In hierarchical, mechanistic, procedure-dependent and bureaucratic organizations, reaction tends to be slow, so slow in fact that companies cannot react in the face of social and technological changes. On the other hand, these companies operate on the basis of the information available to make plans and models and, eventually, take on risk positions. These firms do not feel at ease with incomplete and ambiguous information and are not prepared to deal with wicked problems. They hardly use collective intelligence and do not develop multidisciplinary high-performing work teams (Terlato, 2020).

Collective intelligence is not a new concept since it was defined by Wechsler a long time ago. While studying adults, he stated that it was “the global ability of an individual to act purposeful, to think reasonably and to effectively deal with its environment” (Wechsler, 1964). In turn, Szoniecky & Bouhaï (2017) consider that it is a process that leverages the capacities of a group aligned behind a shared reflection principle to adopt a course of action that cannot be resolved by only one person. According to the authors, this process requires to relinquish selfish interests in search of the common good. On the other hand, Malone & Bernstein (2015) compare collective intelligence with market mechanisms that may help make decisions in times of crisis, while Engelbart (2004) considers that a community’s collective intelligence represents its capability for dealing with complex and urgent problems.

On the other hand, universities and business schools have been largely engaged in training managers on the basis of previous and known situations and, on these premises, then imagine the future ahead. But this may lead to difficulties whenever action is needed in a constantly changing context (Luksha et al, 2017).

The change and innovation mechanics created by VUCA environments forces organizations to ensure and accelerate the collection of bottom-up vertical information. For this purpose, frontline employees should be willing to identify new value requirements and be interested in proposing changes to their superiors. This will not be possible, of course, in highly vertical hierarchical companies with many lines of authority and in disempowering management systems (Terlato, 2020).

VIII. Conclusions

In a context of simplicity (either real or self-built), mechanistic companies- subject to stringent rules and regulations- tend to work in excess on the pillar of efficiency and incremental innovation. They commonly use technology as well as existing products, services and business models; their purpose is to introduce improvements to reduce failures and to make products and/or services cheaper, customized to the client’s value requirement and more environmentally-friendly. Social and technological changes may be anticipated (or companies will believe that they have anticipated them). Consequently, there is time to understand them, take them into account, make corrections and prevent deviations. Strategy may be designed as a formal, mechanistic and deliberate act that will neither take the company by surprise in the strategic control nor entail implementation difficulties.

In the current context, mechanistic companies organized under the paradigm of simplicity may lose flexibility and capability for innovation. Simple environments tend to narrow the cognitive frameworks.

Managers may feel tempted to continue following the same path and repeat practices, processes, products, competitive advantages, business models, targeting and marketing strategies, and their reaction may be delayed or nonexistent. The new disruptive entrants might settle in a market without being detected by the radar of established companies and lead enterprises and businesses to their demise.

But, as mentioned above, the characteristics of the environment where business is developed at present are far away from a simple environment. Consequently, some competitive models are becoming obsolete, and new tools, concepts and reference frameworks are now required.

Organic companies seem to adjust better to a VUCA environment. Their structures are mainly based on shared interests. They develop a higher sense of belongingness, and have fewer regulations and flatter hierarchical structures. For this reason, they are quicker to react and collect more bottom-up vertical information. Complex systems and sociotechnical structures need to be managed with a higher degree of freedom to enable learning, self-management, self-control and self-regulation. They will require empowered people with a wider range of skills and behaviors.

In a volatile environment, the magnitude of change and the time when it will occur are unknown. Companies need to develop in-depth understanding of their capabilities (by playing on their strengths while minimizing their weaknesses) and comprehend their strategies in order to benefit from the conditions provided by this environment. Firms will also need to develop flexible tactics for a rapid adaptation to new circumstances, without altering the strategic course. The degree of volatility is impossible to change but the company may improve its skills to handle it.

