

**WORKPLACE MENTORING AND SKILL GAP
IN RETAIL SECTOR**

A Thesis

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By

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DECLARATION

I hereby declare that the thesis entitled “**Workplace Mentoring and Skill Gap in Retail Sector**” has been prepared by me under the guidance of my advisor **Dr. Kamalpreet Kaur Papos**a, Assistant Professor, Mittal School of Business, Lovely Professional University. No part of this thesis has formed the basis for the award of any degree or fellowship previously

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CERTIFICATE

I certify that Ms. Priyanka Chhibber has prepared her thesis entitled **“Workplace Mentoring and Skill Gap in Retail Sector”** for the award of Ph.D. degree from Lovely Professional University, under my guidance. She has carried out the work at the Mittal School of Business, Faculty of Business and Arts, Lovely Professional University, Phagwara.

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Abstract

The research work entitled ‘Workplace Mentoring and Skill Gap in Organized Retail Sector’, is a study on sales representatives of organized retail sector of Punjab. It is specifically undertaken to examine the most debated contemporary issue in business that is, skill gap existing in companies and organizations active in the field. The study has been conceived and executed as a contribution in the literature and research in the area of skill gap and mentoring.

India has been developing by leaps and bounds in terms of business and economic activity. This growth is generating more and more job opportunities. To ride on this momentum, India requires skilled workers. As per the reports provided by National Skill Development Corporation and Boston Consultancy Group, maximum skill set is required in almost all the sectors by 2022. Because of its favorable demographic position, India is going to have the biggest population of working age in the world. But the danger is, there of the demographic dividend turning into a demographic nightmare. This is because the working age population is going to be in tens of crores, but they all are not skilled fully to give the desired results. Keeping this conundrum in mind, the study is carried out on identifying the skill gap in organized retail sector. To achieve the objectives to study the perception of supervisors and subordinates towards existence of skill gap in organized retail sector, a sample of 410 employees has been selected, belonging to seven different retail formats - cash and carry, convenience stores, department stores, discount stores, hypermarkets, specialty stores and supermarkets.

Retail sector is growing very fast and the data from several sources revealed that, Punjab state is going to be a hub and place of opportunity for organized retail sector. A majority of the retail outlets and chains are going to be launched in upcoming years. Showing potential and prosperity is a good sign, but to run these outlets only ambience and infrastructure will not work. No doubt, all these factors are important to attract customers but to fulfill their product demand and giving them satisfying purchase experience, the one-point contact is the salesperson.

The study revealed that, in many cases there are two showrooms similar in every way, but one is more successful and attracting more customers as compared to the other. It is because of their employees and their behavior. It can be safely said that positive behavior is one of the most important reasons that cannot be neglected. In today's scenario fashions and trends are changing rapidly. In such a dynamic world it is difficult to cope up and change gears quickly. That is the main reason employees who are not fully skilled get annoyed while working in their organization. Some organizations have tried to find the reason for the same -- whether it is academic shortcoming or inadequate training on the part of the industry. This gives rise to controversial issues. To avoid blame game, one has to take the initiative and control the increasing skill gap. As per the current study, the skill gap is understood as a gap existing between the skills required by the industry and the skill possessed by employees working in that organization.

In order to find out skill gap, the first step is to find out the skill set required in that particular sector. For that, three main skills were identified, namely, selling skills, sales presentation skills and interpersonal mentalizing skills. These skills further include interpersonal skills, salesmanship skills, technical skills, active listening skills, adaptive selling, handling objections, closing of sales, doing negotiations, prospecting of customer, rapport building with customers, detecting nonverbal cues, taking bird's eye view. These are identified as relevant skills required for frontline sales representative job. The study then tried to identify the difference in perception of supervisors and subordinate's vis-a-vis the skill gap. In order to work on this objective, a questionnaire was designed with statements related to the above-mentioned skills were framed. The respondents were asked to pick the skills they think are required and the skill set they actually possess. After that skill gap has been computed. The study made use of both primary sources as well as secondary sources in order to obtain useful results and conduct complete analysis.

The study has been conducted through well designed instruments; hence structured questionnaire has been used to gather primary data from the supervisors and

subordinates. The data has been analyzed with the help of exploratory factor analysis, confirmatory factor analysis and applying independent T test. The results revealed that both the groups feel that skill gap does exist in the retail sector, but as compared to supervisors, subordinates feel the gap is wider.

One fact identified is, that the entry of sales representative in organized retail is very easy. This results in falling interest of sales associates because they are not taking it as a long-term career. To understand all this, the next objective has been framed as a solution to this problem of how to reduce the skill gap and make retail sector a long-term career for their employees. Keeping this in mind, mentoring is proposed. First, mentoring awareness has been studied and then the effect of mentoring on skill gap has also been identified. While exploring this topic, the researcher found that most of the literature and research available is on providing training to cover the skill gap. The constraint in providing training to the employees is that sometimes it is very costly and even getting the trainers with good skills that can provide proper training to employees is very grim. Instead, if the same organization follows mentoring approach, which is based on gift exchange process, there is no cost involved and it can help in inculcating and improving skills.

Mentoring is done by the experienced person called as mentor to the unskilled or a learner considered as protégé. In this research work, the relationship of mentor-supervisor with protégé-subordinate has been studied. Two types of mentoring from literature review has been considered -- that is, career mentoring and psychosocial mentoring. Career mentoring involves sponsorship by nominating protégée for various projects and it provides exposure and visibility to that protégée by providing leading roles like coordinator. Protégé thus gets noticed by top management. Next, coaching is given through suggestions to perform better at tasks. After that comes protection, so that protégée does not violate any organization norms. Last is giving them challenging assignments so they come to know how to do good sales and become a better salesperson.

Psychosocial mentoring is one that influences behavior to learn new things in an organization. Psychosocial mentoring involves role models, by setting and providing examples, where they can learn from mentor and receive authentication. The behavior required for success in retail sector starts falling in place when psychosocial mentoring is implemented. Counseling is given to subordinates and lots of discussions are held with them to clear their doubts on how they can have good social relations. The data has been collected from subordinates to see how mentoring is practiced by the supervisors. The data has been then analyzed with the help of statistical techniques namely, exploratory factor analysis, confirmatory factor analysis and regression.

The results obtained from the study explain that there is an inverse relationship between mentoring and skill gap. This means that if mentoring is improved in the organization, it will help in bridging the skill gap. During survey and interaction with the sales team and supervisors from Punjab, it has been observed that when they were asked about the term ‘mentoring’ they were not clear but when the term was explained to them, the salespersons gave a positive response. This shows that mentoring is very much in practice in retail organizations but it is informal. It is suggested that mentoring should be introduced formally. During analysis it was observed that psychosocial mentoring is having more impact on skill gap as compared to career mentoring. It is also observed that out of the skill gaps identified, the skill gap most affected by career mentoring is sales presentation skill gap and the skill gap least affected is interpersonal mentalizing skill gap. On the contrary, the skill gap most affected from psychosocial mentoring is interpersonal mentalizing skill gap and the skill gap least affected is selling skill gap.

Thus, study has many managerial implications which will definitely contribute towards strengthening the skills of sales staff that are the key aspect towards the overall growth of the retail organization and bringing an important intervention of mentoring as a human resource development practice in the retail industry so as to reduce the skill gap in the VUCA environment.

Like all other studies this study is also not free from limitations as this one is restricted to Punjab state only. So, the results obtained and presented cannot be generalized. Second limitation of this study was short time at hand. Thirdly, the study is based upon perception of employees, which may change with the passage of time. Lastly, this study is confined to a restricted sample size. As India is a very large country and has diverse working environments, this researcher suggests follow up longitudinal study in future for better results and interpretation. During extensive literature review it has been observed that there exist many areas related to skill gap and mentoring that still need to be explored. The present study has been instrumental in filling the vacuum in literature on the relationship between skill gaps and mentoring in organized retail sector and the manner in which mentoring has emerge as an important human resource development practice towards curbing the skill gap in the retail world, thereby giving an opportunity to retail employees and academicians alike to dig deeper in this area which has immense potential for not only retail section but even India as a nation.

Keywords: Mentoring, Mentor, Protégée, Retail Sector, Sales Representatives, Sales Manager, Skills, Skill Gap, Workplace

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What the mind of man can conceive and believe, it can achieve.

--Self-help guru Napoleon Hill

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List of Abbreviation

AGFI	Adjusted Goodness of Index
ANOVA	Analysis of Variance
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CVR	Content Validity Ratio
DV	Dependent Variable
EFA	Exploratory Factor Analysis
Et al.	Et Alia
GFI	Goodness of Fit Index
IBM	International Business Machines
IFI	Incremental Fit Index
IV	Independent Variable
KMO	Kaiser Meyer Olkin
MHRD	Ministry of Human Resource Development
MORD	Ministry of rural development
MRP	Maximum retail price
NES	National Employer Skills survey
NFI	Normed Fit Index
NPSD	National policy on skill development
NSDC	National Skill Development Corporation
NSDCB	National Skill Development Coordination Board
P value	Probability Value
RFI	Relative Fit Indices
RMSEA	Root Mean Square Error of Approximation
SPSS	Statistics Package for the Social Sciences
TLI	Tucker-Lewis Index

CHAPTER –I

INTRODUCTION

1.1 Introduction and Purpose of the Study

India is an emerging country with a rapid growth potential. The facts reveal that; India will have the largest youth population by 2035. This young generation will soon be entering into working population (Okada, 2012). As window of opportunity its favorable demographics dividend gives a chance to Indian economy to grow rapidly (Blom and Saeki, 2011). In India, Literacy rate is not the same - it varies from one place to another and this leads to upgrading population to different skill set that further creates complexity and unpredictability. Skill set is a cluster of skills required to perform job duties under one particular job profile (De Mauro et al., 2018). Some signs of skill shortage have started to show up in the developing Indian economy.

As a long sufferer from shortage of skilled employees, the Indian economy has face a major constraint in its growth. Skilled employees are those who can create share and use knowledge effectively. To grow further in this competitive world, continuous efforts have to be made by India. In this context, the Indian Government is taking several initiatives. The main initiative taken by it is, to transform Indian economy to knowledge based economy (Tara and Kumar, 2016). The Indian government in the 11th five year planning document introduced a chapter on skill challenges faced by the nation (Mehrotra et al., 2013). One more initiative is reflected in the government campaign “Make in India” and the “Skill India” movement, revealing that there is a huge demand for skilled employees (Sharma and Nagendra, 2016). The terminology of skilled employees means individuals who are capable enough to perform their daily task and take full responsibility of the work assigned to them. Hence, it is becoming the need of the nation to get highly skilled employees in today’s competitive world (Saini, 2015). Thus, it will provide help to the nation to enable and accelerate their growth rate.

In the “Skill India movement”, industry is at the center stage. While India has a good education system with a good framework, it had not adequately primed the young generation with the skills that is today’s requirement by the industry people (Okada, 2012). For a better survival it is suggested to the industries to know about the skill set of their employees. Before devising any plan, it is more important for industries to assess the skill gap (Mehrotra et al., 2013). Skill gap is the difference between the actual skill set owned by the employees and desired one by the industry to do a particular task. Investigating the skill gap is becoming the need of the companies but how to possess it is a big challenge facing the companies. In order to find the answer to this question, various consultancies have come up. For example, Boston Consultancy in their study shows the requirement of different skill set in 2022. The report states the data of active population country wise, its shortages and excess by 2020 (Srivastava, 2016). In this report a total of 26 countries such as India, Mexico, Indonesia, Spain, Japan, Russia, USA, China and many more have been included. The data reveals the skill set requirement by 2022, which is describing their potential working age group, which is in the bracket of 15 years to 59 years. Out of all the countries India is having maximum workforce, it might be due to its favorable demographic and population.

More about different skill set requirement has been studied by National Skill Development (Skill report, 2014). Its reports state the requirement of different skill set by 2022. The total numbers of sectors included in the list were 33, out of these the retail sector is having the highest potential of growth in terms of workforce and skill set requirement. To excel in the changing world and to drive success, retail industry requires skilled employees, those who can think and act differently. Most of the management gurus and economists consider that the retail industry is the backbone of a country’s economic development (Owusu, 2020). The proliferation of Indian retail sector is remarkable; the growth is intensified. Retail sector is fast growing and is the fifth largest global destination. In the road ahead projected by 2021 in the total retail market, 75% is traditional market, 18% organized retail market and 7% is e-commerce retail (Bakos,

2001). The growth is intensified and ascending even more in emerging retail formats, as industry grows by leaps and bounds. Business needs to grow but is impeded by a workforce that lacks sufficient skills. Employees working in the retail sector do not possess necessary skills and knowledge. Retail industry always tries to provide learning culture to their employees where their employees can unlearn and learn things easily. Recognizing this aspect, the present study sheds light in identifying skill gaps in the organized retail sector. This study will help the retail sector to understand the current existing skills of their employees and finding the gaps if any. Therefore, the present study is an attempt to study skill gaps and workplace mentoring in organized retail sector in Indian context.

In this study, researcher is proposing mentoring as a practice that might help in overcoming skill gaps. Mentoring is a process in which the mentor is a senior and experienced person who acts as an advisor, counsellor, supporter to a junior employee (Dickson et al., 2014). Mentoring predominantly is followed in western countries (Ramaswami and Dreher, 2010). But its roots are in India. The origin of mentoring, thousands of years ago, was found in Guru-Shishya relationship, now called as mentor & protégé (Nachimuthu, 2006). Mentoring is considered as a life altering relationship, a relationship that focuses on career growth and development of employee. The two main functions of mentoring are: Career mentoring in which the mentor provides an environment to the protégé, where the latter is allowed to show their best (Resnick, 1908). The second one is Psychosocial mentoring in which a senior and experienced person teaches, counsels, supports and protects the junior employees (Ragins and Kram, 2007). This small initiative might help industry people to bridge the skill gap (Emelo, 2012).

This first chapter provides a general overview and base of the study, including introduction of the study, purpose of study, its construct and definitions of key concepts and the background and motivation for the study. Also introduced in addition to the

purpose and objectives of the study are the study's research problem and research questions.

1.2 Justification of Research Work

India is a developing Country. It has a very huge potential in retail market. India's economic development is dependent upon the retail sector especially unorganized retail sector. Now-a-days the share of India's organized retail is only 15% remaining 85% is unorganized retail. The government is also providing support towards organized retail through its various policies which will definitely help retail sector to grow up by 25% approximately after 5 years. (Hamil and Priyadharshini, 2014; Owusu, 2020). This reflects that organized retail sector is at a growth rate, which further includes several chains of stores including supermarkets, departmental stores and hypermarkets (Atul and Sanjoy, 2013; Ghosh et al., 2010). To make it achieve high growth levels it is very essential to identify the manner in which the growth rate can be improved.

Organized retail sector having huge potential for young population. As per the reference given by Bhattacharya (2011) it's very important to find out the real story behind organized retail sector growth. One of the most important reason quoted by most of the authors behind the growth rate of organized retail sector is its front level employees. Those who deals with the customers. But it has been observed that organized retail sector is lacking skills and so, if front levels employee's skills are improved then organized retail sector growth can be achieved (Huddleston and Hirst, 2004; Nickson et al., 2017). So, if we want that retail sector should grow by leaps and bounds it is very important and necessary to do more study on organized retail in terms of skill set of front level employees.

Unorganized retails sector includes local kirana stores, small shops, chemists, footwear shops, paan and beedi shops etc. (Hamil and Priyadharshini, 2014), which are mostly run at owner level and requires separate kind of skill set. In order to get significant findings from the research work it is necessary to study both organized and unorganized sector

differently, therefore the current study focuses on organized retail. Because skill required in unorganized sector may be differ. And moreover unorganized sector generally covers and mostly customer dealing done at owner level. And hence the findings would not have been significant. So it becomes necessary to concentrate on organized retail sector. That is the reason this study is focusing on organized retail,

Therefore, considering all these aspect, the current research work focuses on studying the skill set required in organized retail. Basically when we think of skills the front level employees have been considered because they are the people who directly interact with the customers and therefore the study focus on identifying which skills are required by front level employees.

Retail is not considered as a lifelong career destination by employees. It is considered as an easy option until something better comes. In this situation, mentoring will help in altering the mind set by cultivating retail as a passion. It is not merely selling of clothes; it is to know more about fabrics and how clothes are made. Thus, mentoring can help in the shifting of thought process towards positivity and providing insight and long-term orientation towards retail sector. It is also important to study from an academic point of view due to its immense potential. Resurgence in retail which the Indian economy has evidenced is unprecedented. The similar studies relating to finding skill gap and effect of mentoring explored in organized retail sector (Paulrajan,2011 ; Jhamb,2012).

Perception is described by the difference in the opinions of perceiver. Sometimes it is noted that there is a moderating effect of demographic on perception of employees. Demographic include varied income levels, married status, gender, area to which employee belongs, urban or rural, age factor, occupation, education and most important, experience. Hence, it is vital to find out the perception of subordinates and supervisors towards the existence of skill gap. In the given objective, researcher wants to study perception of subordinates and supervisors towards existence of skill gap to anticipate skills of its employees and to fill the skill requirement. In today's changing world the jobs are changing from full-time job to project-based setup called as "Gigs". In this,

employees are hired to deliver certain outcomes and get paid accordingly. Employees with correct skills set become very important for the company. The existing gaps need to be measured as a remedy for this situation and to bridge the gap researcher proposes two types of mentoring: functional career mentoring and psychosocial mentoring.

1.3 Research Gaps

Literature clearly sheds light on several studies put forward by several authors regarding bridging the skill gap with best practices and to meet the skilled work force in hybrid organization and it is necessary for continuous improvement (Misra, 2002; Oviawe et al., 2017). Employers' perception towards Skill gap in retail sector is studied at global level. Nevertheless, relatively fewer studies exist on skill gap in the context of Indian retail sector (Singh and Mishra, 2008; Dubey and Singh, 2009; Malik and Venkatraman, 2017). Most studies on skill gap predominantly center on advanced economies such as UK (Huddleston and Hirst, 2004; Hart et al., 2007; Nickson et al., 2012), USA (Giacobbe and Segal, 1994), Canada (Gingras and Roy, 2000), Malaysia (Goldsmith and Zahari, 1994), fewer studies exist in skill gap and mentoring in retail sector. However, with some exception (Resnick, 1908; Blass and Ferris, 2007; Boeh, 2017) negligible studies exist on skill gap and workplace mentoring in retail sector of Punjab (Nadeem and Saadi, 2019). Western Industrialization, Globalization, International Labour Organization are all influencing the current practices in Retail industry. In this moving world, skill sets need to be defined by the industry people. In this view, the study sought to examine perception of supervisor and subordinate towards existing skill gap and to study the effect of career mentoring and psychological mentoring on skill gap in retail sector of Punjab. Historically and in present times, mentoring has been studied more specifically as a relationship between mentor and protégé; or as the study of developing leaders; or is limited to the study of youth and child care; but never explored as a medium for skill improving in retail sector (Raposa et al., 2019). There remain substantial gaps in our knowledge of the observed relationships between skills gaps and mentoring. More

mentoring investigation is needed for sales jobs due to the exclusivity of the role played by sales people.

1.4 Research Motivation and Objectives

The idea to start this research work came in researcher's mind after attending a seminar on "skill development challenges faced by India". The seminar was all about addressing issues and challenges faced by the industry people. The challenges are related to unskilled employees and its impact on growing nation (Gupta et al., 2020). This presents an opportunity in front of researcher to explore the given area. The research is conducted in the following sequence. Firstly, to identify skill required by front level sales employees, those working in retail sector. Secondly, is to find out the perception of supervisors and subordinates towards skill gaps. Thirdly, is to see the awareness of employees toward mentoring. Fourthly, is to see the effect of career mentoring on skill gap. Lastly, is to see the effect of psychosocial mentoring towards skill gap. So, the researcher decided to do extensive study in this area. The study helps in finding the current situation prevailing in the retail sectors by studying the perception of supervisors and subordinates' perception towards skill gap. However, in response to this concept, industry people supported the view that skill gap exists in retail industry.

Objective:

- ❖ To study the perception of supervisors towards existence of skill gap in organized retail sector.
- ❖ To study the perception of subordinates towards existence of skill gap in organized retail sector.
- ❖ To study the mentoring awareness among employees in retail sector.
- ❖ To analyse the effect of mentoring on skill gap in retail sector.

1.5 Expected Contribution

The study suggests some of the interesting findings on how to improve skills of employees. The current study will help the organization in reducing the challenges faced during recruitment of new staff, and challenges related to skill shortage. The present study will help in highlighting adverse impact of increased skill gaps. It helps in finding the areas in which there is scope for further improvement. It will also help to identify how formal mentoring can be used as an important human resource development practice for skill improvement in the retail industry. The finding of the study will help the policy makers to redefine existing policies; the executives to re-examine their current practices and the academicians to do more research in this area. Some relevant explanations shed light that there is scope of improvement in universities, colleges and such institutions' curriculum. It should be designed as per the industry requirement.

1.6 Constructs of the Study and Operational Definitions

Most management gurus and economists consider that retail industry is the backbone of a country's economic development. To understand theoretically, retail is mainly divided into three categories: 1) On the basis of form of ownership, which includes independent retailer, retail franchising and Co-operative. 2) On the basis of non-store operations, which include home retailing Asian sky shop, telephone retailing like insurance and credits cards, catalog retailing like Oriflamme, electronic retailing also known as e-retailing like Amazon and eBay. 3) On the basis of store strategy mix, that includes convenience store, conventional supermarket, departmental stores, specialty store, and hyper market. The present study is focusing on third category. As per the report of National employer skills survey, employees working in retail faced challenges relating to job employment; they consider it as a last stage of career destination, which leads to high staff turnover, meaning outflow of existing skills. Organized retailing is showing signs of

enormous creativity, it requires the development of a retail-skilled workforce. In the current research work, extensive literature review has been done to find out most relevant skills prevailing in retail sector for first level sales employees.

Skill

Skill is considered as one of the components of learning as a sign of development (Fukkink et al., 2001). To inculcate skills, practice is required (Brownell,1856). In workplace, skilled worker meant individual control over his work (Payne, 2004). Most of the studies done in retail sector reveal employees working at front level acquaint with more soft skills. Soft skills are described as combination of traits, skills and abilities to perform job (Nickson et al., 2012). Almost all activities performed by front level employees would be his/her skill like thinking, problem solving, giving a smile to a customer, understanding customer needs. Skills required for front level employees, working in sales profile, are positively associated with sales performance. Detailed literature review has been done in understanding the three high order skills. Selling skills involves important components related to understanding job tasks (Rentz et al., 2002), Sales presentation skills which is followed by a process as stated by Johlke (2006), and mentalizing skills refers to reading of customers mind (Agnihotri et al., 2016). All these skills are crucial to be attained by front-levels employees, in retail sector.

Selling skills

Selling skills are necessary for retail employees working in sales profiles. With this skill, sales persons enhance their sales and sales orientation. Selling skills are learned proficiency. It involves three main components: interpersonal skills, salesmanship skills and technical skills (Rentz et al., 2002). Interpersonal skills refer to, how to deal with customers by using verbal and non-verbal communication and resolving conflicts. Salesmanship skills such as presenting and closing of sale, involves sales presentation ability. Technical skills are all about having detailed knowledge about the product, its features and having knowledge of company policies. These three skills comprise higher

order construct and perceived to be very important for sales representatives Pettijohn et al. (2007) ; Wachner et al. (2009).

Sales presentation skill

Learning selling skills is important, as it helps the salesperson to develop good relationship with the customers. With this skill they are able to handle customers' objections and then closing the sale (Doyle and Roth, 1992). Sales presentation skills involve series of steps that salesperson performs to influence and engage the customer. Active salesperson listens to the customer carefully without any interruption. Adaptive selling helps the salesperson to build long term relations with the customer. This kind of skill supports the sales executive to modify customer perceived notion about the products. Handling of objections skill supports sales representative to handle counter arguments and claims made by the customers. Closing skills simply refers to asking customers to buy. It has been found that this skill is not that much appropriate in organized retail sector. Negotiation skill refers to finding best solution which can be beneficial to both customers and sales person. Prospecting skill is sometimes considered as first step in sales process, as it is to identify those customers who are or will be willing to buy (Johlke, 2006).

Interpersonal Mentalizing skills

The skills covered under Interpersonal Mentalizing skills support the representative to improve his sales performance. This skill makes sales representative to read the mind of customers. It involves four dimensions. Rapport building skills refer to ability to have non work-related communication. Detecting nonverbal cues refers to detecting hidden conversation by merely observing facial expressions of the customers. Taking a bird's-eye view skill shows the sales person's efficiency in providing missing information and to complete the information. Shaping the interaction skills is often referring to making customer comfortable and easy and is likely to positively influence them. (Agnihotri et al., 2016).

Skill Gap

Malik and Venkatraman (2017) observe that the difference between the skill required to perform the job and skill possessed by employee is called as skill gap. In this situation employees are not skilled to perform their job activities. If skill gap is not identified, retail outlets can no longer develop or become competitive. Scott et al. (2002) observed that, to compete in existing market, organizations require such work forces which have the precise knowledge, skills and abilities. Employee with accurate skills helps the business to grow. The highest number of skill gaps is found in the retail sectors. Tang et al. (2001) study skill gap is one type of skill shortage. Skill mismatch is used to describe a gap between the demand and supply sides of the labour market. Skill mismatch is more commonly used. Various factors contribute to widening the gap. Due to fast innovations and creativity in technical field, jobs are becoming redundant and superfluous. Technology up gradation, advancement and modernization is playing a leading role in increasing skill gap. Impact of International Policies, western industrialization, globalization, International Labour Organizations is all influencing skill gaps. It is very important to anticipate skills of employees and to fill the skill requirement.

Mentoring

Scholars spent more than twenty years in finding the meaning of mentoring. Mentoring is a ray of light in darkness. In mentoring, mentor is a senior person who acts as an advisor, counselor, protector. Mentor ensures handholding of his mentee, a junior person, throughout his career. Mentoring is a relationship that develops and nurtures the protégé. Mentoring helps in progress of mankind. Interest in mentoring continues and gains momentum because of its practical application in organizational settings. In ancient Greeks, mentor was Odysseus, trusted counselor and advisor. He helped Telemachus, young warrior and made him learn how to win. Mentoring considered as a mechanism is effective approach that influences the individual in learning and improving their skills. (Gong et al., 2014). In mentoring, mentor performs two important functions first is career mentoring and second is psychosocial mentoring. The same is concerned with passing of knowledge and skills to the protégé (Sova, 2010).

Career Mentoring

Career mentoring is defined as a career support given to all employees. Career support is in the form of sharing job knowledge and exchanging ideas. Interaction with subordinates contributes to the acquisition of skills and knowledge (Williams et al., 2009). Further study reveals that supervisory career mentoring (SCM) had mediating effect on a subordinate's behavior. It helps an individual employee in promoting positive work attitude (Scandura and Williams, 2004).

Psychosocial mentoring

Psychosocial mentoring performs important role in development of self-concept of employees. This mentoring function ensures positive outcome for protégé development (Mullen, 1998). In this, mentor performs functions of counseling in a friendly manner and acts as a role model to his junior (Kram, 1983). This psychosocial mentoring function of informal mentoring supports the drawbacks of formal relationship as per the finding of Scandura (1998).

1.7 Significance of the Study

The present study focuses on finding the skill gap of sales employees working in organized retail sector and the role of mentoring in curbing the skill gap (Jyoti and Rani, 2019). In today's competitive world, organizations need to excel but without knowledgeable and skillful employees, survival might become very difficult. In an organization mentoring plays an influential role. In mentoring senior and skilled supervisors are enough able to pass on their skills and job knowledge to more junior subordinate, thus ensuring that existing employees have the relevant skills. Mentoring is practiced either formally or informally. The various research papers support that informal mentoring is more result oriented as compared to formal mentoring. In order to observe the mentoring relationship in which two people interact, such relationships sometimes are

not readily observed or comprehended in retail organization, meaning the spontaneous relationships that evolve between junior and senior level executives. Such boundary-less mentoring shows a significant role in disabling the skill gap. Previous studies (Ramaswami and Dreher, 2010) support that mentoring relationship plays an important role in job task development which helps individuals to incorporate work skills. This means, a certain set of proficiencies which mature them in their work environment. This mainly covers two mentoring functions. Career mentoring explained as the specific role played by a mentor to support mentee's career success. Psychosocial mentoring are functions, which contribute to the protégé's personal growth and professional development. A few of the studies suggest mentoring intent towards employee development (Minter and Thomas, 2000). Career mentoring promotes positive work attitude. (Scandura and Williams, 2004). Psychosocial mentoring enhances the individual competencies (Craig et al., 2013). With these two broad categories Career mentoring function and Psychosocial mentoring functions, we propose that mentoring helps in overcoming skill gap. This study will be important to stakeholders, policy creators, government administration, academia and general public. The finding of the study will support the stakeholders and management of retail in defining the existing skills of their employees; which will help them in understanding the current skill set. It will also help in improving the skills of employees. The study will further serve as creating awareness about importance of skills in an organization. The study supports future research regarding skill gaps in similar fields. The study will also contribute towards already existing studies in linkage to retail industry.

1.8 Structure of the Study

This thesis is consisting of total five chapters. First chapter provides base of the study and includes introduction of the study, purpose of study, its construct and definitions.

Chapter two discusses extensive literature review, describing the definitions of skill gap, mentoring and explaining various related theories. This chapter further discusses the kind of skills required in retail industry. This chapter also discusses retail formats. Moreover, this chapter discusses mentoring as a tool proposed for skill development in Punjab retail sector.

Chapter three elucidates and discusses research methodology. This chapter covers different topics, research problem, research objectives, research design and instruments used in the study. This chapter also discusses sampling techniques, procedures, sample size criteria and ethical considerations.

Chapter four presents the results of data investigation and analysis for the study. This chapter covers descriptive statistics analysis, reliability of scales, and validity of scale. This chapter also discusses results of hypothesis framed with the help of correlation, regression and other statistical techniques used.

Chapter five presents reviews and summarizes, findings obtained from the results, its interpretations. This chapter highlights the barriers and limitations of the study. This chapter is designed to draw a broad conclusion of the research work.

CHAPTER –II

LITERATURE REVIEW

2.1 Introduction

An analysis of literature serves as the base for strong research. It entails reading lots of papers and reviews written by various authors and researchers related to the topic at hand. With the support of literature review, constructs can be designed, instruments can be created. A researcher can build a framework based on literature review. Therefore, this chapter starts with explaining the scope of the study. All the definitions discussed are based on previous studies.

Literature is reviewed based on the two major variables of the study, basically mentoring and skill gap. The literature includes studies on three main skill: selling skills (Rentz et al., 2002; Pettijohn et al., 2007; Wachner et al., 2009;), sales presentation skills (Doyle and Roth, 1992; Johlke, 2006), and interpersonal mentalizing skills (Agnihotri et al., 2016). In addition, the skill gap is theoretically studied. The literature sheds light on two mentoring functions, which support employees in career growth (Kram, 1983; Gong et al., 2014). First, career mentoring is that which helps in developing skills (Scandura and Williams, 2004; Williams et al., 2009). Second, psychosocial mentoring which influences behavior to learn more new things in an organization (Mullen, 1998; Scandura, 1998). Constant changes in economy reflect innovations happening in industries. The latest innovations need to be executed, for which well-trained, knowledgeable and skilled employees are required. This emphasizes the requirement of advanced and skilled employees; those who are smart enough to handle and function in the existing environment. Literature review for skill gap, skills and workplace mentoring have been discussed year wise and is depicted in Appendices II as Literature Review Matrix.

Due to globalization and advancements, all sectors in India are growing well. Retail is no exception – there has been advancement in organized retailing. This advancement is reflected in increased sales. In this regard a thorough study is done in organized retail

sector. The retail sector is growing by leaps and bounds and is going to set a new benchmark for employees as well as customers. To survive in a field with higher benchmarks, skilled employees are required who are not only passionate, but they should also know how to convince their customers. These skilled employees know about the product, organization policies and most important, possess convincing skills, so as to increase sales and take a lead in a competitive world. The growth of organized retail sector also depends on the sales employees who are ready to work in retail formats. To get skilled employees, organizations must take an initiative by providing a learning environment in which employees can learn from their seniors and can get their expert advice. Mentoring is suggested to improve the skills of employees. There are two types of mentoring -- career mentoring and psychosocial mentoring (Karam, 1983). Mentoring can help employees in overall learning and improving their skills. Thus, mentoring plays an especially important role in providing required skills to the employee with learning (Scandura and Williams, 2004).

2.2 Defining Mentoring

Previous studies show that the term “Mentor” has been explained as a trusted coach, consultant, and counselor. These believe that the Telemachus, Odysseus’s son, was mentored by his trusted and wise friend, Mentor (Gehrke, 1988). This is the time when Odysseus must leave for the Trojan War. Mentor is a word that is found down the centuries in Greek literature (Ragins and McFarlin, 1990). Odysseus assigned the wellbeing of his child to his friend, Mentor (Douglas and McCauley, 1999), who becomes a wise counselor, helpful guide, skillful tutor, and coach for Telemachus. This process is based upon gift-exchange phenomenon. Giving and receiving. Gratitude is shown by the protégé who is at learning stage and mentor as a person sharing his knowledge, skills, thought process with the protégé (Allen et al., 2008). Mentoring is a process in which two individuals share knowledge, experiences, and skills. This whole process creates a ripple effect in serving others (Gehrke, 1988). Mentoring is defined as creating relationship. It is also considered as informal advisory relationship (McWilliams

and Beam, 2013). Mentoring provides consistent support and creates positive work environment. It is considered a tool of individual transformation (Passmore et al., 2013). Mentoring provides an opportunity to improve skills of the protégé. Based upon many years of research work of some authors (Barron et al., 2001; Sova and Kantner, 2010; Bermudez et al., 2018) it can be said that no well-defined definition is available for mentoring.

Nonetheless, it is clear that mentoring plays an important role in improving the skills and learning of employees. Two types of mentoring functions play significant role in skill development -- career development (Scandura and Schriesheim, 1994), and psychosocial mentoring. Both these types of mentoring are studied in this research work. The relationship in mentoring is created for development of employees. This relationship is different from other non-development relationships (Mullen, 1998). Over a period, mentoring of employee and relationship between employer & employee become a major process to grow and nurture new recruits. Mentoring can be both formal and informal. Formal mentoring provides better results as it involves less ambiguity. Informal mentoring provides even better results when compared to formal mentoring (Scandura and Schriesheim, 1994).

Kram (1983) has found 18 different kinds of developmental relationships which then filtered into two broad mentoring roles and functions: Career mentoring for career development and Psychosocial mentoring as support to protégé. The author highlights that the functional aspects of the workplace that may result in “career advancement” may include “exposure, coaching, sponsorship, visibility, protection and providing challenging assignments.” Furthermore, for mentoring, these are related to psychosocial functions such as increasing the learning capacity of protégé by enhancing his knowledge, sense of competence (Schockett and Haring, 1985), thus ensuring job effectiveness through friendly behavior. Therefore, it helps in becoming an efficient counselor and a wise advisor (Gong et al., 2011). Over time (Records and Emerson, 2003) it is easy to identify

and classify the task performed by the wise counselor and it can be clearly explained for helping and guiding the protégé. (Whiting and Janasz, 2004; Blass and Ferris, 2007). Mentoring plays an essential role in protégé learning and career development. According to Boeh (2016) this entire procedure comprises two essential variables explained as career mentoring function (McWilliams and Beam, 2013) and psychosocial mentoring function (Nora and Crisp, 2007).

2.2.1 Defining Career Mentoring

An employee's contribution in an organization predicts his or her growth. Career mentoring is practiced in an organization for career growth. Career growth is explained as career progress, which means the employee is now skilled enough to perform at the next level (Ghosh and Reio, 2013). A study conducted by Raabe and Beehr (2003) concludes that providing the employee with challenging assignments will surely increase individual competence in the existing organization. Note that the result will positively impact organizational decisions makers. Nora and Crisp (2007) suggested career mentoring function is concerned with individual's aspects of mentoring that helps the protégé's in their career enhancement and progress. Work of Murell (2008) highlights that this function has greater impact on employee's career. Furthermore, it includes nominating the employee for demanding projects, upcoming promotions, lateral career moves. They may provide employees exposure to future opportunities.

Thus, for completion of job tasks one must ensure regular feedback, sharing informative ideas, suggesting creative strategies. Bozeman and Feeney (2007) report shows career mentoring effect in reducing unwanted risk prevailing in the organization that might threaten the employees' goodwill, those who are new to the organization. Study conducted by Ragins and Kram (2007) states that career mentoring functions emphasized providing work related challenging assignments and work opportunities. L. Garbutt (2013) stated that the mentors are expected to provide career mentoring functions. In

mentoring, a senior person shares knowledge, skills and experiences, ensuring that skills are transferred through proper learning.

Career mentoring helps the protégé to attain growth promotion and career advancement. This function is related more to the task. It is more objective in nature as it relates to career outcome and focus on extrinsic function. Overall, this mentoring function helps protégé in personality development. With career mentoring support the protégé can move to next level. Career mentoring involves counseling, sponsorship, visibility, exposure, protection, challenging assignments (Whitely and Coetsier, 1993 ; Scandura and Williams, 2004).

- ❖ **Sponsorship:** Mentor reinforces protégé in this function by nominating him or her to be given promotion or any other project for next level while working in the organization (Whitely and Coetsier, 1993)
- ❖ **Exposure & Visibility:** Mentor plays an instrumental role by influencing the protégé. By this process protégé starts showing performance. In such environment, the work of protégé gets noticed by the authorities and the top management. The top management takes decisions about employees based on their performance. The increase in visibility of protégé leads to bag them big assignments, getting more leadership roles, and chances to interact with higher level of associates.
- ❖ **Coaching:** This helps protégé to develop certain skills by making him or her learn about tasks to be performed in the organization (Bachkirova et al., 2020). If employees are working in retail sector, study suggest that it helps protégé to develop selling skills (Geiger et al., 2009). In coaching, the mentor shares ideas on how to perform better, gives feedback for improvement, suggests strategies to work in a more logical way, clearing their work objective (Passmore et al., 2013)
- ❖ **Protection:** During the learning period, protégé may commit several mistakes, but with mentor help learns about organizational norms. It helps to reduce their risk and threats involved in the job. To protect the reputation of their protégés,

mentors make sure they do not violate any organizational conditions during their learning phase.

- ❖ **Challenging Assignment:** This also helps protégé to learn new skills related to assigned work or any task assigned. Protégé learns work related assignments. In retail sector the supervisors working as mentors introduce protégé to customers, to make the existing customers more profitable and valuable to the organization.

2.2.2 Defining Psychosocial Mentoring

In this mentoring function, mentors provide emotional support to protégé. This personnel support makes great impact on protégé's behavior. If, mentor practices mentoring in more intense and deeper way, the behavior of protégé can be made more positive towards his roles and responsibilities. Study also supports that this type of mentoring helps in alleviating work-related stress. This is more qualitative and subjective by nature (Tepper et al., 1996). Work of Ragins (1990) explains psychosocial mentoring function enhances the learner's sense of competence, individuality, and job work effectiveness. This mentoring function aims to serve as a role model - having appropriate mind set, filled with good thoughts, moral values and positive behavior towards the protégé. In the function of acceptance and confirmation, mentor conveys unconditional support to protégé (Bova and Phillips, 1981). Likewise, Douglas and McCauley (1999) highlights that in counseling function, mentor provides an environment in which protégé is stimulated to discuss and talk freely about their concern and worries related to job task. Craig et al. (2013) describes friendship as one of the important variables which allows protégé to interact informally. Based on many years of research it is suggested that as more and more functions are provided through mentoring, a more beneficial relationship is established with the protégé. Haggard et al. (2011) summarized that there exists a developmental relationship which is different from other types of relationship.

This relationship depends upon the requirement and need of the mentoring process. Both the mentoring functions described are meant to arouse learning in changing environment. Both the groups' mentor and protégé play vital role in developing this relationship and

their behavior towards each other is important. It supports intrinsic functions related to inner drive. Kram (1985) puts emphasis on the importance of the quality of the emotional bond between an experienced mentor and the unlearned protégé. The work of Turban and Dougherty (1994) justifies the outlining of the psychological aspect in the mentoring process. The psychosocial mentoring function addresses self-concept of protégé, sense of competency in him or her, self-competency, work for role effectiveness and overall professional development. Psychosocial mentoring involves role model, acceptance & confirmation, counseling, and most important, friendship discussed as below:

- ❖ **Role model:** Study conducted by Locander et al. (2015) stated that mentor in the entire situations act as a role model. The mentor provides examples of success. By following it and by observation protégé learns to show appropriate attitudes and values. This process involves more intimacy between the mentor and protégé. It further helps in skill development. This function is a way of establishing desired performances, positive approaches, the required abilities, set pattern to assist the protégé in obtaining high confidence and achieving targets. It clarifies the job expectation (Dreher and Ash, 1990).
- ❖ **Acceptance & confirmation:** Here protégé learns from mentor experiences. The belief system works in this model. Protégé started believing that if the mentor fails because of this attitude the protégé will avoid the mistake, thus they learn from each other experience. Protégé starts accepting unconditionally and providing confirmation about the positive behavior.
- ❖ **Counseling:** In this the mentor has more discussions and counseling sessions, which makes protégé getting a comfortable environment and starts raising and talking about their doubts and fears openly (Das et al., 2014). The guidance by mentor helps protégé to learn and to know more about how to handle anxieties, work pressure and family issues if any. Bright man (1990) suggested that this function should be executed as soon as possible. A wise and trusted mentor is in position to help and offer a free forum of discussion.

