

**MANAGEMENT EDUCATION AND ITS
PRACTICAL IMPLICATIONS –
INDUSTRY READINESS OF MANAGEMENT
GRADUATES IN INFORMATION
TECHNOLOGY AND FINANCIAL SECTOR
WITH REFERENCE TO BANGALORE CITY**

**A Thesis Submitted to
Babu Banarasi Das University
for the Degree of**

Degree of Doctor of Philosophy

in

Management

By

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April, 2017

Certificate of the Supervisor

This is to certify that the thesis, entitled “**Management Education and its Practical Implications – Industry Readiness of Management graduates in Information Technology and Financial Sector with reference to Bangalore city**” submitted by **Mrs. Reema Mohanty Drona** for the award of Degree of Doctor of Philosophy by Babu Banarasi Das University, Lucknow is a record of authentic work carried out by her under my supervision. To the best of my knowledge, the matter embodied in this thesis is the original work of the candidate and has not been submitted elsewhere for the award of any other degree or diploma.

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Declaration by the Candidate

I, hereby, declare that the work presented in this thesis, entitled “**Management Education and its Practical Implications – Industry Readiness of Management graduates in Information Technology and Financial Sector with reference to Bangalore city**” in fulfillment of the requirements for the award of Degree of Doctor of Philosophy of Babu Banarasi Das University, Lucknow is an authentic record of my own research work carried out under the supervision of **Dr.Gaurav Pande**.

I also declare that the work embodied in the present thesis is my original work and has not been submitted by me for any other Degree or Diploma of any university or institution.

Date

Reema Mohanty Drona

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Reema Mohanty Drona

PREFACE

This dissertation is submitted for the degree of Doctor of Philosophy at Babu Banarasi Das University, Lucknow.

The research described herein was conducted under the supervision of Dr. Gaurav Pande, from the Department of Management at Babu Banarasi Das University, Lucknow between February 2012 and April 2017.

This work is to the best of my knowledge, original, except where acknowledgements and references are made to previous work. Neither this, nor any substantially similar dissertation has been submitted for any other degree, diploma or any other qualification at any other university.

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

Business schools are centers of education which supposedly equip graduates with competencies that organizations need most. But corporate recruiters say some highly sought-after skills are in short supply among fresh MBAs. Requirements change as markets change. Employers' recruitment operations are becoming much more short-term in response to fast-changing markets and technologies. Companies frequently look for specific mixes of skills, and the mix can change rapidly. Such rapid change has led to the problem of trying to work out what employers want when hiring for a specific job. Recruiters often find MBA graduates as being programmed to want to run things immediately, without taking time to gain the practical skills they need or to learn how to manage other people. As companies became leaner and erstwhile career hierarchies got wiped out, there was more emphasis on teamwork among equals. Business schools are often found not properly managing their students' expectations, which are sometimes too high. The schools claim that, as a group, most MBA graduates are well aware of trends in the job market and that they have to climb the ladder (such as it is) like anyone else but most MBA courses do not impart the right mix of skills and traits that industry needs.

1.2 EMPLOYEE SOURCING

1.2.1 Recruitment Process

According to Edwin B. Flippo, “Recruitment is the process of searching the candidates for employment and stimulating them to apply for jobs in the organisation”. Recruitment is the activity that links the employers and the job seekers. A few definitions of recruitment are:

Ashwathappa (2005) defines recruitment as “A process of finding and attracting capable applicants for employment. The process begins when new recruits are sought and ends when their applications are submitted. The result is a pool of applications from which new employees are selected.”

According to Deshpande and Geet (2009), “It is the process to discover sources of manpower to meet the requirement of staffing schedule and to employ effective measures for attracting that manpower in adequate numbers to facilitate effective selection of an efficient working force.”

Recruitment of candidates is the function preceding the selection, which helps create a pool of prospective employees for the organisation so that the management can select the right candidate for the right job from this pool. The main objective of the recruitment process is to expedite the selection process.

Recruitment is a continuous process whereby the firm attempts to develop a pool of qualified applicants for the future human resources needs even though specific vacancies do not exist. Usually, the recruitment process starts when a manager initiates an employee requisition for a specific vacancy or an anticipated vacancy.