Companies will need to understand that uncertainty means that reality is nearly unpredictable and, therefore, only assumptions and approximations can be offered. Boundaries are blurry and behaviors are unknown. Information is critical to reducing uncertainty, and firms will need to consider it from new perspectives, even though sometimes it may be more efficient to go to market, measure, improve insightfulness and make adjustments as the company moves forward.

When there is ambiguity, the rules of the game are unknown. Therefore, it is impossible to adequately conceptualize the threats and opportunities ahead. For some authors, facing ambiguity requires to develop a capacity to listen attentively and to be determined to act on the basis of incremental results so as to move forward and find the way. They suggest reducing the amount of data, so as not to fall into paralysis or avoidance, and also to have a clear strategic course. When there is ambiguity, elections must be clearer and making questions whose answers do not contribute to the decision should be avoided. Data in excess increases ambiguity rather than reducing it.

Leadership will be critical to face this type of environment and will require self-knowledge and self-confidence, genuineness, empathy in relationship management as well as the capacity to instill a collective (and collaborative) awareness.

High-performing multidisciplinary teams whose members engage in collective intelligence and are reciprocally empathetic will have reached the condition of evolutionary learning communities and will be better prepared to face wicked problems, since they can contribute an increasingly systemic perspective.

Companies and universities alike will need to work to develop prospective capabilities since looking back is hardly useful in a VUCA environment.

Bibliographical References

1. Asthana, A. (2018). *Leaders for colonels and business managers. Jump-start your team and yourself*. Singapore: Notion Press.
2. Baran, B. (2017). On the Origins of VUCA and How it Affects Decision Making. Recuperado https://www.benbaran.com/home/2017/11/16/on-the-origins-of-vuca-and-how-itaffects-decision-making
3. Barber, H. (1992). Developing Strategic Leadership: The US Army War College Experience. Doi: 10.1108/02621719210018208
4. Bennett, N. & Lemoine G. J. (January 15th, 2014). What VUCA Really Means for You. *Harvard Business Review.* January–February 2014, 311,317.
5. Berinato, S. (2014). A Framework for Understanding VUCA. Recuperado. https://hbr.org/2014/09/a-framework-for-understanding-vuca
6. Blokdijk, G. (2015). *UX Ui Design - Simple Steps to Win, Insights and Opportunities for Maxing Out Success*. USA: Emereo Publishing.
7. Byrne, D. & Callahan, G. (2013). *Complexity Theory and the Social Sciences*. UK: Routledge.
8. Carrillo Trueba, C. (coord.). (2014). *Matemática: La gramática de la naturaleza. El lenguaje de la complejidad y los fenómenos no lineales*. México, D. F.: Siglo XXI Editores.
9. Cascio, J. (2020. Facing the age of chaos. Disponible online en: https://medium.com/@cascio/facing-the-age-of-chaos-b00687blf51d.
10. Chawla, S. & Lenka, U. (2018). Leadership in VUCA environment. In Sanjay Dhir-Sushil (eds) *Flexible Strategies in VUCA Markets.* doi10.1007/978-981-10-8926-8
11. Christensen, C. Raynor, M. & McDonald, R. (2015). What Is Disruptive Innovation? Recuperado https://hbr.org/2015/12/what-is-disruptive-innovation
12. Cocho Gil, G. (2017). *Ciencia. Humanismo. Sociedad. De los Sistemas Complejos a la*