Such confidential forum helps in exploring personal and professional issues that might hinder employee performance (Greguras and Ford, 2006).

- ❖ **Friendship:** Mentor interacts informally with the protégé at work. Mentor is more social and interacts not only about work-related things but also discusses talking about, for instance, their similar interests.

2.2.3 Establish Theories and Models

A concern for employee development has occurred since the establishment of different retail formats. In this situation, retail employees need to develop their skills. Key theoretical models came from psychology and sociology relating to development of employees, which plays an important role in the transition of employee's life. If at present they are not interested in jobs, mentoring as an instrument helps in creating interest in the current job. So, employees can have best career choices mapping with their interest. Theory of 'identity development' describes that there is need of identity formation in an individual that leads to understanding one's own worth. For individual development, mentoring is proposed which includes advising, coaching, and counseling (Dickinson et al., 2009). It helps in overall development of an individual and increases their learning capacities. The results show it lays positive outcomes on individual development (McWilliams and Beam, 2013). All these theories can be preferred to acquire certain behavior that is required to perform job task.

Social exchange theory

This theory helps in understanding mentor and mentee relationship. Hughes et al. (2013) explains in this theory that an individual A is fascinated by another individual B who has those goods which A values & visa-versa. This theory is thus assuming developmental relationship which exists between two individuals. In his study, Emerson (1976) found that social exchange is self-evident. It involves two-way interaction, like exchange of an idea or any information between the two individuals. It can be with simple eye contact or

with a smile. Regardless of this, social exchange theory describes the existing relationship between the two individuals and their interpersonal bond that may develop between mentor and protégé, only if they trust each other (Eckel and Wilson, 2003). Social exchange understands the relationship and leading dyadic issues related to mentoring concept. This theory has been analyzed by several researchers in relation to mentoring (Brashear et al., 2006; Ugrin et al., 2008; Hartman et al., 2013). It is interesting to note that the concept behind this theory is that, the relationship existing between two individuals is like other relationships. This relationship also involves costs and benefits.

The association of mentor and protégé incurs cost to the mentor in terms of investing time, energy and sometimes risk involved in dealing with uncertainty. On the other side, advantages and benefits relate to career enhancement and learning orientation. While protégé benefits, cost to the learner protégé involves time, extraordinary efforts, and risks from uncertainty. Yet, it offers certain benefits which overcome the cost and results into increase in knowledge, experience, and most important to get identity in the organization. After establishing relationship between both the groups, exchange of ideas, knowledge, and experience is initiated. Senior person in organization provides career and social support behavior to the young one who is new to the organization. As a result of this genuine gesture, the protégé reciprocates with good behavior. To understand this concept, it is explained as a mentor's advice to the protégé to involve and participate in organization's special assignments. In some situations, protégé might accept or deny the offer. The more the protégé is skillful more enthusiastically he will participate, whereas a less skilled protégé will try to avoid the situation.

The exchange process creates a cycle between both the parties and leads to skill development of the individual protégé. The more positive behavior showed by the protégé will have greater impact in his learning. The more benefit derived by the protégé the stronger will be the relationship with his mentor. And both would like to be in that relationship. On the other hand, if there is no learning, the relationship might be

terminated. Perception regarding cost and benefits is important to understand for mentoring relationship. In a positive environment, the bond between the two is stronger and allows more benefits, opportunities, satisfactory feeling, healthy friendship and feeling of accomplishments (Noe, 1988).

Learning theory

This theory describes that learning can be complex to some individuals. But an individual can learn from other individuals by mere observation, interaction. The individual can acquire important skills by *observation* only. The learner starts following a set favorable pattern that has been developed through observation. The learners start imitating some other individual. Two main components in learning theory are direct interaction and observation. Learning through observation comes under personnel learning, which further involves learning related to job and skill development (Scandura, 2002). Learning through observation involves two dimensions, first job learning and second personnel skill development or employee development inculcating interpersonal skills.

Social learning theory

It works on inactive learning. Mentoring is antecedents to social learning or personnel learning by protégé (Lankau and Scandura, 2002). It helps in knowledge acquisition. Supervisor acts as mentor & facilitates personnel learning of their protégé. Personnel learning can also be considered as protégé or subordinate contextual learning, which leads to job learning and personnel skill development, which in turn helps protégé to learn skills. It is interesting to note that merely by observation, new behaviors can be acquired (Weinberg, 2019). Further learned behavior can be repeated with positive reinforcement study by Bandura and Walters (1977). They further found that most of the individual attitude and behavior displayed is acquired and learned through influence of some other individual. Likewise, modeling can be done through demonstration and verbal description.

Leader member exchange theory

The work of (Liden and Maslyn, 1998) describes that the working relationship between mentor and protégé is of developmental relationship. This relationship exists between the supervisor who is acting as mentor or leader and subordinates who are acting as a protégé or follower. It simply refers to create two types of relationship, one which includes trust, bond, and respect. On the other side is the relationship which is established strictly based on employment.

Mutual benefit Model

Development Model is preferred for expansion of learning and it is done with the help of few parameters like advising, mentoring, and counseling. The individual providing support is considered as a developer or a mentor. These advising models help in the creation of a link between current interests and skills with their personal and career goals. (McWilliams and Beam, 2013)

2.2.4 Theoretical Framework of Mentoring

Kram in 1980 in his studies introduces two main mentoring functions -- that is, career and psychosocial mentoring. The researcher tried to find out the relationship between mentoring functions and protégé characteristics (Noe, 1988). The relationship between two groups' supervisor or mentor and subordinate - protégé is especially important (Burke et al., 1991). The expansion in Kram work study is suggested by (Eby et al., 2008) by comparing the mentored and non-mentored employees. It gives a different scope to mentoring that suggests that mentoring is not only done by a senior person. The idea of peer mentoring is proposed, moving from the traditional focus of mentoring (Rastegar et al., 2020). Mentoring as already explained can be considered to be a key area for career enhancement, as more knowledgeable supervisor is capable of sharing their experiences and understanding with unlearned employees, thus certifying that upcoming employees will have the required skill set (Bradford et al., 2017). Mentoring practices benefit employees by providing a better working environment by enhancing work related

knowledge and skills that are exactly shifted from skilled levels to unskilled levels. Mentoring helps persons acquire the skills that make them able members of their society. Mentoring is a process in which individuals learn new skills and enhance existing skills (Brashear et al., 2019).

Here an experienced employee is taken to be mentor and a less experienced employee as protégé. In this relationship, skills were transferred from one side to another through counseling, sharing knowledge, wisdom, and experiences. Protégé make efforts to absorb and use the knowledge. The relationship might be formal or informal. It results into changing behavior of protégé in positive direction. Mentoring contributes to shaping the skills required by the employees. Many skills may be learnt on-the-job. Mentoring helps in creating a relationship in which mentor and mentee share knowledge, information and skills related to the job. Mentor extends emotive support and direction continuously, in which the protégé can enhance his skills and acquire knowledge. Over a period, it has been observed that this helps the protégé to stand & create his identity (Ramaswami and Dreher, 2010). The mentor who offers emotive support and supervision to the young protégé helps to improve his chances for success in his career (Boradbridge, 1999). Mentoring is considered as one of the best ways to make experience-based learning in the organization, ensuring that it is practiced in a simplified manner. Furthermore, it is intended to emphasize guided wisdom to enhance learning. To progress in job, it requires greater understanding and skills (Bandura and Walters, 1977).

The existing study supports mentoring process as mentors empower protégés to develop their job-related skills. Mentoring, as already explained works on developmental relationships. This kind of relationship that may be formal or informal, generally progresses through four predictable stages or phases. (Kram, 1983). The first phase is initiation, when relationship is established and started (Fagenson et al., 1997). Second one is cultivation phase, during which the kind of roles performed expands to the maximum possible (Pullins and Fine, 2002). Third one is separation phase, during which feeling and changed behavior is noticed. Relationship sometimes is altered by existing

organization environment and by individual psychological nature (Mullen, 1998). The last is a redefinition phase, explained as an advance orientation that is entirely new and unique from the past. Available literature concurs that a new relationship is established and the old one ends. This gives scope to new learning and in a new manner (Pullins et al., 1996). At each point, employees have different emotions and experiences. The interactions throughout the process help in shaping the relationship between the mentor and protégé (Berry, 2003). The more the process is dynamic and flexible the more it allows mentor and protégé to enhance their relationship (Houry et al., 2012; Mullen, 1998). Once the knowledge is shared and transferred to the young, one begins to feel more content and satisfied. The relationship may come to an end if the protégé started feeling that learning is over and no longer can any new thing be learnt from the mentor. To retain this relationship, the mentor is advised to show more creativity and new skills (Jackson et al., 2006)

2.2.5 Common Attributes of a Mentor

The word ‘mentor’ is derived from Greek mythology. Odysseus is the king and somehow he must go for Trojan War. He has a young son named Telemachus. Odysseus leaves Telemachus to Mentor, whom he considered as friend, trustworthy person, advisor and a counselor for his son. To get good mentors has become a big need in organizations today. The various studies support that there are common attributes and roles to be performed by the mentor. The mentor has to be a particularly good communicator. Having good communication skills is one of the requirements. They must have strong network connections in the organizations. The mentor must be able to meet the expectation of their protégé and he should be able to analyze the weakness in their protégé. Not only understand protégé, also make sure to choose best practices through which they can attain knowledge. Mentor should also be a good motivator (Kim, 2010). It not only reflects their personality; they are able to build confidence in their protégé. Mentor is expected not to be biased. They need to be a good influencer. They should be capable enough to involve protégé in the organization. They help protégé in creating the

feeling of identity as their mentee. Good mentors easily make their protégé emotionally attached towards them by often providing emotional support whenever it is required. A mentor must be a good teacher who is always ready to assist their mentee and capable enough to provide career advance knowledge (Baugh and Scandura, 1999). The mentor needs to be a good friend, wise counselor and good coach. To teach certain skills they push their mentees by encouraging independence rather than dependency. Mentor must mirror their behavior and to be self-reflective. Mentor should be an influencer and able to simulate the behavior of others. Mentor should be a role model and reinforce others. With this kind of behavior mentor can help protégé in his personnel skill development. Mentor is always ready to put efforts to guide their protégé. The mentor acts as a teacher to enhance the young individual's skills and intellectual development (Hudson, 2013).

2.2.6 Common Attributes of a Protégé

Protégé, sometimes also called as mentee, acts as a follower. The role of protégé is to observe his mentor, and by watching to mimic the mentor behavior. They are equipped with the art of observing self-performance in relation to skilled advisor, one within the context of job-related work (Lapointe and Vandenberghe, 2017). In response to mentor actions, protégé is ready to change their behavior and start working towards their skills. In short, protégé must be ready to learn from supervisor about his work experience. Protégé should be a good listener and believe in active listening. They can practice the learned skills (Sacnfura, 1998), able to imitate their mentor and admire their work practices. In sum, protégé needed to be good admirer, observer, and imitator. This results in strengthening their skills. Study of (Bandura and Walters, 1977) found that an individual cannot learn much by only observation. They must understand the necessary features of behavioral and cognitive process. It simply means, protégé must understand the concept of social learning and observational learning (Dickson et al., 2014).

2.3 Need of Mentoring

Existing study supports mentoring helps in enhancing individuals in several ways. In fast moving organization there is need of highly committed employees. Mentoring helps protégé in increasing their organizational commitment, so organizations have introduced the practice of mentoring. As compared to other traditional ways of learning, mentoring intervention is new and different. Mentoring proved to be supportive when it comes to improvement in employees. To make employees skilled, a huge cost is involved in the training process, which is to be incurred by the organization (Heenetigala, 2020). Firstly, the cost sometimes might be high and alarming. Secondly, sometimes salespeople report multiple issues in training. So, to improve sales performance and sales outcome, mentoring is suggested as it helps in positive influence on individual's performance and provides skills required by the salespeople (Rollins et al., 2014). In this study to make them learn about "acquiring those skills, mentoring is proposed" as it does not involve any cost. In retail sector, if there is disappointment in return on investment then this might reflect on a corresponding lack of initiatives by the retail organization on their salespeople training (Lu et al., 2015).

It is important to study effects of mentoring in sales settings. Salespersons require support, direction, and guidance at every stage of their career (Russell and Adams, 1997). To understand more about sales jobs, it involves different attributes as compared to other kind of jobs. It requires skill mix to handle unique nature of sales job. Sales jobs are slightly different from other jobs as it includes variety of functional aspects to be performed by the sales representatives. Beyond those physical tasks they need to have more social skills, as they must interact with the customers on regular basis. This is how the salesperson's job profile is distinguished from other jobs (Kammeyer-Muller and Judge, 2008). They act like a mediator selling products to customers. It is high time to recognize their efforts, which requires lots of patience and self-motivation (Jyoti and Sharma, 2015). It is a demanding job which deals with uncertainty, different customer temperaments, changing fashion trends, and sometimes results in interpersonal conflicts

(Rhodes, 2008). To handle this kind of situation, what is required is emotional support and wise guidance. This provides the scope of mentoring in the critical and uncertain retail environment. Mentoring provides handholding to sales representative in such challenging and demanding situations (Grossman and Tierney, 1998). Thus, mentoring is being provided by potential sponsors or colleagues. This assistance will help sales representative to understand work culture in a better way and get information about current practices that might not be given to them earlier n joining (Pauly, 2013).

2.3.1 Benefits of Mentoring

Mentoring helps in shaping the individual behavior. It helps protégé in gaining more social life. It provides the individual academic supports. Practicing mentoring in the organization will lead to protégé development by increasing their commitment levels in the organization. Protégé job involvement will be more related to studying the concept which supports the relationship of mentoring and job involvement. Those organizations providing mentoring functions face fewer turnovers as compared to non-mentored organizations. Training involves lots of cost, instead of training, mentoring can be proposed. This will help organizations reduce training costs. In retail sector mentoring helps protégé to increase their sales performance. The benefits of mentoring are to mentor first by providing exposure to the protégé and then helping the mentor to rejuvenate his own performance, knowledge, skills, and career. It also helps in creating ripple effect. The protégé after attaining skills becomes mentor, a guide to others. Satisfaction can be achieved through mentoring by the mentor (Moerer-Urdahl and Creswell, 2004).

It is found that mentoring in organized retail sector is needed to be explored and therefore, demands more research and attention in the modern scenario. Further, it is important to note that mentoring has been explained as an emerging concept to inculcate employee skills and knowledge. Williams et al. (2009) reports that transmitting updated information and advanced knowledge is an art as previously discussed. However, limited

findings support mentoring as standardized tool to enhance and shape sales representative's selling skills. Available literature supports the view that various individuals derive benefit from mentoring process. It supports protégé in career development. Supervisors as mentors by providing their trustworthy advice & counseling to protégé help them a lot. Mentors are equipped with greater and advanced knowledge, so they guide the young and less experienced subordinates/protégé. Studies suggest that it helps protégé in developing interpersonal skills (Broadbridge, 1999).

2.3.2 Challenges in Mentoring Relationship

Mentoring is a relationship between two individuals. Study supports the more cordial relation between mentor and protégé will be successful through mentoring process. In short, *behavior* is important. The protégé must be ready to learn and have same direction. The next important factor is *time* spent by the mentor to improve protégé behavior by making them learn new skills. It is not possible without the *organizational support*. Lack of organization's support can also be hindrance in effective mentoring process (Aldrich and Herker, 1997). It is observed that young generation might fail to enhance certain traits, positive attitude, good habits, and positive behavior with healthy mind set without mentoring. These trends are widely accepted and required in today's competitive scenario. To perform regular job profiles this kind of behavior is essential and required by industries to run successful businesses. Through the centuries it is understood that adolescence age immediately preceding adulthood, invites attention of all the stakeholders as adolescents are entering the age of working population. This ultimately leads to the end of adolescence period. The young generation - both male and female - is expected to have appropriate skills required by different types of industries (Eby, 2008).

2.4 Skills Mechanisms

2.4.1 Defining Skills

Acquisition of right skill set is very important in today's changing world. This is stated by big business leaders. Human Resource recruiters are all hunting for people with the right skill set. (Steed and Schwer, 2003) found that skills are undoubtedly the utmost significant requirement for any concern. There is a big conviction that those working in organizations to perform their daily task, skills were required (Malik and Venkatraman, 2017). According to Aldrich and Herker (1977) effective skills are prerequisite of effective performance. Meaning of skill is different from personal characteristics, behavior and attitudes which are not conceived as skills (Payne, 1999). But skill shades over into the realm of changing behavior of an individual. Skill represents a major landmark in the shifting of individual values. Skill is considered as a practical experience possessed by employee to perform the various functions identified in the job description of his job profile (Goldsmith and Zahari, 1994). In today's competitive world the sales jobs are different in nature and require more enhanced skills. This shows the need of organization to work on different skill set, attributes which are necessary to perform sales duty (Oviawe et al., 2017). This is the reason that different stakeholders are ready to take lead to find out various skill set required to perform sales tasks. Tang et al. (2001) highlights that "skill" is consider as an ability to apply knowledge to accomplish a job-related task. Work of Neelan Kavil (1994) describes how a skill understanding is necessary, especially for those work profiles which are often changing. The terminology skill includes the person's efficiency, knowledge, traits, and a way to execute given tasks (Fukkink et al., 2001).

There are several categories of skills. Skill classification described by the Conference Board of Canada and subsequently by Human Resources Development Canada, identifies skill sets which involve important skills that are foundational skills and labeled as "employability skills" (Ramaswami and Dreher, 2010). High demanding skills categorize thinking in a new way, excellence in communication, continuous learning, positive

thinking, and positive attitude (Parasuraman et al., 1985). Thus, they ensure a few necessary skills such as responsive skills, easy to adapt and adjust in changing environment, leadership skills, team handler, knowing computer basics, literacy and numeracy ability, and the most important customer handling skills (Pelham, 2006; Holzer, 1997). These include core employability, which is related to basic job skills. The next is related to professional skills which are employer specific and related to job skills. Further, both communication skills and transferable skills should be learned among changing work patterns. Saliency of skill is considerably broader now than in the past (Payne, 1999). There are number of skills required in the emerging world of work.

The definition of skill includes a veritable galaxy of essential and core skills such as soft skills, hard skills, interpersonal skills, personal skills, reasoning skills, survival skills, life, and social skills (Murray et al., 2018). This simple form of skill reflects the ability in an individual to communicate effectively and with confidence, to cooperate with others and to cope with the day to day living. The notion of skill is considered as one of the important determinants in salesperson performance. To perform sales task several kinds of skills were required which includes simply responding to customer query that might be related to product specifications. Emphasis is on the contours skills like translation skills, listening skills, people skill, customer handling skills, problem diagnosis, problem solving skills, consultative skills, and sales closing skill, which is sometimes considered as an art. All these are very important to perform sales duty. There should be ability to provide appropriate solutions to the customer whenever it is needed if you want to be a good salesperson. In some cases, customers ask query related to product specification and salespeople responds to customer inquiry. Information skill is required in this case. All these types of skills help the salespeople to build profitable relations with their customers and increase number of sales. Just like doctor's salespeople should have diagnostic skills. All these skills positively impact sales. This is helpful in changing the selling environment.

Radermacher et al. (2014) supports that effective skill enhancing activities especially in advanced culture can ensure better results. Goldsmith and Zahari (1994) further elaborates that this will increase “sale representative’s satisfaction”. That can have notable impact on employee’s business performance. One can develop their own skills merely by having close interaction with other individuals. Skill can be developed through practice and it can also be said to be the repetitive practice in which individual performs same action repeatedly in similar situations to achieve the desired results. Skill can be understood as the individual becoming accurate, quick, and confident in their assigned task. With the changing trends and changing work environment the skill itself needs to be redefined. Education industry is also focusing on the skill building courses (Arora and Stoner, 1992). Skill is not a singular or unitary concept. In fact, the term has been used to refer to a wide range of personal traits, characteristics, aptitude, work preferences, basic abilities (Holzer, 1997). Recent changes in work environment require retail people to reconsider the skill required to perform sales duties. To measure existing skills, the study conducted (Barnston et al., 2019), describes skill can be examined by using various types of verification measures. Firstly, to measure the alignment between the level of skills possessed by the sales representatives and the level of skills demanded by the retail industry. It is important to find out the kind of skills required to perform a particular task (Brownell, 1956). There is indeed need to raise the level of skills. It is also important to ensure that employees must obtain skill that is expected and desired by their employers. To understand more about this, one must know the various types of skills considered compulsory to perform retail duties (Strayer and Rossett, 1994; Blom and Saeki, 2011). It has been observed that the relationship existing between mentor and protégé requires good interpersonal skills (Artis and Harris, 2007). In the light of the above findings it is suggested that mentoring can be a way in retail sector to develop certain job-related skills (Barnston et al., 2019).

2.4.2 Defining Selling Skills

To increase sales performance, selling skills analyzed by Rentz et al. (2002) are very important and essential. In this skill, salespersons learn about importance of trust building. It has been described as the salesperson proficiency. This skill also helps them in understanding customers need and buying situation by asking insightful questions. This kind of skills involves planning about the sales. Here, the salesperson can understand the customer's need. The spectrum of skills includes three distinct components:

- ❖ **Interpersonal skills (IS):** Several articles suggest that salespeople, who want to have more sales, should focus on interpersonal relationship. For developing relationship, well defined process needs to be initiated. The process of information starts with simple interaction with the customer. Such interactions lead to customer's satisfaction by successful sales encounters. It also involves knowing about problems and resolving conflicts (Denny, 2009).
- ❖ **Salesmanship skills (SS):** In this type of skill salesperson knows how to present sale and how to close the deal. It is one of the important dimensions of selling skills. It helps in measuring the proficiency of salesperson in performing various sales tasks like prospecting customers, making presentations, and finally closing of deals. It is also important to be a good predictor of sales performance (Shoemaker and Johlke, 2002; Singh et al., 2018).
- ❖ **Technical skills (TS):** This skill consists of knowing and gaining knowledge about the product features. How it can benefit the customers. Knowing about company's policies. The skilful salesperson possesses product knowledge. (Wachner et al., 2009)

2.4.3 Defining Sales Presentation Skills

Sales presentation skill (Johlke, 2006) describes skills associated with successfully executing the individual selling process. It involves a number of interconnected phases

that each selling representative generally follows to involve and impact targeted consumers. Thus, the term sales presentation skill is broadly applicable to all similar industries that might have different sales situations. The evidence shows that sales representative itself accepted that sales presentation skills are needed and required for selling and achievement of targets. They describe that sale representatives feel six skills are important -- paying attention while listening, adaptive selling, handling customer's objections, knowing about closing of sales targets, negotiation and searching prospecting customers. During questionnaire face validity it has been observed that negotiation is not preferred in modern organized retail segment (Abdolvand and Farzaneh, 2013). There is no choice of bargaining to close the deal. Customers are aware about brands they are willing to buy.

- ❖ **Active listening (AL):** If salespeople listen to their customers carefully, it helps in building trust among the customers who start believing that someone is there to listen to their queries. Research also supports that top performers are having good listening skills as compared to poor performers. This particular skill helps sales representative in improving sales performance. Beyond simple listening, sales associate actively listens to customer's remarks, feedback, responses, and complaints. In this sales associate focuses on information given by the speaker as well as the message delivered. The studies suggested that after listening, the sales associate analyzes the message. Sales representatives add meaning to the message. The salesperson is not being busy in some other task and avoids interrupting the customer while speaking. This skill is having high rating. Study reveals this kind of skill can be learnt from experience (Artis and Harris, 2007).
- ❖ **Adaptive selling (AS):** This skill is related with increasing sales outcome. It is explained as altering sales behaviour during different kinds of customer interactions in a particular sales situation. The behaviour of sales representative is based upon some preconceived information. This skill helps in building good relations with all types of customers. This skill is also considered as one of the

most important as it helps in understanding the nature of selling situation (Singh et al., 2017).

- ❖ **Handling objections (HO):** This refers to handling customer's unresolved queries. Unresolved queries are customer's objections in the form of statements reflecting distrust, indifference, disbelief, doubts. It includes the offers made by sales representatives which are not suitable to them. It can be unsettled claims in the shape of counterarguments. Regardless of their best performance several times sales representatives must face contradictory situations. All this can be a cause of incomplete sales transaction. If sales associates are not able to handle the customer's unresolved queries, it will lead to fall in sales targets. The entire firm will be affected by such low performance. On the other hand, the well trained and skilled sales employee will easily handle this situation and so will increase the sales.
- ❖ **Closing (C):** It is described as finally obtaining the order. It is considered as one of the important factors of conducting an appropriate sale. It simply refers to making customers to buy. One of the observations in organized retail is that sales representative never asks directly to buy. He indirectly provides multiple reasons to convince customers to select a product. Regardless of their performance this skill shows the strength of selling. The ability to ask politely and properly is an art. This skill further improves with experience and practice. This can be used to influence customers in final decision. Sometimes it may be considered as negative if not practiced properly. In short it is the skill which if learned will not only give reasons to customers to buy but also to ask them politely to buy. This skill is mainly concerned with buying decision of the customer.
- ❖ **Negotiation (N):** This skill is concerned with how the sales transaction will happen. This skill is distinct in nature as it follows problem solving approach. In this both customer and sales representative are involved in negotiations (Manning and Robertson, 2003). The customer raising objections and sales representative making attempts to close the sale. Regardless of their discussions if sales

employee happily satisfies the customer's queries and addresses it properly, it can lead to closing of sale. This can lead to an agreement between both parties via negotiations. It is interesting to note that sales employee's ability to negotiate is likely to benefit both parties. It further leads to increase in sales performance. So, it should be practiced with trust and mutual support. Limited findings provide information that this skill is concerned with finding integrative solutions. It involves exchanging appropriate and accurate information. This simply refers to a strategy that is used by sales representative as a negotiator in improving sales agreements.

- ❖ **Prospecting (P):** Lastly, the ability to convince the customer that he surely buys the product. And that is a reason that this skill is rated as significant. The sales employee can easily identify purchasing capacity of the prospects and soon he involves sales transactions. A few of the sales representatives consider it as an initial step and so it should be diligently followed. They found it one of the important skills in selling, only if the salesperson can identify prospective customer's worth.

2.4.4 Defining Interpersonal Mentalizing Skills

This skill is related to the reflexive process. Mentalizing skills (Agnihotri et al., 2016). While working in retail industry, it is important for salespeople to read the mind of customers (their buyers). By reading what is meant is to know about their preferences and needs. As per neuroscience, human mind keeps on changing (Dietvorst et al., 2009). Sometimes the rapidly changing mind is set because of group dynamics. In this skill the salespeople pay attention to customer communication. The salesperson puts himself into the shoes of his customers and can easily interpret customer's indications. The salespeople mentally simulate the customers' indication – and find out what they are interested in buying. All this helps the salesperson in inferring - deciding about customer's belief, desire, and their rich preferences and most important the mental state of their customers. Interpersonal mentalizing skills involved automation process, which is

a deliberative phenomenon involved in adaptive selling process (Chakrabarty et al., 2014).

- ❖ **Rapport building (RB):** With positive conversation with their customers building good rapport with them (Doyle and Roth,1992)
- ❖ **Detecting nonverbal cues (DNC):** During sales transaction, the salespeople encounter the customers. In this process they are able to notice clues that help in increasing sales. The need to develop such skills is associated with finding out customer's hidden problems (Singer and Fehr, 2005)
- ❖ **Taking a bird's-eye view (TBE):** Salespeople are ready to find out missing information if any.
- ❖ **Shaping the interaction (SI):** With more customer interaction salespeople are able to alter customer's purchase behaviour.

2.5 Need of Skill Requirement in Retail Sector

Today Indian retail is facing a big challenge in getting skilled workforce in rapidly changing work environment. Due to lack of skills sometimes the retail sector finds it difficult to retain employees. And because of that the retail sector faces a deficit of available skill set that is required to manage the retail task. The shortage of skilled labor in retail industry is obstructing the expansion of Indian retail segment (Radermacher, 2012). This emphasized increasing skill gap in modern retail, which is affecting and hampering the overall economic development of Indian retail industry. It has been observed that the increasing gaps appear to be shocking in retail world (Malik and Venkatraman, 2017). The expanding growth rate and increasing sales provide a forum to open new retail formats. The job profile in retail sector is changing because of advancement and growth. Study reveals that there are various challenges which are faced by retail employees, such as less knowledge and low aptitude towards sale because most of the employees are part time employees who are less qualified and they consider it as a last stage of career destination. These companies want to hire more employees by 2025,

provided employees acquire the necessary skills needed to meet current requirements. These companies are working towards providing new work opportunities with better pay. In these companies, skills are vastly different. This shows there is need of industry-ready workforce. Singh and Mishra (2008) denotes that in retail world it is easy to have lower positions as it provides broader entry scope. On the other side there is falling number of middle and top positions. Organized retailing is showing signs of enormous creativity; it required the development of a retail-skilled workforce. Goyal and Aggarwal (2009) analyzed a well-equipped retail sales representative job is very closely related to exceptional shopper service and demands high interpersonal skills. Hart et al. (2007) notes that a retail sales representative is essentially the front face who deals directly with the customers in a particular retail outlet. Jahmb (2012) report that the sales representative dealing with the customers makes them visit again and again to the same retail outlet. To make this lifelong connection is important for any retail success. Gush (1996) gathered information regarding sales representative's role and responsibility - it is not only the products which attract the customers over and above. it is the sales representative with pleasing personality that creates a magical impact in sales transaction.

O'Reilly (2012) concludes that the total number of customers who visit a particular store is based upon their past experiences with that store. The dealing of staff if it is appropriate will increase the sales. On the other hand, if costumer experienced hostile behavior they try to ignore that store forever. In the retail world it is expected from the sales representatives to deal with warm behavior and show good hospitality skills towards their customers (Kelley and Gaedeke, 1990). In India, however sale representatives tried to focus more on the skill issues. In relation to this today retail companies implementing advance practices in which sales representatives can identify their unlearned skill sets (Keech, 1998). Based upon the above discussion, the expansion of the retail world is based upon the availability of skilled and well-informed sales representatives (Atul and Sanjoy, 2013). It is interesting to note that both supervisors and subordinates working as sales representatives are considered as important part for the expansion of organized retail stores (Messinger and Narasimhan, 1997). Throughout the centuries, India faced

shortage in skilled employees; in other words, task performed by frontline sales representatives (Loprest and Mikelson, 2019). They believe it requires less skill. It leads to slow progression of sales representatives. Further, it impacts the number of sales targeted. Thus, it is loss of sales. While this is the case, the purpose of this study is to highlight the need to examine the right appropriate skill set required to execute sales task (Kar ,2007).

The study (Huddleston and Hirst, 2004; Bhattacharya, 2011; Roberts, 2013) summarized the reason of sales deficit. The reason highlighted by several authors is lack of basic knowledge and not having appropriate skills which are desirable for growth of any retail store outlet. Further it becomes more important for industry people to know the reasons behind such inefficiency. Accordingly, the contributed effort of various scholars provides certain factors like upbringing of the employees, qualification background, past experiences, and most important, social influences. All this belief may affect the sales performance. Significant changes in current retail environment impact the existing work environment, which further impacts the competitive spirit in retail sector and their employees. There are changes like shorter product life cycle, increasing globalization, technological changes, and up gradation. The salespeople are experiencing significant changes in this competitive world. There is much evidence which supports that sales subordinate and their supervisors are a little bit slow to adjust and to adapt into the changing realities (Pelham, 2006). Hence there is need to understand the difference between the existing and current state. The purpose is to see the key areas to focus on. It is important to see the current practices adopted by the salespeople. Nevertheless, a few essential skills mix is needed in a fast-changing world of work. To cope with a rapidly changing retail world, there is need to define more precisely about the kind of skills required in the retail sector. To identify the key skills that will be required of future sales jobs. Nickson et al. (2017) states, that big retail stores which cover a large area provide the option of self-service to customers. Such big stores include a wide variety of goods and at best prices. History reveals that stores operational at international level set a high benchmark for a developing country like India (Bakos, 2001). The best retail chains like

Carrefour in France, Wal-Mart from US are highly appreciated in the retail world (Nickson et al., 2012).

Therefore, big supermarkets placed in key residential area and posh localities offering best offers at reasonable prices are becoming a leading industry (Verma and Savita, 2017). India is coping with advanced retail culture successfully. It is interesting to note that a little research is found related to leading players in retail world. In relation to this statement however, some leading players in Indian context are Food World and Big Bazaar operating at high levels and covering a large market share (Watson and McCracken, 2002). Studies also support that compared with other countries Indian markets must struggle a lot so as to reach at same level and capture the share (Rahman, 2012). The findings support that mentoring not only results in increased skill; it is also likely to impact attitude of sales representatives in managing their own careers. Furthermore, skills and behaviors beyond those essential for their existing jobs. As per the report of National employer skills survey (Boatwright et al.,1988; Chonko et al.,1990) in present time retail sales representatives face high challenges in modern retail. This is one of the reasons they are having maximum part time employees who are entering the retail sector just as a stepping stone in their career. This further enhances lower stability in retail jobs. Lincoln (2020) highlights the poor image of retail sector impacting the goodwill of retail segment that needs to be improved. On the other hand, it is important to make it favorable so that maximum employees join it as their career destination. Only joining will not work, well trained and skilled employees are required.

Over the period, employee who are working in retail outlets “are trapped in a low skill, low pay equilibrium”. Though, all these limitations are there, yet retail sector provides maximum job opportunities for sales employees joining from different educational backgrounds, sometimes resulting into a high rate of workforce turnover (Mulaudzi, 2015). Therefore, a high attrition rate in retail world is one of the key features which must be shunned by the retail world. Along with that, unskilled staff is becoming the prime reason of low productivity as well as affecting the motivation level of other sales

representatives (Janardhanan et al., 2012). This leads to vast skill gap prevailing in Indian retail markets (Tara and Kumar, 2016), which is hampering this sector's growth. This reflects the non-availability of employees with required skill set (Payne, 2004). Firstly, extensive literature review has been done to find the most relevant skills prevailing in retail sector for first level sales employees; and to understand various skills required for front level employees in retail sector. There are various skill sets in retail sector as per National Employer Skills survey. NES in year 2001 provides National Retailers skills like handling customer queries, having advanced computer skills, basic social skills, communication skills, technical and problem-solving skills (Floyd and Gordon, 1998; Ijichi and Ijichi, 2007). National Retailers skills are providing list of skills required to perform sales job year by year. The skills covered a wide range from team handling to convincing customer for sales (De Mauro et al., 2018). The study conducted by Tesch et al. (2006) simply refers to the addition of skills required to handle customers, product knowledge, communication, interpersonal skills, closing of sales, and negotiations if required.

All these studies focus on importance of various kinds of skills required to perform retail tasks. Study reveals that in retail sector (Roebuck et al., 1995) skilled employees required in the area of customer service are important, with skills which are, for instance, detailed planning about sales, how to make best deals, handling difficult customers (Hurst, 2008), closing of sales, interpersonal skills, job specific skills, team building skills, verbal communication skills, written skills (Scott et al., 2002; Siepel et al., 2019), basic understanding about computer and numeracy skills (Payne, 1999; Chenoy, 2013). The influence of environment on selling indicates that the survival only on price does not hold any more. Salespeople should recognize that it is important to have product knowledge. The time is to change the traditional sales practices that were followed by the older generation as it is no longer enough to gain competitive advantage. There is need to establish healthy relationship with the customers to increase sales. In doing so salespeople should build good internal relationship with peers and customers. There is much evidence to show the critical importance of spending time and money to adequately

and appropriately develop the sales work force with such skills and it is considered as one of the most important cause of growth in the retail sector. As a result, now it is not only transactional selling, it is more relationship selling and having cordial relations with the customers. Today there is need of effective sales work force. Smart salespeople can serve their customers in a better manner. There is need to ensure that young sales work force employed into retail sector is well equipped with skills, knowledge, and personal qualities. It is expected from them to adapt to the existing highly uncertain and rapidly changing retail culture. These days without such skills salespeople have no opportunity for growth (Payne, 2004).

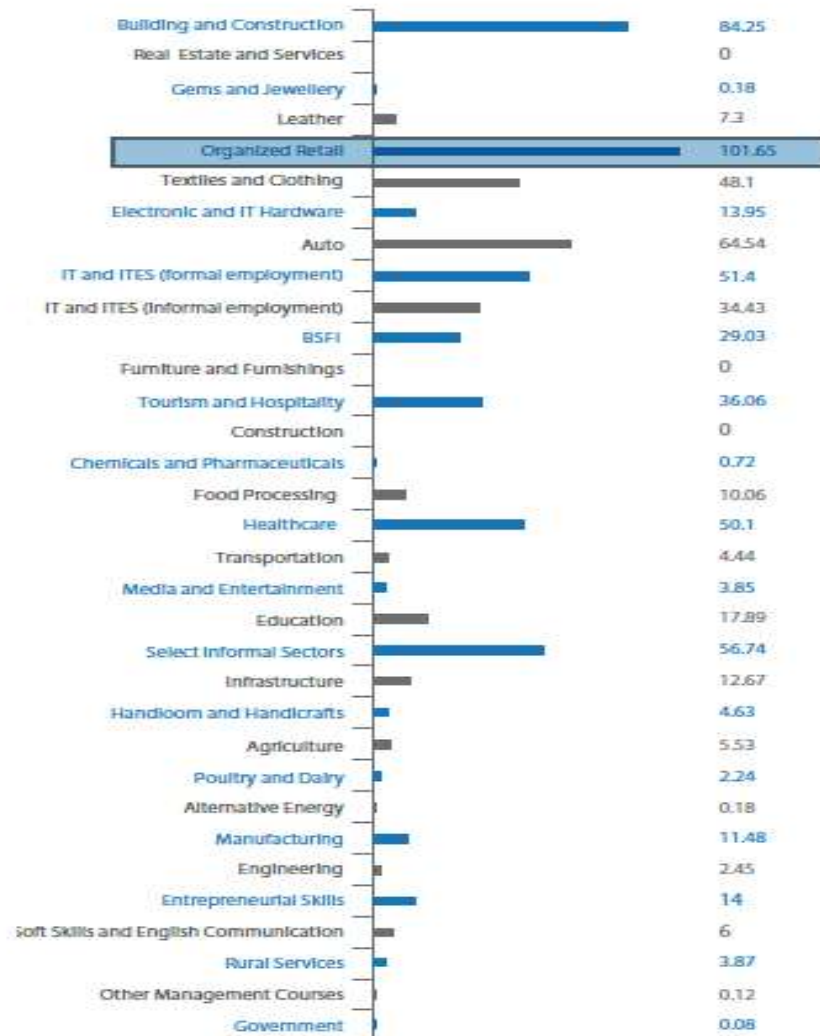
To study from an academic point of view, due to its immense potential, resurgence in retail sector is there. Indian economy has evidenced an unprecedented resurgence (popularity, rejuvenation, regeneration, new birth, and rebirth). Most attractive emerging retail destinations are steps to Economic Development (Nachimuthu, 2006). Most of the management gurus and economists consider that retail industry is the backbone of countries' economic development. But retail employees do not always possess the necessary skills when beginning their careers in the retail industry. Lack of these skills can limit the targeted sales. Due to this sales sector is facing serious skill gaps. Study leant that the education system in India must work in this direction to provide relevant skills needed in a vibrant retail world. There is need to prepare better candidates for employment in retail. It may be noted that front level employees entering the retail market must learn the skill set to remain in their existing industry. The present study proposes to test these hypothesized differences in the perception of supervisors and subordinates to study the existing skills. To apply these three main skill dimensions and 12 sub dimensions were explored and a scale is created (Bondy, 1983)

The aim of this study is to find out various skill set required to perform job duties. These skills help front level sales job to sustain in their jobs. Customers want best quality products and proper functioning of the products. This entire situation provoked the retail industry to find out the skills required for sales profiles. It is not only that selling is to be done, the sales representative must know about all the details of products and its features

(Ghosh et al., 2010). Skills are denoted with efficiency of employees. If necessary, skills are not found, it limits the individual performance (Radermacher et al., 2014). Highly skilled employees are always preferred as they contribute more towards organization achieving targets. Paulrajan (2011) in his studies revealed the importance of finding skill set required in retail industry in Chennai market. The study was conducted in organized retail and mainly in two main departments that is grocery and vegetable retail. This describes the need of restructuring the sales work force from traditional practices to recent trends (Giacobbe and Segal, 1994). The study conducted is related to skills requirement proved that new sales associates entering organizations need to have sales skills (Rosset 1994). The purpose of current study is to understand the different types of skill required to perform retail duties and skill gaps associated with retail sector. The different skill set requirements mentioned in Figure No.2.1.