1.2.2 Purpose & Importance of Recruitment:-

- Attract and encourage more and more candidates to apply in the organization.
- Create a talent pool of candidates to enable the selection of best candidates for the organization.
- Determine present and future requirements of the organization in conjunction with its personnel planning and job analysis activities.
- Recruitment is the process which links the employers with the employees.
- Increase the pool of job candidates at minimum cost.
- Help increase the success rate of selection process by decreasing number of visibly under qualified or overqualified job applicants.
- Help reduce the probability that job applicants once recruited and selected will leave the organization only after a short period of time.
- Meet the organizations legal and social obligations regarding the composition of its workforce.
- Begin identifying and preparing potential job applicants who will be appropriate candidates.

- Increase organization and individual effectiveness of various recruiting techniques and sources for all types of job applicants.

According to Dessler (2010), “Recruitment and selection is the major function of the human resource department and recruitment process is the first step towards creating the competitive strength and the strategic advantage for the organisations. Recruitment process involves a systematic procedure from sourcing the candidates to arranging and conducting the interviews and requires many resources and time.”

1.2.3 Sourcing Techniques:-

According to Ashwathappa (2005), “Sourcing for candidates refers to proactively identifying people who are either a) not actively looking for job opportunities (passive candidates) or b) candidates who are actively searching for job opportunities (active candidates), though the industry also recognizes the existence of 'active candidate sourcing' using candidate databases, job boards and the like.”

Though there has been much debate within the staffing community as to how to accurately define an "active candidate" versus a "passive candidate," typically either term is irrelevant to a candidate recruiter as the status of any particular candidate can change from moment to moment or with a simple phone call from a recruiter that happens to present a job opportunity. The status of being an "active" or "passive" candidate is fluid and changes depending on the circumstances, including the position being offered.”

Dessler (2010) differentiates sourcing activities as “push activities” and “pull activities.” Push activities are activities undertaken to reach out to the target audience. This generally includes headhunting, HTML mailers, referral follow-ups, etc.

Pull activities are activities that result in applicants coming to know of an opportunity on their own. Pull activities may include the following: advertising on a microsite with a registration process (this makes search engines index the ad), advertising (in newspapers, on cable TV, through flyers/leaflets, etc.), posting a job in job portals, etc.

Internal recruiting sources: Locate people who currently work for the company who would be good recruits for other positions.

External recruiting sources: Target people outside the firm like:

- Qualifications inventories
- Employee referrals
- Some external Recruiting Sources:
- Employee referrals
- Newspapers and other written media
- Résumé databases
- Careers link from company web page
- Online job boards
- Search firms
- Professional associations

- Job fairs
- Offshore labor
- Networking
- Previous employees
- Walk-ins
- Schools and Colleges

1.2.4 Creating a Sourcing Plan

1. Profile desirable employees to identify promising sources.
2. Identify what desirable talent and successful current employees in targeted jobs like to do and how you might reach them if you were to try to recruit them now.
3. Using surveys or focus groups, ask where do they like to go, what media do they use, what organizations do they belong to, and what events do they attend? What web sites and other sources would they use if they were to look for another job? How did they first learn of their first job in your firm?
4. Perform ongoing recruiting source effectiveness analyses by tracking
 - Where applicants discovered the vacancy
 - Where top candidates discovered the vacancy
 - Where candidates receiving job offers discovered the vacancy
 - How many recruits each source generated
 - What quality of recruits each source generated, and what was the range of recruit quality from each source

- What were the demographic characteristics of the recruits from each source
 - Hiring rates for each source
 - Conversion rates from applicant to hire for each source
 - Data relevant to other staffing goals
5. Prioritize recruiting sources based on staffing goals and employee profiles
 6. Prioritize recruiting sources based on staffing goals and the results of the recruiting source effectiveness analysis. When quality and numbers is the most important goal, college hiring would be the most preferred source.

1.2.5 RECRUITMENT STRATEGIES

Recruitment is of the most crucial roles of the human resource professionals. The level of performance of an organisation depends on the effectiveness of its recruitment function. Organisations have developed and follow recruitment strategies to hire the best talent for their organisation and to utilize their resources optimally.

In order to attract more and good talent to apply in the organisation, a successful recruitment strategy should be well planned and practical.