imaginación heterodoxa. Recuperado scifunam.fisica.unam.mx/mir/copit/TS0014ES/TS0014ES.pdf
13. Dima, C. (2015). *Systemic Approaches to Strategic Management. Examples from the Automitive Industry*. USA: IGI Global.
14. Engelbart, D. (2004). Augmenting society's collective IQs. https://doi. org/10.1145/1012807.1012809
15. Ferrari, E. Sparrer, I & von Kibed, M. (2018). Simply More Complex: A Approach to VUCA. In Mack O., Khare A., Krämer A., Burgartz T. (eds) *Managing in a VUCA World*. Doi 10.1007/978-3-319-16889-0_1
16. García-Tenorio Ronda, J., Sánchez Quirós, I. y Pérez Rodríguez, M. J. (2014). Compromiso y flexibilidad en organizaciones innovadoras. *Innovar*, *24* (1). doi:10.15446/innovar.v24n1spe.47527
17. George, B. (2017). VUCA 2.0: A Strategy for Steady Leadership In An Unsteady World. *Forbes*. Recuperado: https://www.forbes.com/sites/hbs workingknowledge/2017/02/17/vuca-2-0-a-strategy-for-steady-leadership-in-an-unsteady-world/#59b5 295113d8
18. Gleick, J. (1987). *Caos. La creación de una ciencia*. Barcelona, España: 221B.
19. Goleman, D., Boyatzis, R. & McKee, A. (2017). *El líderresonantecreamás*. Buenos Aires, Argentina: La Norma Libros.
20. Johansen, B. (2017). *The New Leadership Literacies: Thriving in a Future of Extreme Disruption and Distributed Everything*. California, USA: Berrett-Koeler Publishers, Inc.
21. Kail, E.G. (2011). Leading Effectively in a VUCA Environment: A is for Ambiguity. Recuperado https://hbr.org/2011/01/leading-effectively-in-a-vuca-1
22. Lemoine, J. & Bennett, N. (2014). What a Difference a Word Makes: Understanding Threats to Performance in a VUCA World.doi 10.2139/ssrn.240 6676 Lepêre, C. (2015). *Le nouvelordre digital*. Liêge, Belgique: I-Cube.
23. Liduena, J. M. (2015). Diriger dans un contexte volatil et incertain: les clés d'un nouveau leadership. Recuperado https://blog.deloitte.fr/diriger-dans-un-contexte-volatil-etincertain-les-cles-d-un-nouveau-leadership/
24. López Meléndez, T. (2013). El principio de la incertidumbre. Recuperado https://www.reeditor.com/columna/9335/27/sociologia/el/principio/la/incertidumbre.
25. Luksha, P., Cubista, J., Laszlo, A., Popovich, M., & Ninenko I. (2018). *Educational Ecosystems for Societal Transformation*. Recuperado http://www.edu2035.org/images/people/GEF_april26-min.pdf
26. Malone, T. & Bernstein, M. (2015). Hand Book of Collective Intelligence. Cambridge, USA: Massachusetts Institute of Technology.
27. Magellan Horth, D. (2018). Navigating Disruption: A VUCA Alternative. Recuperado https://www.ccl.org/blog/navigating-disruption-vuca-alternative/
28. Montoya Restrepo, I. A., y Montoya Restrepo, L. A. (2015). Comprensión del concepto de emergencia, desde el aporte de Holland, Kauffman y Andrade. *Innovar, 25* (57), 27-44. doi 10.15446/innovar.v25n57.50325.
29. Moses, J. L. & K. S. Lyness. (1990). Leadership behavior in ambiguous environments. K. E. Clark & M. B. Clark (Eds). *Measures of Leadership*. (327-335). West Orange, New Jersey, USA: Leadership Library of America.
30. Moore, D. (2012). *Sensemaking. A structure for an intelligence revolution*. Washington, DC, USA: National Intelligence University.
31. Nandram, S. S. &B indlish, P. K. (eds) (2017). Managing VUCA Through Integrative Self Management. How to Cope with Volatility, Uncertainty, Complexity and Ambiguity in Organizational Behavior. doi 10.1007/978-3-319-52231-9
32. Scott, D. A. (2016). Kodak's Downfall Wasn't About Technology. Recuperado https://hbr.org/2016/07/kodaks-downfall-wasnt-about-technology
33. Snowden, D. & M. Boone. (1999). A Leader's Framework for Decision Making. Recuperado https://hbr.org/2007/11/a-leaders-framework-for-decision-making
34. Solórzano García, M. y Navío Marco, J. (2016). *Diseño y Cambio Organizativo*. España, Madrid: Editorial Universitaria Ramón Areces.
35. Szoniecky, S. et Bounhaï, N. (2017). Intelligence collective et archives numériques. Vers des écosystêmes de connaissances. London, UK: Isle Ed.
36. Taleb, N. N. (2013). *Antifragil. Las cosas que se benefician del desorden*. Barcelona, España: Paidos.
37. Terlato, A. (2022). Nuevos Modelos de Gobierno. Respuesta a los requerimientos de una nueva sociedad. *Palermo Business Review*. | No 26 | Diciembre de 2022. ISSN 0328-5715. ISSN 2524-955X. Disponible en: https://www.palermo.edu/negocios/cbrs/pdf/pbr26/PBR_26_06.pdf
38. Thomas, L. & V. Ambrosini. (2015). Materializing Strategy: The Role of Comprehensiveness and Management Controls in Strategy Formation in Volatile Environments. *British Journal of Management 26* (S1), 105-124.
39. Wechsler, D. (1964). Die Messung der Intelligenz Erwachsener, Textband. Hamburg, Deutschland: Verlag: Verlag Hans Huber.
40. Werner, E. T. C. (2017). Myths & Legends of China. India; New Delhi: Prabhat books.