Figure No.2.1: Requirement of Different Skill Set in 2022

[REQUIREMENT OF DIFFERENT SKILL SETS IN 2022]



SOURCE: ACTE

(Source: *The Indian Skill Report*)

2.6 Skill Gap

In Indian context, a huge skill gap is reported in almost all sectors (Okada, 2012). To identify skill gaps, various studies have got involved, like the National Employer Skills Surveys. The gaps can be evaluated by measuring the difference between the expected levels of skills and the observed levels of skills (Sager et al., 1998). The skill gaps can

also be calculated by finding the difference between the perceived competency and current competency (Radermacher, 2012). It is the actual difference observed between the demand for work and the supply of work ready (Holzer, 1997; Russo, 2016). The skill gaps are the comparison of expected performance and perceived performance (Parasuraman et al., 1985). A gap between the skills needed by the employer and existing skills of workers in the labor force. (Holzer, 1997). The Gap is increasing because of difference observed between the expectations of industry managers, hiring personnel and existing skill of employees (Radermacher, 2012). The skill gap is considered as the gap between what employers expect from the employees & what the employees do when they join their duty. In this case if satisfaction level is low, which means the employee does not fulfill the expectation of employer (Blom and Saeki, 2011). The skill gap is finding the difference between what industries demand and the actual skills owned by the young employees (Okada, 2012). The skill gap is also considering as a gap between the perceived and observed skill measures $O < E$, O stands for observed performance and E stands for expected performance (Tesch et al., 2006). The meaning of skill gap is broad. Gingras and Roy (2000) defined in his studies that skill gap is denoted by discrepancy between the availability of skilled workforce and benchmarks assigned by the organization. Skill gap is defined as the shortage of skills in existing workforce to carry out daily activities (Hart et al., 2007). Skill gap is the disparity between the quality and adequacy of skills possessed by employee and that required by the concerned industry (Scott et al., 2002).

Trauth et al. (1993) describes that skill gap is considered as lack of required skill set. Jagtiani (2013) observed that skill gap is the difference which is represented by gap in the skill possessed by the sales employees and the skills required by the industry people. Kolding et al. (2018) describes skill gap as “a significant gap between an organization’s skill necessities and the current abilities of its workforce”. The most common view Antonucci and D’Ovidio (2012) specially over understanding the skill gap is a gap that needs to be reduced but it increases because of mismatch in perception between skills

required in actually doing the task and the skills possessed to fulfill the task (Saunders et al., 2005). Study conducted by Koripadu and Subbiah (2014) explains skill gap arises because of unskilled staff. It is a situation where there is no shortage of employees but definitely shortage of skills. Confirmation of skills gaps can be found in several articles. Pittaway and Thedham (2005) concludes that it is the difference in belief system of employee and employer's perception. In such situation, employee might not consider skill as relevant whereas employer might feel that such skills are necessary to excel in business and therefore for growth in business, skills are important. Various reports related to skill gap provide this information that developing countries like India face huge skill gaps due to low employability (Rosenberg et al., 2012). Therefore, it is important to know about skill gaps and measure this skill gap and find out in which particular area skill gap is more and then to take remedial actions to fill that gap. There are several reasons found for increasing skill gaps. The primary reason for increasing skill gap is shortage of competent people. Secondly, the industry people do not understand the kind of skill set required to perform job tasks. Thirdly, rapidly changing work environment which is highly affected by technology up gradation, advancement, and modernization.

Due to fast innovations and creativity in technical field, jobs are becoming redundant and superfluous. Because of that employees are leaving organizations as they do not find interest anymore (Shipp et al., 1993). Large scale unemployment: not finding compatible jobs in the market. Little consideration of psycho-social system: Less focus on Human Development. Impact of International Policies: Western Industrialization and globalization, all are influencing the current practices in Retail industry (Bu et al., 2001). Education and Qualification: Outdated and obsolete not designed as per the Industry requirement. As per economic expansion study “why do we have skill gaps” describes various reasons for skill gaps such as which are Open to International Trade, Technological Progress, Long term unemployment, Mobility of workforce, Strong Union, rarely based on individual ability and performance. Several studies indicate that supervisors and subordinates perceive that a skill gap exists in their current industry

(Hurrell and Scholarios, 2011). There are indications that salespeople are least capable in understanding their customers. This study also reveals that it is very important to understand customers by the salespeople. Evidence strongly suggests that because of increasing competition and rapid changes in work scenario there exists a demand of skilled workforce. But retail sector is not in a position to get the skilled workforce. This widened the gaps, consistent with the skill gaps (Groot and de Groot, 2020). There are several studies related to skill gap, which say that the highest skill gap is in thinking skills as per Bloom's taxonomy. In contrast, the lowest skill gap found is in communication skills (Blom and Saeki, 2011). With change in trends the need arises to change from transactional sales to relationship building and consultative mode. The study conducted related to sales activities revealed that skill identified in recent time when it is compared to past studies does not match at all (Pelham, 2006). This shows that with the opening of new opportunities skills and roles of salespeople are frequently changing (Dubey and Singh, 2009).

2.6.1 Finding and Examining the Skill Gaps

It is an important role of Human Resource department to anticipate skills of its employees and to fill the skill requirement. In today's changing world the jobs are changing from full time to project based setup called as "Gigs". In this, employees are hired to deliver certain outcomes and get paid accordingly. This is showing transformational changes in business, which required skilled work force. The widening of the term 'skill gap' makes it more important and more difficult as it involves various measures by different type or classification of skill (Dubey and Singh, 2009). Various researchers and academicians tried to explore tools that help in finding skill gap. Measurement of skills is comparatively underdeveloped (Kraimer et al., 2011). If various stake holders want to improve the prevailing situation, it will further lead to skill development. It requires greater effort; a well-defined structure tool needs to be designed. It ensures accurately measuring the skill gap. It is time for ensuring the examining process of skill gap identification. Regardless of efforts by researchers, limited research has been done on

examining of skill gap (Davis et al., 2002). A few studies specify the criteria to evaluate and explain emerging practices of skill gap measurement by using standard deviation mean, median, T-test, EFA, CFA and regression (Page and Hillage, 2006; Geiger et al., 2009).

As the focus was to reduce the skill gap, it involves knowing about existing skill gap in retail sector information needed about the understanding of existing skills and expected skill set. The skill gap identified in retail sector is related to attitude gap (Resnick, 1908). This means that individuals with the correct attitude can be transformed but individuals with the incorrect attitude cannot be changed (Mehrotra et al., 2013). The scholars tried to find out the reason for increasing skill gap. This increasing gap was moderately responsible for deficiency of Indian education that is not based upon practical exposure (Kuruvilla et al., 2002). To study more about this situation some positive facts come into consideration, like role of peers and senior employees in shaping the young sales representative's attitudes towards allotted work. This is likely to affect individual personalities, because of which gaps may have modified over time. It is time for continuous research, especially for a growing sector like organized retail (Sharma et al., 2011). It is important to study about determinants of skill gap (Gingras and Roy, 2000). It will help organizations to understand the levels of employees who want to be up skilled.

In such rapidly evolving field, there is a need to examine the fit continuously and systematically between the required skill set and the actual skills owned by the existing sales representatives. The skill gap is more because of increasing expectations and the difference between industry need and academic upbringing (Scott et al., 2002). In such cases all the stake holders must work together to understand the reasons for increasing skill gaps and further providing relevant solutions for bridging the gaps (Trauth et al., 1993). This emphasis on skill development is becoming a requirement of each country. In India, skill development initiatives are taken by various stakeholders in collaboration with the central government and state governments. Such initiatives include introduction of acts known as Apprenticeship Act 1961 which is sanctioned to regulate training

programme in public private sector. Introduction of National policy on skill development (NPSD), formulated by Ministry of Labour & Employment Strategies. Introduction of Pradhan Mantri Kaushalya Vikas Yojana has been undertaken by the government to certify people who have acquired such skills along with a monetary stipend. Pradhan Mantri Mudra Yojana, stand up India/start up India are steps in the right direction to encourage entrepreneurship among the small and marginalized sections of the society as well as women. Initiative by the Ministries under the Central government is working for skill development by adopting two approaches: opening of training center and public private ventures. Ministry of skill development & entrepreneurship is set up as discussed by Prime Minister Narendra Modi in 2014 to promote entrepreneurship and skill by 2022. Ministry of Human Resource Development (MHRD) introduced polytechnic and diploma level courses providing practical experience to young generation. Ministry of rural development (MORD) introduced Aajeevika, a skilling & placement initiative making an individual job ready without formal education by National rural livelihood mission. Renowned National skill development coordination board (NSDCB), which is operated by the planning commission, was recognized by the Prime Minister in previous years with a target of skilling Indian people by 2022 (Saini,2015; Sharma and Nagendra,2016). This reveals the interest taken by the government in identifying skills that enable employees to meet industry demands (Eyers, 2015).

2.6.2 Discrepancy Theory Related to Gap

Discrepancy is denoted by the difference between the skills that employer is expecting from the new entrant and the actual skill level of a new hire. It is treated as discrepancy related to skill gap. The large gap indicates there is huge difference between learning and actual job requirement. It means sales representative indicates what they learned in past and what they needed for their present job. The study by Debbie (Tesch et al., 2006) introduced a framework which is derived from discrepancy theory. The discrepancy is defined as the difference between the perception of expectation level of skills required

and perception measure of the performance levels (Arnold et al., 1999). It is the perceived discrepancy between the expectation and the performance. If expectations are significantly more than the performance levels, there are chances of greater gaps. Based upon discrepancy theory it can be clearly understood that discrepancy is the difference between the skills that employers expect and the actual skill level of new hires. In short, outcomes to be matched with the desire performances.

2.7 Organized Retail

2.7.1 Indian Retail: Most of us know that the oldest type of trade which took place was known as barter trade. So, if we talk about the origins of retail, it is as old as trade. If we go to the market for shopping or for window shopping, we can clearly see that the merchandise is being sold in the marketplace or by the peddlers. Previously, for supply of any utility or perishable food, markets depended upon local sources for supplies, mainly because of distance as it took a lot of time during transportation from long distances (Paulrajan, 2011). So, to overcome this limitation, small shops were opened by retailers for stocking up the required materials. As the population and cities grew, the demand of multiple things started coming. Therefore, to cater to the huge demands, retailers started stocking a mix of merchandise, giving birth to hyper markets or high street bazaars. The second largest sector in India is the retail sector. The USP of this sector is that consumers can fulfill their multiple requirements at one place conveniently. The most important role in the retail organization is played by the manpower used for running of this business (Hudson et al., 2002). The accelerated growth rate leads to development of more supermarkets, departmental stores, and hypermarkets. Various retail formats factored retail industry to have skilled employees; the employees with right skill set (Roe, 2006).

Available literature supports that growing consumerism in India is perceived to be increasing. Some 35 years back, it has been stated that organized retail sector functioning was being observed in traditional stores. With changing trends, new retail formats are emerging such as Nilgiris stores based in Chennai. Later, chains of stores started establishing, which led to the emergence of the retail sector in India, showing such

growth as to create a big impact on Indian economy. To excel more in this sector, skilled workforce is required. Currently, upper and middle-class families are mainly targeted by these retail companies as it is, they who want to avail the facility of purchasing all the required stuff under one roof. Retail markets are proving to be competitive in the current scenario. Mainly the middle-class people are being tapped by retail stores like Big Bazaar by offering massive discounts. The retail sector today seems to have become an important part of economy as it is yielding huge profits. Organized retail sector is separate from retail as it requires proper licensing and legal formalities that need to be fulfilled. They must get themselves registered and are liable for paying all kind of taxes, such as income tax, sales tax or GST, etc.

In India, the Indian based economy growth rate of retail sector is noticeable. Based upon the information about this segment, the requirement for the right type of sales representatives can be identified. Thus, ensuring they are capable enough to handle retail work. It is interesting to note that the accomplishment of salespeople in this profitable sector depend not just on understanding retail procedures. It also depends upon employee performance and their dealing with customers (Kent et al., 2003). India is a growing country. India will have the largest youth population by 2035 because of its favorable demographics. Efforts will have to be made by India to address problems related to skill development effectively. In India, literacy rate is not the same all over, it varies from one place to another. This leads to upgrading of population to different skill set that further creates complexity and unpredictability. For good survival companies are advised to know about the skill set of their employees. In order to find answers to these questions various consultants are taking initiatives. The graph below is one of the initiatives taken by Boston Consultancy Group to understand the subject theoretically. Retail formats have been mainly classified into three categories -- firstly on the basis of form of ownership, which includes Independent Retailer, Retail Franchising and Co-operatives. Secondly based on Non store Operations, which includes in home retailing like Asian Sky Shop, Telephone retailing like Insurance and Credit Cards, Catalog Retailing like Oriflamme,

Electronic Retailing also known as e-retailing like Amazon.com, Ebay.com. Thirdly, based on store strategy mix it includes, Convenience Store, Conventional Supermarket, Departmental Stores, Specialty Store, Hyper Market (Ahlert, 2006). The current study focuses on this third category. The total retail sector share was described in Table No. 2.1.

Table No.2.1: Major Share of Retail Sector

Consumption category	Major share	Growth path
Clothing	38	Hypermarkets: Big Bazaar, Vishal Mega Mart
Food and Grocery	11	Food Bazaar, Reliance Fresh, More, Spencer's
Footwear	10	Sports wear
Consumer Durables, Home Appliances and Equipment's	9	Multi Brand Showroom
Out of Home Food (catering) services	7	Pizza Hut, McDonalds
Furnishings, Utensils, Furniture - Home and Office	6	Godrej Life space, FabIndia, Hometown, Style Spa, Welspun
Mobile handsets, Accessories, and Services	3	Univercell, Mobile store, Hotspot
Entertainment	3	Big Cinemas
Jewelry	3	Family Jeweler
Books, Music and Gifts	3	Planet M, Music World, Archie's
Watches	3	Japanese based
Pharmaceuticals	2	Apollo Healthcare. Medicine Shoppe
Health and Beauty Care Services	1	Beauty parlors

(Source: Images Retail 2009 and IMAcS analysis: Organized Retailing in India)

2.7.2 Retail Formats in India

Study reveals that there are various challenges faced by retail employers as well, including giving employment to more part time employees who are less qualified and further engage in higher studies and after completion of their studies they leave the job which in turn increases the attrition rate. These companies want to hire more employees by 2025, provided they obtain the skills required to meet fluctuating demands. These companies work towards providing new work opportunities with better pay. In these companies, skills are vastly different. This shows that there is need for industry-ready workforce.

As discussed, advancement and modernization in retail industry is providing a scope for huge employment. Several annual reports are published by Indian retail researchers, presenting the data about retail sector globally accepted emerging markets. The organized retail sector in India is having different retail formats. The existing research verifies the need and requirement of modern retail formats in growing country like India. The main focus of the study is on skill set required by the sales representative working in these retail formats. Previous studies reveal the importance of different skill set due to changing nature of work profile, and dealing with customers with different temperament and getting the sales done. Modern retail formats are catching customers easily, as previously discussed, because of the facilities provided by these formats. Facilities like parking, quality brands, and variety of products. Down the decades and centuries, it is observed that the role played by the sales representative is very important; well-trained sales representatives add value to these different set of modern retail formats. The upcoming store formats not only attract customers, but also provide best offers and deals to customers for bolstering their purchasing habits. Thus, it means the customer who

might have visited the retail outlet just for window shopping, also gets fascinated by several offers, and is psychologically influenced to buy big.

The main retail formats discussed in the present study are as follow:

Department store: It is an important and emerging type of retail format. It represents a wide assortment of products ranging from clothing, toiletries, beauty care products, toys, and furniture. Thus, it carries several product lines. This kind of retail foundation handles a wide variety of products under one roof. Examples: Lifestyle, Shoppers Stop and Westside. It often includes clothing, household products and home furniture. It is often channelized as separate stores managed by different sellers.

Supermarkets: Simply refers to self-operated stores which offer a wide range of articles. And therefore, include food and household items. As compared to department store they are big in area and operational at a broader level. These types of outlets focus on personal selling. As compared to department store, these stores are bigger in area size. Development of modern retail formats in India started with Nilgiris. Then retail chains were introduced in India with the first being Food World. All the stores are offering wide categories of goods and has received a good response from customers. After the success stories of these retail formats, a number of stores were introduced such as Sabka Bazaar, Fab-mall, Food Bazaar and Arambagh Food mart. It has been observed that in their functioning, supermarkets are almost like hypermarkets, the only noticeable difference being that the range of goods is limited compared to hypermarkets.

Hypermarkets: This concept is a combination of both department store and supermarket and thus blends features of both types of stores. This type of format is the latest one. These stores operate on a large scale. These types of retail formats are near busy markets. Some of the prominent hypermarkets include Big Bazaar, Pantaloons retail, Star India bazaar, Trent, Big Bazaar, D-Mart, Reliance Mart. These retails formats cover a variety

of products which are associated with food, quality furniture, home requirements, sports, kid's toys, and trending clothing. The advantage of these stores is availability of daily lifestyle products easily and at best price.

Specialty stores: This type of retail format is based on specific categories of goods. It is noticeable that these stores provide a wide variety in that category of products. These categories of store take care of customers who are interested in and looking for classified brands. All the products can be searched from within one store. It includes Planets M Music stores, Adidas Footwear Store, Tanishq Jewellery, Archie's Gift shop, Reebok Footwear Store and Monte Carlo Malls (which are famous and leading formats in Punjab). These cover apparel stores, bookstores, furniture store and sports store. A specialty store which is carrying one kind of products provides their consumers a wide range. In other words, customers have freedom to choose from a specialized range of products. This ultimately leads to increasing number of variety products. Regular customers with specific preferences can easily fulfill their demands.

Convenience stores: These are designated stores in nearby areas so to give ease to their customers. In some cases, location of these stores is near residential areas. Generally, these stores have flexible timings. It is also noted that these stores are open longer - 24/7 in many cases. The best example in this category is Reliance Fresh, Red Shop, Touch World, My Mart, Service Point. All these stores are performers and generating good revenues. Study supports that these stores are in a position to fulfill the consumers' needs, and for their part, customers are willing to pay for their convenience.

Discount Stores: This type of retail format today seems to fascinate and attract customers because of the huge discounts offered to customers. It provides a facility to those customers who want to have the desired product at a low price. The big brands in this category include Levi's, Vishal Mega Mart, Shoppers Stop, Subiksha, Prateek lifestyle, and many more leading players. Most such stores operating in the Indian

context deal in apparel and are what is called factory outlets. The discount is offered on maximum retail price (MRP). Bulk sales are preferred by such stores.

2.7.3 Organized Retail Sector of Punjab

Work of Jhamb and Kiran (2012) denotes a number of changes have taken place on Punjab's retail front, such as exponentially increased availability of international brands, increasing number of malls and hypermarkets due to easy availability of retail space. Goel and Dewan (2011) describes that people are willing to spend money if they are getting goods of their choice. Getting such qualitative products at low price is a blessing to customers. Mittal (2011) highlights in his work the facility provided by stores in Punjab locations by offering new brands is a key method to attract customers. Work of Sharma (2011) describes impact of organized retail in Punjab state. The positive environment, well maintained quality products, and cleanliness in stores is not only attracting customers but is also impacting wholesalers and small shops operating at local markets (Jhamb, 2012).

According to Mayur (2017) the trend of buying goods from traditional places is changing in Punjab State. This significant change is noticeable by researchers and by various stakeholders. It is important to find out the reason behind this big change. Several studies concluded that the reason for this change is raising income of people in Punjab. A lot of their family members are settling abroad, and spending money is not that big an issue to them. Many of the foreign settled people are visiting their parents in Punjab. They visit malls for entertainment and spend lavishly. All the more it is a reason to study more about retail sector in Punjab and how sales representatives are feeling about these customers. Regardless of their income, urbanization and media is affecting buying behavior of people residing in Punjab. There are several other factors like advanced education, more awareness and spending quality time with family, changing lifestyle, behind the retail sector attracting affluent customers and becoming number one consumer hub. Note that by visiting one store/place, all the necessary items required for daily use can be purchased and there is no need to go to several shops and still not getting the

desire items. All age groups can visit and buy as per their requirement under a single roof.

Populace of Punjab is supportive and welcoming of modernization. Success of any retail outlet does not only depend upon its infrastructure but one most important element that cannot be ignored is the employee of that store who indirectly contributes towards major success of that store. Skilled employees with pleasing personality will surely enhance not only the revenue but also retain the customer for a long time. So, the present study is based upon supervisors and subordinates' perception working in Punjab retail formats towards existing skill gap (Jantan et al., 2004). The gap is increasing because of several reasons that have been previously discussed. Now time has come to find out different types of skills required to perform retail duties and further improving those skills. This can be done with the help of mentoring where senior supervisors pass knowledge to subordinate working under them as sales representatives. To complete this objective, the present study was carried out on sales representative working in organized retail sector of Punjab (Minter and Thomas, 2000).

Punjab is in the North West of India. The state has immense potential for emerging retail formats. As Punjab is the most prosperous state in India, it welcomes retail industry and shows high potential for its growth. People of Punjab are ready to spend and have good buying capacity. Because of high consumption potential, it gives an opportunity to the retail sector to grow by leaps and bounds. Because of high potential in Punjab, many global brands are also attracted and planning to launch their stores in big cities of the state. The modern and new stores will be from different retail formats. Now Punjab is also focusing on improving these stores to become world's most attractive retail market. The retailers of Punjab are shifting their mind set from local markets to transforming into big stores having more capacity to store goods and handle a large number of customers. That will lead to bigger results, monetary as well as non-monetary (John and Needel, 1989; Jolson et al., 1993).

Punjab having big cities and towns has 22 districts. Based on several research reports, Punjab is the most favorable place for opening and exploring of retail outlets. Due to the fast growth in retail, it is becoming the most favored destination from all around, reflecting high scope of consumption because of the state’s large population. The state is offering a grand opportunity to all retailers. Unlike other states, Punjab is also supported by its favorable weather conditions, location, and consumer’s positive response -- all these factors are providing big support in the development of retail sector in Punjab. Growth of organized retail sector is not a constraint her. Thus, its supportive environment promotes the retail sector to grow further and is helpful in generating good results. It will surely fulfill what big retailers look for.

The study conducted by KPMG advisory services denotes the state-wise gap listed and noted through surveys conducted in Punjab state (Jagtiani, 2013). The study is providing data based on district-wise skill gap as described in Table No. 2.2. The study focused on classifying district wise skill requirements in Punjab state from 2012 to 2022, for possible progress in various sectors in the state (Naheed et al., 2019).

The big cities like Ludhiana with high consumer base, Jalandhar seeking latest trends and fashion, Amritsar with maximum visitors, Patiala and Mohali opting for new trends, all these provide ample prospects for evolution. Punjab state is divided into three main zones: Malwa, Doaba and Majha with cities as below:

- ❖ **Malwa:** Barnala, Bathinda, Fatehgarh Sahib, Faridkot, Fazilka, Ferozepur, Ludhiana, Mansa, Moga, Mohali, Muktsar, Patiala, Rupnagar (Ropar), Sangrur
- ❖ **Doaba:** Jalandhar, Kapurthala, Hoshiarpur, Nawanshahr
- ❖ **Majha:** Amritsar, Gurdaspur, Pathankot, Tarn Taran

Table No.2.2: District Wise Requirement for Punjab State (2012-17, 2017-2022)

Location	Job Requirement 2012-17	Job Requirement 2017-22	Sectors
Amritsar	84085	67039	Construction, BFSI, Organized

			Retail
Barnala	18886	22133	Textile & Apparel, Pharmaceutical, Construction
Bathinda	32662	31120	Food Processing, Healthcare, Retail
Faridkot	16674	17268	Food Processing, Construction, Engineering Services
Fatehgarh	15819	19210	Construction, Agriculture Implements Servicing
Ferozepur	48073	43649	Food Processing, Construction, Training & Education
Gurdaspur	69989	64503	Organized Retail, Transportation & Logistics, BFSI
Hoshiarpur	48742	46953	Healthcare, Construction, BFSI
Jalandhar	103645	101426	Engineering Goods, Retail, Transportation & Logistics
Kapurthala	28313	31079	Engineering Goods, Repair Services, Transportation
Ludhiana	155957	156182	Small Auto Parts, Retail, Hospitality
Mansa	13506	15285	Food Processing, Agriculture Implements
Moga	22866	23785	Food & Dairy Processing, Healthcare, Retail
Mohali	31719	33239	Agriculture Implements Servicing, Food Processing
Muktsar	18214	19420	Dairy Processing, Retail, Hospitality
Nawanshahr	39607	34425	Cement & Chemicals, Paper Products, Transportation
Patiala	43824	49423	Food Processing, Small Repair Services
Rupnagar	29261	28609	Tractor Parts, Retail, Hospitality
Sangrur	43913	42069	Construction, Retail
Tarn-taran	43782	41696	Retail, Communication, BFSI

Source: National Skill Development Corporation (NSDC), Executive Summary

2.8 Study of mentoring Process in Relation to Skill Building

Through the centuries, shortage of capable retail sales representatives has been observed. Sales representatives have been identified as one of the more important factors in meeting sales targets. This is owing to the ease of employment entry into the organized retail sector as a result of less practical based education or knowledge requirements (John and Needel, 1989). It is believed that organized retail sector suffers from blunders that could be avoided: the significant factors such as absence of skills, new graduates, and general lack of product knowledge (Wasonga et al., 2015). Today it seems that it has become a trend that skilled sales representatives when coming to retirement age possess a wealth of experience and knowledge that is lost as soon as they leave the current profile. This ultimately leads to need to develop a mentorship model that will ease the use of such skills before they are vanished (Emelo, 2012). The focus of this study grew out of the need to develop a model to guide the implementation of a mentorship programme for the retail sector by using the experience and knowledge of retired or soon to retire (late career) managers (Fine,1998). This study provides an opportunity to understand mentoring and how the practice can add value to learning and development in the sector. Mentoring is a process in which mentor and protégé can manage and enhance their performances by passing the knowledge. Mentoring is basically *transition of knowledge* from one individual to another. The relationship that exists between mentor and protégé is developmental relationship. Mentoring has been regarded as influencing way to inculcate new generation skills. It functions by sharing information and knowledge. In this process mentors pass the relevant skills to the young individuals. Mentoring process involves learning of individual (Gong et al.,2014). This type of learning involves vicarious reinforcement that can be felt by an experience of an individual merely by watching and observing. Study done by (McWillaims, 2013) supports that effective mentoring make employees learn skills that help them to deal with uncertainties. It is suggested to develop skill level (Golsmith, 1994) with the help of mentoring practices. It can be said that mentoring effect sales performance.

Mentoring helps protégé to acquire certain skills like salesmanship skills, sales presentation and interpersonal mentalizing skills. All the skills are necessary in sales profile (Higgins and Kram, 2001). It helps front line salespeople to improve their interpersonal skills, which leads to role clarity (Fletcher and Ragins, 2007). In an organization mentoring is a developmental relationship in which senior individuals with lots of job knowledge transfers their knowledge to the young ones (St-Jean and Tremblay, 2020). Mentoring is considered as knowledge expansion process (Allen et al., 2006). By passing knowledge to next generation it will add value to the entire organization. Developing each other's work culture through mentoring is highly appreciated and acknowledged in modern retail formats. Mentoring activities are practiced either formally or informally. The various research papers support that informal mentoring is more result oriented as compared to formal mentoring (Waljee et al., 2020). Work of (Bermudez et al., 2018) emphasized the relation of mentoring in acquiring skills, related to verbal and nonverbal ability. Mentoring is associated with transfer of knowledge and associated with transfer of skills and the individual way of thinking.

Mentoring which is concerned with employee's development is likely to be a key to business survival in present economy. Work of Sova and Kantner (2010) is based on building new skills and responsibilities within their existing organizations with the help of mentoring. It is interesting to note that in mentoring process, less experienced staff is having access to experienced supervisor for wisdom. Mentor provides career and psychosocial mentoring, which includes passing relevant knowledge, wisdom, sharing job experiences and values. On the other hand, protégé is gaining that knowledge, wisdom, and job experience. Mentee becomes a perceiver. The difference between training and mentoring is that training involves huge cost and mentoring is totally free in an organization. Training is more formal and more systematic in nature as compared to mentoring. To observe the mentoring relationship, in which two people interact, such relationships sometimes are not readily observed or comprehended in retail organizations. The spontaneous relationships that evolve between junior and senior level executives, such boundary-less mentoring plays an important role in overcoming skill gap. Various

studies support that mentoring function including e-mentoring plays an important role in learning environment (Chong et al., 2020). Which further helps individuals and overall organization to incorporate work skills, which means a certain set of proficiencies which mature them in their work environment.

The question comes regarding how to fill the existing skill gaps. The correct type of mentoring practice will surely work as a provision towards closing the skills gaps in retail. Today there is a need to find out alternate ways of bridging the skills gap and therefore mentoring is proposed in the present study. The mentoring practices provide insight on how to improve skills during work hours (Oke and Otasowie, 2020). Retail industry is facing huge skill gaps as per NSDC reports; skill gaps as per American Society for Training and Development defines a gap between an organization's current capabilities and the skills it needs to achieve its goals. So to examine the above statement and to know the perception of retail employees, a scale is designed to measure the skill gap by taking three different skills - **Selling skills** (Rentz et al., 2002), **Sales presentation skill** (Johlke, 2006), **Mentalizing skills** (Agnihotri et al., 2016). To check the above statement, already existing scale has been taken, which includes 29-item scale developed, which mainly covers two mentoring functions. Career mentoring describes specific mentor behavior supportive of a mentee's career success. Psychosocial mentoring functions are those which contribute towards protégé's career growth and professional development. With these two broad categories -- Career mentoring function and Psychosocial mentoring function -- we propose that mentoring helps in overcoming skill gap (Castello, 2005).

Skill building and skill development are key requirement of industries. Limited findings shows mentoring creates impact on increasing current skill set (Sova and Kantner, 2010). It is interesting to note that mentoring of the sales representative happens when a more experienced individual takes accountability for the growth and supervision of a less skilled salesperson. Research by (Jackson et al., 2006) concludes that different forms of mentoring that is formal mentoring and informal mentoring help sales representatives in

developing selling skills. Noted also is that both forms of mentoring create impact on individual learning. Mentoring is concerned with giving sales representative's advice related to work, customer handling and problem solving. To some extent, mentoring lends a support through which sales representatives can easily recover from failures and any kind of setbacks related to sales experience.

2.8.1 Mentoring by Supervisors

Mentoring simply refers to “a relationship between an experienced and inexperienced person”. The individual with more experience has a responsibility to share their experience, gained wisdom, resources and connections with the inexperienced juniors. Mentoring means listening to, supporting, and helping undeveloped professionals. The focus of mentor supervisor is on to figure out what are the needs of protégé and what he wants. They find out answers to work related questions. Regardless of nature of questions either technical, career related, personal or psychosocial (Mathlay, 2006), the increasing efforts by the supervisors during learning phase of their subordinates are always appreciated in the organization. It has been observed in several studies that there is not much difference found when mentoring is done by a supervisor or by a special person appointed by the organization (Burke et al., 1991). In both the cases, almost similar results are found. The only point of consideration is the knowledge of an appointed mentor and his problem-solving skills. Supervisors as mentors taught their protégé to understand what they are going to learn. That will lead to shaping their skills. The study supports that if supervisors help protégé in learning new skills it will result in improved customer turnover (Matheny, 1995). More recently, it has become important for retail industry to know more about the increasing skill gap. It is high time to acknowledge that widening skill gap is the greatest concern of all employers. It is not only about skills, but also about integrity, reliability, and dependability. The lack of clarity and not having proper understanding about the skill gap makes it difficult for the supervisors to propose appropriate policies.

To overcome skill gap, researcher proposes mentoring culture to be adopted in the retail sector. This will help in bridging the skill gap by transmitting the knowledge and skills from one individual (mentor/supervisor) to another individual (protégé/ subordinate). The supervisor also plays the role of helping and bridging the skill gaps existing among young employees. Study also supports that there exists difference between the perceptions about the skill gap. It might be because of gender and various age groups. A limited focus is found on execution of mentoring regarding retail sector. During mentoring time, work related skills specifically relating to selling are emphasized. Furthermore, there is some controversy as to whether supervisors make the best mentors. They found that there are situations in which a supervisor may be a better mentor. The most common view asserts that when a high potential subordinate is being groomed by his mentor-supervisor, it grooms a better salesperson. Mentoring creates a ripple effect. It is also considered as an investment and reinvestment. Mentoring is having a cumulative effect. This ripple effect can make the other person first learn and then serve. Mentoring is having multiplying effects (Moerer-Urdahl and Creswell, 2004).

Finally, mentoring is based on taking action to upgrade skills of salespersons and making them flawless for upcoming opportunities and advancement in the job profile. Therefore, reflected in various studies, organized retail firms find that there are two types of mentoring -- career and psychosocial -- of new sales representative. It is an effective mode to explain selling skills because it requires greater information of the customer, knowledge of products and services required. Supervisors often practice mentoring as a form of training. Protégé sales associates discuss with supervisor/mentor who gives them product knowledge and tells them how the sales procedure works. This ultimately led to belief of some people in organized retail that experienced supervisors make admirable mentors, who can offer valuable information to sales associates. Thus, mentoring allows subordinates-protégé to discuss with their supervisors and mentors their personal and career interests and aims, their personal skills and talents, their likings, their beliefs, their life apprehensions, and suitable career growth goals.

As previously discussed, mentoring is used as an instrument for improving employee's skills (Van Rooyen et al., 1999). The functional aspect of mentoring is concerned with increasing and enhancing employee's knowledge, of those who are new to that trade. The relationship between mentor and protégé is a developmental relationship and it is different from other types of relationships. To begin mentoring process, it is expected from protégé that he must be in search of knowledge clues and information regarding their changing work environment. This requires greater involvement of senior and experienced mentors from whom the protégé is seeking answers to his queries. It is interesting to note that supervisors/mentors armed with organizational knowledge and understandings are often having firsthand experiences and are always ready to share the same with the sales associated through mentoring function. It further leads to growth and prosperity in the organization. Based on the above discussion, mentoring relationship is important, the role of supervisor mentor is crucial. Simply put, the advancement of a supervisor-mentor and subordinate-protégé is based upon the relationship between the two. Mentoring relationship is based upon gift exchange phenomenon in which both the parties share and express their own motives. Thus, relationship is based on give-and-take. It is not only subordinate-protégé who wishes effective and powerful supervisor-mentors; supervisor-mentors also expect obedient protégé because that can bring greater rewards. A few studies reveal that sometimes supervisors-mentors want to have selected protégé-subordinates as they believe by doing so they can have desired results and so could be a way to achieve satisfaction from helping the unskilled employee. It fulfills the inner drive of a mentor-supervisor.

2.9 Conclusion

This chapter contains all previous definitions that are widely accepted, key concepts, dimensions, theoretical models, and underlying theories related to design of the study. The specific aim of this research is to investigate skill gap perception existing among employees working in the organized retail sector within a specific region of Punjab in India. Reviewing all dependent, independent and mediating variables, determining

variables relevant for the study, the question that arises from the extensive literature review presented an opportunity to investigate the existing skill gap perception in retail sector. Based on existing literature, various hypotheses have been drawn in the next chapter.

CHAPTER –III

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the conceptual understanding about the framework of the study. Further this chapter includes research process, instruments referred to in the study, research design, mode of data collection and sample framing. This chapter reveals how the present study was conducted. It explains research methods, techniques and logic behind the study. Thus research methodology in this study includes research design, population and sample, data collection, data analysis techniques employed and tools and techniques of the study

Each research needs own design to solve problems or finding truth. The study was conducted in the context to India. To know about research, it is a tool in the hand of researcher which if logically implemented can find out a solution to a problem. If the problem is not clear in advance, research is not possible. Thus, identifying a problem becomes a prerequisite to research. The problem can be related to society and can be in social context or it can be scientific in nature. In research, the first step is to investigate the problem thoroughly. Once problem is identified, the next step is to set the objectives from that problem. The research is systematically done as it involves various steps. Missing any step will affect the entire research process. Research is needed to find out the exact situation. It can be also considered as journey from unknown to known. It will increase knowledge of researcher and can be helpful to various stakeholders. It is one way to find new innovations, inventions, theories, or a new model.

Research is based upon the information gathered by the researcher. The information gathering requires lots of field work and gathering of information and to be stored automatically, so that further analysis and interpretations could be drawn. Information is obtained from the experiences shared by the respondents. Research is a continuous process as it keeps on adding knowledge and contributing towards betterment of society.

In modern times, research is conducted by using latest software and advanced technology that not only ease the researcher's work but is also helpful in doing authentic research. Thus, the progressive nature of research is adding value and enhancing current knowledge. These days' research is conducted through observation, experiments, field survey, conducting personnel interviews, social interactions, making telephonic calls, comparison, and reasoning. All these methods can be used during the collection of data from the respondents. Research refers to the search of unknown facts. It is the exploration of facts from known to unknown problems. Research methodology offers a sequential approach to problem identification. It is a blend of science and art of studying how to conduct research. This present study has been conducted on sales representatives working in different retail formats of Punjab. The perception of supervisors and subordinates has been taken up to analyze the skill gaps existing in organized retail and then examining the effect of mentoring in current practices. A sequential research methodology has been planned to conduct research work and its objectives. The data presented in the study is collected from various channels such as Scopus indexed papers and National Skill Development Corporation's annual reports. All the data is collected from reliable published sources.

3.2 Research Objectives

The framing of research objectives is done based on extensive literature review. The given objective in this study is to find out the perception of sales representatives towards existing skill gaps prevailing in the retail sector and then to study the effect of mentoring, that is psychosocial mentoring and career mentoring (Kram, 1983), on existing skill gap specifically selling skills (Rentz et al., 2002), sales presentation skills (Johlke, 2006) and Interpersonal mentalizing skills (Agnihotri et al., 2016).

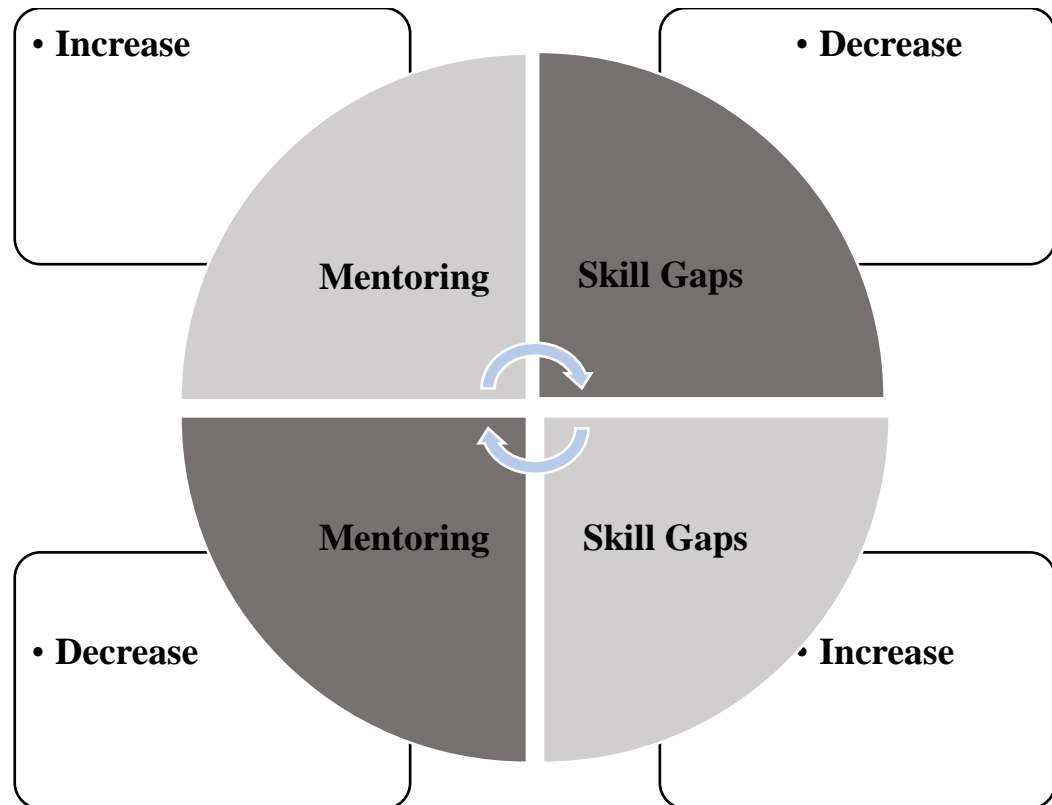
- ❖ To study the perception of supervisors towards existence of skill gap in organized retail sector
- ❖ To study the perception of subordinates towards existence of skill gap in organized retail sector.
- ❖ To study the mentoring awareness among employees in retail sector

- ❖ To analyse the effect of mentoring on skill gap in retail sector

3.3 Research Model

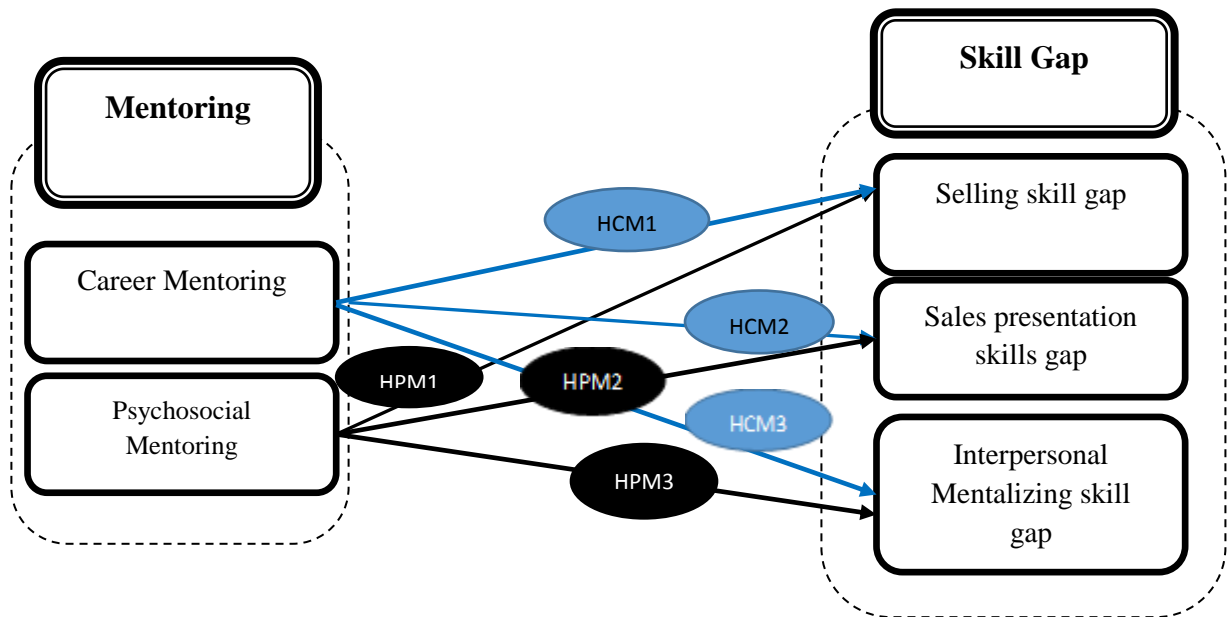
Based on available literature, two models are generated for the study. The first model is the proposed model. It shows the inverse relationship between mentoring and skill gap. As described in Figure 3.1.