According to Ravi Kumar Gummadi (2015), for devising such an effective and successful recruitment strategy, the strategy should cover the following elements:

1.2.5.1 Identifying and prioritizing jobs

Requirements keep arising at various levels in every organisation; it is almost a never-ending process. It is impossible to fill all the positions immediately. Therefore, there is a need to identify the positions requiring immediate attention and action. To maintain the quality of the recruitment activities, it is useful to prioritize the vacancies whether to focus on all vacancies equally or focusing on key jobs first.

1.2.5.2 Candidates to target

Gummadi (2015) reiterates that “The recruitment process can be effective only if the organisation completely understands the requirements of the type of candidates that are required and will be beneficial for the organisation. This covers the following parameters as well:

Performance level required: Different strategies are required for focusing on hiring high performers and average performers.

Experience level required: the strategy should be clear as to what is the experience level required by the organisation. The candidate’s experience can range from being a fresher to experienced senior professionals.

Category of the candidate: the strategy should clearly define the target candidate. He/she can be from the same industry, different industry, unemployed, top performers of the industry etc.”

1.2.5.3 Sources of recruitment

The strategy should define various sources (external and internal) of recruitment. Which are the sources to be used and focused for the recruitment purposes for various positions. Employee referral is one of the most effective sources of recruitment.

1.2.5.4 Trained recruiters

The recruitment professionals conducting the interviews and the other recruitment activities should be well-trained and experienced to conduct the activities. They should also be aware of the major parameters and skills (e.g.: behavioral, technical etc.) to focus while interviewing and selecting a candidate.

1.2.5.5 How to evaluate the candidates

The various parameters and the ways to judge them i.e. the entire recruitment process should be planned in advance. Like the rounds of technical interviews, HR interviews, written tests, psychometric tests etc.

1.3 HR CHALLENGES IN RECRUITMENT

According to Dessler (2010) , “Recruitment is a function that requires business perspective, expertise, ability to find and match the best potential candidate for the organisation, diplomacy, marketing skills (as to sell the position to the candidate) and wisdom to align the recruitment processes for the benefit of the organisation.”

Those handling the recruitment function of the organisation are constantly facing new challenges, out of which, the biggest is to recruit the best people or potential candidates for the organisation.

In the recent past, the job market has undergone major changes in terms of technologies, sources of recruitment, competition in the market etc. Hence, recruiters have to look for and find the best candidates for their organizations, particularly in challenging sectors like IT / ITES and Finance and for roles that require an MBA.

The major challenges faced by the HR in recruitment are:

Globalization – HR professionals are expected to keep in tune with the changing times across the globe and adapt to these changes in the workforce within the given timeliness.

Motivation and the Lack of it – All of HR and particularly Recruitment as a function is treated as a thankless job. The HR department or recruiting team is rarely thanked for recruiting the right employees and performers.

Driven by Processes - The urgency and quality of recruitment are the main concerns of the HR in recruitment. If the organization has to attract the best talent, processes should be flexible, adaptive and responsive to the immediate requirements.

Strategic prioritization – In order to meet the changes in the market, reviewing staffing needs and prioritizing tasks become the need of the hour.

1.4 CAMPUS RECRUITMENT:-

Colleges, universities, research laboratories, sports fields and institutes are fertile ground for recruiters. In most B-Schools, campus recruitment is sought after that each institute has a team for securing suitable job opportunities to the graduates.

Campus Selection Procedure:-

Step 1: Preliminary Screening:-

To eliminate unqualified applicants, the applications received from job seekers would be subject to scrutiny.

Step 2: Selection test:-

Those job seekers who pass the screening and the preliminary interview are invited for tests. Different types of tests may be administered, depending on the job and the company. Generally, tests are used to assess the applicants' ability, aptitude and personality. The most commonly used tests are:-

Aptitude test:- These tests measure whether a person has the capacity or ability to learn a given job, if given adequate training. Using an aptitude test is preferred when an applicant has had little or no experience along the line of the job opening.

Aptitudes tests also help determine a person's potential to learn in a given area. Aptitude tests indicate the ability of an individual to engage successfully in a number of specialized activities. They cover such areas Quantitative aptitude, Verbal reasoning, Data Interpretation, General awareness, Analytical reasoning and other related areas.