41. U. S. Army Heritage & Education Center at Carlisle Barracks. Recuperado http://usawc.Libanswers.com/faq/84869

Global Journals Guidelines Handbook 2024

www.GlobalJournals.org

MEMBERSHIPS

FELLOWS/ASSOCIATES OF MANAGEMENT AND BUSINESS RESEARCH COUNCIL

FMBRC/AMBRC MEMBERSHIPS

INTRODUCTION

FMBRC/AMBRC is the most prestigious membership of Global Journals accredited by Open Association of Research Society, U.S.A (OARS). The credentials of Fellow and Associate designations signify that the researcher has gained the knowledge of the fundamental and high-level concepts, and is a subject matter expert, proficient in an expertise course covering the professional code of conduct, and follows recognized standards of practice. The credentials are designated only to the researchers, scientists, and professionals that have been selected by a rigorous process by our Editorial Board and Management Board.

Associates of FMBRC/AMBRC are scientists and researchers from around the world are working on projects/researches that have huge potentials. Members support Global Journals' mission to advance technology for humanity and the profession.

FMBRC

FELLOW OF MANAGEMENT AND BUSINESS RESEARCH COUNCIL

FELLOW OF MANAGEMENT AND BUSINESS RESEARCH COUNCIL is the most prestigious membership of Global Journals. It is an award and membership granted to individuals that the Open Association of Research Society judges to have made a 'substantial contribution to the improvement of computer science, technology, and electronics engineering.

The primary objective is to recognize the leaders in research and scientific fields of the current era with a global perspective and to create a channel between them and other researchers for better exposure and knowledge sharing. Members are most eminent scientists, engineers, and technologists from all across the world. Fellows are elected for life through a peer review process on the basis of excellence in the respective domain. There is no limit on the number of new nominations made in any year. Each year, the Open Association of Research Society elect up to 12 new Fellow Members.

Benefit

To the Institution

Get letter of appreciation

Global Journals sends a letter of appreciation of author to the Dean or CEO of the University or Company of which author is a part, signed by editor in chief or chief author.

Exclusive Network

Get access to a closed network

A FMBRC member gets access to a closed network of Tier 1 researchers and scientists with direct communication channel through our website. Fellows can reach out to other members or researchers directly. They should also be open to reaching out by other.

Career | Credibility | Exclusive | Reputation

Certificate

Certificate, LoR and Laser-Momento

Fellows receive a printed copy of a certificate signed by our Chief Author that may be used for academic purposes and a personal recommendation letter to the dean of member's university.

Career | Credibility | Exclusive | Reputation

Designation

Get honored title of membership

Fellows can use the honored title of membership. The "FMBRC" is an honored title which is accorded to a person's name viz. Dr. John E. Hall, Ph.D., FMBRC or William Walldroff, M.S., FMBRC.