Figure No.3.1 Proposed Model Showing Inverse Relationship between Mentoring and Skill Gap



(Source: Author's Own)

The second model generated as described in Figure 3.2 to understand the need of various skills required to perform the sales job, through identifying various components and dimensions of selling skills and finding the already existing gaps perceptions with the help of Proficiency scale (Russo, 2016). Further, to know the relationship of mentoring towards identified three skill gap variables, a model is proposed with mentoring scale referred (Ragins And Cotton, 1999). It includes two main functions of mentoring (Scandura, 1992). And for skill gap three different variable selling skills (Rentz et al., 2002), sales presentation skills (Johlke, 2006) and Interpersonal mentalizing skills



(Agnihotri et al., 2016) is being considered.

Figure No.3.2: Skill Gaps and Mentoring

(Source: Author's Own)

3.4 Research Hypothesis

The hypothesis is framed as per the interest of the researcher. The statements written by the researchers are also considered as unproven statements, which are further tested, analyzed and their significance is evaluated. Hypothesis is an unproven statement that is

of interest to the researcher. The formulated hypothesis is a predictive statement that elucidates the association between the independent variable (IV) and the dependent variable (DV). Both these variables provide the basis for the research work. For present study, three different hypotheses have been formulated based on the proposed research models. The entire framed hypothesis is discussed as follow.

3.4.1 Research Hypothesis 1

The objectives framed are to study the perception of supervisors towards existence of skill gap in organized retail sector and to study the perception of subordinates towards existence of skill gap in organized retail sector.

- ❖ **H P0:** There exists no significant difference in the perception of supervisors and subordinates in relation to **skill gap**
- ❖ **H P1:** There exists a significant difference in the perception of supervisors and subordinates in relation to **skill gap**

Sub Hypothesis: Perception of supervisors and subordinates towards selling skills gaps, sales presentation skills gap and Interpersonal Mentalizing Skills gaps

- ❖ **H P2:** There exists a significant difference in the perception of supervisors and subordinates in relation to **selling skill gap**
- ❖ **H P3:** There exists a significant difference in the perception of supervisors and subordinates in relation to **sales presentation skill gap**
- ❖ **H P4:** There exists a significant difference in the perception of supervisors and subordinates in relation to **interpersonal mentalizing skill gap**

3.4.2 Research Hypothesis 2

The questionnaire was framed to find out the mentoring awareness of supervisors and subordinates regarding this; the framed objective was “to study the awareness among supervisors and subordinates towards mentoring in retail sector”. This objective is framed

to compare the difference in their awareness towards mentoring. Thus, hypothesis has been framed as mentioned below:

- **HA0:** No relationship exists between employee role and mentoring awareness.
- **HA1:** There exists a relationship between employee role and mentoring awareness

3.4.3 Research Hypothesis 3

The following hypothesis is framed to fulfill the given objective “To study the effect of mentoring on skill gap in retail sector”

- ❖ **H M0:** There is no significant effect of **mentoring** on **skill gap** in retail sector
- ❖ **H M1:** There is a significant effect of mentoring on skill gap in retail sector

Sub Hypothesis: To study the effect of mentoring on selling skills gaps, sales presentation skills gap and Interpersonal Mentalizing Skills gaps

- ❖ **H M2:** There exists a significant effect of **mentoring** on **selling skill gap** in retail sector
- ❖ **H M3:** There exists a significant effect of **mentoring** on **sales presentation skill gap** in retail sector
- ❖ **H M4:** There exists a significant effect of **mentoring** on **interpersonal mentalizing skill gap** in retail sector

There are two important mentoring functions -- Career mentoring related function and Psychosocial mentoring related function. Both types of mentoring functions are considered in this research. Thus, to understand the effect of both forms of mentoring functions on skill gap, various Sub hypotheses are framed as mentioned below:

Sub Hypothesis: To study the effect of **Career mentoring** on selling skills gaps, sales presentation skills gap and Interpersonal Mentalizing Skills gaps

- ❖ **H CM1:** There exists a significant effect of **Career mentoring** on **selling skill gap** in retail sector
- ❖ **H CM2:** There exists a significant effect of **Career mentoring** on **sales presentation skill gap** in retail sector
- ❖ **H CM3:** There exists a significant effect of **Career mentoring** on **Interpersonal Mentalizing skill gap** in retail sector

Sub Hypothesis: To study the effect of **Psychosocial mentoring** on selling skills gaps, sales presentation skills gap and Interpersonal Mentalizing Skills gaps

- ❖ **H PM1:** There exists a significant effect of **Psychosocial mentoring** on **selling skill gap** in retail sector
- ❖ **H PM2:** There exists a significant effect of **Psychosocial mentoring** on **sales presentation skill gap** in retail sector
- ❖ **H PM3:** There exists a significant effect of **Psychosocial mentoring** on **interpersonal Mentalizing skill gap** in retail sector

3.5 Research Variables and Instruments

A variable is a name given to data that will provide certain value. To interpret values from the data requires knowledge and understanding of tools used in the study. To understand more about this concept, it is explained with the help of, for example, taking age as one variable. Now, age can have several interpretations that will depend upon the purpose of the study. So, the objectives, hypothesis and tools all are needed to clearly understand in advance. The variable can interpret both type of data, the qualitative as well as quantitative.

Conducting a research depends upon two types of variables -- independent and dependent variables. Both these variables are needed especially when researcher must study cause and effect relationship. To know more about independent variable, it can be controlled by

the researcher, but when we discuss the dependent variable, it is totally affected by the independent variable. In the present study, skill gap is the dependent variable which further includes selling skills gaps, sales presentation skills gap and Interpersonal Mentalizing Skills gaps. On the other hand, in Mentoring functions, the first one is related to career mentoring function and the second one relates to psychosocial mentoring function, which plays the role of independent variable.

To fulfill the objective mentioned in the study, a well-defined instrument is formulated for conducting of research work. Research instruments are used for collection of data. The instrument designed is combination of dependent and independent variables. The detailed understanding of the above variable helps the researcher in developing research instrument, which further sets a benchmark that is helpful in formulating the questionnaire. On the basis of extensive literature review conducted to design objectives, and further to fulfill those objectives, two instrument have been adopted in order to find out the effect of mentoring -- that is career mentoring and psychosocial mentoring -- on skill gap, which involves three main skills: selling skills, sales presentation skills and Interpersonal Mentalizing Skill, which is further discussed in detail below:

3.5.1 Measurement Scale for Identifying Skill Gap

Skill gap is acting as a dependent variable, which is calculated by finding the difference between required skills and owned skills, and which is affected by independent variable - - mentoring. Further, there are three main variables identified in relation to identifying skill gap. These are: selling skills, sales presentation skill and interpersonal mentalizing skill stated by (Rentz et al., 2002 ; Johlke, 2006 ; Agnihotri,2016) in their study. In this scale a total 37 items are included. The details of items are mentioned in Table No. 3.1.

Table No. 3.1 Research Instrument for Skill Gap (SG)

Selling skills(Rentz et al., 2002) IS(Interpersonal skills)	
IS0I	Ability to express non-verbally (message without words such as through facial expression, posture, body movement, eye contact, etc.)
IS0II	Ability in general speaking skills (such as effective use of words, voice quality, loudness, vocal clarity, and verbal expression, etc.)
IS0III	Awareness and understanding the non-verbal communication of others (such as facial expression, posture, body movement, eye contact, etc.)
IS0IV	Ability to control and regulate non-verbal display of emotion (such as anger, anxiety, joy, and delight, etc.)
IS0V	Ability to present socially, possibly through acting (use of special scripts)
IS0VI	Ability to influence customers to control the emergency situation
IS0VII	Awareness and understanding the verbal communications of others.
SS(Salesmanship skills)	
SS0I	Ability to identify the customer who are already likely to buy
SS0II	Ability to establish relationships with the customer
SS0III	Ability to present the sales message.
SS0IV	Ability to close the sale.
SS0V	Ability to manage the experience of customers and clients
TS(Technical skills)	
TS0I	Knowledge of market trends
TS0II	Knowledge of company's procedures.
TS0III	Knowledge of competitors' products, services, and sales policies.
TS0IV	Knowledge of product line, including product features and benefits.
TS0V	Knowledge of customers' operations, such as store and shelf layout.
Sales presentation skills (Johlke, 2006)	
AL(Active listening)	
AL0I	Ability of active listening with customers (focusing on the speaker as well as the message, avoiding interrupting the speaker, recording what is being said, and responding.)
AL02	Ability to analyze the message after listening
AS(Adaptive selling)	
AS0I	Ability to change sales behavior based on the sale situation
AS0II	Ability to provide what is needed to the customers
AS0III	Ability to build long-term relations with the customers

AS0IV	Ability to find out the best way for improving sales performance
AS0V	Ability to understand how one customer differs from another.
HO(Handling objections)	
HO0I	Ability to effectively answer customer objections and arguments
HO0II	Ability to address customer query regarding the need of product
C(Closing)	
C0I	Ability to ask the customer to buy
C0II	Ability to give customers multiple reasons to buy
C0III	Ability to effectively close the sales and get the orders
N(Negotiating)	
P0I	Ability to identify customers that have a need to buy
P0II	Ability to understand and classify customers having more or less interest to buy
P(Prospecting)	
P0I	Ability to identify customers that have a need to buy
P0II	Ability to understand and classify customers having more or less interest to buy
Mentalizing skills (Agnihotri et al., 2016)	
RB(Rapport building)	
RB0I	Ability to facilitate non-work related two-way communication with customer (e.g. in the elevator before a sales meeting general talk such as weather)
RB0II	Ability to effectively build close and harmonious relationship with a customer
DNC(Detecting nonverbal cues)	
DNC0I	Ability to notice non-spoken messages (through facial expressions, smile, body language)
DNC0II	Ability to find out non-spoken messages
TBE(Taking a bird's-eye view)	
TB0I	Ability to bring focus and clarity to a conversation (by adding knowledge and information)
TB0II	Ability to provide information
TB0III	Ability to explain customer so to better understand
SI(Shaping the interaction)	
SI0I	Ability to positively influence the customer during sales transactions
SI0II	Ability to make the customer feel comfortable

Source: Adapted from (Rentsz,2002; Johlke, 2006; Agnihotri,2016)

The measuring instruments used under study were sourced from existing validated scale. Selling skill (Rentz et al., 2002) having total 16 items, sales presentation skill (Johlke, 2006) having 12 items, Interpersonal Mentalizing skills (Agnihotri et al., 2016) having 9 items. Selling skills contains three variable Interpersonal skills (IS), Salesmanship skills (SS), Technical skills (TS) (Denny, 2009; Shoemaker and Johlke, 2002; Singh et al., 2018; Wachner et al., 2009). Sales presentation skill includes Active listening (AL), listening carefully, Adaptive selling (AS) by altering behavior of customers, Handling objections (HO) of the customers, Closing (C) of sales, Negotiation (N), fixing the final order, Prospecting (P) knows how to search prospective costumers (Artis, 2007; Singh et al., 2017; Manning, 2003). Interpersonal Mentalizing skills include Rapport building (RB) with the customers, detecting nonverbal cues (DNC) through facial expressions, taking a bird's eye view (TBE), finding missing information, shaping the interaction (SI) by doing more interaction (Doyle and Roth, 1992; Singer and Fehr, 2005).

3.5.2 Measurement Scale for Mentoring

Mentoring is the independent variable, which affects skill gap of Punjab sales representatives, employees working in different retail formats acting as dependent variable as already discussed. Further as discussed, mentoring functions are career mentoring function and psychosocial mentoring function as stated by (Noe, 1988; Whitely and Coetsier, 1993) in their study. The measuring instruments used under study were sourced from existing validated scale. Further, to see how it affects skill gap prevailing in organized retail sector, a total of 29 items are considered in this scale. The details of items are explained in Table No. 3.2. In career mentoring function, statement includes related to sponsorship, exposure & visibility, coaching, protection, and challenging assignment (Whitely and Coetsier, 1993; Geiger et al., 2009; Passmore et al., 2013). And further, in Psychosocial mentoring function involved role model by setting an example, acceptance & confirmation protégé following mentor, counseling thorough discussions, friendship building informal relation (Dreher and Ash, 1990; Greguras and Ford, 2006; Das et al., 2014; Locander et al., 2015). Therefore, a total of 66 items

containing research instruments have been generated to find out perceptions of supervisors and subordinates toward skill gap and then to see the effect of mentoring on skill gap.

Table No. 3.2 Research Instrument for Mentoring (M)

Career Mentoring Function	
CM I	My mentor shares his career history or past events with me
CM II	My mentor encourages me to participate in professional developmental/growth activities
CM III	My mentor has helps me with problems that could threaten the possibility of me obtaining other desired positions/assignments
CM IV	My mentor helps me to complete projects/tasks or meet deadlines that otherwise would have been difficult to complete
CM V	My mentor helps me meet new colleagues
CM VI	My mentor gives me projects that increased written contact with store administrators.
CM VII	My mentor gives me projects that increased personal contact with store administrators.
CM VIII	My mentor encourages me to assume responsibilities that increase personal contact with people in the store who may influence my future career advancement/growth
CM IX	My mentor gives me project or tasks that prepare me for new selling assignments
CM X	My mentor given me project or tasks that prepare me for professional growth
CM XI	My mentor given me project or tasks that prepare me for administrative positions if desired
CM XII	My mentor gives me projects that present opportunities to learn new skills
CM XIII	My Mentor provides me with support and feedback regarding my work performance as an seller
CM XIV	My mentor suggests specific strategies to me for achieving career goals
CM XV	My mentor shares professional ideas with me
CM XVI	My mentor suggests specific strategies to me for accomplishing work objectives

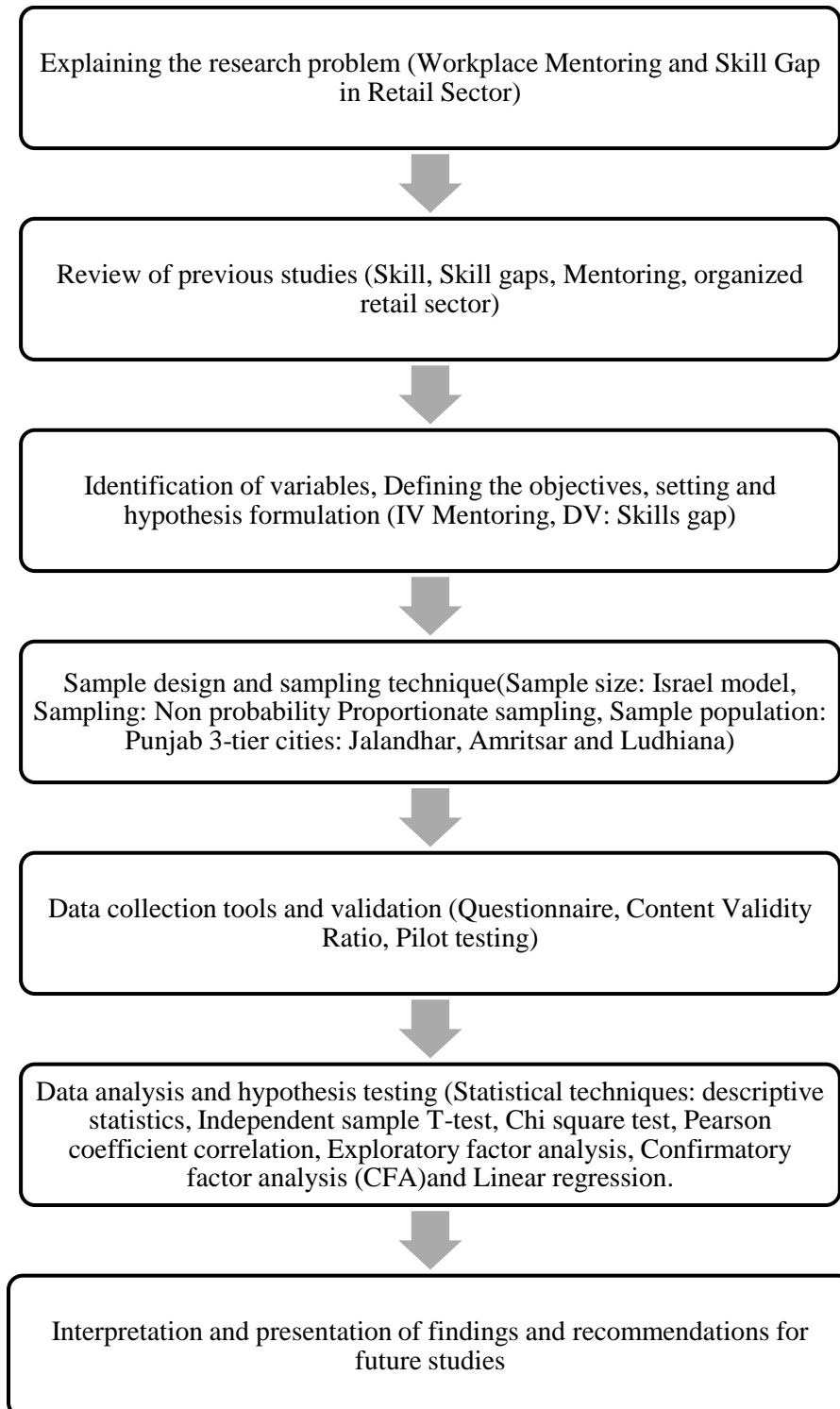
CMXVII	My mentor gives me feedback regarding performance in my present position
Psychosocial Mentoring Function	
PMI	My mentor encourages me to try recent new ways of selling
PMII	My mentor encourages me to try recent new ways of interacting with customers at store
PMIII	I try to imitate or copy the work behaviour of my mentor.
PMIV	My mentor models his/her attitudes and values regarding selling for me
PMV	My mentor models his/her selling style for me
PMVI	I will try to be like my mentor when I will reach a similar position in my career.
PMVII	My mentor shows good listening skills in our conversations
PMVIII	My mentor addresses my concerns regarding relationships with peers
PMIX	My mentor addresses my concerns regarding relationships with supervisors
PMX	My mentor addresses my concerns regarding relationships with family conflicts
PMXI	My mentor addresses my concerns regarding relationships with work
PMXII	My mentor shares personal experiences as an alternative perspective to my problems or concerns
PMXIII	My mentor encourages me to talk openly about anxiety and fears that cause work damage
PMXIV	My mentor conveys empathy for my concerns and feelings during our discussions
PMXV	My mentor keeps feelings and doubts I shared with him/her in strict confidence
PMXVI	My mentor conveys feelings of respect for me as an individual
PMXVII	My mentor asks me for suggestions concerning problems he/she has encountered at store
PMXVIII	My mentor interacts with me socially outside of work

Source: Adapted from (Noe, 1988; Whitely, 1993)

3.6 Research Plan

The research plan is the base for any kind of research work; it describes the nature of research work, how it is going to be conducted, its importance and relevance. It is a guideline that moves the researcher in the right direction relating to the research work. Research plan, in simple words, lends support in achieving the desired objectives. It includes step by step procedure starting from research design, then doing data collection, finalizing of construct, survey details and measurement scale. The research plan for the current study has been explained in the following points as mentioned in below Figure No.3.3.

Figure No.3.3: Research Process



(Source: Author's Own)

3.6.1 Research Design

Research Design provides researcher a framework or blueprint for conducting a well-defined research work. It explains the entire procedure regarding the conduct of research process and further to achieve research targets (Kothari, 2004). The research design gives us an outline of the research report. Thus, defining the problem, deciding the objectives, formulating hypothesis, collecting and analyzing the data include in the research design. The data is collected through questionnaire and by exploring qualitative data. Therefore, the study is of exploratory and conclusive in nature. The detailed classification of research is given below:

- ❖ Exploratory research is helpful in identifying the situation and providing ideas to improve that situation. To conduct exploratory research, qualitative data is immensely helpful. It provides support to analyze the situation in advance and suggests basis for future research. However, results cannot be directly used for the solution, but surely will add value in problem solving. Thus, exploratory research design has been useful in identifying the factors related to mentoring practices and skills of sales personnel in context to retails sector. Further, conclusive research is the combination of descriptive research and causal research.
- ❖ Descriptive research examines the situation in detail. It also finds out the relationship existing between the variables used in the study. It has been helpful in identifying perception of supervisor and subordinates in related to required and expected skills, thus calculating the skill gap in retail sector and the perception of subordinates related to mentoring practices.
- ❖ On the other hand, conclusive research, studies the reason for cause and effect relationship existing between the variables. In this research work effect of mentoring has been studied on skill gap in context to retail sector. Therefore, keeping the objective to study the effect of mentoring on skill gap in mind, exploratory and conclusive research is conducted by the researcher.

3.6.2 Survey Instrument

To conduct appropriate research, accurate data is necessary. After examining the objectives in detail, it is important to decide about collection of data in a suitable manner. For data collection there are several ways, for example, focus group, document verification, observation, group, or personal interviews. Out of all these, questionnaire is very popular and in a majority of research work it is preferred. For the conduct of conclusive research, it is preferable. Sometimes researcher may opt for several combinations. Questionnaire designing requires skills and effort. To make a good questionnaire is an art. The literature review provides great support in designing of a construct and to develop a questionnaire. Questionnaire designing is to be done in such a way that it covers all the statements to fulfill the framed objectives. A series of questions mentioned in the questionnaire must be designed in a proper sequence. After successful submission of questionnaire from the respondents, the next step is to analyze the data. If questionnaire is systematically designed, it will surely generate good results and fruitful information. There are mainly two types of questionnaire -- open ended, which is also called unstructured, and close ended, which is called structures questionnaire. Open ended questionnaire helps the researcher to derive opinion from the respondents, while close ended questions have a specific format that need to be followed by the respondent while giving the answers. For example, if they must answer yes or no, providing multiple options, the respondent must select the suitable answer which they feel is closer to the answer in their opinion. Further, the data collected will be used for analysis. Therefore, self-administrated questionnaire was designed to conduct research work. Data was collected through primary sources. The questionnaire contains closed ended questions with specific choices.

3.6.3 Measurement Scale

Mainly three types of scales are preferred for research purpose.

- ❖ **Nominal Scale:** These scales represent numbers only; very little interpretation can be derived from nominal variable. Nominal variable is also called as categorical variable. The example includes team players wearing jackets displaying numbers tags, names, labels of products, gender, colour preferences of customers, residing areas south side or north side, marital status and many more. The data can be represented in histograms or pie charts. In this type of data, nonparametric test applied such as Spearman Rank Correlation, Chi square, Man Whitney U test and many more. It has been also observed that where parametric test failed, nonparametric test contributed. In this study, to obtain information about mentoring awareness and demographic information from the respondents this scale is preferred.
- ❖ **Ordinal Scale:** This scale depicts the **ranking** and then to see the difference in the ranking and then to find out if any relationship exists, for example, country wise ranking, performance wise ranking, to know about personal feelings related to happiness, to measure satisfaction levels. In this type of data, nonparametric test applied such as Kruskal Wallis test, Runs test, Wilcoxon matched pairs sign rank test and Friedman test. In this study, to obtain information age wise information this scale is preferred.
- ❖ **Interval Scale:** It is to know about range of the values. Few more examples include internet usage; number of times customer uses its internet 10 times a day or 20 times a day. The benchmarks started with zero point is also meaning full in this study. In this type of data, parametric test is applied such as Person T- Test and Annova. In this study the maximum questions related to the attributes of dependent variable selling skills gap (Rentz et al., 2002), sales presentation skills gap (Johlke, 2006) and Interpersonal mentalizing skills gap are measured using proficiency scale 0 - None; 1 - Limited; 2 - Basic; 3 - Proficient; 4 – Advanced; 5

– Expert. And independent variable career mentoring and psychosocial mentoring are measured using five point Likert scale SD = Strongly Disagree, D = Disagree, N = Neither, A = Agree, SA = Strongly Agree (Strongly Disagree-1, Disagree-2 Neutral-3, Agree-4 and Strongly Agree-5).

3.6.4 Data Collection Method

Data collection is an important part in any type of research study. If data collected is not in an appropriate manner it will affect the results and further analysis. The data collected for research purpose is of mainly two types -- qualitative data, theoretical in nature, and quantitative data, numeric ability. Both provide help in research interpretation. Data can be in any form, for example numeric, images, figures, word form, any fact finding or any creative idea, all can be considered as data and can be referred for interpretation. Data itself just depicts a number. So, to analyze data is very important and to do so further extensive verification of data is required. Interpretation of data will give meaning to data. For the data collection, a well-designed structured questionnaire is used. To do data collection there are mainly two methods adopted by researchers -- primary data or getting firsthand information, and secondary data, that is collecting data from other resources.

- ❖ **Primary Data:** This type of data is collected directly from the respondent. It is not in published form. Hence it is important to find out validity of collected data. Then it becomes more reliable, objective, and authentic form of collecting data. In the present research work primary data has been collected with the help of structured questionnaire.
- ❖ **Secondary data:** The data was collected from different sources. All those sources are readily available, and data can be obtained easily. This form of data is available in published form. Secondary data is used in extensive literature review. For the current study various sources of secondary data like from books, journals, periodicals, reports, thesis, articles, publications by government, business reports, websites and web-published materials has been used to get a complete understanding regarding the research variables of the study.

3.6.5 Data Collection through Questionnaire

Data collection is a key part of any research. Data means facts. Conclusions are based on data collection. During the field work data was collected from front level sales employees and their subordinates. This research work is planned to be conducted by adopting the mix methodology including Questionnaire, observation, field survey, conducting personnel interviews, social interactions, making telephonic calls, comparison, and reasoning. All these methods were used during the collection of data from the respondents

After doing extensive literature review, questionnaire is designed further based on collected review. Both Independent and dependent variables related items are included in the questionnaire. The data is collected from Sales representatives working as sales associates, sales assistant, fashion assistant, and from store in charge. In other words, we can say that data is collected from supervisors and subordinates, working in organized retail sector in Punjab. The questionnaire was divided into three main sections discussed as follow:

In the **first section**, the variables included are based on general information. The questions framed and asked from the respondent include age, gender, designation, occupation, academic qualification, job experience, type of retail format in which they are working, store name, mentoring awareness, all information related to demographic details. This section is used to collect the personal profile and demographic details from the respondents.

In the **second section**, questions related to skill gap were asked. Questions asked related to selling skill, sales presentation skill and interpersonal mentalizing skills were included. Further, in selling skills, questions related to interpersonal skills, salesmanship skills, technical skills are included. In Sales presentation skill, questions include relating to active listening, paying attention to the customer, adaptive selling, changing customer behavior, handling objections skillfully, closing of sales, negotiation in effective manner

and prospecting or searching of interested customers. And finally, in interpersonal mentalizing skills, questions include rapport building with customers, detecting nonverbal cues through body language, taking a bird's eye view, finding missing information and shaping the interaction, and convincing customers.

In the **third section**, questions related to mentoring and its effects on skill gap were asked. Questions included in this section covered two types of mentoring function -- career mentoring function and psychosocial mentoring function. Further, in career related mentoring function, questions asked relate to sponsorship by providing opportunities for promotions, exposure & visibility by highlighting the work of protégé in front of top authorities, coaching, skilling them, protection from violating any rule and challenging assignment enhancing new skills. In psychosocial mentoring functional role model, acceptance & confirmation inculcating positive behavior, counseling, guiding them and friendship healthy relationship were included. Based on extensive literature review, structured questionnaire consisted of five-point Likert's scale -- where one represents "strongly disagree" and five represents to "strongly agree" with a mid-point labeled three "neutral". This scale is representative and popular in retail studies.

To increase response rate and to ease the sales representative regarding questionnaire, brief discussion was done with respondents. Keeping in mind the busy schedule of sales representative, questionnaire is filled manually as well as through online mode. To fill the questionnaire, time was approximately 20 minutes. A few questionnaires were filled on the spot, but for a few respondents, their mobile numbers received and reminder sent to them. Thus, a few questionnaires filled through Google docs. Firstly, questionnaire was explained to supervisor after taking response from his team leader, so both supervisor and team leader further called their sales associate to fill the response in small groups. All the associates are working under the direction of supervisor and team leader, so they followed their instruction. After collection of data from the respondents, the next step of testing is done. Framed hypotheses tested through inferential data analysis techniques: Independent sample T-test, Chi square test, Pearson coefficient correlation, exploratory

factor analysis (EFA), linear regression and confirmatory factor analysis (CFA). The data was analyzed with the help of two different software IBM Statistics package for the social sciences (SPSS) 22 and IBM Statistics package for the social sciences (SPSS) Amos 23.

3.7 Sample Plan

The designing of sampling plan will help the researcher in gathering data from the respondents. Sampling plans involved a series of steps that need to be executed to finalize the sample plan. It covers sample population, the sampling technique, design sampling units, sample location and sample size.

3.7.1 Sample Population

Sample is subset of the population which means the entire population is represented through a sample. Thus, deciding an appropriate sample size becomes a prerequisite for effective research. The question in front of researcher is -- how to decide about the sample size, which covers the entire population though it is very difficult to cover the entire population and further it is not possible to involve all in the study as it will mean incurring a huge cost in terms of time and energy. So, the best way is to decide the sample. Therefore, deciding the target population becomes the first step in sample designing. There are two types of population - homogenous and heterogeneous. Population is said to be homogeneous if they are having similar characteristics. The population is a subset of target selected for study. The sample population is drawn for research purpose. In this research, the sales representatives working in different retail formats included in sample population. Thus population of study consist of Punjab 3-tier cities (Jalandhar, Amritsar, and Ludhiana) consists of different retail stores.

3.7.2 Sampling Technique

Sampling is one of the methods of choosing a respondent's subset of the population called sample. Sampling styles define the appropriateness in research. Thus, sampling

technique defines the universal applicability of the research conclusions. In other words, the process of picking a sample of the populace to study is called sampling. Sampling techniques are of two types -- probability sampling technique and non-probability sampling technique. Probability sampling gives a wider scope of selection of all respondents. On the other side, non probability restricts the selection of all respondents. In the present study, research has been conducted by using proportionate sampling. This technique is used because of variety in subgroups. The sample population is derived from each group through proportionate sampling. Thus, in present study, respondents' responses are taken as proportionate sampling (Showkat and Parveen, 2017).

3.7.3 Sample Location

The data has been collected from different retail formats in Punjab. The study is done on organized retail sector. All major cities of Punjab have been targeted for the study purpose.

3.7.4 Sample Unit

A sample unit is the group of respondents to be referred for data collection. In current study, the sample unit is sales representatives working in different retail formats. The data has been collected from both supervisors and subordinates working in different retail formats in Punjab.

3.7.5 Sample Size

Sample size is the number of respondents to be referred for data collection purpose. It is decided carefully to avoid any error. For this research work, total number of sample size was 410 respondents. The respondents represented total population of sales representatives working in different retail formats in Punjab state. The sample size has been obtained by using the formula as follows.

To determine sample size Israel, (1992) formula has been adopted by the researcher in his work; it followed the calculation is shown as per the figure No. 3.4

Figure No. 3.4: Determining Sample Size Calculation.

- ❖ **P:** The *level of precision*: It is also called *sampling error* or *margin of error*. Generally acceptable margin of error in *educational and social researches* is 5% or 0.05
- ❖ **z^2 :** The *level of confidence* or *risk*: *Central Limit Theorem* that when a population is repeatedly sampled, the average value of the attribute obtained by those samples is equal to the true population value. It is also called *alpha level* is either 0.05. 95% confidence level (The value of $(1-\alpha)$ in Standard Normal Distribution z -table, which is 1.96 for 95%)
- ❖ **e^2** The degree of variability: Proportion of 50% indicates a greater level of variability than either 20% or 80%. This is because 20% and 80% indicate that a large majority do not or do, respectively, have the attribute of interest. Because a proportion of .5 indicates the maximum variability in a population, it is often used in determining a more conservative sample size, that is, the sample size may be larger than if the true variability of the population attribute were use
- ❖ $n_0 = \frac{z^2 \times p(1-p)}{e^2}$
 - The following values can be used for estimating the sample size-
 - $n_0 = \frac{(1.96)^2 \times 0.5(1-0.5)}{(0.05)^2} = 383$
 - A minimum sample size of 383

Source: Adapted from (Israel, 1992)

Further to study more estimates, stores number is calculated and that is done based on extensive literature reviews (Kar, 2007; Goel and Dewan, 2011). And further stated by National Skill Development Corporation (Jagtiani, 2013; Tara and Kumar, 2016) the total number of stores is calculated as per the Table No.3.3

Table No. 3.3 Describing Number of Estimated Store Formats in India

Retail Format	Name of store	Estimated stores	Total Number of estimated stores
Cash & carry stores	Metro	24	67
	Reliance Retail	43	
Convenience stores	Reliance Fresh and Reliance Smart stores	621	1185
	REI Six Ten (6TEN)	344	
	Hamleys (Reliance)	100	
	Forecourt stores (Petrol stations)	120	
Department store	Pantaloons Retail India Ltd. (PRIL)	209	1363
	Trent (Westside)	145	
	Shoppers Stop	83	
	Reliance ‘Trends	777	
	Shoppers Stop	86	
	Lifestyle	20	
	Apna Bazaar	8	
	Globus	35	
Discount Stores	Vishal Mega Mart (Category Killer)	204	4504
	Subiksha	1600	
	Levi’s/Levi Strauss (Shoppers Stop & Lifestyle)	1500	
	Koutons Retail (Koutons & Charlie Outlaw)	1200	
Hypermarkets	Big Bazaar stores	259	620
	More (Aditya Birla Group)	20	
	Saravana Stores	61	

	Pantaloon Retail India Ltd. (PRIL)	160	
	Spencer's	120	
Specialty stores	Tanishq (Jewellery)	167	1914
	Pizza Hut (Food items)	350	
	Adidas Store (Footwear)	450	
	Reebok store (Footwear)	220	
	Titan	320	
	Archie's (Gift Shop)	230	
	Titan eye plus	177	
Supermarkets	Hyper City	20	3077
	More (Aditya Birla Group)	640	
	Big Bazaar	239	
	Apna Bazaar	15	
	Reliance Fresh	453	
	REI Six Ten (6TEN)	350	
	Food Bazaar	250	
	Spencer's daily	220	
	Bharti Wal-Mart Easy Day: Future Retail	523	
	Hyper City	20	
	Margin Free	347	

Source: Goel, 2011; Jagtiani, 2013; kar, 2007; Tara, 2016

After calculating the estimated number of stores – 12,730 -- operating in India, further proportionate sampling is done as per Table No. 3.4. Firstly, different type of retail formats mentioned and after that total number of estimated stores given. Then in 3rd column, proportion is calculated by dividing total number of stores in that retail format and by total number of stores operating in India and multiplying it with 100. Then in fourth column as per calculated sample in Israel model that is 383 is referred to calculate proportion. Finally, obtaining the total number of respondents that is 383. For the current study sample size considered is 410.

Table No. 3.4 Applying Proportionate Sampling.

Types	Total number of stores	Proportion of each retail format % 12730 (Total number of stores in particular format/12730*100)	Number of employees (383*Proportionate of each format/100)	Number of employees (decimal up)
Cash and carry stores	67	0.526	2.0158	2
Convenience stores	1185	9.309	35.652	36
Department store	1363	10.707	41.008	41
Discount Stores	4504	35.381	135.509	136
Hypermarkets	620	4.870	18.654	19
Specialty stores	1914	15.035	57.585	58
Supermarkets	3077	24.171	92.576	93
Total	12730	100	383	383

Source: Adapted from (Raj, 1965)

To find out sample size accuracy, similar studies referred, and averages calculated as mentioned in Table 3.5. The sample considered for conduct of study is greater than observed from literature review. The sample mentioned in the literature is for protégé-subordinates are 158 and for mentor-supervisors is 60. In current study, protégé-subordinates are 298 and for mentor-supervisors are 112. Almost double the sample size.

Table No.3.5 Sample drawn in similar studies.

Group A (Mentors)	Group B (Protégée)	References of similar studies
108	200	Verma, A., & Savita, U. (2017). Mismatched Perception and Expectation of Retail Stakeholders.
60	140	Mullen, E. J. (1998). Vocational and psychosocial mentoring functions: Identifying mentors who serve both.
45	269	Arnold, J., Loan-Clarke, J., Harrington, A., & Hart, C. (1999). Students' perceptions of competence development in undergraduate business-related degrees.
35	101	Ugrin, J. C., Odom, M. D., & Pearson, J. M. (2008). Exploring the importance of mentoring for new scholars: A social exchange perspective.
43	139	Noe, R. A. (1988). "An investigation of the determinants of successful assigned mentoring relationships".
24	87	Fagenson-Eland, E. A., Marks, M. A., & Amendola, K. L. (1997). Perceptions of mentoring relationships.
110	175	Allen et al. (2006). "Mentorship behaviors and mentorship quality associated with formal mentoring programs: closing the gap between research and practice".
60.7142857	158.71429	Average Calculated

Source: Mentioned in table itself.

3.7.6 Demographic Profile of the Respondents

The respondents were asked general information about age, gender, designation, education, job experience, type of retail format in which they are working, store name, mentoring awareness, all information related to demographic details as mentioned in Table No.3.6. A total of 410 valid responses were analyzed in the present study. The data was collected from the sales representatives working as supervisors and subordinates belonging to the age group of 25 to 44 years. The bulk of the respondents are in the age group 25 to 34. This shows young generation is attracted to retail industry, which is helpful in interpretation and for future research. According to the study, the gender distribution of the respondents consists of male (304) and female (106). It is also observed that retail sector has more male dominance as compared to females. In retail sector, it is found total 26% of female and 74% of males were referred for study purpose. Majority of the respondents do not have graduate's degree. Most of the respondents have completed their higher secondary certificate only. This further emphasizes that selecting retail sector for work is considered as an easy avenue by the young entrants. Though it is not true from interpretations, it has been revealed that to work in retail sector requires certain specific skills.

Table No. 3.6: Demographic Profile Details

Demographic	Statement	Frequency	Percent
Gender	Female	106	26
	Male	304	74
Working As	Subordinate (Sales Assistants, Frontline employees, Sales associate, Retail assistants, etc	298	73
	Supervisor (store In-charge)	112	27
Age Group	<25	159	39
	>45	2	0.5

	25- 34	203	50
	35-44	46	11
Education	Any other	9	2
	Diploma	24	6
	Graduate	119	29
	Postgraduate	86	21
	Professional course	11	3
	Up to HSC	161	39
Job Experience	0 - 1 Year	101	25
	2 - 3 years	141	34
	4 - 6 years	109	27
	Above 6 years	59	14
Retail Format	Cash and carry	6	1
	Convenience stores	38	9
	Department Store	43	10
	Discount Stores	137	33
	Hypermarket stores	20	5
	Specialty stores	62	15
	Supermarket	104	25

Source: Obtained from field survey

After collecting the data from Punjab and mainly from three areas Majha, Doaba and Malwa, it is further listed onto number of employees in the stores available in that area. Store wise data collected mentioned in Table No. 3.7 and Table No. 3.8

Table No. 3.7: Store Wise Details

Store Name	Majha	Percent %	Doaba	Percent %	Malwa	Percent %	Grand Total	Percent %
Adidas Store Footwear	3	1	8	2	3	1	14	3
Archie's Gift shop	5	1	3	1	2	0	10	2
Bharti Walmart Easy Day	13	3	29	7	26	6	68	17
Big Bazaar	4	1	6	1	2	0	12	3
D Mart	1	0	1	0	0	0	2	0
Globus	0	0	1	0	0	0	1	0
Levi's	13	3	20	5	0	0	33	8
Lifestyle	0	0	1	0	0	0	1	0
Metro	0	0	6	1	0	0	6	1
Monte Carlo Mall	11	3	0	0	0	0	11	3
More	1	0	3	1	1	0	5	1
Pantaloons	0	0	25	6	0	0	25	6
Reebok Store Footwear	0	0	2	0	5	1	7	2
Reliance Fresh	8	2	21	5	12	3	41	10
Shoppers	3	1	12	3	9	2	24	6

Stop								
Spencer's	1	0	4	1	2	0	7	2
Subiksha	1	0	3	1	3	1	7	2
Tanishq Jewellery	9	2	9	2	2	0	20	5
Trent Westside	0	0	1	0	0	0	1	0
Trillium Mall	27	7	0	0	0	0	27	7
US Polo Store	12	3	0	0	0	0	12	3
Vishal Mega Mart	33	8	22	5	21	5	76	19
Grand Total	145	35	177	43	88	21	410	100

Source: Obtained from field survey

Table No. 3.8: Punjab 3-tier cities (Jalandhar, Amritsar, and Ludhiana) consists of following retail stores

Retail Format	City	Store Name	SAMPLE SIZE	SAMPLE PERCENTAGE (%)
Cash and carry stores	Jalandhar	Metro	6	1
Convenience stores	Ludhiana Amritsar Jalandhar	Reliance Fresh	38	9
Department store	Ludhiana Amritsar Jalandhar	Lifestyle	43	10
		Pantaloons		
		Trent Westside		
		Globus		
		US Polo Store		
		Shoppers stop		
Discount Stores	Ludhiana Amritsar Jalandhar	Levies	137	33
		Vishal Mega Mart		
		Shoppers Stop		
		Subiksha		
Hypermarkets	Ludhiana Amritsar Jalandhar	Big Bazaar	20	5
		Spencer's		
		More		
Specialty stores	Ludhiana Amritsar Jalandhar	Adidas Store Footwear	62	15
		Tanishq Jewellery		
		Archie's Gift shop		
		Reebok Store Footwear		
		Monte Carlo Mall		
Supermarkets	Ludhiana Amritsar Jalandhar	Bharti Walmart Easy day	104	25
		Big Bazaar		
		D Mart		
		Trillium Mall		
		Reliance Fresh		
Total			410	100

Source: Obtained from field survey

3.8 Conclusion

This chapter describes the research design, framing of hypothesis, selection of sample technique, sample size and demographics details. To achieve the set objectives, designing of instrument is crucial. This chapter provides all relevant information relating to instrument designing and finalizing of sample. The study is conducted in Punjab area, as it is providing a greater scope of retail sector. Detail of the included dependent variable that's skill gap and independent variable that is mentoring is discussed in this chapter. Thus, this chapter is providing the basis of research work. Based on existing literature reviews, framing of hypothesis analysis are drawn in the next chapter.