Personality Test:-The importance of personality to job success is undeniable. Often an individual who possesses the intelligence, aptitude and experience for certain has failed because of inability to get along with and motivate other people.

Step 3: Interview:-

The next step in the selection process is an Interview. Interview is a formal, in-depth conversation conducted to assess applicant's acceptability through a free exchange of views, ideas and opinion between the candidate and interviewer. Interviews can be adapted to unskilled, skilled, managerial and professional employees.

Step 4: Selection Decision:-

The most critical of all the steps i.e. the selection decision must be made after obtaining information through the preceding steps. The preceding stages in the selection process have been used to narrow down the number of the candidates and those who pass the tests, interviews and reference checks are finally selected for the position.

At the time of selection, the line manager will be generally consulted because he/she would be responsible for the performance of the new employee.

Step 5: Job Offer:-

The final step in the selection process is to make the job offer through formal communication. Also referred to as the letter of appointment, this contains a date by which the appointee must report on duty and other terms and conditions of work.

1.5 SKILL REQUIREMENTS IN IT / ITES AND FINANCIAL SECTORS

Following developments will have an effect on the kind of competencies and skill requirements in the IT / ITES and Finance sector:

1. Growing demand for an able skilled workforce: It is believed that the IT / ITES industries would continue to grow in future leading to a continuing demand for a skilled workforce. This will be led by demand for engineering graduates for their technical skills but there will also be a growing demand of professional higher courses like MBA.
2. The need to innovate: ITES / IT companies will have to constantly innovate and enhance their products and services to stay ahead in the race for customers.
3. Green IT and Cloud Computing: Green buildings, Green computing infrastructure e.g. energy efficient data centers, power efficient computers, sharing infrastructure e.g. shared data centres, addressing issues like e-waste management is a potential growth area are all examples of an organization practicing Green technologies . This has also a vast business opportunity in terms of consulting with clients on Green IT.
4. Growth in the presence of other business verticals: The IT / ITES industry is likely to witness increased share from segments such as Retail, Telecom, Healthcare, Technology, etc. in addition to the BFSI segment.
5. Newer markets: The industry is likely to witness increasing share from continental Europe, Japan, and even continents such as Africa and Latin America.

6. Hike in Indian players as a market: With the Government looking at outsourcing more of its IT requirements (for instance, the e-seva facility for passports), this would be a large market to be tapped. There should be a domestic market focus among Indian IT professionals from pricing to local language skills in order to address this hike. Even software programming could witness a larger portion of local languages.
7. Projected Human Resource Requirements: On the basis of trends witnessed in productivity and the likely growth potential of the IT and ITES industry, it is estimated that the industry would employ about 7.5 million persons directly by 2022. A large portion of this employment is expected to occur in the ITES (BPO/KPO) exports sector, followed by IT exports and then in the domestic market.

1.6 IMPORTANT SOFT SKILLS NEEDED FOR A SUCCESSFUL CAREER IN IT AND FINANCE:

The divide between hard skills and soft skills exists in every field, but in no area has it been that significant as in IT. Hard skills can be broadly described as objective, quantifiable and trainable skills that involve some kind of technical ability like programming and software developing skills, data mining skills, network administration skills, etc.

Soft skills, on the other hand are more subjective and unquantifiable, centering more on an individual's personality attributes. For instance, leadership, communication skills, a positive attitude.

While a strong command over such hard skills should never be overlooked, an employee with diverse soft skills to complement their hard skills is far more likely to reach the upper echelons of the industry than one with stellar technical abilities but no soft skills.

IT is seen to be expanding its reach into every functional area of business. Whether it's the finance department using an on-site server or a cloud-based solution to store data and records for use in future or a marketing team connecting remotely, the IT department must keep information flowing and data functioning seamlessly. Keeping several different end-users and functional areas in mind, the IT team must implement their solutions and ensure that their needs are being met.

As the IT department grows in its reach and impact, it also brings in an increase in the demand for competent professionals who can communicate effectively with a variety of people in various business processes and function. A recent survey on the IT industry found that cultural fit within the organization, sound interpersonal skills, and good analytical and reasoning skills were far more important than technical skills when it came to promoting employees. While there may be varying demands for IT technical skills, there is one common need that most IT organizations have i.e. soft skills.