Career | Credibility | Exclusive | Reputation

Recognition on the Platform

Better visibility and citation

All the Fellow members of FMBRC get a badge of "Leading Member of Global Journals" on the Research Community that distinguishes them from others. Additionally, the profile is also partially maintained by our team for better visibility and citation. All fellows get a dedicated page on the website with their biography.

Career | Credibility | Reputation

Future Work

Get discounts on the future publications

Fellows receive discounts on future publications with Global Journals up to 60%. Through our recommendation programs, members also receive discounts on publications made with OARS affiliated organizations.

Career Financial

GJ Account

Unlimited forward of Emails

Fellows get secure and fast GJ work emails with unlimited forward of emails that they may use them as their primary email. For example,
john [AT] globaljournals [DOT] org.

Career Credibility Reputation

Premium Tools

Access to all the premium tools

To take future researches to the zenith, fellows receive access to all the premium tools that Global Journals have to offer along with the partnership with some of the best marketing leading tools out there.

Financial

Conferences & Events

Organize seminar/conference

Fellows are authorized to organize symposium/seminar/conference on behalf of Global Journal Incorporation (USA). They can also participate in the same organized by another institution as representative of Global Journal. In both the cases, it is mandatory for him to discuss with us and obtain our consent. Additionally, they get free research conferences (and others) alerts.

Career Credibility Financial

Early Invitations

Early invitations to all the symposiums, seminars, conferences

All fellows receive the early invitations to all the symposiums, seminars, conferences and webinars hosted by Global Journals in their subject.

Exclusive

Publishing Articles & Books

Earn 60% of sales proceeds

Fellows can publish articles (limited) without any fees. Also, they can earn up to 70% of sales proceeds from the sale of reference/review books/literature/publishing of research paper. The FMBRC member can decide its price and we can help in making the right decision.

Exclusive Financial

Reviewers

Get a remuneration of 15% of author fees

Fellow members are eligible to join as a paid peer reviewer at Global Journals Incorporation (USA) and can get a remuneration of 15% of author fees, taken from the author of a respective paper.

Financial

Access to Editorial Board

Become a member of the Editorial Board

Fellows may join as a member of the Editorial Board of Global Journals Incorporation (USA) after successful completion of three years as Fellow and as Peer Reviewer. Additionally, Fellows get a chance to nominate other members for Editorial Board.

Career Credibility Exclusive Reputation

And Much More

Get access to scientific museums and observatories across the globe

All members get access to 5 selected scientific museums and observatories across the globe. All researches published with Global Journals will be kept under deep archival facilities across regions for future protections and disaster recovery. They get 10 GB free secure cloud access for storing research files.

AMBRC

ASSOCIATE OF MANAGEMENT AND BUSINESS RESEARCH COUNCIL

ASSOCIATE OF MANAGEMENT AND BUSINESS RESEARCH COUNCIL is the membership of Global Journals awarded to individuals that the Open Association of Research Society judges to have made a 'substantial contribution to the improvement of computer science, technology, and electronics engineering.

> The primary objective is to recognize the leaders in research and scientific fields of the current era with a global perspective and to create a channel between them and other researchers for better exposure and knowledge sharing. Members are most eminent scientists, engineers, and technologists from all across the world. Associate membership can later be promoted to Fellow Membership. Associates are elected for life through a peer review process on the basis of excellence in the respective domain. There is no limit on the number of new nominations made in any year. Each year, the Open Association of Research Society elect up to 12 new Associate Members.

Benefit

To the institution

Get letter of appreciation

Global Journals sends a letter of appreciation of author to the Dean or CEO of the University or Company of which author is a part, signed by editor in chief or chief author.

Exclusive Network

Get access to a closed network

A AMBRC member gets access to a closed network of Tier 2 researchers and scientists with direct communication channel through our website. Associates can reach out to other members or researchers directly. They should also be open to reaching out by other.