Chapter IV: DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

After the data collection the next step is very important, and it is data analysis. The first step in data analysis is to arrange the data in a proper sequence. After arranging the data in an appropriate manner, the next step is to inspect the data carefully. Then the required data is edited by observing the responses. Proper coding is given to data. Thus, in data analysis the raw data received from the respondents in the form of questionnaires is converted into tabular form. This ensures a meaningful interpretation to be drawn from the analysis. The data gathered in quantitative and qualitative forms both needs to be revised to draw some useful conclusions. That can be considered a base for future study. To analyze huge data requires certain skill that no doubt increases with the experience of researcher. To handle a large amount of data is like dealing with a complex situation. It requires lots of effort and expertise in handling such a crucial stage. This phase of research is very important and cannot be neglected or taken lightly. So, summarizing the data will be the only way to get results from the research work. The conclusions drawn serve as a stepping-stone in a research work. If done properly it is like reaching a milestone. Thus, data analysis ensures key insights for fulfilling the set objectives. This step of analysis is conducted after the sample collection.

The data which has been collected through structured questionnaire is to observe workplace mentoring and skill gap in retail sector of Punjab. The data has been collected to study the perception of supervisors and subordinates towards the existence of skill gap in organized retail sector, as well as to understand the awareness of supervisors and subordinates towards mentoring in retail sector and effect of mentoring on skill gap in retail sector. The data has been collected from front level sales representatives and store in-charge. The data has been analyzed though multivariate analysis techniques which includes Independent Sample T-test, Chi square test, Pearson coefficient correlation, exploratory factor analysis (EFA), linear regression and confirmatory factor analysis (CFA). The data has been analyzed with the help of two different software, IBM statistics

for statistics package for the social sciences (SPSS) 22 and IBM statistics package for the social sciences (SPSS) Amos 23. The data has been collected from a total of 410 employees. Out of them 112 were supervisors appointed as store manager and 298 were subordinates working as associate, fashion assistant, sales associate, senior associates in different retail formats. The data has been collected from different retail formats which include big brands like Adidas, Alpha One, Archie's, Bharti Walmart, Big Bazaar, D-Mart, Levi's, Lifestyle, Metro, More, Pantaloons, Reebok, Reliance Fresh and many more. The data has been collected from Punjab 3-tier cities Jalandhar, Amritsar, and Ludhiana. From the 410 respondents, 106 respondents (26%) were female and the rest male (74%).

4.2 Content Validity Ratio

The study attempts to develop a scale and to assess the validity of the designed instrument validation and further, to check the content validity of the proposed tool. The same has been proposed by calculating Content Validity Ratio (Lawshe, 1975; Ayre and Scally, 2014). Content Validity Ratio, refers to a test, computed to identify whether an included item in the questionnaire is necessary to be a part of the questionnaire. For this, the expert views are solicited and they are requested to provide scoring for every statement in the questionnaire. They need to mention whether the included statement is essential, useful but not essential, or not necessary. The formula for obtaining the values is “ $CVR = (N_e - N / 2) / (N / 2)$ ” in which N_e is the number of experts responding “essential” and N is the total number of experts participating. Eight experts, four from universities, are expert academicians familiar in the field of retail and psychology and four persons are store in charge having more than 7 years of experience. To calculate CVR, formula for computation is given below.

$$CVR = N_e - (N / 2)$$

Devised Formula: - $N / 2$

The following explains the formula calculation in detail

- ❖ Ne is the number of experts responding “essential”
- ❖ N is the overall sum of panellists.
- ❖ The numeric value of Content Validity Ratio ranges from -1 to 1,
- ❖ If CVR is less than 0.75, statement not accepted.
- ❖ The total numbers of eight experts were considered and the details of all the expert members are given as follows in Table No.4.1.

Table No. 4.1 Details of Experts

No. of expert	Occupation	Details
Expert 1	Academician	Senior Academician from University of higher reposes
Expert 2	Academician	
Expert 3	Academician	
Expert 4	Academician	
Expert 5	Industry Expert	Industry experts selected from Metro Best Price, Big Bazaar, Vishal Mega Mart, Bharti and Walmart Easy Day
Expert 6	Industry Expert	
Expert 7	Industry Expert	
Expert 8	Industry Expert	

Source: Obtained from field survey

The thorough discussion was done with all the experts. During interaction, a few were items found not essential and should not be considered for further analysis as per Table No. 4.2. Their response received in detail is mentioned. It is important for the researcher to find out the reasons for not accepting of items. For finalizing construct, the scores of CVR value is calculated as per (Lawsh, 1975) formula. The item score less than .75 has not been consider for further analysis. It has been observed from the entire scales that minimum one item to maximum four items suggested as not essential at all for this scale. From skill gap scale it is interesting to note that from mentalizing scale score no such

item was suggested as not essential. In selling skills, the only item suggested not being included coded TSOV for deletion. The statement is about knowledge of store and shelf layout. The reason quoted as not necessary, this scale is for front level sales representatives and this is part of merchandise department. This skill is not suitable in presented scale. Further, in sales presentation skills, items related to closing with coding number COI, COIII is suggested by the experts as not necessary. These statements are about closing of sales and getting orders. Again, this is not suitable for organized retail sector as such deals are not done with the customers of retail sector and this term is used in business to business sales. In the same scale statements coding NOI and NOII suggested as not necessary. The reason quoted for practicing negotiation skill directly with the customers, the chances in organized retail is almost zero. As the brands prices are already fixed, hence not suitable for the present scale. All other statements were considered for further questionnaire analysis from skill gap scale. So, total numbers of statements were 42 before the conduct of CVR and after the deletion of five statements as suggested by the expert panel, the number of retained statements in the scale were 37.

In mentoring scale, the statements from career mentoring scale coding CMV, CMVI and CMXVII respectively were suggested as not at all necessary. The statements stated as meeting with new colleagues CMV is not recommended as per the nature of busy schedule of front level sales representatives. The next statement increases written work CMVI, which is again not suitable for sales representative as it is the work of administration department, hence not considered for further analysis. The last statement in career mentoring scale is receiving feedback regularly CMXVII which is not feasible in such a dynamic profile. In psychosocial mentoring scale item coding PMXII, PMXIII and PMXVII not considered as these are not suitable for sales representatives working in organized retail sector. As in item PMXII, sharing personal experiences by the supervisor is not practiced in retail sector, then in statement PMXIII talking regularly about anxiety is not possible as all these issues are handled during meeting itself. And lastly, the statement PMXVII taking suggestion from subordinates is also not recommended. Thus,

total numbers of items were 35 before the conduct of CVR and after the deletion of six statements as suggested by the expert panel, the number of retained statements in the scale were 29.

Table No. 4.2 Calculated CRV from Experts Received Response

SELLING SKILLS									MENTORING SKILLS (NOE, 1988)					
Selling skills (Rentz et al., 2002)			Sales presentation skills (Johlke, 2006)			Mentalizing skills (Agnihotri et al., 2016)			Career support functions (Scandura, 1992)			Psychosocial functions (Smith, 2012)		
Item Label	N e	CV R	Item Label	N e	CV R	Item Label	N e	CV R	Item Label	N e	CV R	Item Label	N e	CV R
IS0I	8	1	AL0I	8	1	RB0I	7	0.75	CMI	8	1	PMI	8	1
IS0II	8	1	AL0II	8	1	RB0II	8	1	CMII	8	1	PMII	8	1
IS0III	8	1	AS0I	8	1	DNC0I	8	1	CMIII	8	1	PMIII	8	1
IS0IV	8	1	AS0II	8	1	DNC0I I	8	1	CMIV	8	1	PMIV	8	1
IS0V	8	1	AS0II I	8	1	TB0I	8	1	CMV	5	0.25	PMV	8	1
IS0VI	8	1	AS0I V	8	1	TB0II	8	1	CMVI	5	0.25	PMVI	8	1
IS0VI I	8	1	AS0V	8	1	TB0III	8	1	CMVI I	7	0.75	PMVII	8	1
SS0I	8	1	HO0I	8	1	SI0I	8	1	CMVI II	7	0.75	PMVIII	8	1
SS0II	8	1	HO0I I	8	1	SI0II	8	1	CMIX	8	1	PMIX	8	1
SS0II I	8	1	COI	5	0.25				CMX	8	1	PMX	8	1
SS0I V	8	1	COII	8	1				CMXI	8	1	PMXI	8	1
SS0V	8	1	COIII	5	0.25				CMXI I	8	1	PMXII	6	0.5
TS0I	7	0.75	NOI	5	0.25				CMXI	8	1	PMXIII	6	0.5

								II					
TS0II	8	1	N02	5	0.25			CMXI V	8	1	PMXI V	8	1
TS0II I	7	0.75	P0I	8	1			CMXI II	8	1	PMXV	8	1
TS0I V	8	1	P0II	8	1			CMXI V	8	1	PMXV I	8	1
TS0V	6	0.5						CMXI II	6	0.5	PMXV II	6	0.5
											PMXV III	8	1

Source: Obtained from field survey

The content validity ratio measured between -1 to 1, if CVR is less than 0.75 statement not accepted. As mentioned in Table No.4.3. Based on above analysis, this statement has not been considered for preparing structured questionnaire. Based on above analysis structured questionnaire has been designed. The finalized questionnaire involves 37 items for skill gap to study employee perception and 29 items from mentoring to see effect of mentoring on skill gap.

Table No. 4.3 CVR Computation Table

Minimum Values of CVR and CVR_t One Tailed Test, p = .05	
No. of Panellists	Min. Value*
5	.99
6	.99
7	.99
8	.75
9	.78
10	.62
11	.59
12	.56

13	.54
14	.51
15	.49
20	.42
25	.37
30	.33
35	.31
40	.29

Source: Lawshe, 1975

4.3 Pilot Testing

A pilot testing has been conducted with a sample of 110 employees covering three major cities in Punjab - Jalandhar, Amritsar, and Ludhiana. However, the numbers of statements were too many, because of this respondent face difficulty in understanding the entire questionnaire. In the light of experience gained from the pilot testing, a few words were amended / improved in the questionnaire to put the respondents at ease. From the respondents' responses the reliability of scale has been tested using Cronbach's alpha coefficient as described in Table No.4.4 for both the scales. The results found were satisfactory.

Table No. 4.4 Reliability Testing through Cronbach's Alpha Pilot Testing

Reliability Statistics Skill Gap Scale	
Cronbach alpha	Total number of included Items
0.942	37
Reliability Statistics Mentoring Scale	
Cronbach alpha	Total number of included Items
0.964	29

Source: Author's calculation

4.4 Data Analysis

In this chapter, the results of 410 sets of questionnaires have been analyzed. The objective is to analyze the data collected and further to draw interpretation from the analysis. So that implications can be suggested. As already discussed, the data has been collected from the front level sales representatives and the store in-charge. The data has been analyzed with the help of two different software, International Business Machine statistics package for the social sciences (SPSS) 22 and IBM statistics package for the social sciences (SPSS) Amos 23.

4.5 Identifying Perception towards Skill Gap

It is to find out the perception of groups, store in-charge (supervisors) and subordinates. The first step taken by the researcher was to find the skill gap, which is further identified by finding the difference between required skills and owned skills (Tesch et al., 2006). The skill gap has been examined from both the respondent supervisor and subordinates. After computation of skill gaps, coding is given subjected to entire data **GRO Coding (Gap required owned)* means gaps between required and owned skills. A total of 37 statements subjected to factor analysis, were included. As per the objective of study, Factor analysis is applied for data reduction. It is important to see first the adequacy of distribution of values to further apply factor analysis. The same will be verified by observing the value obtained from Kaiser Meyer Olkin (KMO). It is assumed if the KMO value is from 0.5 to 1, it will be accepted. The acceptable range for KMO value statistic, if it is greater than .9 it is considered as excellent, above .8 is considered as admirable, above .7 average, above .6 below average, above .5 miserable and less than .5 is unacceptable (Costello and Osborne, 2005). As mentioned in Table No. 4.5, it displays the KMO value that is **.918** which indicates the value is in the acceptance region of the factor analysis model. Further, this table interprets the Bartlett Test of sphericity multivariate normality distribution checked. The chi square statistic is **8121.486** with 666

degrees of freedom (df). This value is acceptable at 0.00 level. A significant (P.Value) < .05 is acceptable for factor analysis. Sig. is .000 so it is not an identity matrix.

Table No. 4.5 Kaiser-Meyer-Olkin (KMO) and Bartlett's Test Skill Gap

KMO Measure of Sampling Adequacy.		.918
Bartlett's Test of Sphericity	Approx. Chi-Square	8121.486
	df (degree of freedom)	666
	Sig. Value	.000

Source: Author's calculation

As no such previous theory and predefined structure exist relating to required skills in the retail sector and researcher wants to explore the same. Thus, by the support of Exploratory Factor Analysis (EFA) the scale is validated. After verifying KMO values, the result of Principal Component Analysis (PCA) has been observed. After conducting the exploratory factor analysis, the results of exploratory factor analysis yielded nine components. The results are presented in Table No. 4.6. Total numbers of factors obtained were nine from 37 statements, which were further categorized in *three main variables* such as *selling skills, sales presentation skill and interpersonal mentalizing skills*.

Selling skill: The results of factor analysis depicts that GROIS0VII, GROIS0I, GROIS0III, GROIS0II, GROIS0V and GROIS0IV components of Interpersonal skills are loaded under **2nd component** with factor loading values .704, .561, .557, .487, .461 and .317. GROTS0III, GROTS0II, GROTS0IV, GROTS0I and GROIS0VI component of Technical skills are loaded under **5th Component** with factor loading values .667, .608, .518, .461 and .332. GROSS0III, GROSS0IV, GROSS0V, GROSS0I and GROSS0II components of salesmanship skills are loaded under **6th and 7th component** with factor loading values .641, .538, .391, .890 and .889. In this scale total number of *items included is 16*.

Sales Presentation skill: The result of factor analysis depicts that GROAS0I, GROAS0V, GROAS0IV, GROAS0II, GROAS0III and GROC0I components of adaptive selling and closing are loaded under ***1st component*** with factor loading values .694, .675, .535, .520, .475 and .441. GROAL0I, GROAL0II, GROAL0III and GROHO0I components of active listening and handling objections are loaded under ***4th component*** with factor loading values .870, .869 and .411. GROP0I and GROP0II components of prospecting under ***9th component*** with factor loading values .527 and .402. In this scale total number of ***items included is 12.***

Interpersonal Mentalizing skill: The result of factor analysis depicts that GROTB0III, GROTB0II and GROTB0I components of taking birds eye views are loaded under ***3rd component*** with factor loading values .946, .933 and .438., GRODNC0II, GRORB0I, GRODNC0I, GROSIOI, GROSIOII and GRORB0II components of detecting nonverbal cues, rapport building and shaping the interaction are loaded under ***8th component*** with factor loading values .663, .562, .483, .474, .462 and .390. In this scale total number of ***items included is 9.***

Table No. 4.6 Factor Analysis of 37 Items Questionnaire on Skill Gap

	Component								
	1	2	3	4	5	6	7	8	9
GROAS0I	.694								
GROAS0V	.675								
GROAS0IV	.535								
GROAS0II	.520								
GROAS0III	.475								
GROC0I	.441								
GROIS0VII		.704							
GROIS0I		.561							
GROIS0III		.557							
GROIS0II		.487							
GROIS0V		.461							
GROIS0IV		.317							
GROTB0III			.946						
GROTB0II			.933						
GROTB0I			.438						
GROAL0I				.870					
GROAL0II				.869					
GROHO0II			-.354	.467					
GROHO0I				.411					
GROTS0III					.667				
GROTS0II					.608				
GROTS0IV					.518				
GROTS0I	.343				.461				
GROIS0VI					.332				
GROSS0III						.641			

GROSS0IV					.306	.538			
GROSS0V		.382				.391			
GROSS0I							.890		
GROSS0II							.889		
GRODNC0II								.663	
GRORB0I								.562	
GRODNC0I								.483	
GROSI0I								.474	
GROSI0II								.462	
GRORB0II								.390	
GROP0I					.313				.527
GROP0II									.402
Extraction Method: PCA (Principal Component Analysis)									
Rotation Method: Oblimin with Kaiser Normalization ^a									
a. Rotation converged in 26 iterations.									

Source: Author's calculation

4.5.1 Reliability Test of Instrument

Reliability of internal consistency of designed instrument is examined and estimated with the help of Cronbach alpha. It is used to examine data in between reliability and consistency between items of a scale. Thus, to achieve objective one and two it is important to see scale validity first and to support all the items are measuring the same thing. This also describes how an individual respond to all questions. The value can be negative or positive which depicts the response of an individual is in positive or negative directions. It is believed that Cronbach's Alpha should be greater than .7. If items are less than ten it should be greater than .5. Closer value of estimated Cronbach alpha to one shows higher reliability of the designed instrument. The scale is multi-dimensional consisting of numerous subscales. Total number of nine factors merged into three main

factors as they are having similar statements. Selling Skills (SS) estimated Cronbach's Alpha (.878), Sales Presentation Skills (SPS) estimated Cronbach's Alpha (.882) and Interpersonal Mentalizing Skills (IMS) estimated Cronbach's Alpha (.807) described in Table No. 4.7

Table No. 4.7 Reliability Testing through Cronbach's Alpha

Reliability Test of Instrument		
Dependent Variable	No of Items considered	Cronbach's Alpha
Selling Skills: SS	16	.878
Sales Presentation Skills: SPS	12	.882
Interpersonal Mentalizing Skills: IMS	9	.807

Source: Author's calculation

After computing skill gaps (*coding: GRO (Gap Required Owned) applying factor analysis on total 37 statements. Total Nine factors determined with KMO: .918. Details of Items considered in the sub scale are mentioned in Table No.4.8.

Table No. 4.8 Details of items considered in scale to Identify Skill Gap (SG)

Skill gap scale :Items details					
Selling Skills(Rentz,2002): Total 16 items		Sales Presentation Skills(Johlke,2006): Total 12 items		Interpersonal Mentalizing Skills(Raj,Agnihotri,2016): Total 9 items	
GROIS0VII	Understanding the verbal communications	GROAS0I	Ability to change customer behavior	GROTB0III	Explaining customer
GROIS0I	Express non-verbally	GROAS0V	Ability to understand customer needs	GROTB0II	Providing detailed information
GROIS0III	Understanding non-verbal communication	GROAS0IV	Knows best way for improving sales	GROTB0I	Ability to clarity in conversation
GROIS0II	General speaking skills (voice clarity)	GROAS0II	Provide relevant information the customers	GRODNC0II	Ability to find out non-spoken messages
GROIS0V	Ability to use of special scripts for selling	GROAS0III	Ability to build long-term relations	GRORB0I	Ability to facilitate informal communication
GROIS0IV	Ability to control emotion	GROC0I	Provide multiple reasons to buy	GRODNC0I	Ability to notice non-spoken messages
GROTS0III	Product Knowledge	GROAL0I	Active listening	GROSI0I	Positively influence the customer
GROTS0II	Knowledge of company's procedures.	GROAL0II	Ability to analyze the message after listening	GROSI0II	Make the customer feel comfortable
GROTS0IV	Knowledge of product line	GROHO0II	Ability to address customer oppositions	GRORB0II	Ability to develop harmonious relationship
GROTS0I	Knowledge of market trends	GROHO0I	Ability to answer customer query		
GROIS0VI	Ability to influence customers	GROP0I	Ability to identify customers need		
GROSS0III	Ability to present the sales message.	GROP0II	Ability to classify customers desire to buy		
GROSS0IV	Ability to close the sale				
GROSS0V	Ability to manage customers				
GROSS0I	Ability to find customer likely to buy				
GROSS0II	relationship with customer				

Source: Adapted from (Rentz, 2002 ; Johlke, 2006 ; Agnihotri, 2016)

4.5.2 Confirmatory Factor Analysis (CFA)

After obtaining results from Exploratory Factor Analysis (EFA), the next step is to formulate Confirmatory Factor Analysis (CFA). It is rightly said that it can be used as second step to examine the structure identified. In simple words, confirmatory factor analysis abbreviated as CFA is used to confirm the identified factors drawn & explored from exploratory factor analysis (EFA). As the EFA explains only the relationship existing between the variables, CFA is preferred to check the validation of scale, thus measurement of construct. It will help in examining the structural or factorial validity. Along with validity it also describes the inter-relatedness between the constructs and sub-constructs. Thus, it is suitable to estimate scale reliability. CFA involves testing the model fit. The CFA was run through Amos software version 23. The structure instrument related to study skill gap perception after EFA examined through CFA. The factors determined through EFA will be stated theoretically with the support of CFA. Model fit examines the value to which the structural model fits the data collected from the respondents.

The measurement model of CFA yields a Chi-square (X^2) value of 1417.431 with 593 degrees of freedom. The calculated CMIN/DF ratio was 2.390. It is the least discrepancy divided by calculated degrees of freedom. The goodness of fit index (GFI) was .844 and adjusted goodness of index (AGFI) value was .816. The value obtained from root mean square error of approximation (RMSEA) was .058, the Tucker-Lewis Index (TLI) value was .880, the Comparative Fit Index (CFI) was .893. The Bentler-Bonett Normed Fit Index (NFI) was .831 and Bollen's Incremental Fit Index (IFI) was .894. All the values were within the specified range (Fegenson, 1997; Geiger et al., 2009; Greguras and Ford, 2006, Jyoti and Sharma, 2015). The values for model fit indices are shown in Table No. 4.9. The table depicts acceptable model fit. The chi-square value of the CFA model is statistically significant at .000 levels.

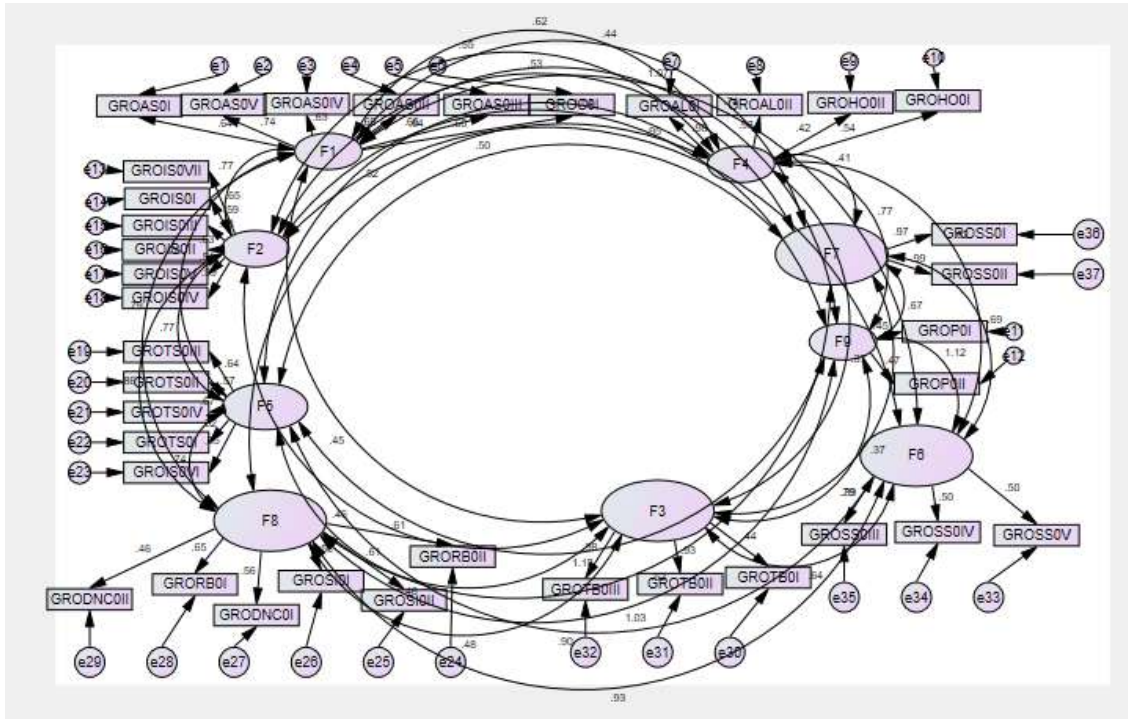
Table No. 4.9 Confirmatory Factor Analysis Model Fit Indices Skill Gap

Measurement Summary	Indices detail	Threshold	Values
χ^2 :CIMIN/DF	Chi Square/Degree of Freedom (1417.431 / 593 = 2.390)	Value closer to Zero indicates a better fit. It should be preferably less than 3. If it is more than 4 or 5, model is weak.	2.390
RMSEA	Root mean square error of approximation	Values ranges from 0.01, 0.05 and 0.08 indicate excellent, good and mediocre respectively. The model fit, sometimes go up to 0.10 consider as mediocre	.058
CFI	Comparative fit index	Range between 0 and 1, greater than .90 or close to it indicates good fit. The values reveal higher fit as they range within 0.75 to 0.87	.893
GFI	Goodness of fit index		.844
AFGI	Adjusted Goodness of fit index		.816
NFI	Normed fit index		.831
RFI	Relative fit indices		.810
TLI	Tucker-Lewis Indices		.880
IFI	Incremental fit Indices		.894

Source: Author's calculation

The measurement model of skill gap as per AMOSS graphics is shown in Figure 4.1

Figure No. 4.1 Skill Gap CFA Computation



Source: Author's own

4.5.3 Independent Sample T-Test

To study the perception of supervisor and subordinate in the context of skill gap and to test the framed hypothesis **Independent Sample T-test** is applied. This test is applied to see the difference between the perceptions of the two individuals. In this study the perception of supervisor and subordinate is recorded to check its association with skill gap. From group statistics, mean differences observed as mentioned in Table No. 4.10. Mean values signifies that subordinates feel that more skill gap exists as compared to supervisors in all the skills.

Selling skills (SS): Supervisors' mean values related to skill gap perception **.79** while subordinates' mean values related to skill gap perception are **1.05**. Hence subordinates feel more selling skill gap exists.

Sales Presentation Skills (SPS): Supervisors' mean values related to skill gap perception **.849** while the subordinates' mean values related to skill gap perception are **1.05**. **Hence subordinates feel more selling skill gap exists.**

Interpersonal Mentalizing Skills (IMS): Supervisors mean values related to skill gap perception **.82** while the subordinates' mean values related to skill gap perception are **1.146**. **Hence subordinates feel more selling skill gap exists.**

Skill Gap: Supervisors mean values related to skill gap perception **.823** while the subordinates' mean values related to skill gap perception are **1.08**. **Hence subordinates feel more selling skill gap exists.**

From the mean values it is observed that supervisors feel the highest gap exists in Sales Presentation Skill, that is .849, and the lowest is found in Selling Skills .793. As compared to subordinates the data reveals highest gap existing in Interpersonal Mentalizing Skills, which is 1.147 and lowest, is found in Selling Skills 1.053, almost the same in both types of skills. So, in brief calculated mean value states that superiors think that there exists lesser skill gap as compare to subordinates in all the cases.

Table No. 4.10 Group Statistics

	Working as:	N	Mean	Std. Deviation	Std. Error Mean
Selling Skills: SS	Supervisor	112	.793	.650	.061
	Subordinate	298	1.053	.761	.044
Sales Presentation Skills: SPS	Supervisor	112	.849	.721	.068
	Subordinate	298	1.057	.816	.047
Interpersonal Mentalizing Skills: IMS	Supervisor	112	.829	.705	.067
	Subordinate	298	1.147	.842	.048
Skill Gap	Supervisor	112	.824	.629	.059
	Subordinate	298	1.086	.728	.042

Source: Author's calculation

From the group statistics difference between means and standard deviation is found. To test the formulated hypothesis, it is done using 'T' test for significance. Independent sample of 'T' test is done. The details of the 'T' tests are presented in table 4.11. Result observed from Sig. value (Levene's test for equality of variances) is mentioned below. To check the null hypothesis is accepted or not, the Sig. value is observed from Levene's Test for Equality of Variances. If value obtained is less than 0.05, alternative hypothesis will be accepted in that case and then it can be concluded that there exists a significant difference in the perception of superior and subordinate related to skill gap

- ❖ **H P0:** There exists no significant difference in the perception of supervisors and subordinates in relation to skill gap
- ❖ **H P1:** There exists a significant difference in the perception of supervisors and subordinates in relation to **skill gap**

It is accepted as: ($p < 0.05$). *Skill gap P. Value: .024 < 0.05, Thus Alternative Hypothesis (HP1) is accepted.*

Sub Hypothesis: Perception of supervisors and subordinates towards selling skills gaps, sales presentation skills gap and Interpersonal Mentalizing Skills gaps

- ❖ **H P2:** There exists a significant difference in the perception of supervisors and subordinates in relation to **selling skill gap**

It is accepted as: ($p < 0.05$). *Selling Skill Gap P. Value: .014 < 0.05, Thus Alternative Hypothesis (HP2) is accepted.*

- ❖ **H P3:** There exists a significant difference in the perception of supervisors and subordinates in relation to **sales presentation skill gap**

It is rejected as: ($p > 0.05$). *Sales presentation Skill gap P. Value: .079 > 0.05, Thus Alternative Hypothesis (HP3) is rejected.*

❖ **H P4:** There exists a significant difference in the perception of supervisors and subordinates in relation to **Interpersonal Mentalizing Skill gap**

It is accepted as: ($p < 0.05$). *Interpersonal Mentalizing Skill gap P. Value: .011 < 0.05, Thus Alternative Hypothesis (HP4) is accepted.*

Thus it is concluded that there is a significant difference between the perception of supervisor and subordinate in relation to *Selling skills gaps P. Value: .014 < 0.05 and Interpersonal Mentalizing Skills Gaps P. Value: .011 < 0.05*, except for *sales presentation skills gaps P. Value: .079 > 0.05*. Hence, it is accepted in all the cases *skill gap .024, selling skills .014, .011 Interpersonal Mentalizing Skills except in sales presentation skills .079.*

Table No. 4.11 Independent Samples T- Test for Equality of Means

		Levene's test for equality of variances		T-test for equality of means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Selling Skills: SS	Equal variances assumed	6.118	.014	-3.204	408	.001	-.260	.081	-.420	-.101
	Equal variances not assumed			-3.440	231.746	.001	-.260	.076	-.409	-.111
Sales Presentation Skills: SPS	Equal variances assumed	3.092	.079	-2.363	408	.019	-.207	.088	-.380	-.035
	Equal variances not assumed			-2.499	224.4	.013	-.207	.083	-.371	-.044

Interpersonal Mental izingSkills:IMS	Equal variances assumed	6.51 4	.011	-3.551	408	.000	-.318	.089	-.494	-.142
	Equal variances not assumed			-3.847	236 3	.000	-.318	.083	-.480	-.155
Skill Gap	Equal variances assumed	5.15 7	.024	-3.361	408	.001	-.262	.078	-.415	-.109
	Equal variances not assumed			-3.591	229 4	.000	-.262	.073	-.405	-.118

Source: Author's calculation

4.6 Identifying Awareness towards Mentoring

To understand the awareness of supervisors and subordinates towards mentoring in retail sector, Chi Square test is used. The **Chi Square Test** is preferred to compare categorical (nominal) variable. The example of categorical variable is: Gender can be male or female. To study the mentoring awareness, response is received from the respondents in yes or no and maybe. The Chi Square test describes the association between the two categorical variables. It's just tell relationship exist or not but does not tell about the strength of relationship. The only requirement in this test is values of variable are mutually exclusive. It means either Yes or No. Nothing in between like in Likert rating scales. Thus, to test the mentoring awareness chi square test has been applied as supervisors and subordinates are categorical variable. Chi-Square test was conducted as the nature of the variables involved was either categorical or ordinal and it did not permit use of parametric tests.

4.6.1 Cross Tabulation

As discussed above, the cross-tabulation technique is the simple way for determining the relationship between the two categories that is nominal data variable or ordinal data variables. The techniques measure the association & agreement for nominal & ordinal data. The cross tabulation describes the frequency of data obtained from each respondent related to mentoring awareness. If mentoring practices is similar, the pattern of responses should be similar across supervisors and subordinates. Sometimes it is too difficult to ensure that the differences are real or just because of some variations. Then, to overcome this situation the chi-square test has been applied. As discussed in Table No. 4.12. The total number of subordinates is 298 and supervisor is 112.

Table No. 4.12 Aware about Mentoring Cross Tabulation

			Are you aware of mentoring			Total
			Maybe	No	Yes	
Working as Employee Roles:	Subordinate (Sales Assistants, Frontline employees, Sales associate, Retail assistants, etc	Count	46	31	221	298
		Expected Count	48.0	32.0	218.0	298.0
		% within Working as:	15.4%	10.4%	74.2%	100.0%
		% within Are you aware of mentoring	69.7%	70.5%	73.7%	72.7%
		Std. Residual	-.3	-.2	.2	
	Supervisor (Store In- charge)	Count	20	13	79	112
		Expected Count	18.0	12.0	82.0	112.0
		% within Working as:	17.9%	11.6%	70.5%	100.0%
		% within Are you aware of mentoring	30.3%	29.5%	26.3%	27.3%

		Std. Residual	.5	.3	-.3	
Total		Count	66	44	300	410
		Expected Count	66.0	44.0	300.0	410.0
		% within Working as:	16.1%	10.7%	73.2%	100.0%
		% within Are you aware of mentoring	100.0%	100.0%	100.0%	100.0%

Source: Author's calculation

4.6.2 Pearson Chi-Square Test

The chi-square test, under inferential statistics explains the difference between the observed cell counts and what would be expected if the values of rows and values of columns were unrelated, to compare supervisors and subordinates understanding about mentoring. From table 4.13 the result of chi square is obtained.

- ❖ **HA0:** There exists no relationship between employee role and mentoring awareness
- ❖ **HA1:** There exists a relationship between employee role and mentoring awareness

There exists no relationship between supervisors and subordinates understanding about the mentoring. It is rejected as: $(p > 0.05)$. *Person Chi-Square, P. Value: .759 > 0.05, Thus Alternative Hypothesis (HA1) is rejected*

Table No. 4.13 Chi-Square Tests Values

	Value obtained	df (degree of freedom)	Asymp. Sig. (2-sided)
Pearson Chi-Square	.553 ^a	2	.759
Likelihood Ratio	.546	2	.761
N of Valid Cases	410		

Source: Author's calculation

4.7 Effect of Mentoring on Skill Gap in Retail Sector.

To fulfill the objective i.e. to study the effect of mentoring on skill gap, skill gap is explained as the difference between required skills and owned skills (Tesch et al., 2006). After computing **skill gaps*coding: GRO (Gap Required Owned)** applying factor analysis on total 37 statements. Total **Nine factors** determined with **KMO: .918**. Further Nine factors merged into **three main factors** as they are having similar statements: Selling Skills (SS) **Cronbach's Alpha (.878)**, Sales Presentation skills (SPS) **Cronbach's Alpha (.882)**, Interpersonal Mentalizing Skills (IMS) **Cronbach's Alpha (.807)**. For considering **Skill Gap averages taken of all the three skills (SS, SPS, and IMS)**

4.7.1 Exploratory Factor Analysis

As per the objective of study, factor analysis is applied on the data. It is important to see first the adequacy of distribution of values to apply factor analysis; the same is verified with the value obtained from Kaiser Meyer Olkin (KMO). It is assumed if the KMO value is from 0.5 to 1 it will be accepted. The acceptable range as for KMO value statistic if it is greater than .9 is considered as excellent, above .8 is considered as admirable, above .7 average, above .6 below average, above .5 miserable and less than .5 is unacceptable (Costello and Osborne, 2005). As mentioned in Table No. 4.14 it displays the KMO value as **.903**, which indicates the value is in the acceptance region of the factor

analysis model. Further table interprets the Bartlett Test of sphericity multivariate normality distribution checked. The chi square statistic is **8765.079** with **406** degrees of freedom (df). A significant (P.Value) < .05 is acceptable for factor analysis. Sig. is **.000** so it is not an identity matrix.

Table No. 4.14 Kaiser-Meyer-Olkin (KMO) and Bartlett's Test Mentoring

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.903
Bartlett's Test of Sphericity	Approx. Chi-Square	8765.079
	Df (degree of freedom)	406
	Sig. Value	.000

Source: Author's calculation

As there is no such previous theory and predefined structure relating to mentoring practices, to check the effect on skill gap in the retail sector, the researcher wants to explore the same. Thus, with the support of exploratory factor analysis (EFA) the scale is validated. After verifying KMO values the results of Principal Component Analysis abbreviated as PCA was observed. The factor analysis yielded five components. The results are presented in Table No. 4.15. Total numbers of factors obtained is five from 29 statements. This further falls in *two main variables* that are *Career Mentoring and Psychosocial Mentoring*.

Career Mentoring: The results of factor analysis depicts that CMXII, CMVI, CMXI, CMX ,CMV, CMII, CMIII, CMIV, CMVII, CMXIV, CMVIII, CMXIII and CMI components of exposure & visibility, coaching, protection and challenging assignment are loaded under **1st component** with factor loading values .817, .763, .726, .718, .642, .535, .491, .490, .487, .467, .458 and .438. In this scale total number of *items included is 13*.

Psychosocial Mentoring: The results of factor analysis depicts that PMII, PMI, PMXIV and CMIX components of Acceptance & Confirmation and Sponsorship are loaded under **2nd component**. Factor loading values .849, .784, .607 and .545. PMIII, PMIV, PMV and

PMVI components of Role Model are loaded under *3rd component*. Factor loading values .848, .838, .786 and .701. PMXI, PMX, PMXIII, PMXII, PMVII, PMIX, PMVIII and PMXV components of Counseling and Friendship under *4th and 5th component* with factor loading values .863, .861, .527, .506, .778, .767, .765 and .472. In this scale total number of *items included is 16*.

Table No. 4.15 Factor Analysis of 29 Items Questionnaire on Mentoring

	Component				
	1	2	3	4	5
CMXII	.817				
CMVI	.763				
CMXI	.726				
CMX	.718				
CMV	.642				
CMII	.612				
CMIII	.535				
CMIV	.491				.397
CMVII	.490			-.407	
CMXIV	.487				
CMVIII	.467			-.410	
CMXIII	.458				
CMI	.438			-.379	-.359
PMII		.849			
PMI		.784			
PMXIV		.607			
CMIX	.310	.545			
PMIII			.848		
PMIV			.838		
PMV			.786		

PMVI			.701		
PMXI				.863	
PMX				.861	
PMXIII				.527	
PMXII				.506	
PMVII					.778
PMIX					.767
PMVIII					.765
PMXV					.472
Extraction Method: Principal Component Analysis (PCA).					
Rotation Method: Oblimin with Kaiser Normalization.					
a. Rotation converged in 12 iterations.					

Source: Author's calculation

4.7.2 Reliability Test of Instrument

Reliability of internal consistency of designed instrument is examined and estimated with the help of Cronbach alpha. It is preferred to measure internal consistency between items in a given scale. To achieve objective one and two it is important to see scale validity first and to support all the items are measuring the same thing. This also describes how an individual respond to all questions. The value can be negative or positive, which describes the response of an individual is in positive or negative directions. It is believed that Cronbach's Alpha should be greater than .7. If items are less than ten it should be greater than .5. The closer the value of estimated Cronbach Alpha towards 1 shows higher reliability of the designed instrument. As the scale is multi-dimensional consisting of numerous subscales. Total number of five factors merged into two main factors as they are having similar statements: Psychosocial Mentoring (PM) estimated Cronbach's Alpha (.908) and Career Mentoring estimated Cronbach's Alpha (.933). As described in Table No. 4.16

Table No. 4.16 Reliability Testing through Cronbach's Alpha

Reliability Test of Instrument		
Independent Variable	No of Items considered	Cronbach's Alpha
Psychosocial Mentoring	16	.908
Career Mentoring	13	.933

Source: Author's calculation

After applying factor analysis on total 29 statements, total five factors determined with KMO: .903. Details of Items considered in the scale are mentioned in Table No. 4.17.