Similarly it has been found when looking to fill finance sector jobs, domain related expertise is not sufficient. The ideal hire needs to have a fair understanding of the business to successfully help develop strategy, inform key decisions and serve as business partners across multiple departments within your organization. They should be able to see the big

picture and understand how their job impacts the company as a whole. In addition to this , they are expected to have professional or behavioral skills like interpersonal skills and team management abilities. Finance companies seek professionals with strong leadership skills, who can step into more senior roles when the time is right, self-starters who can adapt well to change and who embrace continuous learning and personal development. At a team level they have been found to be looking whether a candidate is likely to be able to share new insights, generate fresh ideas, and motivate, engage and mentor other members of the team. When it comes to informing colleagues in other departments or clients who may be unfamiliar with accounting principles and jargon , finance staff need to be able to share information in an easy to understand manner for which written, and verbal and communication skills are critical for success in accounting and finance jobs today. Nearly all postings for finance and accounting jobs today include these abilities on their list of requirements: Planning and organizational abilities; multitasking; analytical and problem-solving skills; the capacity to work without supervision and under pressure; and the ability to work well in teams and independently.

1.7 INDUSTRY EXPECTATIONS AND B-SCHOOL CURRICULUM

Particularly following the economic meltdown in 2008, extensive research has been done in the area of industry readiness through management education, leading to a few leading B-Schools attempting to changing their course curriculum. In July 2011, about 65 representatives from 30 different B-Schools (including six IIMs) and some companies had met at a conference in Ahmedabad to envisage and initiate curriculum development driven by corporate needs in management education in India B-Schools.

As an outcome of this discussion, few institutes including the IIMs introduced subjects like ethics and social-cultural environment when B-School education was criticized for causing the sub-prime crisis and failing to restrict the global recession. On the same lines, there are other examples where B-Schools have revised their curriculum to train students with the best practices and impart skills and knowledge that can help them be better prepared to face the challenges of the industry. The course 'Environment Management' has been made compulsory for students at Narsee Monjee Institute of Management Studies (NMIMS), Mumbai whereas XIM, Bhubaneswar has introduced a course on 'Environment and Sustainability'. To emphasize on the environmental impact of corporate strategies, XLRI School of Business and Human Resources, Jamshedpur has started the course on 'Sustainable Development Of Corporate Strategy' and KJ Somaiya Institute of Management Studies and Research (SIMSR), Mumbai has made a new course 'Environmentally-conscious Manufacturing' mandatory for their students.

India, is a flourishing breeding ground for MBA with more than 3,500 B-schools and 5,00,000 students pursuing various MBA or equivalent programs across the nation. Since time and again, debates have erupted and arguments taken place on the role and importance of B-Schools in preparing graduates for their first job, it is suggested that these B-Schools come together to resolve this challenge of industry getting the right manpower. It calls for B-Schools to come up with strategies that fosters the growth of individual and to integrate ethics, managerial skills, professional skills like team work , social responsibility and risk management into the MBA curriculum. Corporate leaders who have graduated in MBA

from renowned colleges across the globe also opine that there is a need for responsible education and development in B-Schools curriculum.

Most recruiters today look for “employable skills” and traits from an MBA graduate .i.e they look for individuals with the required knowledge, skills and abilities to perform on the job. Employers in all sectors, not IT and Finance alone , are scouting for professional skills, ethics, drive, adaptability, initiative, motivation, teamwork, integrity and the ability to deal with deadlines, pressures and contingencies.

Recruiters are looking for specific people and task management skills in the candidates themselves as a predictor of their performance on the job. At the time of hiring, their expectations are not as much on the graduates’ ability to judge others for a task as much as it is on them assessing their own readiness to execute tasks at work through their own understanding, planning and interpersonal skills. John Reed, long time chairman of Citicorp, while accepting the Academy of Management’s Distinguished Executive of the Year award way back in 1999 had raised a question that is even more relevant today. Acknowledging the contribution of B-Schools to the business community, he had said that “they performed a useful function in sorting potential hires from the general population in terms of individuals who are more ambitious, more energetic, more willing to subject themselves to two years without income but did they give these students a set of skills that was going to help them manage the lifespan of their individual careers and excel in those.”