Career | Credibility | Exclusive | Reputation

Certificate

Certificate, LoR and Laser-Momento

Associates receive a printed copy of a certificate signed by our Chief Author that may be used for academic purposes and a personal recommendation letter to the dean of member's university.

Career | Credibility | Exclusive | Reputation

Designation

Get honored title of membership

Associates can use the honored title of membership. The “AMBRC” is an honored title which is accorded to a person’s name viz. Dr. John E. Hall, Ph.D., AMBRC or William Walldroff, M.S., AMBRC.

Career | Credibility | Exclusive | Reputation

Recognition on the Platform

Better visibility and citation

All the Associate members of ASFRC get a badge of "Leading Member of Global Journals" on the Research Community that distinguishes them from others. Additionally, the profile is also partially maintained by our team for better visibility and citation. All associates get a dedicated page on the website with their biography.

Career | Credibility | Reputation

Future Work

Get discounts on the future publications

Associates receive discounts on the future publications with Global Journals up to 60%. Through our recommendation programs, members also receive discounts on publications made with OARS affiliated organizations.

Career Financial

GJ Account

Unlimited forward of Emails

Associates get secure and fast GJ work emails with 5GB forward of emails that they may use them as their primary email. For example, john [AT] globaljournals [DOT] org..

Career Credibility Reputation

Premium Tools

Access to all the premium tools

To take future researches to the zenith, fellows receive access to almost all the premium tools that Global Journals have to offer along with the partnership with some of the best marketing leading tools out there.

Financial

Conferences & Events

Organize seminar/conference

Associates are authorized to organize symposium/seminar/conference on behalf of Global Journal Incorporation (USA). They can also participate in the same organized by another institution as representative of Global Journal. In both the cases, it is mandatory for him to discuss with us and obtain our consent. Additionally, they get free research conferences (and others) alerts.

Career Credibility Financial

Early Invitations

Early invitations to all the symposiums, seminars, conferences

All associates receive the early invitations to all the symposiums, seminars, conferences and webinars hosted by Global Journals in their subjec.

Exclusive

Publishing Articles & Books

Earn 60% of sales proceeds

Associates can publish articles (limited) without any fees. Also, they can earn up to 30-40% of sales proceeds from the sale of reference/review books/literature/publishing of research paper.

Exclusive Financial

Reviewers

Get a remuneration of 15% of author fees

Fellow members are eligible to join as a paid peer reviewer at Global Journals Incorporation (USA) and can get a remuneration of 15% of author fees, taken from the author of a respective paper.

Financial

And Much More

Get access to scientific museums and observatories across the globe

All members get access to 2 selected scientific museums and observatories across the globe. All researches published with Global Journals will be kept under deep archival facilities across regions for future protections and disaster recovery. They get 5 GB free secure cloud access for storing research files.

Associate	Fellow	Research Group	Basic
$4800 **lifetime designation**	$6800 **lifetime designation**	$12500.00 **organizational**	APC **per article**
Certificate, LoR and Momento 2 discounted publishing/year **Gradation** of Research 10 research contacts/day 1 **GB** Cloud Storage **GJ** Community Access	**Certificate,** LoR and Momento **Unlimited** discounted publishing/year **Gradation** of Research **Unlimited** research contacts/day 5 **GB** Cloud Storage **Online Presense** Assistance **GJ** Community Access	**Certificates,** LoRs and Momentos **Unlimited** free publishing/year **Gradation** of Research **Unlimited** research contacts/day **Unlimited** Cloud Storage **Online Presense** Assistance **GJ** Community Access	**GJ** Community Access

Preferred Author Guidelines

We accept the manuscript submissions in any standard (generic) format.

We typeset manuscripts using advanced typesetting tools like Adobe In Design, CorelDraw, TeXnicCenter, and TeXStudio. We usually recommend authors submit their research using any standard format they are comfortable with, and let Global Journals do the rest.