Table No. 4.17 Details of Items Considered to Identify Mentoring

Mentoring scale :Items details	
Career mentoring(Noe,1988) : Total 13 items	
CMXII	My mentor has suggested specific strategies to me for achieving career goals
CMVI	My mentor encouraged me to assume responsibilities that increase personal contact with people in the store who may influence my future career advancement/growth
CMXI	My Mentor has provided me with support and feedback regarding my work performance as an seller
CMX	My mentor has given me projects that present opportunities to learn new skills
CMV	My mentor gives me projects that increased personal contact with store administrators
CMII	My mentor has encouraged me to participate in professional developmental/growth activities
CMIII	My mentor has helped me with problems that could threaten the possibility of obtaining other desired positions/assignments
CMIV	My mentor has helped me complete projects/tasks or meet deadlines that otherwise would have been difficult to complete
CMVII	My mentor given me project or tasks that prepare me for new selling assignments
CMXIV	My mentor has suggested specific strategies to me for accomplishing work objectives
CMVIII	My mentor given me project or tasks that prepare me for professional growth
CMXIII	My mentor has shared professional ideas with me
CMI	My mentor has shared his/her career history or past events with me

Psychosocial mentoring (Noe,1988) : Total 16 items	
PMII	My mentor has encouraged me to try recent new ways of interacting with customers at store
PMI	My mentor has encouraged me to try recent new ways of selling
PMXIV	My mentor has conveyed feelings of respect for me as an individual
CMIX	My mentor given me project or tasks that prepare me for administrative positions if desired
PMIII	I try to imitate or copy the work behavior of my mentor.
PMIV	My mentor has modeled his/her attitudes and values regarding selling for me
PMV	My mentor has modeled his/her selling style for me
PMVI	I will try to be like my mentor when I reach a similar position in my career
PMXI	My mentor has addressed my concerns regarding relationships with work
PMX	My mentor has addressed my concerns regarding relationships with family conflicts
PMXIII	My mentor has kept feelings and doubts I shared with him/her in strict confidence
PMXII	My mentor has conveyed empathy for my concerns and feelings during our discussions
PMVII	My mentor has shown good listening skills in our conversations
PMIX	My mentor has addressed my concerns regarding relationships with supervisors
PMVIII	My mentor has addressed my concerns regarding relationships with peers
PMXV	My mentor has interacted with me socially outside of work

Source: Adapted from (Noe, 1988; Whitely, 1993)

4.7.3 Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis (CFA) was applied as a next step to exploratory factor analysis (EFA) which was previously discussed in detail. Model fit summary explains the values to which the model fits indices as per the collected sample data. The measurement model of complainants yields a chi-square (X^2) value of 1116.616 with 345 degrees of freedom (df). The CMIN/DF ratio was 3.237. The root mean square error of approximation (RMSEA) was .087, the Tucker-Lewis index (TLI) was .895, and the

Comparative Fit Index (CFI) was .911. The Normed Fit Index (NFI) was .877 and Fit Index (IFI) was .912. All the obtained values were within the specified range (Fegenson, 1997; Greguras and Ford, 2006; Geiger et al., 2009; Jyoti and Sharma, 2015). The values for model fit are shown in Table No. 4.18. The table depicts acceptable model fit. The chi-square value of the CFA model is statistically significant at .000 levels.

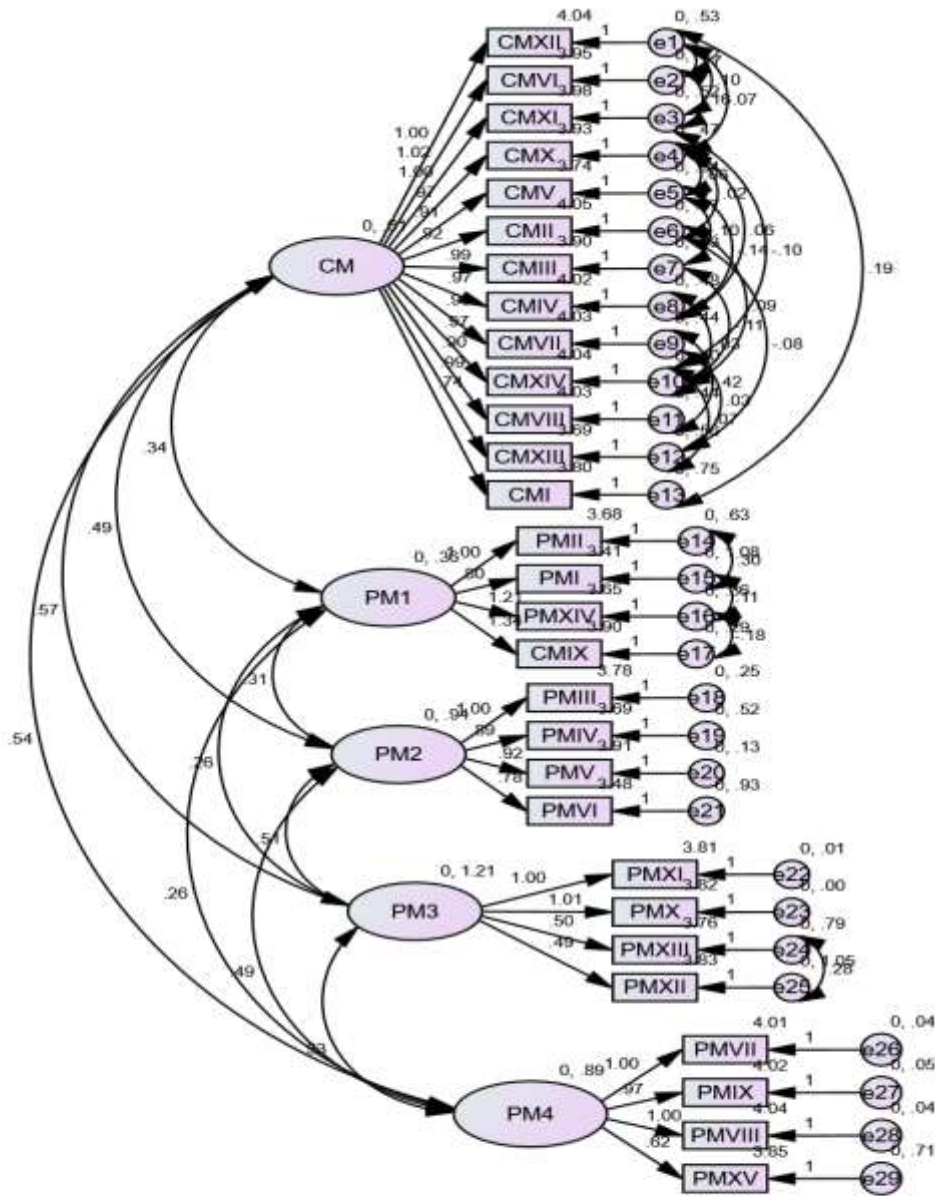
Table No. 4.18 Confirmatory Factor Analysis Model Fit Indices Mentoring

Model fit Summary	Model fit detail	Threshold	Values
χ^2 : CIMIN/DF	Chi Square/Degree of Freedom (1116.616 / 345 = 3.237)	Value closer to Zero indicates a better fit. It should be preferably less than 3. If it is more than 4 or 5 model is weak.	3.237
RMSEA	Root mean square error of approximation	Values ranges from 0.01, 0.05 and 0.08 indicate excellent, good and mediocre respectively. The model fit, sometimes go up to 0.10 consider as mediocre	.087
CFI	Comparative Fit Index	Range between 0 and 1, greater than .90 or close to it indicates good fit. The values reveal higher fit as they range within 0.75 to 0.87	.911
NFI	Normed fit index		.877
RFI	Relative fit indices		.855
TLI	Tucker-Lewis Index		.895
IFI	Incremental Fit Index		.912

Source: Author's calculation

The measurement model of mentoring as per AMOSS graphics is shown in Figure 4.2

Figure No. 4.2 Mentoring CFA Computation



Source: Author's Own

4.7.4 Pearson Coefficient

In pursuance to see the effect of mentoring towards skill gap, it is important to study the **relationship** firstly existing between the dependent variable that is skill gaps and Independent variable that is mentoring. And then observe the kind of correlation existing between the two variables. Simply put, to see what kind of correlation two different variables have in present study that are skill gap and mentoring, correlation is observed. With the help of Pearson Coefficient as shown in Table No. 4.19, Pearson correlation is calculated **-.708**, this explains that there exists *negative correlation* between the two different variables. Sig.(2-tailed) **.000 P.Value** which is less than **0.05**. It shows that the study is significant. N is the sample size that is 298. Next step is to determine Coefficient of determination which explains shared variance of two variables that are skill gap & mentoring. The proportion of one variable is explained by the other variable. Coefficient of determination also considered as shared variance calculated as **-.708 *-.708 = 0.501264**. ($r^2 = -.708*-.708$). The calculated value of coefficient of determination is R Square which is equal to **50%** of the variance. So, in this case hypothesis is accepted that mentoring affects the skill gap. The variation in the subject's skill gap statistically explains 50% of the variation in the subjects mentoring.

Table No. 4.19 Correlations

		Skill Gap	Mentoring
Skill Gap	Pearson correlation	1	-.708**
	Sig. (2-tailed)		.000
	N	298	298
Mentoring	Pearson correlation	-.708**	1
	Sig. (2-tailed)	.000	
	N	298	298
** Correlation is significant at the value 0.01 level (2-tailed)			

Source: Author's calculation

Table No. 4.20 provides a summary table in which Pearson correlation is calculated between sub independent and dependent variable.

Mentoring

When Pearson correlation is calculated between the two variables that are ***Mentoring and Selling Skills gaps***, ***negative correlation*** exists there. Sig.(2-tailed) **.000 P.Value** which is less than **0.05**. Subject to **-.671** Pearson correlation variance it is calculated as **-.671 *-.671 = 0.45** ($r^2 = -.671*-.671$). The calculated value obtained from R square is also referred as goodness of fit which is equal to **45%** of the variance. Thus, mentoring affects the selling skills gaps. The variation in the subject's selling skill gap statistically explains 45% of the variation in the subjects mentoring.

When Pearson correlation is calculated between the two variables that are ***Mentoring and Sales Presentation Skills Gaps***, ***negative correlation*** exists there. Sig.(2-tailed) **.000 P.Value** which is less than **0.05**. Subject to **-.649** Pearson correlation variance is calculated as **-.649 *-.649 = 0.42** ($r^2 = -.649*-.649$). The calculated value obtained from R square is also referred as goodness of fit which is equal to **42%** of the variance. Thus, mentoring affects the Sales Presentation Skills gaps. The variation in the subject's sales presentation skill gap statistically explains 42% of the variation in the subjects mentoring.

When Pearson correlation is calculated between the two variables that are ***Mentoring and Interpersonal Mentalizing Skills gaps***, ***negative correlation*** exists there. Sig.(2-tailed) **.000 P.Value** which is less than **0.05**. Subject to **-.601** Pearson correlation variance it is calculated as **-.601 *-.601 = 0.36** ($r^2 = -.601*-.601$). The calculated value obtained from R square is also referred as goodness of fit which is equal to **36%** of the variance. Thus, mentoring affects the Interpersonal Mentalizing Skills gaps. The variation in the subject's interpersonal mentalizing skill gap statistically explains 36% of the variation in the subjects mentoring.

Career Mentoring

When Pearson correlation is calculated between the two variables that are ***Career Mentoring and selling skills gaps, negative correlation*** exists there. Sig.(2-tailed) **.000 P.Value** which is less than **0.05**. Subject to **-.622** Pearson correlation variance it is calculated as **$-.622 * -.622 = 0.39$** ($r^2 = -.622 * -.622$). The calculated value obtained from R square is also referred as goodness of fit which is equal to **39%** of the variance. Thus, mentoring affects the selling skills gaps. The variation in the subject's selling skill gap statistically explains 39% of the variation in the subject's career mentoring.

When Pearson correlation is calculated between the two variables that are ***Career Mentoring and Sales Presentation Skills gaps, negative correlation*** exists there. Sig.(2-tailed) **.000 P.Value** which is less than **0.05**. Subject to **-.604** Pearson correlation variance it is calculated as **$-.604 * -.604 = 0.36$** ($r^2 = -.604 * -.604$). The calculated value obtained from R square is also referred as goodness of fit which is equal to **36%** of the variance. Thus, mentoring affects the Sales Presentation skills gaps. The variation in the subject's sales presentation skill gap statistically explains 36% of the variation in the subject's career mentoring.

When Pearson correlation is calculated between the two variables that are ***Career Mentoring and Interpersonal Mentalizing Skills gaps, negative correlation*** exists there. Sig.(2-tailed) **.000 P.Value** which is less than **0.05**. Subject to **-.551** Pearson correlation variance it is calculated as **$-.551 * -.551 = 0.30$** ($r^2 = -.551 * -.551$). The calculated value obtained from R square is also referred as goodness of fit which is equal to **30%** of the variance. Thus, mentoring affects the Interpersonal Mentalizing Skill Gaps. The variation in the subject's Interpersonal Mentalizing Skill Gap statistically explains 30% of the variation in the subject's career mentoring.

Psychosocial Mentoring

When Pearson correlation is calculated between the two variables that are ***Psychosocial Mentoring and Selling Skills Gaps***, ***negative correlation*** exists there. Sig.(2-tailed) **.000 P.Value** which is less than **0.05**. Subject to **-0.662** Pearson correlation variance it is calculated as **$-.662 * -.662 = 0.43$** ($r^2 = -.662 * -.662$). The calculated value obtained from R square is also referred as goodness of fit which is equal to **43%** of the variance. Thus, mentoring affects the selling skills gaps. The variation in the subjects selling skill gap statistically explains 43% of the variation in the subjects psychosocial mentoring.

When Pearson correlation is calculated between the two variables that are ***Psychosocial Mentoring and Sales Presentation Skills gaps***, ***negative correlation*** exists there. Sig.(2-tailed) **.000 P.Value** which is less than **0.05**. Subject to **-0.638** Pearson correlation variance it is calculated as **$-.638 * -.638 = 0.40$** ($r^2 = -.638 * -.638$). The calculated value obtained from R square is also referred as goodness of fit which is equal to **40%** of the variance. Thus, mentoring affects the Sales Presentation Skills Gaps. The variation in the subject's sales presentation Skill Gap statistically explains 40% of the variation in the subjects psychosocial mentoring.

When Pearson correlation is calculated between the two variables that are ***Psychosocial Mentoring and Interpersonal Mentalizing Skills gaps***, ***negative correlation*** exists there. Sig.(2-tailed) **.000 P.Value** which is less than **0.05**. Subject to **-0.600** Pearson correlation variance it is calculated as **$-.600 * -.600 = 0.36$** ($r^2 = -.600 * -.600$). The calculated value obtained from R square is also referred as goodness of fit which is equal to **36%** of the variance. Thus, mentoring affects the Interpersonal Mentalizing Skills Gaps. The variation in the subject's skill gap statistically explains 36% of the variation in the subjects psychosocial mentoring. So overall it shows mentoring and skill gap are having negative correlation which is further tested through regression.

Table No. 4.20 Correlations Summary Table

Independent Variable	Dependent Variable (Gaps)	Pearson Correlation	Sig.(2- tailed)	Adjusted R Square
Mentoring	Selling Skills : SS	-.671	.000	0.45
Mentoring	Sales Presentation Skills: SPS	-.649	.000	0.42
Mentoring	Interpersonal Mentalizing Skills: IMS	-.601	.000	0.36
Career Mentoring	Selling Skills : SS	-.622	.000	0.39
Career Mentoring	Sales Presentation Skills: SPS	-.604	.000	0.36
Career Mentoring	Interpersonal Mentalizing Skills: IMS	-.551	.000	0.30
Psychosocial Mentoring	Selling Skills : SS	-.662	.000	0.43
Psychosocial Mentoring	Sales Presentation Skills: SPS	-.638	.000	0.40
Psychosocial Mentoring	Interpersonal Mentalizing Skills: IMS	-.600	.000	0.36

Source: Author's calculation

4.7.5 Regression

Regression analysis is a technique of examining the relationship between a dependent variable also known as target and independent variable also known as predictor. This technique is used for predicting, anticipating, forecasting, and finally identifying the causal effect relationship between variables set as per the objective. There are different types of regression techniques available to do the forecasting and predictions. These methods are mostly preferable which describes independent variables, dependent variables, and shape of regression line. The first one is Linear Regression, one of the most widely known methods, which is preferred as modeling technique in which relation is displayed with linear line. Then second one is Multiple Regression, it is advancement of the previously discussed linear regression method. It also provides the understanding of relationship existing between the independent variable (IV) and Dependent Variable (DV). It provides the model which overall fit the values and it provides the information about variance explained in the model and how they are predicting each variance. The only difference between the two variable regression methods is simple linear regression and multiple regression, in the second one there can be more than one independent variable as compared to first one which is having only one independent variable (Whitely and Coetsier,1993).

The Regression method allows seeing how two different variables are related. In the current topic the linear and multiple regressions analysis is used-- to fulfill the objective and to see the effect of mentoring on Skill Gap of sales representative working in organized retail sector Punjab. Table No. 4.21 explains that calculated R value is .708, which explains a high degree of correlation between mentoring and skill gaps of frontline sales representative working in organized retail sector Punjab. The R denotes the strong relationship between the different variables. The value obtained from R is always a positive value. Hence, it explains how regression equation fits in the observed data. The Value of R if it is closer to zero hardly explains anything. If it is closer to 1, it shows a

good fit. Thus, if obtained scores are closer to regression line then prediction will be more accurate (Allen, 2006; Bradford et al., 2017). R-Square (R^2) is always measured between 0 & 1, with the constant term the value of R-Square obtained is .501. The value of R-Square lies between 0 to 100 %. The R^2 value obtained is 50% which is quite satisfactory and indicating mentoring independent variable explain 50.1% of the variability in skill gap. The coefficient of determination (R^2), it is understood as any change or variance in dependent variable the proportion of variance is explained by the independent variable that is mentoring. It is believed the vales of (R^2) R Square 0.7 to 1, 0.3 to 0.7 and 0.0 to 0.3 is considered as good, moderate, and poor respectively (Dickson et al.,2014; Fagenson et al.,1997). In the field of psychology generally the value of R Square is low, because of difficulty in predicting human behavior as with the passage of time it keeps on changing (Mullen, 1998).

Table No. 4.21 Model Summary Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.708^a	.501	.500	.515
a. Predictors: (Constant), Mentoring				

Source: Author's calculation

In regression define the proposed relationship between the response items and the values obtained from predictor is statistically reliable, hence can be important to explain the set objectives. As mentioned in Table No. 4.22 the values of F-test that explains the R-square value is reliable. As per the framed objective given below

- ❖ **H M0:** There is no significant effect of **Mentoring** on **Skill Gap** in retail sector
- ❖ **H M1:** There is a significant effect of Mentoring on Skill Gap in retail sector

The values obtained from the table describe that mentoring has a significant effect on Skill Gap of front-line sales representative working in organized retail sector Punjab. As

per the framed hypothesis, *P. Value: .000 < 0.05, Alternative Hypothesis (HM1) is accepted*

Table No. 4.22 ANOVA Computation

Model explains		Sum of squares	Df	Mean Square	F value	Sig. Value
1	Regression	78.967	1	78.967	297.678	.000 ^b
	Residual	78.522	296	.265		
	Total	157.489	297			
a. Dependent Variable: Skill Gap						
b. Predictors: (Constant), Mentoring						

Source: Author's calculation

The beta coefficient obtained from table 4.23 reveals, *P. Value: .000 < 0.05*, Mentoring is -.739. The negative values indicate that there exists a negative relationship. Thus, it helps to achieve the set objective. Increase in Mentoring will surely result in lowering the Skill Gaps in organized retail sector.

Table No. 4.23 Coefficients^a

Model explains		Un standardized Coefficients values		Standardized Coefficients values	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.941	.168		23.434	.000
	Mentoring	-.739	.043	-.708	-17.253	.000
a. Dependent Variable: Skill Gap						

Source: Author's calculation

The values obtained from the table describe that the Career Mentoring (CM) and Psychosocial Mentoring (PM) both have a significant effect on Skill gap of front-line sales representative working in organized retail sector Punjab. As per *P. Value: .000 < 0.05* shown in Table No. 4.24

Table No. 4.24 ANOVA Values

Model		Sum of Squares	Df	Mean Square	F Value	Sig.
1	Regression Value	80.264	2	40.132	153.305	.000 ^b
	Residual	77.225	295	.262		
	Total	157.489	297			
a. Dependent Variable: Skill Gap						
b. Predictors: (Constant), PM, CM						

Source: Author's calculation

The beta coefficient obtained from table 4.25 reveals, *P. Value: .000 < 0.05*, Psychosocial Mentoring is -.533 and Career mentoring. -.227 both types of mentoring. The negative values show that there exists an inverse negative relationship between independent variable and dependent variable. Thus, it helps to achieve the set objective. Increase in both type of mentoring will surely result in lowering the skill gaps in organized retail sector. From the values it is observed Psychosocial Mentoring is creating more effect as compared to Career mentoring.

Table No. 4.25 Coefficients Values

Coefficients						
Model		Un standardized Coefficients values		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.001	.169		23.645	.000
	PM	-.533	.076	-.501	-6.973	.000
	CM	-.227	.067	-.243	-3.379	.001

a. Dependent Variable: Skill Gap

Source: Author's calculation

4.7.5.1 Mentoring

Sub Hypothesis framed to study the effect of mentoring on Selling Skills Gap, Sales Presentation Skills Gap and Interpersonal Mentalizing Skills Gap as shown in Table No.4.26

- ❖ **H M2:** There exists a significant effect of **Mentoring** on **Selling Skill Gap** in retail sector

The value of **R** which is **0.671**, it shows positive relationship between the variables, which means **Selling Skill Gaps** and **Mentoring** practices have an overall effect on learning of sales representatives. As per estimated numeric value of (R^2) which is described as **0.45**. The estimated numeric value of **adjusted R Square is equal to 0.448**. This calculation shows **standard error** of **0.565**. The value obtained from Analysis of Variance (ANOVA) **F ratio** is **242.036** and significance level is 0.000 which indicates this model is acceptable and fit as per framed hypothesis, **P. Value: .000 < 0.05**, therefore **Alternative Hypothesis** (HM2) is **statistically** significant thus **accepted**. The numeric value of **beta is -0.732** represents the amount by which dependent variable changes if change is made in independent variable by one unit. Obtained beta value is negative. That means, for each one unit increase in predictor variable (IV) will affect the outcome of another variable (DV) and will decrease by the obtained **beta coefficient value**. Thus, in simple terms, **if Mentoring is improved, the Selling Skill Gap will decrease by -0.732**

- ❖ **HM3:** There exists a significant effect of **Mentoring** on **Sales Presentation Skill Gap** in retail sector

The value of **R** which is **0.649** shows positive relationship between the variables which means **Sales Presentation Skill Gap** and **Mentoring** practices have an overall effect on learning of sales representatives. As per estimated numeric value of (R^2) which is described as **0.422**, the estimated numeric value of **adjusted R Square is equal to 0.42**. This calculation shows **standard error** of **0.622**. The value obtained from Analysis of Variance (ANOVA) **F ratio** is **215.945** and significance level is 0.000 which indicates this model is acceptable and fit as per framed hypothesis, **P. Value: .000 < 0.05**, therefore **Alternative Hypothesis** (HM3) **statistically significant thus accepted**. The numeric value of **beta is -0.76** it represents the amount by which dependent variable changes if change is made in independent variable by one unit. Obtained beta value is negative. This means that each one unit increase in predictor variable (IV) will affect the outcome of another variable (DV) and will decrease by the obtained **beta coefficient value**. Thus, in simple terms, if **Mentoring is improved, the Sales Presentation Skill gap will decrease by -0.76**

- ❖ **H M4:** There exists a significant effect of **Mentoring** on **interpersonal Mentalizing Skill Gap** in retail sector

The value of **R** which is **0.601** it shows positive relationship between the variables which means **interpersonal Mentalizing Skill Gaps** and **Mentoring** practices have an overall effect on learning of sales representatives. As per estimated numeric value of (R^2) which is described as **0.362**. The estimated numeric value of **adjusted R Square is equal to 0.559**. This calculation shows **standard error** of **0.674**. The value obtained from Analysis of Variance (ANOVA) **F ratio** is **167.663** and significance level is 0.000 which indicates this model is acceptable and fit as per framed hypothesis, **P. Value: .000 < 0.05**, therefore **Alternative Hypothesis** (HM4) **statistically significant thus accepted**. The numeric value of **beta is -0.72** represents the amount by which dependent variable

changes if change is made in independent variable by one unit. Obtained beta value is negative. That means, for each one unit increase in predictor variable (IV), will affect the outcome of another variable (DV) and will decrease by the obtained **beta coefficient value**. In simple terms, if *mentoring is improved, the Interpersonal Mentalizing Skill Gap will decrease by -0.726*

4.7.5.2 Career Mentoring

- ❖ **HCM1:** There exists a significant effect of **Career Mentoring** on **Selling Skill Gap** in retail sector

The value of **R** which is **0.622** shows positive relationship between the variables which means *Selling Skill Gaps* and *Career Mentoring* practices have an overall effect on learning of sales representatives. As per estimated numeric value of (R^2) which is described as **0.387**. The estimated numeric value of *adjusted R Square is equal to 0.384*. This calculation shows *standard error* of **0.597**. The value obtained from Analysis of Variance (ANOVA) **F ratio** is **186.493** and significance level is 0.000 which indicates this model is acceptable and fit as per framed hypothesis, **P. Value: .000 < 0.05**, therefore *Alternative Hypothesis* (HCM1) statistically significant thus *accepted*. The numeric value of **beta is -0.609** represents the amount by which dependent variable changes if change is made in independent variable by one unit. Obtained beta value is negative. That interprets for each one unit increase in predictor variable (IV) will affect the outcome of another variable (DV) and will decrease by the obtained **beta coefficient value**. Thus, in simple terms if *Career Mentoring is improved, the Selling Skill Gap will decrease by -0.609*.

- ❖ **HCM2:** There exists a significant effect of **Career Mentoring** on **Sales Presentation Skill gap** in retail sector

The value of **R** which is **0.604** shows positive relationship between the variables which means, **Sales Presentation Skill Gap** and **Career Mentoring** practices have an overall effect on learning of sales representatives. As per estimated numeric value of (R^2) which is described as **0.365**, the estimated numeric value of **adjusted R Square is equal to 0.363**. This calculation shows **standard error of 0.651**. The value obtained from Analysis of Variance (ANOVA) **F ratio is 170.142** and significance level is 0.000 which indicates this model is acceptable and fit as per framed hypothesis, **P. Value: .000 < 0.05**, therefore **Alternative Hypothesis** (HCM2) statistically significant thus **accepted**. The numeric value of **beta is -0.634** represents the amount by which dependent variable changes if change is made in independent variable by one unit. Obtained beta value is negative. That interprets for each one unit increase in predictor variable (IV) affects the outcome of another variable (DV) and will decrease by the obtained **beta coefficient value**. Thus, in simple terms, **if Career Mentoring is improved, the Sales Presentation Skill Gap will decrease by -0.634**

❖ **HCM3: There exists a significant effect of Career Mentoring on Interpersonal Mentalizing Skill Gap** in retail sector

The value of **R** is **0.551**, which shows positive relationship between the variables which means **Interpersonal Mentalizing Skill Gap** and **Career Mentoring** practices have and overall effect on learning of sales representatives. As per estimated numeric value of (R^2) which is described as **0.304**, the estimated numeric value of **adjusted R Square is equal to 0.302**. This calculation shows **standard error of 0.703**. The value obtained from Analysis of Variance (ANOVA) **F ratio is 129.31** and significance level is 0.000 which indicates that this model is acceptable and fit as per framed hypothesis, **P. Value: .000 < 0.05**, therefore **Alternative Hypothesis** (HCM3) statistically significant thus **accepted**. The numeric value of **beta is -0.598** which represents the amount by which dependent variable changes if change is made in independent variable by one unit. Obtained beta value is negative. That means, for each one unit increase in predictor variable (IV), will

affect the outcome of another variable (DV) and will decrease by the obtained **beta coefficient value**. Thus, in simple terms, if *Career Mentoring is improved, the Interpersonal Mentalizing Skill Gap will decrease by -0.598*

4.7.5.3 Psychosocial Mentoring

- ❖ **H PM1:** There exists a significant effect of **Psychosocial Mentoring** on **selling Skill Gap** in retail sector

The value of *R* is **0.662**, which shows positive relationship between the variables, which means *Selling Skill Gap* and *Psychosocial Mentoring* practices have an overall effect on learning of sales representatives. As per estimated numeric value of (R^2) which is described as **0.438**, the estimated numeric value of *adjusted R Square is equal to 0.436*. This calculation shows *standard error* of **0.571**. The value obtained from Analysis of Variance (ANOVA) **F ratio** is **230.73** and significance level is 0.000 which indicates this model is acceptable and fit as per framed hypothesis, *P. Value: .000 < 0.05*, therefore *Alternative Hypothesis* (HPM1) statistically significant thus *accepted*. The numeric value of **beta is -0.736**, which represents the amount by which dependent variable changes if change is made in independent variable by one unit. Obtained beta value is negative, that interprets for each one unit increase in predictor variable (IV), will affect the outcome of another variable (DV) and will decrease by the obtained **beta coefficient value**. Thus, in simple terms if *Psychosocial Mentoring is improved, the Selling Skill gap will decrease by -0.736*

- ❖ **HPM2:** There exists a significant effect of **Psychosocial Mentoring** on **Sales Presentation Skill Gap** in retail sector

The value of *R* is **0.638** which shows positive relationship between the variables, which means *sales presentation skill gaps* and *psychosocial Mentoring* practices have an overall effect on learning of sales representatives. As per estimated numeric value of (R^2) which is described as **0.408**. The estimated numeric value of *adjusted R Square is equal*

to **0.406**. This calculation shows *standard error* of **0.629**. The value obtained from Analysis of Variance (ANOVA) **F ratio** is **203.698** and significance level is 0.000 which indicates this model is acceptable and fit as per framed hypothesis, **P. Value: .000 < 0.05**, therefore *Alternative Hypothesis* (HPM2) statistically significant thus **accepted**. The numeric value of **beta** is **-0.76**, representing the amount by which dependent variable changes if change is made in independent variable by one unit. Obtained beta value is negative, which indicates that for each one unit increase in predictor variable (IV) will affect the outcome of another variable (DV) and will decrease by the obtained **beta** coefficient value. Thus, in simple terms, if *Psychosocial Mentoring is improved, the Sales Presentation Skill gap will decrease by -0.76*

❖ **HPM3:** There exists a significant effect of **Psychosocial Mentoring** on **Interpersonal Mentalizing skill gap** in retail sector

The value of **R** is **0.6**, which shows positive relationship between the variables, meaning that *Interpersonal Mentalizing Skill Gap* and *Psychosocial Mentoring* practices have an overall effect on learning of sales representatives, as per estimated numeric value of (R^2) is described as **0.36**. The estimated numeric value of *adjusted R Square* is equal to **0.358**. This calculation shows *standard error* of **0.675**. The value obtained from Analysis of Variance (ANOVA) **F ratio** is **166.685** and significance level is 0.000 which indicates this model is acceptable and fit as per framed hypothesis, **P. Value: .000 < 0.05**, therefore *Alternative Hypothesis* (HPM3) statistically significant thus **accepted**. The numeric value of **beta** is **-0.739**, which represents the amount by which dependent variable change if change is made in independent variable by one unit. Obtained beta value is negative, indicating that for each one unit increase in predictor variable (IV) will affect the outcome of another variable (DV) and will decrease by the obtained **beta** coefficient value. Thus, in simple terms if *Psychosocial Mentoring is improved, the Interpersonal Mentalizing Skill Gap will decrease by -0.739*

Table 4.26 Coefficients Summary Table

Independent Variable	Dependent Variable (Gaps)	R	R square	Adjusted R Square	Std. Error of the Estimate	F ratio	ANOVA: Sig	B	Coefficients: Sig
Mentoring	Selling Skills	0.671	0.45	0.448	0.565	242.036	.000	-0.732	.000
Mentoring	Sales Presentation Skills	0.649	0.422	0.42	0.622	215.945	.000	-0.76	.000
Mentoring	Interpersonal Mentalizing Skills	0.601	0.362	0.559	0.674	167.663	.000	-0.726	.000
Career Mentoring	Selling Skills	0.622	0.387	0.384	0.597	186.493	.000	-0.609	.000
Career Mentoring	Sales Presentation Skills	0.604	0.365	0.363	0.651	170.142	.000	-0.634	.000
Career Mentoring	Interpersonal Mentalizing Skills	0.551	0.304	0.302	0.703	129.31	.000	-0.598	.000
Psychosocial Mentoring	Selling Skills	0.662	0.438	0.436	0.571	230.73	.000	-0.736	.000
Psychosocial Mentoring	Sales Presentation Skills	0.638	0.408	0.406	0.629	203.698	.000	-0.761	.000

	Interpersonal								
Psychosocial	Mentalizing Skills	0.6	0.36	0.358	0.675	166.685	.000	-	0.739
Mentoring									.000

Source: Author's calculation

4.8 Research Inferences

The perception of supervisors and subordinates towards existence of skill gap in organized retail sector has been studied. Survey results reveals difference in Skill gap perception as P. Value: $.024 < 0.05$. Mean values signifies subordinates feel there exist more skill gap as compared to supervisors in all the skills.

The mentoring awareness among employees in retail sector has been studied. The result of chi square is obtained. There exists no relationship between employee roles (supervisors and subordinates) and understanding about the mentoring. As P. Value: $.759 > 0.05$.

The effect of mentoring on skill gap in retail sector has been studied. From salespeople perception both types of mentoring, Career and Psychosocial effect skill gap. During analysis it was observed that psychosocial mentoring is having more effect on skill gap (-.533) as compared to career mentoring (-.227). Summarizing the findings of hypothesis is mentioned in Table No. 4.27 and skill perception findings in table 4.28

Table 4.27 Summarizing hypothesis testing

<p>Objective 1 and Objective 2 To study the perception of supervisors towards existence of skill gap in organized retail sector. To study the perception of subordinates towards existence of skill gap in organized retail sector</p>	
Alternative Hypothesis Framed	Hypothesis Results
H P1: There exists a significant difference in the perception of supervisors and subordinates in relation to skill gap	Alternative Accepted P. Value: .024 < 0.05
H P2: There exists a significant difference in the perception of supervisors and subordinates in relation to selling skill gap	Alternative Accepted P. Value: .014 < 0.05
H P3: There exists no significant difference in the perception of supervisors and subordinates in relation to sales presentation skill gap	Alternative Rejected P. Value: .079 > 0.05
H P4: There exists a significant difference in the perception of supervisors and subordinates in relation to interpersonal Mentalizing skill gap	Alternative Accepted P. Value: .011 < 0.05
<p>Objective 3 To study the mentoring awareness among employees in retail sector.</p>	
Alternative Hypothesis Framed	Results
HA1: There exists a relationship between employee role and mentoring awareness	Alternative rejected P. Value: .759 > 0.05
<p>Objective 4 To study the effect of mentoring on skill gap in retail sector</p>	
Alternative Hypothesis Framed	Results
H M1: There is a significant effect of mentoring on skill gap in retail sector	Alternative Accepted P. Value: .000 < 0.05
H M2: There exists a significant effect of mentoring on selling skill gap in retail sector	Alternative Accepted P. Value: .000 < 0.05
H M3: There exists a significant effect of mentoring on sales presentation skill gap in retail sector	Alternative Accepted P. Value: .000 < 0.05
H M4: There exists a significant effect of mentoring on interpersonal mentalizing skill gap in retail sector	Alternative Accepted P. Value: .000 < 0.05
H CM1: There exists a significant effect of Career mentoring on selling skill gap in retail sector	Alternative Accepted P. Value: .000 < 0.05

H CM2: There exists a significant effect of Career mentoring on sales presentation skill gap in retail sector	Alternative Accepted P. Value: .000 < 0.05
H CM3: There exists a significant effect of Career mentoring on Interpersonal Mentalizing skill gap in retail sector	Alternative Accepted P. Value: .000 < 0.05
H PM1: There exists a significant effect of Psychosocial mentoring on selling skill gap in retail sector	Alternative Accepted P. Value: .000 < 0.05
H PM2: There exists a significant effect of Psychosocial mentoring on sales presentation skill gap in retail sector	Alternative Accepted P. Value: .000 < 0.05
H PM3: There exists a significant effect of Psychosocial mentoring on interpersonal Mentalizing skill gap in retail sector	Alternative Accepted P. Value: .000 < 0.05

Further, Table 4.28 signifies the skill gap level in relation to the three skills namely Sales Presentation Skills, Selling Skills and Interpersonal Mentalizing Skills mentioned in construct of the study. From the table 4.28 it can be inferred that there is highest skill gap in Sales presentation skill as per the perception of supervisor and lowest skill gap in Selling Skills. Whereas on the other hand, there is highest skill gap in Interpersonal Mentalizing Skills and lowest skill gap in Selling Skills as per the perception of subordinate. After calculating the mean value of the three different skills considering the perception of supervisors and subordinates both it can be concluded that there is a highest skill gap in interpersonal Mentalizing skills, followed by sales presentation skills and least gap in selling skills.

Table 4.28 Summarizing hypothesis findings

Group	Skill Gap Range from Highest to Lowest					
	Sales Presentation Skills: SPS <i>P. Value: .079 > 0.05</i>	.849	Interpersonal Mentalizing Skills: IMS <i>P. Value: .011 < 0.05</i>	.828	Selling Skills: SS <i>P. Value: .014 < 0.05</i>	.793
Supervisors						
Subordinates	Interpersonal Mentalizing Skills: IMS	1.146	Sales Presentation Skills: SPS	1.056	Selling Skills: SS <i>P. Value:</i>	1.053

	<i>P. Value:</i> <i>.011<0.05</i>		<i>P. Value:</i> <i>.079>0.05</i>		<i>.014<0.05</i>	
Mean score of supervisee and subordinate	Interpersonal Mentalizing Skills: IMS	0.987	Sales Presentation Skills: SPS	0.95	Selling Skills: SS	0.92

Additionally, during analysis it has been observed that psychosocial mentoring is having more effect on skill gap as compared to career mentoring. It has also been studied that out of the three skill gaps identified, mentoring has the highest effect on sales presentation skills and selling skill and least effect on Interpersonal Mentalizing skill as depicted in Table No. 4.26 *Coefficients Summary Table*.

4.9 Conclusion

This chapter contains all analysis and hypothesis testing related to construct of the study. The specific aim of this research was to investigate skill gap perception existing among employees working in organized retail sector within a specific region, Punjab (India), reviewing all dependent, independent, and mediating variables, determining variables relevant for the study. Based on analysis and hypothesis testing, interpretation is drawn in the next chapter.

CHAPTER –V

FINDINGS, INTERPRETATION AND CONCLUSION

5.1 Introduction

‘Workplace Mentoring and Skill Gap in Retail Sector’, it is a study on frontline sales representatives working in organized retail sector of Punjab. On the basis of data analysis performed in the previous chapter, this chapter focuses on the consolidation and compilation of the results and findings presented in previous chapter three and four, drawing inferences and finally presenting the conclusions. This chapter provides a summary of findings on the basis of identified results.

This research work has examined the issue of skill gap existing in organized retail sector by studying the perception of supervisors and subordinates working in different retail formats. The perception of supervisors and subordinates conducted through survey has provided insights into their minds and their opinions on the existing skill gap in organized retail sector. The study has also explored the effect of mentoring on Skill Gap. This chapter also discusses the limitation of the study and presents the agenda for future research, and how we can minimize the Skill Gaps by improving mentoring practices in the context of changing work environment. The study made use of both primary sources as well as secondary sources. In order to obtain useful results and to do complete analysis, this study has been conducted through well designed instrument; hence structured questionnaire has been used to gather primary data from the supervisors and subordinates. The designed questionnaire has been further tested for reliability and validity through content validity ratio, pilot testing, exploratory factor analysis (EFA), and confirmatory factor analysis (CFA). The study has been conducted for the purpose of accomplishing the following objectives.

- ❖ To study the perception of supervisors towards existence of skill gap in organized retail sector
- ❖ To study the perception of subordinates towards existence of skill gap in organized retail sector.
- ❖ To study the mentoring awareness among employees in retail sector
- ❖ To analyses the effect of mentoring on skill gap in retail sector

To achieve the first three objectives of the study, a sample of 410 employees was selected. They belong to seven different retail formats, Cash and carry (1%), convenience stores (9%), department stores (10%), discount stores (33%), hypermarkets (5%), specialty stores (15%), and supermarkets (25%). To achieve the fourth objective, the study was done on subordinates' responses. The instrument contains total 66 items, out of which 37 items were related to skill gap and 29 items related to mentoring. To verify the authenticity of questionnaire, the reliability and internal consistency were checked. To validate the entire questionnaire was presented for pilot testing. To do analysis of the collected responses, statistical tests were performed. To study the perception of supervisors and subordinates about the skill gap the same questionnaire was used for obtaining the response of both groups. The questionnaire was designed to abstract information primarily for three different skills that is selling skills gaps, sales presentation skill gaps and interpersonal mentalizing skill gaps. As part of the analysis about the skill gap in organized retail sector it is identified by finding the difference between required skills and skills owned by the sales representative. After identifying skill gap, the effect of mentoring was studied on two variables: career mentoring and psychosocial mentoring. All the scales and sub scales produced internal consistency as per results obtained from Cronbach alpha. To improve the response rate, the questionnaire was also filled through online mode by taking their contact numbers of the respondents, it was assured that their response will be kept anonymous and information will not be disclosed with anyone. As a result, as compared to previous studies the response rate is much higher (Mullen, 1998; Arnold, 1999; Ugrin et al., 2008). Out of 410 respondents, 106 (26%) respondents were female, 304 (74%) respondent's male. Of the

total, 112 (27%) are supervisors appointed as store managers and 298 (73%) are subordinates working as associate, fashion assistant, sales associate, senior associates in different retail formats.