Alternatively, you can download our basic template from https://globaljournals.org/Template.zip

Authors should submit their complete paper/article, including text illustrations, graphics, conclusions, artwork, and tables. Authors who are not able to submit manuscript using the form above can email the manuscript department at submit@globaljournals.org or get in touch with chiefeditor@globaljournals.org if they wish to send the abstract before submission.

Before and during Submission

Authors must ensure the information provided during the submission of a paper is authentic. Please go through the following checklist before submitting:

1. Authors must go through the complete author guideline and understand and *agree to Global Journals' ethics and code of conduct,* along with author responsibilities.
2. Authors must accept the privacy policy, terms, and conditions of Global Journals.
3. Ensure corresponding author's email address and postal address are accurate and reachable.
4. Manuscript to be submitted must include keywords, an abstract, a paper title, co-author(s') names and details (email address, name, phone number, and institution), figures and illustrations in vector format including appropriate captions, tables, including titles and footnotes, a conclusion, results, acknowledgments and references.
5. Authors should submit paper in a ZIP archive if any supplementary files are required along with the paper.
6. Proper permissions must be acquired for the use of any copyrighted material.
7. Manuscript submitted *must not have been submitted or published elsewhere* and all authors must be aware of the submission.

Declaration of Conflicts of Interest

It is required for authors to declare all financial, institutional, and personal relationships with other individuals and organizations that could influence (bias) their research.

Policy on Plagiarism

Plagiarism is not acceptable in Global Journals submissions at all.

Plagiarized content will not be considered for publication. We reserve the right to inform authors' institutions about plagiarism detected either before or after publication. If plagiarism is identified, we will follow COPE guidelines:

Authors are solely responsible for all the plagiarism that is found. The author must not fabricate, falsify or plagiarize existing research data. The following, if copied, will be considered plagiarism:

- Words (language)
- Ideas
- Findings
- Writings
- Diagrams
- Graphs
- Illustrations
- Lectures

- Printed material
- Graphic representations
- Computer programs
- Electronic material
- Any other original work

Authorship Policies

Global Journals follows the definition of authorship set up by the Open Association of Research Society, USA. According to its guidelines, authorship criteria must be based on:

1. Substantial contributions to the conception and acquisition of data, analysis, and interpretation of findings.
2. Drafting the paper and revising it critically regarding important academic content.
3. Final approval of the version of the paper to be published.

Changes in Authorship

The corresponding author should mention the name and complete details of all co-authors during submission and in manuscript. We support addition, rearrangement, manipulation, and deletions in authors list till the early view publication of the journal. We expect that corresponding author will notify all co-authors of submission. We follow COPE guidelines for changes in authorship.

Copyright

During submission of the manuscript, the author is confirming an exclusive license agreement with Global Journals which gives Global Journals the authority to reproduce, reuse, and republish authors' research. We also believe in flexible copyright terms where copyright may remain with authors/employers/institutions as well. Contact your editor after acceptance to choose your copyright policy. You may follow this form for copyright transfers.

Appealing Decisions

Unless specified in the notification, the Editorial Board's decision on publication of the paper is final and cannot be appealed before making the major change in the manuscript.

Acknowledgments

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

Declaration of funding sources

Global Journals is in partnership with various universities, laboratories, and other institutions worldwide in the research domain. Authors are requested to disclose their source of funding during every stage of their research, such as making analysis, performing laboratory operations, computing data, and using institutional resources, from writing an article to its submission. This will also help authors to get reimbursements by requesting an open access publication letter from Global Journals and submitting to the respective funding source.

Preparing your Manuscript

Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

Manuscript Style Instruction (Optional)

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

Structure and Format of Manuscript

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and suggestions to improve brevity.

Format Structure

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

All manuscripts submitted to Global Journals should include:

Title

The title page must carry an informative title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

Author details

The full postal address of any related author(s) must be specified.

Abstract

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Keywords

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy: planning of a list of possible keywords and phrases to try.

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

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

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

Numerical Methods

Numerical methods used should be transparent and, where appropriate, supported by references.

Abbreviations

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

Formulas and equations

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

Tables, Figures, and Figure Legends

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

Figures

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

For scanned images, the scanning resolution at final image size ought to be as follows to ensure good reproduction: line art: >650 dpi; halftones (including gel photographs): >350 dpi; figures containing both halftone and line images: >650 dpi.

Color charges: Authors are advised to pay the full cost for the reproduction of their color artwork. Hence, please note that if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a Color Work Agreement form before your paper can be published. Also, you can email your editor to remove the color fee after acceptance of the paper.

Tips for writing a good quality Management Research Paper

Techniques for writing a good quality management and business research paper:

1. Choosing the topic: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

3. Ask your guides: If you are having any difficulty with your research, then do not hesitate to share your difficulty with your guide (if you have one). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work, then ask your supervisor to help you with an alternative. He or she might also provide you with a list of essential readings.

4. Use of computer is recommended: As you are doing research in the field of management and business then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

5. Use the internet for help: An excellent start for your paper is using Google. It is a wondrous search engine, where you can have your doubts resolved. You may also read some answers for the frequent question of how to write your research paper or find a model research paper. You can download books from the internet. If you have all the required books, place importance on reading, selecting, and analyzing the specified information. Then sketch out your research paper. Use big pictures: You may use encyclopedias like Wikipedia to get pictures with the best resolution. At Global Journals, you should strictly follow here.

6. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right? It is a good habit which helps to not lose your continuity. You should always use bookmarks while searching on the internet also, which will make your search easier.

7. Revise what you wrote: When you write anything, always read it, summarize it, and then finalize it.

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.
Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

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

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.

19. Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

20. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

21. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

22. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

23. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.

Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.

- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- o Single section and succinct.
- o An outline of the job done is always written in past tense.
- o Concentrate on shortening results—limit background information to a verdict or two.
- o Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- o Explain the value (significance) of the study.
- o Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- o Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- o Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.

Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- o Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- o In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- o Present a background, such as by describing the question that was addressed by creation of an exacting study.
- o Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- o Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- o Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- o Do not include raw data or intermediate calculations in a research manuscript.
- o Do not present similar data more than once.
- o A manuscript should complement any figures or tables, not duplicate information.
- o Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."

Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- o You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- o Give details of all of your remarks as much as possible, focusing on mechanisms.
- o Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- o One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- o Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

Administration Rules to Be Strictly Followed before Submitting Your Research Paper to Global Journals Inc.

Please read the following rules and regulations carefully before submitting your research paper to Global Journals Inc. to avoid rejection.

Segment draft and final research paper: You have to strictly follow the template of a research paper, failing which your paper may get rejected. You are expected to write each part of the paper wholly on your own. The peer reviewers need to identify your own perspective of the concepts in your own terms. Please do not extract straight from any other source, and do not rephrase someone else's analysis. Do not allow anyone else to proofread your manuscript.

Written material: You may discuss this with your guides and key sources. Do not copy anyone else's paper, even if this is only imitation, otherwise it will be rejected on the grounds of plagiarism, which is illegal. Various methods to avoid plagiarism are strictly applied by us to every paper, and, if found guilty, you may be blacklisted, which could affect your career adversely. To guard yourself and others from possible illegal use, please do not permit anyone to use or even read your paper and file.

Criterion for Grading a Research Paper (Compilation) by Global Journals

Please note that following table is only a Grading of "Paper Compilation" and not on "Performed/Stated Research" whose grading solely depends on Individual Assigned Peer Reviewer and Editorial Board Member. These can be available only on request and after decision of Paper. This report will be the property of Global Journals.

Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

INDEX

save our planet

Global Journal of Management and Business Research

Visit us on the Web at www.GlobalJournals.org | www.JournalofBusiness.Org
or email us at helpdesk@globaljournals.org

ISSN 9755853