5.2 Findings of the Study

The study aims to find out the perception of supervisors and subordinates towards skill gap, which existed in organized retail sectors of Punjab State and further to see the effect of mentoring on Skill Gap. To find out answer for the set research objectives, several statistical techniques were used. The entire process is followed systematically. Firstly, all the information was collected and then calculated so as to obtain the final results. Use of descriptive statistics which includes means, cross tabulations, percentages and demographic frequencies, and all that supports the basic level analysis of respondents were included in the survey. On the basis of presented data, results were obtained and inferences drawn. There has been previous research work done on skill gaps and mentoring variables in which different types of research design has been used (Murray et al., 2018; Brashear et al., 2019; Lincoln, 2020). The researcher takes similar approach for research design. On the basis of analysis, interpretation and number of findings, objectives were attributed as follows.

5.2.1 Perception about Skill Gap

The study focuses on the accomplishments of objective one and two, to study the perception of supervisors and subordinates, towards existence of skill gap in organized retail sector

- ❖ In order to find the difference between supervisor and subordinate perception, comparison of means was done between supervisors and subordinates. T-test is used for this purpose, which is known as independent sample test. EFA and CFA were also used to evaluate the instrument and scale used in the study. High level of internal consistency and reliability suggests that skill gap and mentoring scale

are valid and can be used further by consultants, those who are concerned with skill gap areas, and want to study mentoring practices.

- ❖ The study further highlights the data interpretation. It can be observed from mean values that superiors (.79) think that there exists lesser skill gap as compared to Subordinates (1.05).
- ❖ The analysis further suggests that there is a significant difference between the perception of supervisor and subordinate in relation to all the identified skills such as selling skill gaps P. Value: $.014 < 0.05$ and interpersonal mentalizing skill gaps P. Value: $.011 < 0.05$. Except for sales presentation skill gaps P. Value: $.079 > 0.05$, it has been observed during data analysis and compilation.
- ❖ It was further analysed that in sales presentation skills both the groups feel that there is not much difference related to gaps and the results were insignificant.
- ❖ It was found that as per supervisors' perception, they feel sales presentation skill gaps are highest of all other skills as mean value is .849. After this the maximum gap exists in interpersonal mentalizing skill that is .828. The least gap observed is in selling skills whose mean value is .793.
- ❖ On the other side, as per subordinates' perception, they feel the highest gap exist in interpersonal mentalizing skills in which the mean value is 1.146. After this the maximum gap exists in sales presentation skills in which the mean value is 1.056 and the least gap found is in selling skills gap, that is 1.053.
- ❖ It becomes important to find out the reason, regarding perception of supervisors that there exist maximum skill gap in sales presentation skill as contrary to the subordinates, who think that maximum skill gap exist in interpersonal mentalizing skill.
- ❖ Additionally, it was found that the supervisors feel that entry in organized retail is on the basis of need for the job, however subordinates feel that job is not that casual in nature and thus it requires certain skills to perform sales task.

5.2.2 Mentoring and Skill Gap

Nonetheless, the present study is to understand the challenges faced by retail employees related to skills required to perform sales jobs. This is becoming a big problem in successful growth of retail employees. Increasing skill gap is a big hurdle not only for a company itself, but it will also affect the entire economy. Skill gap is the difference between required and owned skills by the employees working in the same industry. As a solution to the above discussed problem, mentoring is proposed to resolve discrepancies related to skill gaps. No doubt that retail industry is providing retail training, but this practice is again much time consuming and cost incurring (Jantan, et al. 2004; Janardhanan et al., 2012; Oviawe et al., 2017). So, keeping this in mind mentoring can be done without hampering any retail activity and the busy schedule of sales employees. This practice can be adopted easily. Hence, objective three of the study was framed, which helped the researcher to find out awareness of supervisors and subordinates towards mentoring in Organized retail sector. It was accomplished by observing the collected data from both the groups, subordinates and supervisors.

- ❖ Chi-square test was used to analyse mentoring awareness among supervisor and subordinates working in different organized retail formats. The responses received particularly for this objective was of categorical nature, so chi-square test was applied to find out that relationship exist between employee role and mentoring awareness.
- ❖ The results obtained from cross tabulation describes that 74% subordinates are aware of the term mentoring, which is a good sign and rest of the respondents are doubtful and are not clear about the word. When the meaning of mentoring is described to them, they said yes, this practice exists in retail sector but they are not aware of the exact meaning of mentoring. So, it is proposed that formal mentoring need to be executed in retail sector.
- ❖ It is more surprising to know that only 79% supervisors are aware of the term mentoring, though when the meaning of the term is explained to them and they

are asked again whether they do guide their subordinates, the response is positive. Thus, it is assumed that mentoring is practiced in retail, but the awareness of mentoring is not 100 %. Creating complete awareness can only be possible when initiatives are taken by the top managements.

- ❖ However, the overall result obtained from test values, Person Chi-Square, P. Value: $.759 > 0.05$, found no relationship exist between employee role and mentoring awareness. Both the groups supervisors and subordinates have similar kind of understanding about the terminology “mentoring”.

5.2.3 The fourth objective was to study the effect of mentoring practices on skill gaps, tested through regression analysis. This research has attempted to link and identify problems and their solution together relating to existing skill gaps in organized retail sector, and as a solution to see how mentoring is helpful in bridging the skill gaps. The analysis done in the study confirms the view that mentoring effect the skill gap in line of the research done by Atulkar, (2019). The values obtained from the table describes that mentoring has a significant effect on skill gaps of frontline sales representative working in organized retail sector in Punjab. As per the framed hypothesis, P. Value: $.000 < 0.05$

- ❖ To find out the effect of mentoring on skill gap, firstly relation between two variables is studied that was measured by using Pearson coefficient correlation and results show that there exists a negative correlation between the identified dependent variable that is skill gap and identified independent variable that is mentoring, for the research purpose. Finally, to study the effect of mentoring on identified skill gap, regression is applied. Model supports with obtained R value $.708$ and R square $.50$, the results supports that if mentoring is given appropriately it will help in improving/reducing skill gap. Hence there exist negative correlations between the two variables.
- ❖ Results suggest that mentoring has an influence on skill gaps as mentioned in the similar studies given by (Murray et al., 2018; Brashear et al., 2019; Lincoln, 2020). The same is observed from the beta values that are obtained from

regression analysis. Thus, results show that there exists a negative relationship between the mentoring and different skills such as sales presentation skills -0.76, then selling skills -0.73, and lastly interpersonal mentalizing skills -0.72. From this analysis it can be interpreted that mentoring effects are minimum on mentalizing skills but these skills are very important, skills like reading customer's mind which further includes rapport building (RB), detecting nonverbal cues (DNC), taking a bird's-eye view (TBE) and shaping the interaction (SI) (Doyle and Roth, 1992; Singer and Fehr, 2005). In relation to previous research works done by Chakrabarty et al., (2014) and Agnihotri, (2016) there are other factors that improve mentalizing skills which includes salesperson's subjective happiness, anxiety and creating a positive ambience to do different things. The more and more the sales representatives practice this skill through experience they become expert in this skill.

- ❖ Furthermore, the two main mentoring functions which were used for the study of mentoring effect are career mentoring and psychosocial mentoring – both affect skill gap and there exists a negative correlation in the skill gap and the two variables. It was observed through beta values from regression analysis that psychosocial mentoring -.533 effect more as compared to career mentoring -.227. Thus, it provides the scope of improvement in career mentoring practices. This result was highlighted in analysis and interpretation chapter.
- ❖ Studying psychosocial mentoring individually, beta value obtained from regression analysis shows that it highly affects the Sales presentation skill gap that is -0.761, then Interpersonal mentalizing skill gap -0.739. The skill which is least affected is Selling skill gap which comes out to be -0.736
- ❖ Studying career mentoring individually, beta values obtained from regression analysis shows that it highly affects the Sales presentation skill gap that comes out to be -0.634, then Selling skills gap -0.609 and the skill which is least affected is Interpersonal mentalizing skill gap which is -0.598.

- ❖ The interpretation thus observed further explains that as per subordinate's perception maximum gap is in Interpersonal mentalizing skill that can be improved more by the psychosocial mentoring. It also reveals that as per supervisor's perception maximum gap is in Sales presentation skill. Both, career mentoring and psychosocial mentoring affects in improving this skill.
- ❖ Hence all the set alternative hypothesis and sub hypothesis thus accepted pertain to the 4th objective of the study. That indicates mentoring does affect skill gap and there exists inverse relationship between the two variables. The study thus contributes towards prediction of mentoring effect on skill gaps in organized retail sector in Punjab.

Thus, the finding of the study can be valuable for different stakeholders such as policy makers, company people and regulators. This study is helpful in the current environment. The finding of this research is helpful for retail companies to see the skills required to perform certain retail jobs and then amending them. The focus of this research is to study skill gap and see the effect of mentoring on skill gap. In this changing environment, emphasis must be given to the skill requirements of the salespersons working as sales representatives, sales associates and fashion assistants or at similar designations. If timely skills are not imbibed or proper skill training is not given to the salespersons, then it can lead to inadequate products knowledge that further results in fall in sales and losing the customer loyalty. So, the findings of the present study focus on areas where still there is need to improve certain skills, like interpersonal mentalizing skills which actually help the sales representatives to read the mind of the customer and after that influencing the customer to close the sale deal.

5.3 Research Implication

Literature suggests that sales representatives working in organized retail sector plays a very vital role in retail industry. Therefore, their job-related skills cannot be neglected. In profit generation they contribute a very crucial role as merely by skillful practices the sales can be improved. In this context skill identification is becoming need of researchers. Not only that, the Government of India is also focusing on skilling India and Make in India like plans, to enhance skill not only in retail sector but also in all other sectors where it is found that their lies huge scope of job opportunities. It was highly recommended to provide skill-based courses, and various other initiatives to enhance skills of employees. This study will not only help the sales people, it will be of a great help also to human resource teams which are engaged in various recruitment practices as they will be more cautious to hire right people with the required skills into these sectors and avoid only filling vacancies with the required number of employees. The days are gone when only one person performed all the duties. In today's competitive word it requires skilled persons to sustain in this competitive world and ever-changing environment. In Organized retail sector it is very difficult to read the customer's mind, so to manage front line sales representatives it is important to know about the right skill set which is required by and further how those skills can be improved. In the present study mentoring has been proposed as a practice for improving skills and results supported that there is scope of improvement, which means that the mentoring practices need to be improved in both types of mentoring i.e. career mentoring and psychosocial mentoring.

- ❖ Firstly, research makes the theoretical implications to the literature and it is found that there is lack of research related to identifying skill gaps in Punjab state. Further, researcher argues that mentoring effect should be considered when studying the skill gaps (Blass and Ferris, 2007; Boeh, 2016).
- ❖ Most of the studies in organized retail are to investigate customer satisfaction and are customer driven (Bakos, 2001; Atul and Sanjoy, 2013). In present research,

researcher tries to investigate in the context of sale employees, their learning and development skills with mentoring (Broadbridge, 1999).

- ❖ The finding obtained from research work is applicable to all retail employees working as sales representatives. It may also benefit the social psychological researchers, as they find ways to improve sales performance through behaviour modelling, influence and stimulating an individual.
- ❖ Career mentoring and psychosocial mentoring have been utilized to see the effect on sales presentation skills, selling skills and interpersonal mentalizing skills, related to organized retail framework. As per researcher's knowledge, this is the first attempt to integrate all these variables theoretically together. Researcher extended the skill gap mentoring (SGM) framework and suggest to apply it in other sectors also (Bu et al., 2001; Berry, 2003; Locander et al., 2015).
- ❖ The researcher investigates how mentoring practices affect the skill gaps that are existing because of lack of knowledge and experience, and not through training (Manning and Robertson, 2003; Pelham, 2006) but through less formal and almost zero cost mentoring practice (Matlay and Barrett, 2006). By incorporating mentoring practices, it will broaden the mind set of supervisors, mentors and subordinate-protégé.
- ❖ As per reports generated by NSDC in relation to Punjab State, it is clearly mentioned that, there are lot number of future prospects in cities like Ludhiana and Amritsar which will be having the highest number of Malls (Jagtiani, 213; Tara and Kumar, 2016; Saini, 2015). So, it is important to investigate the skill gap in the existing employees to acquire right skill set for overcoming these skill shortage problems. Retail organizations should invest time in designing mentoring programmes for the fast growth of their employees. With regard to this, the government is also providing and launching several programmes and monitoring of skill development initiatives is being done in collaboration with private participation. Thus, retail mentor employees should assist their employees-protégé by providing mentoring to their sales representatives and strengthen the

relationship between the retail team. It will benefit the employees in further promotions and career development. Thus, the strong connection will bring good results in future. Introducing the concept of mentoring will promote prosperity in retail stores (Bova and Phillips, 1981; Kim, 2010; Hudson, 2013).

- ❖ Most of the study related to skill gap has been mainly restricted to UK, US, Canada and Malaysia (Goldsmith and Zahari, 1994; Gingras and Roy, 2000; Page and Hillage, 2006; Radermacher et al., 2014). This study has presented the Punjab (India) perspective about skill gaps and mentoring awareness. It has also provided insight about the mentoring practices adopted by Punjab organized retail sector and presented the current status of supervisor-mentors and subordinates-protégées on existing Skill gap and how this is perceived by the two different groups.
- ❖ While the results obtained help in theory building within retail domain, there are also some managerial implications that will help the retail firms to grow rapidly in a fast-changing world. The study has examined in detail the skills required to perform front level sales duties. For this exploratory factor analysis is done and further it is confirmed with the help of confirmatory factor analysis. Total 9 factors were found which contribute to three main skills: that is selling skills total number of 16 items included Cronbach's alpha .878, sales presentation skill total number of items included 12 with Cronbach's alpha .882 and interpersonal mentalizing skill with total number of items 9 and Cronbach's alpha .807. Confirmatory factor analysis model fit indices for gap CIMIN/DF 2.390, RMSEA .058, CFI .893 and NFI .831. Thus, model indicates a better fit and can be considered acceptable model fit. This model proposed that it can help the sales representatives in optimizing their sales targets (Matheny, 1995).
- ❖ Further, the effect of mentoring was observed on skill gap and for that two main mentoring functions have been explored through factor analysis suggest, Career mentoring total number of 13 items included Cronbach's alpha .933 and Psychosocial mentoring total number of items included 16 with Cronbach's alpha.

908. Confirmatory factor analysis model fit indices for mentoring CIMIN/DF 3.23, RMSEA .087, CFI .911 and NFI. 877. These results are identical to the studies reported by several authors (Mullen, 1998; Minter and Thomas, 2000; Moerer-Urdahl and Creswell, 2004;). These results depict that if sales representatives are lacking sufficient skills, the mentor supervisors will be able to strengthen through more mentoring practices. There is scope to improve mentoring practices.

- ❖ The positive results obtained through analysis further show that there is need to design long term mentoring programmes specifically for the retail sector. The sales representative-employees will have both type of mentoring which will help them in career development and provide them emotional support through psychosocial mentoring.
- ❖ Customers will also be benefited as they are not only buying but they are also receiving wise advice. Sales person appointed is not only for selling, he will also act as a counsellor who is giving guidance to customers about advantages of brands, about product quality and refers to offers from which they can get discounts etc.
- ❖ This study is focused on relationship between supervisor-mentors and subordinate-protégé and ignored the relationship between experienced subordinates and sales representative who joined newly the retail sector. Therefore, peer mentoring and experience-based mentoring is suggested for future research.
- ❖ Time spent by the Supervisor mentor plays important role to improve protégée behavior by making them learn new skills. (Aldrich,1997) Retail organizations should invest time in designing long term mentoring programmes .Sessions can be held during regular meeting. Should keep all the records of mentoring programs conducted during job period. Records including listing of mentors, their protégé and improvement noticed in their performances before and after mentor is being allotted

- ❖ Enhancing intervention of mentoring help as a human resource development practice in the retail industry so as to reduce the skill gap in the VUCA environment: volatility, uncertainty, complexity, and ambiguity. Re-examine the current practices relating to recruitment. Supervisors should appraise the performance levels of sales representative and avoid only filling vacancies
- ❖ Retail industry needs to regularly interact with the education industry and should talk about curriculum designing for students opting for sales and marketing specialization

5.4 Recommendations

The study provides qualitative insights into skill gap and mentoring effect. On the basis of the entire research work, researcher suggests actionable recommendations as given below.

- ❖ Most of the studies related to training observed certain limitations, firstly to execute training are very costly; secondly to get well trained retail trainers itself is very challenging. If a person is experienced it is not assured that he can be a good trainer. To overcome this problem, experience is helpful in mentoring and can be shared with the learner- protégé. Moreover, the training conducted by retail organization is not standardized because of non-existence of accreditation agency providing standard certification. Lack of emergence of training centers hampers the level of skilled employees. (; Huddleston and Hirst, 2004; Antonucci, 2012; Abdolvand, 2013; Bradford et al., 2017). Most of the studies as mentioned above talk about handling skill gap situation with training. Very few studies are found to handle the same problem with mentoring (Resnick, 1908; Whiting and Janasz; 2004; Sova, 2010; Wasonga et al., 2015). The organized retail sector should concentrate on mentoring practices.

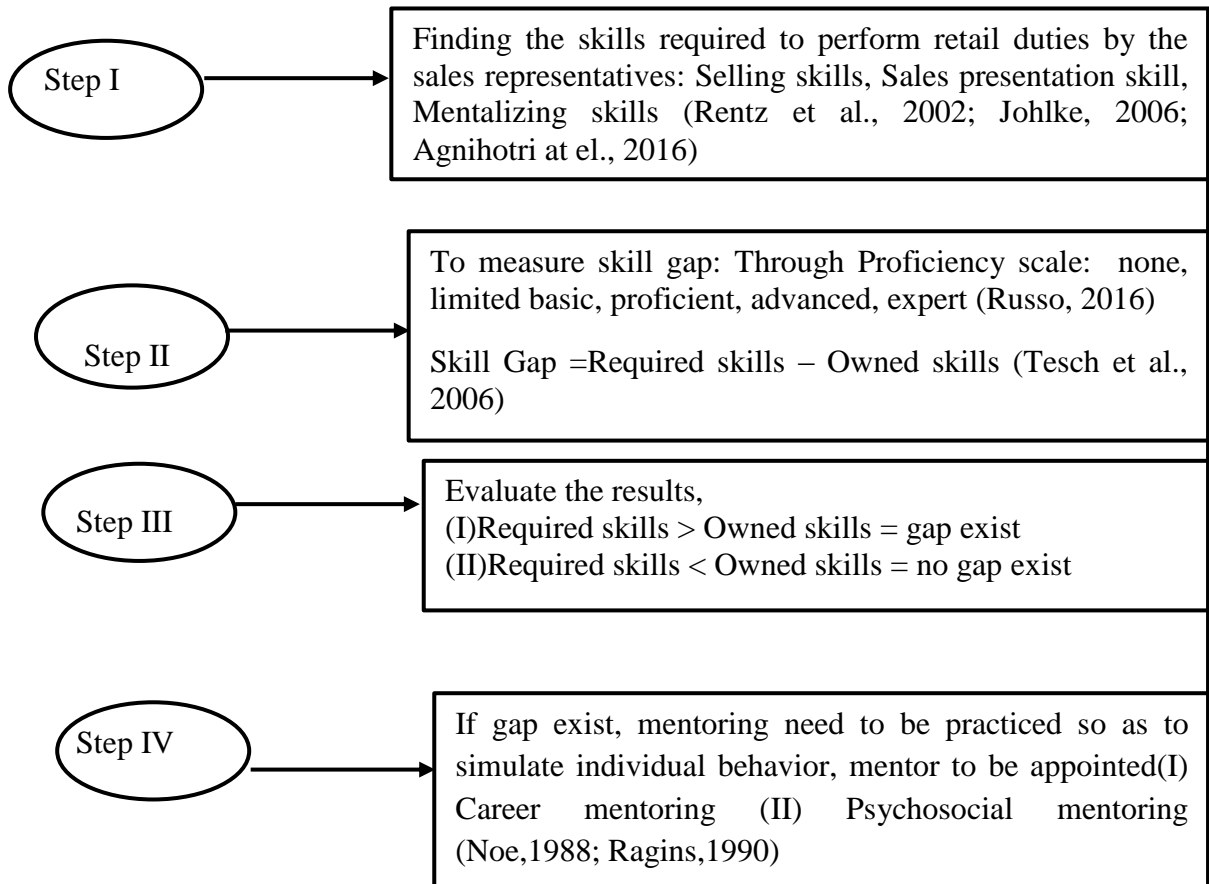
- ❖ In organized retail sector there is need to introduce mentoring. But before that, it's important to know about the existing gaps related to skills. For that the scale provided by Russo (2016) has been used, in which all sales representatives has give ratings like none, limited, basic, proficient, advanced and expert as per their understanding and knowledge about that skill in front of each skill written on the questionnaire. This is to be done with integrity and telling the truth by sales representatives is very important. Any misleading information will impact in obtaining of overall results. Once the information is collected then skill gap is to be found out i.e. Skill Gap =Required skills – Owned skills (Tesch et al., 2006). On the basis of result obtained, mentoring plans could be designed. If a majority of employee's falls into expert category, it means they can be selected for mentoring purpose. Hence the retail organization can also have peer mentoring learning from each other (Pullins et al., 1996; Fine et al., 1998; Houry et al., 2012; Murray et al., 2018).
- ❖ If mentoring is executed properly it will surely help in sustaining the retail employees for longer durations and will have effect by way of reducing attrition rates. This study will help in understanding the long-term benefit involved in mentoring. It is having ripple effect that will multiply its results in a short span (Tammy, 2004). On the basis of results obtained from the various research techniques, analysis has been done that mentoring reduces skill gap in the organized retail sector. So, they should design mentoring activities for the sales representatives who are interested in sales career so that they can get skilled and adjust into the changing retail environment Thus the survival of sales representatives will be easy. (Sova and Kantner, 2010; Bradford, 2017).
- ❖ To make mentoring more formal it is highly recommended that retail industry should keep all the records of mentoring programs conducted during job period. Mentoring related policies need to be formulated and implemented which will facilitate the retail employees in learning and developing their skills. The listing of mentors (Fleming et al., 2013) their protégé and improvement noticed in their

performances all need to be noted in records. It will not only attract the young entrants it will also help in finding their right candidates for the job (Murrell et al. ,2018).

- ❖ The response from objective three clearly states that there is need of creating mentoring awareness among organized retail employees. It is totally cost free and gives an opportunity to protégé-subordinates to learn from their supervisors-mentors, those experienced in their field.
- ❖ From demographic details it has been found that most of respondents were in the age bracket of 23- 34 years (50%) and below 25 years (39%), This shows young people are entering into this profession. So, to attract and retain young entrants it becomes mandatory for the retail organization to nurture their skills and make them competent in their fields Selling it an art that can be honed with the help of mentoring (Lu, et al. 2015).
- ❖ Restructuring the mentor duties can help the protégé in improving their skills (Whiting and Janasz, 2004).
- ❖ Retail environment needs to be reframed with greater flexibility in terms of interaction between the mentor supervisors and protégé subordinates (Bova and Phillips, 1981).
- ❖ Effective steps in relation to advanced mentoring practices shall be taken by all the stake holders. Retail industry needs to regularly interact with the education industry and should talk about curriculum designing for students opting for sales and marketing specialization. It will help them once they join retail industry and they will be clear in advance about the expectation level of retail industry.

The researcher in the light of experience gained and lessons learnt on the basis of research work recommends a step by step procedure, which if followed will surely help the retail people. The diagrammatic presentation of step by step procedure is given below in Figure 5.1.

Figure No.5.1: Skill Gaps and Mentoring Step Wise Procedure



(Source: Author's Own)

5.5 Limitation of the Study

During the research work, several problems were faced by the researcher. This limitation was because of the time limit and study confined to restricted sample size. There are several other reasons which lead to limitation as mentioned below:

- ❖ The study is confined to Punjab State only and mainly two-tier cities of Punjab like Jalandhar, Amritsar and Ludhiana (Goel and Dewan, 2011; Bedi, 2015 et al.). The study is conducted with only 410 retail employees-respondents as single source of data, ignoring others. Secondly study is done for organized retail sector. The study is time bound. Because of all these constraints the results obtained may not represent the whole of the country due to difference in work environment etc. Thus, researcher suggested doing longitudinal study in future for better results and interpretation.
- ❖ The selected sample consists of organized retail only and that too for sales employees working in Punjab state. The effect of mentoring on skill gap varies from proficiency of skills to average skill in context to different profiles (Mulaudzi, 2015). Therefore, this result should be replicated in different skill sets profiles in retail sector.
- ❖ The study is based upon perception of employees that may change with the passage of time. Further the study is based on the assumption that mentoring is practised in the organization, though meaning of mentoring might not be clear to the employees working in the retail organization but when a few questions were asked they are aware of the practices followed in mentoring practices. It shows that mentoring is there but as such employees are not clear of its meaning. One more observation shows that mentoring practices followed in retail organization are more of informal nature.
- ❖ In the current study two different scales were used -- one is related to skill gaps and second relating to mentoring. During face validity of questionnaire,

researcher faced difficulty as these two topics skill gap in retail and mentoring practices are from different specializations while validating questionnaire from academics. Faculty which is expert in retail validate that part only and those from human resource specialisation validate the other part of questionnaire, but in industry this problem is not faced. Experts from industry background validate the entire questionnaire.

- ❖ The study is survey based and it is mainly based upon self-rating so it is based on the assumption that whatever proficiency rating respondents are giving is considered as self-appropriate, valuable metric and they are honest in their feedback. They have to rate themselves how much they are proficient on the given skills, selling skills, sales presentation and interpersonal skills rating. It would be value oriented to have supervisor's assessment and performance appraisal data. This study has taken care of the perception of both supervisors and subordinates.
- ❖ To find out skill gaps difference, scale given by (Russo, 2016) was used, this scale describes the skill level of employees 0 - None; 1 - Limited; 2 - Basic; 3 - Proficient; 4 – Advanced; 5 – Expert. The researcher wants to identify the existing skill gap which is the difference between required skill and owned skill. The response received is totally based upon the discretion of the respondents, supervisors and subordinates, hence that can be biased also.
- ❖ Collection of data was not an easy task especially when the study is related to organized retail where sales representatives are preoccupied with customers. So, to get the, to spare their time in busy schedule is very challenging. Researcher faced difficulty in acquiring information from stores like D-Mart as they are having very strong security measures, due to which researcher is not able to access detailed information, so only required information is collected. This results in not getting acceptable number of respondents to participate in the survey.
- ❖ For evaluating mentoring effect, the related statements were asked from subordinates only, like how their mentor supervisors guide them, counsel them, how they do handholding etc. For achieving this objective, questions were not

asked from the supervisors about how they mentor the protégé. That is further suggested to include responses from both the groups, and then comparison can be drawn between the two.

- ❖ Like all other studies this study is also not free from limitations. The study has been limited to organized retail sector. So, the results obtained and presented cannot be generalize for both Organized and Unorganized retail sector.

Hence it can be concluded that this study is not free from limitations. It has been conducted with only a few objectives in mind.

5.6 Direction and Agenda for Future Research Work

The limitations discussed above give direction to other researchers and scholars looking to extend and further study the findings. Retail industry is growing rapidly and becoming more global because of changing lifestyle and favorable demographics, like the fact that a majority of the population of India will fall into working population. The contribution of retail in GDP is 23 % which is again a good sign of growth. It is interesting to note that organized retail is no more a monopoly of big cities. It is estimated that even two tier and smaller cities will evolve fast to be a part of organized retail in coming years. Selecting Punjab State for the study is the best example to understand this concept. Because of higher consumption and growing purchasing power, demand for organized retail sector is booming in Punjab. This emphasizes changing skill set requirements. It is not merely selling of product it is actually attracting the customer, maybe simply by personal hygiene etc. Inadequate grooming of sales representatives will surely impact the overall sales, though sometimes it might not be noticeable but it creates a big impact.

- ❖ The present study was focused on skill gaps and mentoring effect. There might be some other reasons that need to be identified for the increasing skill gap. That provides scope for future studies. Mentoring here discussed is implemented by

supervisors; there are several types of mentoring like peer mentoring that is formal in nature which can be studied further.

- ❖ The skill gap is identified within the industry. In future the study can be done to find the gaps between academic and industry people. The mismatch observed needs to be overcome, for this in future expectation gaps can be studied. That will further help in bridging the gap between academia and retail industry.
- ❖ To know more about skills gaps, it can be correlated with certain theories and models that can explain reasons to improve sales outcome. As the two different topics, skill gap and mentoring both are emerging in the context to India. Hence it provides further scope of research that can be executed in any other similar sector.
- ❖ In Future, research may be done on other factors that also play important role in improving sales performance and handling skill gap. Issues such as motivating factors like providing incentives and de-motivating factors like punishment, holding of salaries etc. Further exploring mentoring effect in relation to job satisfaction levels, employee's attrition rate and impact on performance appraisal with regard to promotions. Thus, longitudinal study is proposed for the same.
- ❖ Thus, future research could include effect of peer mentoring in organized retail. The relationship established between two peers or colleagues. It can also study which effects more, formal or informal mentoring in regard to skill gaps.

5.7 Conclusion

In the present scenario, initiatives have been taken by different stake holders in collaboration with the government of Punjab. National Skill Development Corporation report states that district is required to have incremental skilling requirement 2012-2022 (Mittal et al., 2011; Sharma, 2011; Deepika, 2012). The report presented by Boston Consultancy Group says that the highest number of people working in organized retail sector is from India because of its favorable demographic dividends. India would need a supply of 700 million skilled work force to meet the demands of growing sectors (Srivastava, 2016). The increasingly changing trends and due to fast development, the

growth of organized retail is bound to happen. Despite these benefits it is not that easy as retail organization is facing a major challenge related to skill gap. For any developed nation the growth is dependent upon skilled employees. In this regard, 'Make in India Project' launched a campaign stating “skilling is building a better India”. The same has been discussed in findings of the study, recommendations and agenda for future research. The primary purpose of the study was to see the existing skill gap in organized retail sector. The study supports that retail sector faces above mentioned problems, and mentoring is studied to find its effect on skill gap. The results indicated that mentoring contributed towards bridging the skill gaps. Young work force in different retail formats is evidently required to have basic skills and some basic qualification criteria to be a part of retail industry. From the study it is proposed that mentoring has to be part of retail culture. If possible, instead of informal mentoring emphasis should be on formal mentoring. It will help in overcoming the problems related to individual differences existing in organized retail organization and will sustain uniformity.

Thus, the study helps in developing effective frameworks which helps in explaining skill requirements and effect of mentoring practices. Hence it is important to create mentoring awareness for frontline sales representatives working in organized retail sector. This study establishes the need and significance of finding the role of mentor and also to explore different forms of mentoring like done by peers, virtual mentoring, group mentoring (Kuperminc et al., 2020). The present study is based on the assumption that mentoring is practiced by the supervisors and results evaluated accordingly. As regard to the skill gap, it is found from present study that mentoring is having significant effect on skill gap. So, it is suggested to design a proper procedure for selection and appointment of mentors. This will help the retail organization in smooth flow of mentoring practices. This will lead to overall growth of organized retail sectors and their employees working as front-line sales representatives. During extensive literature review it is observed that there exist so many areas relating to skill gap and mentoring that still need to be explored. The present study fills the vacuum in literature on the relationship between bridging skill

gaps and mentoring in organized retail sector, thereby giving an opportunity to retail managers and academicians to explore more into this area as it is having immense potential.

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Appendix I: Questionnaire

Final Data Collection Instrument

Ph.D. Topic: Workplace Mentoring and Skill Gap in Retail Sector

Name: Priyanka Chhibber

University: Lovely professional University

Research Scholar

Dear Experts/Respondents,

I am currently pursuing PhD from “Lovely Professional University”, on the topic “Workplace Mentoring and Skill Gap in Retail Sector”. The purpose of our study is to learn more about skills required in retail sector and finding out relationship between mentoring practice and skill gap in retail sector. We believe that the result will be helpful in identifying various skills gaps prevailing in retailing sector and studying the effectiveness of mentoring practices in retail sector.

*The following questionnaire contains **three sections**.*

- I.** *Personnel information relevant to the study: Background of Respondent*
- II.** *Questionnaire related to study the perception of supervisors and subordinates towards existence of skill gap in organized retail sector*
- III.** *Questionnaire related to mentoring practices in retail sector*

Please take 15 minutes to provide your valuable input to improve our study. We recognize the value of your time, and sincerely appreciate your efforts.

Section I

Please provide the correct information for each of the following. All information will be used, strictly for research purposes. Please put a right (✓) in the block for yes responses

1. **Name:**
2. **Gender:** Male Female
3. **Age:** <25 25- 34 35-44 ≥ 45
4. **Designation:**
5. **Contact:**
6. **E-mail Id:**
7. **Education:** Upto HSC Diploma Graduate Post
Graduate Professional & others
8. **Job Experience:** 0 to1 year 2-3years 4-6 Years
above 6 years
9. **Format in retail:** Department store Supermarkets
Hypermarket Speciality stores Convenience stores
Discount Stores Cash and carry store
10. **Name of the Store:**
11. **Working as:**
Subordinate (Sales Assistants, Frontline employees, Sales associate ,Retail
assistants, etc.)
Supervisor(store In-charge)
HR Manager/Executive
12. **If working as subordinates/team member, Name of your supervisor**
.....
13. **If subordinate, are you aware of term mentoring**
Yes No Maybe
14. **Is your supervisor is your mentor:** Yes No
15. **If Supervisor is not your mentor, Name of your mentor and his designation**
.....

Section II

Questionnaire Relating to Skill gap in Retail Sector

Skill Determinant/ Skill Measure Items (Please click (√) your preferences : Required and owned/ perceived) 0 - None; 1 - Limited; 2 - Basic; 3 - Proficient; 4 – Advanced; 5 - Expert Required skill: Define how important you believe proficiency level required for each item(skills) to be successful performer in a job Owned/perceived skill: Current level of proficiency		0	1	2	3	4	5	Required skill level	Owned/ Perceived skill level
		None	Limited	Basic	Proficient	Advanced	Expert		
1	Selling skills								
IS(Interpersonal skills)									
IS0I	Ability to express non-verbally (message without words such as through facial expression, posture, body movement, eye contact, etc.)	0	1	2	3	4	5		
IS0II	Ability in general speaking skills (such as effective use of words, voice quality, loudness, vocal clarity, and verbal expression, etc.)	0	1	2	3	4	5		
IS0III	Awareness and understanding the non-verbal communication of others (such as facial expression, posture, body movement, eye contact, etc.)	0	1	2	3	4	5		
IS0IV	Ability to control and regulate non-verbal display of emotion (such as anger, anxiety, joy, and delight, etc.)	0	1	2	3	4	5		
IS0V	Ability to present socially, possibly through acting (use of special scripts)	0	1	2	3	4	5		
IS0VI	Ability to influence customers to control the emergency situation	0	1	2	3	4	5		
IS0VII	Awareness and understanding the verbal communications of others.	0	1	2	3	4	5		
SS(Salesmanship skills)									
SS0I	Ability to identify the customer who are already likely to buy	0	1	2	3	4	5		
SS0II	Ability to establish relationships with the customer	0	1	2	3	4	5		
SS0III	Ability to present the sales message.	0	1	2	3	4	5		
SS0IV	Ability to close the sale.	0	1	2	3	4	5		
SS0V	Ability to manage the experience of customers and clients	0	1	2	3	4	5		
TS(Technical skills)									
TS0I	Knowledge of market trends	0	1	2	3	4	5		
TS0II	Knowledge of company's procedures.	0	1	2	3	4	5		
TS0III	Knowledge of competitors' products, services, and sales policies.	0	1	2	3	4	5		
TS0IV	Knowledge of product line, including product features and benefits.	0	1	2	3	4	5		
2	Sales presentation skill								

Skill Determinant/ Skill Measure Items (Please click (√) your preferences : Required and owned/ perceived) 0 - None; 1 - Limited; 2 - Basic; 3 - Proficient; 4 – Advanced; 5 - Expert Required skill: Define how important you believe proficiency level required for each item(skills) to be successful performer in a job Owned/perceived skill: Current level of proficiency		0	1	2	3	4	5	R e q u i r e d k i l l e v e l	Ow ned / P e r c e i v e d s k i l l e v e l
AL(Active listening)									
AL0I	Ability of active listening with customers (focusing on the speaker as well as the message, avoiding interrupting the speaker, recording what is being said, and responding.)	0	1	2	3	4	5		
AL02	Ability to analyze the message after listening	0	1	2	3	4	5		
AS(Adaptive selling)									
AS0I	Ability to change sales behavior based on the sale situation	0	1	2	3	4	5		
AS0II	Ability to provide what is needed to the customers	0	1	2	3	4	5		
AS0III	Ability to build long-term relations with the customers	0	1	2	3	4	5		
AS0IV	Ability to find out the best way for improving sales performance	0	1	2	3	4	5		
AS0V	Ability to understand how one customer differs from another.	0	1	2	3	4	5		
HO(Handling objections)									
HO0I	Ability to effectively answer customer objections and arguments	0	1	2	3	4	5		
HO0II	Ability to address customer query regarding the need of product	0	1	2	3	4	5		
C(Closing)									
CO0I	Ability to give customers multiple reasons to buy	0	1	2	3	4	5		
P(Prospecting)									
PO0I	Ability to identify customers that have a need to buy	0	1	2	3	4	5		
PO0II	Ability to understand and classify customers having more or less interest to buy	0	1	2	3	4	5		
3	Interpersonal Mentalizing skills								
RB(Rapport building)									
RB0I	Ability to facilitate non-work related two-way communication with customer (e.g. in the elevator before a sales meeting general talk such as weather)	0	1	2	3	4	5		
RB0II	Ability to effectively build close and harmonious relationship with a customer	0	1	2	3	4	5		
DNC(Detecting nonverbal cues)									
DNC0I	Ability to notice non-spoken messages(through facial expressions, smile, body language)	0	1	2	3	4	5		
DNC0II	Ability to find out non-spoken messages	0	1	2	3	4	5		
TBE(Taking a bird's-eye view)									
TB0I	Ability to bring focus and clarity to a conversation(by adding	0	1	2	3	4	5		

Skill Determinant/ Skill Measure Items (Please click (√) your preferences : Required and owned/ perceived) 0 - None; 1 - Limited; 2 - Basic; 3 - Proficient; 4 – Advanced; 5 - Expert Required skill: Define how important you believe proficiency level required for each item(skills) to be successful performer in a job Owned/perceived skill: Current level of proficiency		0	1	2	3	4	5	R	Ow
		-	L	-	P	-	-	e	ned/
		o	i	B	r	A	E	q	Per
		n	m	a	o	d	x	u	ceive
		e	i	s	i	v	p	r	d
			t	i	a	a	e	e	skill
			e	c	n	n	r	l	level
			d	e	t	c	t	e	
			e	n	e	d	l	l	
			d	e	d	e	e	e	
	knowledge and information)								
TBOII	Ability to provide information	0	1	2	3	4	5		
TBOIII	Ability to explain customer so to better understand	0	1	2	3	4	5		
SI(Shaping the interaction)									
SI0I	Ability to positively influence the customer during sales transactions	0	1	2	3	4	5		
SI0II	Ability to make the customer feel comfortable	0	1	2	3	4	5		

Section III

Questionnaire Relating to Mentoring Practice in Retail Sector

Please click (√) your preferences on the scale 1 to 5						
SD = Strongly Disagree, D = Disagree, N = Neither, A = Agree, SA = Strongly Agree (Strongly Disagree-1, Disagree-2 Neutral-3, Agree-4 and Strongly Agree-5)						
Sr. No.	Statements	SD	D	N	A	SA
Career Mentoring Support Function						
CMI	My mentor shares his career history or past events with me	1	2	3	4	5
CMII	My mentor encourages me to participate in professional developmental/growth activities	1	2	3	4	5
CMIII	My mentor has helps me with problems that could threaten the possibility of me obtaining other desired positions/assignments	1	2	3	4	5
CMIV	My mentor helps me to complete projects/tasks or meet deadlines that otherwise would have been difficult to complete	1	2	3	4	5
CMVII	My mentor gives me projects that increased personal contact with store administrators.	1	2	3	4	5
CMVIII	My mentor encourages me to assume responsibilities that increase personal contact with people in the store who may influence my future career advancement/growth	1	2	3	4	5
CMIX	My mentor gives me project or tasks that prepare me for new selling assignments	1	2	3	4	5
CMX	My mentor given me project or tasks that prepare me for professional growth	1	2	3	4	5

CMXI	My mentor given me project or tasks that prepare me for administrative positions if desired	1	2	3	4	5
CMXII	My mentor gives me projects that present opportunities to learn new skills	1	2	3	4	5
CMXIII	My Mentor provides me with support and feedback regarding my work performance as an seller	1	2	3	4	5
CMXIV	My mentor suggests specific strategies to me for achieving career goals	1	2	3	4	5
CMXV	My mentor shares professional ideas with me	1	2	3	4	5
CMXVI	My mentor suggests specific strategies to me for accomplishing work objectives	1	2	3	4	5
2	Psychosocial Mentoring Function					
PMI	My mentor encourages me to try recent new ways of selling	1	2	3	4	5
PMII	My mentor encourages me to try recent new ways of interacting with customers at store	1	2	3	4	5
PMIII	I try to imitate or copy the work behavior of my mentor.	1	2	3	4	5
PMIV	My mentor models his/her attitudes and values regarding selling for me	1	2	3	4	5
PMV	My mentor models his/her selling style for me	1	2	3	4	5
PMVI	I will try to be like my mentor when I will reach a similar position in my career.	1	2	3	4	5
PMVII	My mentor shows good listening skills in our conversations	1	2	3	4	5
PMVIII	My mentor addresses my concerns regarding relationships with peers	1	2	3	4	5

PMIX	My mentor addresses my concerns regarding relationships with supervisors	1	2	3	4	5
PMX	My mentor addresses my concerns regarding relationships with family conflicts	1	2	3	4	5
PMXI	My mentor addresses my concerns regarding relationships with work	1	2	3	4	5
PMXIV	My mentor conveys empathy for my concerns and feelings during our discussions	1	2	3	4	5
PMXV	My mentor keeps feelings and doubts I shared with him/her in strict confidence	1	2	3	4	5
PMXVI	My mentor conveys feelings of respect for me as an individual	1	2	3	4	5
PMXVIII	My mentor interacts with me socially outside of work	1	2	3	4	5

Appendix II: Literature Review Matrix

Year of Publication	Name of the author	Reference	Research Problem	Sample Size	Representation of the Universe (City/State/sector)	Data collection Statistical tools and Measurement techniques	Drawing conclusion
1981	Breda Murphy Bowa	Bova, B. M., & Phillips, R. R. (1981). The Mentor Relationship. A Study of Mentors and Proteges in Business and Academia.	To know about mentoring practices	160	New Mexico University Professionals (America)	1. Questionnaire 2. Descriptive analysis	The research work highlighted learning theory and concluded that mentoring plays an important role in carrier development of employees

1983	Kathy E Kram	Kram, K. E. (1983). Phases of the mentor relationship. Academy of Management journal, 26(4), 608-625	To know about phases of the mentor relationship	18	Total 18 Pairs of mentor and mentee from Northwestern Public Utility were studied	1. Random Sampling 2. Interviews scheduled 3. Scale given	1. Mentoring is considered as developmental relationship 2. Stated two mentoring Functions: Career Mentoring and Psychosocial Mentoring 3. Emphasized Phases of Mentor relationship: Initiation, Cultivation, Separation and Redefinition
1983	Bondy Kathleen Nowak	Bondy, K. N. (1983). Criterion-referenced definitions for rating scales in clinical evaluation. Journal of Nursing Education, 22(9), 376-382.	To know about learning and skill development	150	Study conducted from Faculty and Student clinical performance(Population)	1. Scale is developed	Determined the various levels of skills sets through a scale so as to identify the skill gap. The skill labels include, 1-Independent: Proficient 2 -Supervised: Efficient 3- Assisted: Skillful 4- Marginal: inefficient, Unskilled 5- Dependent: unable

1985	A Parasuraman	Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1985). A conceptual model of service quality and its implications for future research. <i>Journal of marketing</i> , 49(4), 41-50.	To know about gap perception	12	Studied done on southwest, midwest, east (Presidents and managers)	1. Interview 2. Focus Group 3. Explanatory study	1. Suggested Gap Model 2. Identified Gaps in Perception of management and employee regarding the organisation's service quality
1985	Melanie R Schocket	Schockett, M. R., & Haring-Hidore, M. (1985). Factor analytic support for psychosocial and vocational mentoring functions. <i>Psychological reports</i> , 57(2),	To identify various types of mentoring practices	142	Study conducted in education sector	1. Random sampling 2. Questionnaire using (seven-point Scale) 2. Factor Analysis (KMO)	Introduced Mentoring Scale including two types of mentoring: Career Mentoring and Psychosocial Mentoring

		627-630.					
1988	E W Boatwright	Boatwright, E. W., & Stamps, M. B. (1988). Employers' importance ratings of student characteristics: A conjoint analysis approach. Journal of marketing education, 10(2), 74-78.	To identify characteristics require for placement of students	70	Students of University of south Florida(USF)	1. Personnel Interviews 2. Questionnaire 3. Factor Analysis	Total seven characteristics have been identified. Namely, (a)Leadership (b)Academic (c)Professional characteristics, (d)Willingness to relocate, (e)Communications skills, (f)Self-starter (e) Social characteristics.
1988	Raymond A. Noe	Noe, R. A. (1988). An investigation of the determinants of successful assigned mentoring relationships. Personnel psychology, 41(3), 457-479.	Identifying scale on Mentoring	182	Out of total sample 43 were Principal mentors in education , United states	1. Factor Analysis 2. Correlation Analysis 3. Regression Analysis 4. Questionnaire of two scales five point and four point	Finalised instrument of mentoring stating two dimensions basically, Career Mentoring and Psychosocial Mentoring

1990	Belle Rose Ragins	Ragins, B. R., & McFarlin, D. B. (1990). Perceptions of mentor roles in cross-gender mentoring relationships. <i>Journal of Vocational Behavior</i> , 37(3), 321-339.	To study perception about mentors' role	181	Both Public and Private sector protege studied from South Eastren United State	<ol style="list-style-type: none"> 1. Questionnaire 2. Factor Analysis(KMO) 3. T-test 	<ol style="list-style-type: none"> 1. Introduced an instrument of Mentoring Role Model (MRI) 2. Defined Mentoring role theory 3. Concluded that, Female mentors with female protege are more likely to agree with the idea
1990	George F. Dreher	Dreher, G. F., & Ash, R. A. (1990). A comparative study of mentoring among men and women in managerial, professional, and technical positions. <i>Journal of</i>	Role of mentoring on job growth	320	Study conducted on Business Schools Graduate s/University Midwestern United States	<ol style="list-style-type: none"> 1. Internal consistency checked from r square values 2. Questionnaire (five-point) 3. Stratified random sampling 4. Hierarchical Regression 	<ol style="list-style-type: none"> 1. Concluded that the employees experiencing mentoring are having more growth(promotions, higher incomes, more satisfied) as compared to those who are experiencing less mentoring 2. Social learning theory

		applied psychology, 75(5), 539.					
1991	Ronald J. Burke	Burke, R. J., McKenna, C. S., & McKeen, C. A. (1991). How do mentorships differ from typical supervisory relationships? Psychological Reports, 68(2), 459-466.	To know about, how do mentorships differ from typical supervisory relationships	94	Study performed in Technology companies, Ottawa	1. Internal consistency reliability checked from r square values found greater than .7 2. Questionnaire 3. Factor Analysis	1. Highlighted the difference exist between mentor and non-mentored subordinate 2. Two types of mentoring: Career Mentoring and Psychosocial Mentoring have been stated
1992	Raj Arora	Arora, R., & Stoner, C. (1992). The importance of skills of MBA students seeking marketing positions: An	To find out various skill level	50	Studied Marketing managers working at mid level in America, Retail sector	1. Quota Sampling 2. Questionnaire (seven-point) 3. Conjoint analysis	Differentiated skills into various levels ranging from low to high

		employers' perspective. Journal of Marketing Education, 14(2), 2-9.					
1993	William T White ly	Whitely, W. T., & Coetsier, P. (1993). The relationship of career mentoring to early career outcomes. Organization Studies, 14(3), 419-441.	To find out the relationship of career mentoring with early career outcomes and compensation	148	Study conducted for Alumni from Belgium	1. Random sampling 2. Questionnaire (five-point) 3. Internal Consistency of the scale 4. Standard deviation 5. Regression	1. Stated Career mentoring scale 2. Concluded that Career mentoring is related to early promotion and stated that there is no correlation between compensation and mentoring
1993	Eileen M Trauth	Trauth, E. M., Farwell, D. W., & Lee, D. (1993). The IS expectation gap: Industry expectations versus	To study the expectation gaps opinion: Industry expectations	98	Study executed for 68 Managers 30 Consultant	1. Questionnaire 2. Mean Score and Ranking	1. Introduced Exception gap scale 2. Difference founded in the opinion of managers and consultants in relation to the skills required and imparted to the students

		academic preparation. <i>Mis Quarterly</i> , 293-307	versus academic preparation				
1994	Daniel B. Turban	Turban, D. B., & Dougherty, T. W. (1994). Role of protégé personality in receipt of mentoring and career success. <i>Academy of Management Journal</i> , 37(3), 688-702.	To study the role of protégé's personality in receipt of mentoring and career success	147	Study executed in favor of Managers and Professional from Midwestern University	1. Discriminant Validity 2. Questionnaire 3. SEM (structure equation modeling) 4. Correlation	Perceived that Mentoring results into career success

1994	Terri A Scandura	Scandura, T. A., & Schriesheim, C. A. (1994). Leader-member exchange and supervisor career mentoring as complementary constructs in leadership research. Academy of management Journal, 37(6), 1588-1602.	To study mentoring percept ive in relation to Supervisor and subordinate	183	Study relates to Mangers working in Manufacturing technology, Midwestern firm	1. Discriminant Validity 2. Random Sampling 3. Questionnaire 4. CFA (Confirmatory factor analysis) 5. SEM (structure equation modeling) 6. Correlation 7. Regression 8. Mean, standard deviation	1. Defined Leader Member exchange theory and introduced scale 3. Concluded a difference in perception of both the groups
1994	Ralph W Giacobbe	Giacobbe, R. W., & Segal, M. N. (1994). Rethinking marketing research education: A conceptual	To study the perception of educator regarding expectation	191	Study conducted for Marketing faculty of University: AACSB accredited,	1. Empirical study 2. Random Sampling 3. Questionnaire (seven-point) 4. Factor Analysis (K	1. Considered Gap model 2. Concluded that there is a significant gap in the perception of educators in context to expected and perceived service expectation

		, analytical, and empirical investigation. Journal of Marketing Education, 16(1), 43-58.	and actual delivery of Marketing Faculty		America	MO) 5. Mean	
1996	Jacqui Gush	Gush, J. (1996). Graduates into the retail industry: an assessment of the nature and causes of mismatches between the needs and expectations of the retail industry and its graduate employees . International Journal of Retail	To know about the skill preferred in retail sector	6	Employees working in six different retail companies	1. Qualitative 2. Semi structured in-depth interview	1. Used Gap analysis model 2. Highlighted the importance of skills preferred and required by the individuals in the retail sector

		& Distribution Management.					
1996	Ellen Bolman and Pullins 1996	Pullins, E. B., Fine, L. M., & Warren, W. L. (1996). Identifying peer mentors in the sales force: An exploratory investigation of willingness and ability. Journal of the Academy of Marketing Science, 24(2), 125	To find out how Mentors self role impact mentoring practices in sales environment	113	Mangers working in retail sector	<ol style="list-style-type: none"> 1. Exploratory Research 2. Questionnaire (seven-point) 3. Standard deviation 4. Correlations 	<ol style="list-style-type: none"> 1. Mentoring Scale is utilised 2. Concluded that Mentor role has significant impact in mentoring practices

1997	Ellen A Fagenson	Fagenson-Eland, E. A., Marks, M. A., & Amendola, K. L. (1997). Perceptions of mentoring relationships. <i>Journal of Vocational Behavior</i> , 51(1), 29-42.	To know about Perceptions of mentoring relationships.	111	Selected 24 mentor and 87 Protégé from Education tuition reimbursement program	1. Cronbach alpha: Validity 2. Questionnaire (eleven-Point) 3. Standard Deviation 4. Two step Hierarchical regression 5. Correlations 6. CFA: confirmatory factor analysis	It is perceived that mentor supervisors are providing more mentoring functions as compared to non-supervisors mentors
1998	Callum J Floyd	Floyd, C. J., & Gordon, M. E. (1998). What skills are most important? A comparison of employer, student, and staff perceptions. <i>Journal</i>	To study which skills are most important. Comparing perception of employer, student, and staff	175	Considered employees working in entry level positions in marketing for newspaper from New Zealand	Questionnaire 1. Conjoint Analysis 2. Conjoint Design 3. Independent sample T test	It has been found out that all the groups presume problem solving skills are more important for placement but for other skills ranking is different

		of Marketing Education, 20(2), 103-109.	perceptions.				
1998	Leslie M fine	Fine, L. M., & Pullins, E. B. (1998). Peer mentoring in the industrial sales force: An exploratory investigation of men and women in developmental relationships. Journal of Personal Selling & Sales Management, 18(4), 89-103	To study the nature of mentoring in sales environment	180	Sales force dealing in business to consumers	1. Questionnaire (seven-point) 2. Multivariate Analysis of Variance(MONOVA)	Mentoring helps in increasing selling skills

1998	Jeffrey K Sager	Sager, J. K., Yi, J., & Futrell, C. M. (1998). A model depicting salespeople's perceptions. <i>Journal of Personal Selling & Sales Management</i> , 18(3), 1-22.	To know about how to manage sales people in modern times, sales managers and supervisors effect the salespeople attitude	217	Study conducted for Sales representative and Salespeople working in retail sector	1. Discriminant 2. Nomological 3. Questionnaire 4. CFA	1. Role theory and Expectation theory is defined 2. Supervisors plays important role in creating sales person perception 3. Several other factors can also influence salespeople attitude but sales supervisors is most important
1998	Kerri M Keetch	Keech, K. M. (1998). Industry-based competencies for entry-level retail management positions: A national Delphi study (Doctoral	To find out skill set for entry-level retail management positions	272	Study conducted for Entry level retail positions, In United states	1. Purposive sampling 2. Pilot testing 3. Cronbach alpha 4. Questionnaire (five-point) 5. One way ANOVA	Introduced KAS (Knowledge, Ability, Skill) model.

		dissertation, Texas Tech University).					
1999	Adelina Broadbridge	Broadbridge, A. (1999). Mentoring in retailing: a tool for success?. Personnel Review.	How mentoring is important in retail sector	132	Mangers working in retail sector in UK	Judgmental sampling technique Questionnaire T- test	Mentoring play an important role in retail sector 1. Development of protégée is important 2. Self-development is highly needed 3. Strategies for career enhancement has been identified
2001	Theresa Barron	Barron-McKeagney, T., Woody, J. D., & D'Souza, H. J. (2001). Mentoring at-risk Latino children and their parents: Impact on social skills and problem behaviors.	To find out impact of mentoring on social skills and problem solving behaviors.	49	Study focus on Latino children , from Omaha, Nebraska	1. Standard deviation 2. Mean 3. Median 4. T-test	1. Social skills rating scales is utilised 2. Concluded that there are more social skills in the organisations having mentoring program

		Child and Adolescent Social Work Journal, 18(2), 119-136.					
2001	Hung Lian Tang	Tang, H. L., Lee, S., & Koh, S. (2001). Educational gaps as perceived by IS educators: A survey of knowledge and skill requirements. Journal of Computer Information Systems, 41(2), 76-84.	To find out perceived gap between skill taught and skill required by the industry	63	Faculty in Schools education sector	Descriptive statistics	Overcome skill deficiencies school can introduce courses, and related concerned faculty with good mentoring skills
2002	Richard Davis	Davis, R., Misra, S., & Van Auken, S. (2002). A gap analysis approach to	To find out gap perception of marketing students in having	66	Graduate Alumni from University of United states	1. Field Survey 2. Questionnaire (seven-point)	1.The difference is found between the given skills required for a specific employment.

		marketing curriculum assessment: A study of skills and knowledge. Journal of Marketing Education, 24(3), 218-224.	actual skills and what is expected				
2002	Joseph O. Rentz	Rentz, J. O., Shepherd, C. D., Tashchian, A., Dabholkar, P. A., & Ladd, R. T. (2002). A measure of selling skill: Scale development and validation. Journal of Personal Selling & Sales Management, 22(1), 13-21.	To measure Selling Skill: Scale Development and Validation	106	Study conducted for Salespeople supermarket, UK Southeastern	1. Structure Questionnaire 2. Factor Analysis 3.. ANNOVA	Interpersonal skills, Salesmanship skills and Technical skills are the three skills identified in the study.

2002	Mary R Shoe maker	Shoemaker, M. E., & Johlke, M. C. (2002). An examination of the antecedents of a crucial selling skill: asking questions. <i>Journal of Managerial Issues</i> , 118-131.	To study about improving selling skills and to designing of a scale	236	Sales employees working in retail sector	1.. Questionnaire using (seven-point Scale) 2. Discriminant Validity 3. Chi square conducted 4. T-test	Concluded that Skill improves with experience
2002	Elsje Scott	Scott, E., Alger, R., Pequeno, S., & Sessions, N. (2002). The skills gap as observed between IS graduates and the systems development industry—a South African	1. Finding out skill gap between students and industry requirement 2. Which skills are more important	83	Study conducted with two different groups 39 from Industry response and 44 student response, University of Cape town, South African System	1. Questionnaire 2. Bars 3. Spearman Rank Correlation	1. Skill gap Model is utilised 2. Significant Difference is found between industry and student skills perception

		Experience. Informing Science, June.			development industry		
2003	Emmett Steed	Steed, E., & Schwer, R. K. (2003). Executive committee skills and completing the learning cycle in hospitality education. Journal of Hospitality & Tourism Education, 15(1), 43-50.	To find out skill dimensions	44	Study conducted for executive committee members, from hotel industry, California	1. Purposive convenience sample 2. Questionnaire (five-point) 3. Kruskal Stress value 4. Euclidean Scatterplot	Total 11 skills considered
2004	Terri A Scandura	Scandura, T. A., & Williams, E. A. (2004). Mentoring and transformational leadership: The role of	To study the effect of career mentoring by comparing supervisor and	275	The study is conducted in education sector, United States	1. Questionnaire (five-point) 2. Coefficient alpha Reliability 3. Goodness of fit comparative fit index 4. CFA (Confidence)	Difference is observed, supervisors mentors receive high level of career mentoring than respondents with non-supervisor mentors

		supervisor y career mentoring. Journal of vocational behavior, 65(3), 448-468.	non supervi sor mentor s			rmatory factor analysis 5. ANCOVA	
2005	Mark NK Saunders	Saunders, M. N., Skinner, D., & Beresford, R. (2005). Mismatch ed perception s and expectatio ns. Journal of European Industrial Training.	1. Which skill is more import ant 2. Study gap	13	The study conduce d for 5 : lecturers, 6: students and 2: Workers from Automoti ve Sector UK,west midland region	1.Focus group: 2 hours meeting held separately with each group 2. Interview 3. Brainstorm ing	1. Literature supports that in employers perception their exist skill gaps in technical and key skills 2. But employer perceived that both technical and key skills fall short 3. The view point of employer and educator is similar as compared to view with existing employees and students
2006	Mark C. Johlke	Johlke, M. C. (2006). Sales presentatio n skills and salesperso	To develo p sales related scale: sales present	236	To develop sales related scale: sales presentati	1. Focus group interview 2. Questionna ire (seven- point)	Comprehensive efforts to describe sales performance skills

		n job performance. Journal of Business & Industrial Marketing.	ation skills		on skills	3.T value 4.Path estimations 5. Correlation	
2007	Amaury Nora	Nora, A., & Crisp, G. (2007). Mentoring students: Conceptualizing and validating the multidimensions of a support system. Journal of College Student Retention: Research, Theory & Practice, 9(3), 337-356	To identify mentoring scale	200	Study conducted for Graduate Students passed out in 1997, South Central area: United states	1. Random sampling 2.Questionnaire (five-point) 3.Factor analysis (KMO)	Introduced Mentoring scale

2008	Jason Brett Hurst	Hurst, J. B. (2008). An assessment of the workplace readiness skills desired by industries and perceived by college personnel in Alabama (Doctoral dissertation, Mississippi State University).	To find out difference between required and actual skills owned by students	203	Study conducted for College personnel and supervisors from High Tech Industries, Alabama	1.. Pilot test 2..Questionnaire (five-point) 3. T-test	Mentoring helps in improving confidence of employees
2009	Roeland C Dietvorst	Dietvorst, R. C., Verbeke, W. J., Bagozzi, R. P., Yoon, C., Smits, M., & Van Der Lugt, A. (2009). A sales force-specific	To develop a scale to measure interpersonal-Mentalizing skills	132	Study executed for sales people students passed out from University	1. Random Sampling 2. Convergent validity: for each factors, item validity 3. Discriminant validity: of items across factors	Identified mainly four factors 1. Rapport building 2. Detecting Nonverbal cues 3. Taking a bird eye view 4. Shaping the interaction

		theory-of-mind scale: Tests of its validity by classical methods and functional magnetic resonance imaging. Journal of Marketing Research, 46(5), 653-668.				4. Questionnaire 5. Factor Analysis(KMO) 6. CFA 7. SEM	
2009	BB Goyal	Goyal, B. B., & Aggarwal, M. (2009). Organized retailing in India-An empirical study of appropriate formats and expected trends. Global Journal of Business Research, 3(2), 77-83.	To study the retail formats	230	Study conducted from consumers preferring retail, Delhi(NCR), India	1. Convenience Sampling 2. Questionnaire (five-point) 3. Factor analysis 4. Anova	The importance of organized retail in today's scenario

2010	Sooyoung Kim	Kim, S. (2010). Mentor characteristics and protégé/mentor perceptions of mentoring functions and quality in Korean companies (Doctoral dissertation, University of Illinois at Urbana-Champaign).	To see mentoring efficiency and protégé perception towards it	96	10 different Korean Companies studies and 96 pair mentor and protege	1.Pilot testing 2.Convenience Sampling 3.Questionnaire (five-point) 4. Factor Analysis 5. Hierarchical regression	Mentor with high goal provide better psychosocial and career mentoring as compared to other
2011	Rajumar Paulraj	Paulrajan, R. (2011). Employability skills in Chennai retail market, India. Acta Universitatis Danubius. (Economica, 7(5),	To find out Skill set required for sales jobs	261	Study conducted for Entry level Jobs, working in Organized Retail Grocery Vegetable Chennai	1. Multiple strata sampling 2.Questionnaire (five-point) 3.Exploratory study 4. Factor Analysis	Introduced Skill Matrix

		16-30.					
2011	Ruey wei Gong	Gong, R., Chen, S. Y., & Lee, S. L. (2011). Does mentoring work? The mediating effect of mentoring in China. Social Behavior and Personality: an international journal, 39(6), 807-824.	To find out that mentoring plays a mediating effect in personnel learning and career development	316	Study conducted for employees working in Chinese enterprises, China, Xiamen	1. Questionnaire (five-point) 2. CFA: GFI (goodness of fit) 3. SEM: Structural equation modeling	Study support that mentoring positively impacts career development
2012	Deepika Jhamb	Jhamb, D., & Kiran, R. (2012). Emerging retail formats of Punjab in India: A retailers perspective. Journal of Business and Retail Management	To know about Emerging retail formats of Punjab in India	50	Study conducted in organized retail sector employees and consumers considered Punjab: North India	1. Reliability and validity Cronbach Alpha 2. Questionnaire 3. Descriptive statistics (Mean and Standard	Concluded that: 1. Customers focus on products rather than store layout 2. Consumers prefer model retail format

		ent Research, 6(2), 67- 77.				deviation)	
2012	Dennis Nicks on	Nickson, D., Warhurst, C., Commander, J., Hurrell, S. A., & Cullen, A. M. (2012). Soft skills and employability: Evidence from UK retail. Economic and Industrial Democracy, 33(1), 65-84.	Need of soft skills in retail sector	173	Study conducted in retail for front line interactive service work, UK: Manchester Chambers	1.Questionnaire (five-point) 2.Mean 3.Standard Deviation 4.Regression 5.Coefficient	Finding initiatives to be taken to improve the skills and helps in Policy formation
2013	Nathaniel. N.Hartman	Hartmann, N. N., Rutherford, B. N., Hamwi, G. A., & Friend, S. B. (2013). The effects of	To see the effect of mentor effectiveness on salesperson	114	Considered sales people working in retail sector	1. Questionnaire (seven-point) 2. Factor Analysis 3..ANCOVA	Mentoring plays a significant role in increasing organizational commitment

		mentoring on salesperson commitment. Journal of Business Research, 66(11), 2294-2300.	commitment				
2013	Christopher A Criag	Craig, C. A., Allen, M. W., Reid, M. F., Riemenschneider, C. K., & Armstrong, D. J. (2013). The impact of career mentoring and psychosocial mentoring on affective organizational commitment, job	Two type of mentoring functions career and Psycho social relationships leads to reduced turnover which one is more significant	297	Study conducted in South central state and for Public sector:IS D: Information service division	1.Non Probability Convenience sampling 2.Questionnaire (seven-point) 3. Correlations 4. Descriptive Statistics 5.Factor analysis 6. Hierarchical regression	Finding suggests Psychosocial mentoring, is the more subjective form of mentoring and would exhibit a stronger relationship relative to career mentoring

		involvement, and turnover intention. Administration & Society, 45(8), 949-973.					
2014	Minn a Rollins	Rollins, M., Rutherford, B. N., & Nickell, D. (2014). The role of mentoring on outcome based sales performance: A qualitative study from the insurance industry. International Journal of Evidence Based Coaching and Mentoring	To study how mentoring impact on sales person performance	27	Study conducted for sales associate, district manager, regional manager and state manager working in an insurance company in US	1. Case study approach 2. Telephonic Interview	The study concluded mentor's influence on the sales performance of the protégé.

		, 12(3), 119					
2015	Jeevan Jyoti	Jyoti, J., & Sharma, P. (2015). Exploring the role of mentoring structure and culture between mentoring functions and job satisfaction: A study of Indian call centre employees. Vision, 19(4), 336-348.	To find out impact of mentoring on employees satisfaction	215	Employees working in Airtel Aircel Telecomunication, Call centre(service sector), J&K India	1.Questionnaire (five-point) 2. Factor Analysis(KMO) 3.CFA(Reliability and validity) 4. Path Analysis hypotheses testing	Results revealed that mentoring functions have direct impact on job satisfaction of call centre employees.
2016	Raj Agnihotri	Agnihotri, R., Vieira, V. A., Senra, K. B., & Gabler, C. B. (2016). Examining the impact of salesperson interpersonal Mentalizing skills on interpersonal	Examining the impact of salesperson interpersonal Mentalizing skills on emplo	205	Study conducted for Salesforce from Telecommunication, Banking and retail stores, Brazil, USA	1.Pre-tested 2..Questionnaire (ten-point) 3. Factor analysis 4. Structure Analysis 5. Regression	1.Develop model on Mentalizing skills 2. Identified Mentalizing skills

		Mentalizing skills on performance: the role of attachment anxiety and subjective happiness. Journal of Personal Selling & Sales Management, 36(2), 174-189.	employee performance				
2017	Dennis Nickson 2017	Nickson, D., Price, R., Baxter-Reid, H., & Hurrell, S. A. (2017). Skill requirements in retail work: The case of high-end fashion retailing. Work, employment and society,	To understand and skill set requirement in retail	37	Study conducted for fashion retailing and included managers, supervisors and employees from, UK, London	Conducted interviews	To address the gaps related to skills

		31(4), 692-708.					
2017	Dr.Anju Verma	Verma, A., & Savita, U. (2017). Mismatched Perception and Expectation of Retail Stakeholders: An Assessment of Indian Retail Store Jobs.	1. To get insights of skills and kinds of skills required in retail sector 2. To study the gap between perception of students and employees working in retail sector	308	Study conducted for MBA total number of 200 students passed out from management universities with marketing specialization and 108 retail stores employees from Haryana	1. Random Sampling 2. Pilot study 3. Questionnaire (five-point) 4. Factor Analysis 5. T-test	Executed T-test to describes perception of both the groups and stated the Important skills required in retail.

2018	Kolding Maria anne	Kolding, M., Sundblad, M., Alexa, J., Stone, M., Aravopoul ou, E., & Evans, G. (2018). Informatio n managemen t—a skills gap?. The Bottom Line.	To find out why organi zation has shortag e of knowle dge	NA	Workforc e prevailin g in European companie s placed in informati on and communi cations technolog y (ICT)	Explore very recent data about how large organizatio ns are dealing with a shortage of information and communica tions technology (ICT) specialists	Identified skill gap and ways to bridge that gap
2019	Sunil Atulk ar	Atulkar, S., 2019. Measuring the Effects of Retail Functional Strategies on the Growth of Organized Retail Environm ent. Journal of Marketing, 9(1), pp.58-68.	To underst and the influen ce of retail functio nal strategi es on custom er patron age behavi our	144	Hypermar ket formats of central India (Bhopal, Madhya Pradesh),	1. Factor Analysis 2. Confirmato ry factor analysis 3. Linear regression	Functional strategies effect on the performance and growth of organized retail stores

2019	Tom Brash ear Aleja ndro	Brashear- Alejandro, T., Barksdale, H., Bellenger, D. N., Boles, J. S., & James, C. (2019). Mentoring characteris tics and functions: mentoring 's influence on salespeopl e. Journal of Business & Industrial Marketing.	Study of mentor ing functio ns and their effect on salespe rson attitud es and intenti ons	60	The study conducte d for life Insurance Marketin g Research Associati on (LIMRA) . Salespeo ple from 60 North American life insurance companie s	1. Longitudin al study 3.Structural equation model fit (SEM)	The level of interaction between the mentor and protégé was found to be the only antecedent for successful mentoring
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2019	Elizabeth B. Raposa	Raposa, E.B., Rhodes, J., Stams, G.J.J., Card, N., Burton, S., Schwartz, S., Sykes, L.A.Y., Kanchewala, S., Kupersmidt, J. and Hussain, S., 2019. The effects of youth mentoring programs: A meta-analysis of outcome studies. <i>Journal of Youth and Adolescence</i> , 48(3), pp.423-443.	To study statistically significant effect of mentoring programs across all youth outcomes	NA	One-on-one youth mentoring programs written in the English language between 1975 and 2017,	Meta-analysis	Findings provide some support for the efficacy of mentoring interventions
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2019	Frankie J. Weinberg	Weinberg, F.J., 2019. How and when is role modeling effective? The influence of mentee professional identity on mentoring dynamics and personal learning outcomes. <i>Group & Organization Management</i> , 44(2), pp.425-477.	Identity influences how role modeling occurs and, as a consequence, shapes mentoring learning outcomes	NA	NA	Extant Research	Mentees, mentors, and organizations are all benefited from workplace mentoring
2020	Jia Yan Chong	Chong, J.Y., Ching, A.H., Renganathan, Y., Lim, W.Q., Toh, Y.P., Mason, S. and	To e-mentoring and assess the viability of employing e-mentor	NA	6557 abstracts were identified, 109 full text articles were reviewed, and 18 articles	Independent literature reviews Thematic analysis approach	Identified definitions, role, stages, processes, platforms, evaluation, and relationships in e-mentoring

		<p>Krishna, L.K., 2020. Enhancing mentoring experiences through e-mentoring: a systematic scoping review of e-mentoring programs between 2000 and 2017. <i>Advances in Health Sciences Education</i>, 25(1), pp.195-226.</p>	ing practice		were included and thematically analyzed		
2020	Anita Gupta	<p>Gupta, A., Sharma, N. and Jha, A., 2020, November . An empirical note on contribution of</p>	<p>The objectives of this study is to identify perceptions of difference</p>	NA	<p>In this study teachers, industry-managers and policy-makers were invited to discuss</p>	<p>1. Questionnaire (five-point continuous scale) 2.Focus Group Interview 3 .Explorator</p>	<p>Perceptual difference of intervention variables across stake holders exists</p>

		industries to skill development mission. In AIP Conference Proceedings (Vol. 2273, No. 1, p. 060006). AIP Publishing LLC.	nt stakeholders related to skill development		the interventions	y factor analysis 4.ANOVA	
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2020	Gabriel P. Kuperminc	Kuperminc, G.P., Chan, W.Y., Hale, K.E., Joseph, H.L. and Delbasso, C.A., 2020. The Role of School-based Group Mentoring in Promoting Resilience among Vulnerable High School Students. American Journal of Community Psychology, 65(1-2), pp.136-148.	This study examines the role of participation in a year-long school based group mentoring program called Project Arrive (PA).	114	Participants were ninth grade students taking part in one of Project Arrive (PA) mentoring groups, African American, and Latino students.	1. Descriptive statistics 2. logistic regression	The study concluded mentoring considered as an approach for increasing resilience among participants attended Project Arrive (PA) program
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2020	Ayodeji Emmanuel	Oke, A.E. and Otasowie, K.O., 2020. Gap analysis of mentoring practices in quantity surveying firms. International Journal of Construction Management, pp.1-7.	To find out gap analyses of mentoring practices in quantity surveying consultancy firms	142	Study conducted in consultancy firms	1. Gap analysis method (compare actual importance with desired performance) 2. Frequencies and percentage 3. Mean Item Score was used in ranking the importance	This paper concludes that there exist a gap and further highlights the gap between the required and exhibited mentoring practices
2020	Étienne St-Jean	St-Jean, É. and Tremblay, M., 2020. Mentoring for entrepreneurs: A boost or a crutch? Long-term effect of mentoring on self-efficacy. International Small	To find out whether a mentor can facilitate the development of entrepreneurial self-efficacy for	219	Study focus on novice entrepreneurs	1. Questionnaire, 7-point Likert-type scale 2. Confirmatory factorial analysis (CFA) 3. Hierarchical linear regression	The results show that mentoring supports the development of entrepreneurial self-efficacy ESE

		Business Journal, p.0266242619901058.	novice entrepreneurs				
2021	Lynda B Ransdell	Ransdell, L. B., Lane, T. S., Schwartz, A. L., Wayment, H. A., & Baldwin, J. A. (2021). Mentoring New and Early-Stage Investigators and Underrepresented Minority Faculty for Research Success in Health-Related Fields: An Integrative Literature Review (2010–2020). International	The purpose of this study was to conduct an integrative literature review to examine the barriers and facilitators to mentoring in health-related research	NA	Searched for papers published in English from 2010 to 2020, and 46 papers were reviewed.	Databases searched included PsychINFO, CINAHL and PubMed	Summary of studies examining barriers and facilitators to research in health-related faculty have been categorized

		al Journal of Environmental Research and Public Health, 18(2), 432.					
2021	Enisa Mede	Mede, E., Yücel, Z., & Atay, D. (2021). Overcoming the Coronavirus Impact on Novice Teachers Through E-Mentoring : Online Reflection and E-Mentoring . In Advancing Online Course Design and Pedagogy for the 21st Century Learning Environm	The aim of this research is to present the mentoring offered to novice teachers during the outbreak of corona virus (COVID-19) period	NA	Private K-12 school in Istanbul, Turkey participated in the study	Data was collected qualitatively	The findings of this study will provide further directions in identifying effective practices for e-mentoring

		ent (pp. 62-77). IGI Global.					
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Appendix III: Publications

Doctoral Consortium

- ❖ All India Management Association Doctoral Consortium presented a research proposal titled “A study of workplace mentoring and its Influence on corporate world in Indian Context” on 30th March 2015.

Research Paper Published

- I. Paper titled** “Examining Existing Interpersonal Mentalizing skill gaps in Different Retail Formats”. Published in International Journal of Management(IJM), ISSN Print: 0976-6502 and ISSN Online: 0976-6510/Volume11, Issue 9 (SCOPUS)
- II. Paper titled** “Modern Philosophies on Gender Diversity and its influence on women employees”. Published in Our Heritage, ISSN: 0474-9030/Vol-67-Issue-10-December-2019 (UGC)
- III. Paper titled** “Mentoring as a Practice for Nurturing the Personnel Performance a Study on Retail Sector”. Published in Journal of the Gujarat Research Society, ISSN: 374-8588/ Vol 21 No 8s (2019): Special Issue (UGC)

Research Paper Accepted for Publication

- ❖ Paper titled “Proposing effective SPM Model to explain, predict and close skills gap for front -line sales employees in Retail Sector: An Integrative review and research”, Accepted in, International Journal of Public Sector Performance Management (IJSPM) as on 20th September,2020 (SCOPUS)

Paper presented in International Conference:

- I.** 14th International Conference On “Challenges and Opportunity in the field of Commerce, Management, Travel, Tourism and Technology” held on 30th July, 2020 Attended
- II.** International conference on “Business Agility in Volatile Times”, Management Conclave, paper presented entitled “Gender Diversity: An Approach towards agile women employees in the VUCA Business Environment” held on 9th November, 2019. Received best paper certificate and award for it.
- III.** International Multi-Stream Conference on Futuristic approach towards employability and entrepreneurship & Industrial summit, paper presented entitled “Futuristic approach towards framing the relationship between skill gap and mentoring” held on 27, October, 2018. (Paper Published in conference proceedings).
- IV.** International Multi-Stream Conference on Research & Society. Presented paper entitled “A study of why there is need for standardized tool towards Identification of skill Gap in Retail sector Punjab” and published paper in book analytical insights for modern business held on 29, October, 2017. (Paper Published in conference proceedings).
- V.** IMSC-International Multi stream conference on Technology & Life, CKD Institute, Tarn Taran, presented and published a paper entitled “Need of Mentoring And its Role In succession Planning in 21st century” held on 8, November, 2015. (Paper Published in conference proceedings).
- VI.** IMSC-International Multi stream conference on Technology & Life, CKD Institute, Tarn Taran, presented and published a paper entitled “Gender Based study of Impact of Socio-cultural Factors on Entrepreneurs” held on 8, November, 2015. (Paper Published in conference proceedings).
- VII.** International conference on strategies for Global competitiveness and Economic growth, organized by School of Business, Lovely Professional University,

Phagwara presented a paper on “Succession Planning through Workplace Mentoring: A challenge for India 2020”.

Paper Presented in National Conference:

- ❖ National Seminar on supply chain management in the digital age: Issues and challenges- University Business School - Punjab University –Chandigarh presented a paper titled “Supply Chain Management conceptual framework of HRM practices in Digital Era” held on 25, March, 2015

Workshop Attended

- I. Participated in Online short term course titled “The art of online teaching” organized at Lovely Professional University. Held on 13, 15 and 18 July 2020
- II. Attended seven days’ workshop on Faculty development through Vision, Values and soft skills organized by Ramgarhia College of Education & Alpha Global Enterprise, Phagwara, Held from January 24-30, 2017.
- III. Department of Human Resource Development Centre, Lovely Professional University, Phagwara. Attended seven day’s programme titled “Workshop on Research Methodology using SPSS” held from June 1-7, 2016
- IV. Indian institute of Technology Delhi - Department of management studies, Quality improvement programme attended the short term course on Advanced Data Analytics in Management, held from June 26-28, 2015

Chapter Publication:

- ❖ Changing Paradigm in Business Management, Laxmi Publications(P) Ltd. Chapter published titled “ Paradigm Shift in the Eating Culture of Consumers: A Consequence of Online Food Delivery Services”. ISBN 978-93-5274-654-5, Pg No. 138

- ❖ Corporate Social Responsibility, Governance and Organizational Behaviour- Dominant Publisher & Distributor Pvt. Ltd New Delhi. Chapter published titled “Study on Growing Importance of Employers Attention towards Work-life Balance in Competitive Market”. ISBN 978-93-84161-89-7, Pg. No. 101
- ❖ Supply Chain Management in Digital Age: Issues and Challenges, Excel India Publishers. Chapter published titled “Supply Chain Management conceptual framework of HRM practices in Digital Era”. ISBN 978-93-89947-15-1, Pg. No. 42

EXAMINING EXISTING INTERPERSONAL MENTALIZING SKILL GAPS IN DIFFERENT RETAIL FORMATS

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ABSTRACT

Retail sector are developing these days in terms of profits and by increasing number of retail formats. While visiting retail outlets few things were observed. The customers are more interested in buying from organized stores and from big brands. They are interested to spent time with their family members while doing shopping. To attract more customers employees have to take some extra initiatives. In order to see that employees Interpersonal Metalizing skills were studied. In which the employees can read the mind of their customers and understand their phycology. Four main skills were studied in this. Are they able to do rapport building with their customers. Are they able to detect non- verbal clues of their customers. Are they able to take bird eye view. And lastly are they able to shaping the interaction with the customers. The survey is conducted from 120 employees working in different retail formats out of them 40 employees are working as supervisors and 80 employees are working as subordinates. The results shows that as compared to supervisors subordinates feel there is more skill gap. This study further suggests skill gap a major concern faced by retail employees.

Key words: Skill gap, Rapport building, Detect non verbal clues, Bird eye views, shaping the interaction.

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Mentoring as a Practice for Nurturing the Personnel Performance a Study on Retail Sector

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Abstract

*This research work is an initiative for exploring a relationship between mentoring and workforce performance with an ideology of closing the skill gap . Further paper will elaborately reflect the meaning of two different terminologies that is **skill gap** and **mentoring**. This paper is descriptive in nature and helps in understanding the meaning, functions and contribution of the two in their own perspective and further tried to find a connection between the two. In conclusion paper reflects how mentoring can put some light to handle skill gap in retail sector. This relationship will further take the shape of providing a solution as a **mentoring** to a problem or a situation of **skill gap**.*

Keywords: Skill Gap, Mentoring

Introduction

As per the data analysis provided by reputed Boston Consulting Group, describe that by 2020 India will be having surplus of active population that is about 47 million. India will have largest youth population by 2035 as a result of its favorable demographics. Its important to study these workforce and efforts have to be made by India to address problems related to skill development and secure safety nets to be able to reap this dividend effectively. (Boston Consulting Group, 2014).