It is a known fact that a B-School graduate's success at work will be determined to a large extent by the skills he / she takes with him / her into the working world. These skills go transcend concepts mastered in the classroom, and can be as subtle as developing the right attitude for the right situation. On entering the workplace, these fresh B-School graduates are expected to cope with decisions that demand interpersonal skills as well as leadership abilities. Gelling with teams comprising members from diverse backgrounds, resolving exigencies arising from diversity and workplace conflicts, more than their domain expertise, their people management skills are put to test. It is hence not surprising that most recruiters do not find fresh MBA graduates employable, particularly when with the slowdown in the global economy, companies are trimming down their training expenses and are looking for people who can deliver from day one.

Harvard School professor Srikant Datar says, "Business schools in the West are changing and reforming their curricula to reduce the current focus on "knowing" (facts, framework, theories) to "doing" (capabilities and techniques) and "being" i.e. values, attitudes, and beliefs. When we talk about MBA as a PG course, we somehow take for granted that the student would be groomed to develop competencies and capabilities as an intrapreneur in any organization and help it grow or as an entrepreneur to establish and grow one's own organization. This capability does not necessarily come by acquiring and MBA." If we were to explore the reasons for this apparent disconnect, it could point from absence of benchmarking for quality in Management Education to inadequacy of qualified input resources entering these course to the quality of faculty that teach in these colleges to the lack of networking between industry and academia. However, this work of research seeks

to find out what skills the IT and Finance industry recruiters in Bangalore are looking for in fresh MBA graduates and whether or not private B-Schools in Bangalore meet the same.

Thus it can be seen that Management Education holds a position of great importance to meet with the changing demands of the market and other forces that make workforce requirements dynamic. This research work therefore focuses on identifying the job related skills that recruiters in IT and Finance sectors in Bangalore look for when hiring fresh B-School or Management graduates. Campus hiring representatives of IT / ITES and Finance companies would be interviewed in this survey in the exploratory qualitative part of the research where they would elaborate on workplace skills and their behavioral descriptions that they looked for when making hiring or non-hiring decisions for specific roles.

In the descriptive part of the research, 50 recruiters would be provided with the list of behavioral descriptions identified from above and be asked to mark their importance and presence in the MBA graduates they hire from B-Schools in Bangalore. These required behavioral skills and their importance / presence grid comprise the findings in the report of this research.

CHAPTER 2

REVIEW OF LITERATURE

2.1 SKILL DEVELOPMENT IN B-SCHOOLS AND EVOLUTION OF MANAGEMENT EDUCATION IN INDIA

Management education was not a part of the education system in India until independence. Conducting of business was confined to certain castes and skills and knowledge was passed on hereditarily. Sydenham College in Bombay was the first college to be set up in 1913 to impart basic business knowledge at graduation level. Shri Ram College of Commerce was set up later in Delhi in 1920 with an emphasis was on trade and commerce; not management .Immediately after independence in 1947 the challenge before the independent nation was then transforming an agrarian economy to an industrial one to drive the economic growth in the country. This asked for building domestic capability to manage development in crucial manufacturing sector. Though many universities in Delhi, Madras and Bombay experimented with two-year full-time MBA programme in 1955, the emphasis on professional management education occurred for the first time only when in early 1960sthe Government of India established Indian Institutes of Management (IIMs) as centres of excellence in Management Education. The first IIM was set up in Kolkata in

1961, the second in Ahmadabad in 1962 and in the 1970s, four more IIMs were added in Bangalore, Lucknow, Kozhikode and Indore.

Currently, there are 20 IIMs in the country. In the Union budget presented on 28 Feb, 2015; two more IIMs to be set up in Jammu and Kashmir and Telangana. The Union Cabinet Committee of Govt. of India approved to set up New IIM on 24 June 2015. IIMs at Gaya, Visakhapatnam, Nagpur, Sambalpur and Sirmour has started in August–September 2015. The mission of the IIMs was to professionalize Indian management through teaching, research, training, consultancy and institution building. As management education gained prominence with the changing Indian economic scenario, the major universities started separate departments to offer post-graduation degrees in management in 1970s and 1980s. Management education in India received a great boost in 1991 with the liberalization of the economy and the subsequent privatization and entry of multi-national companies. This also led to an increase in the demand for professional managers with the Indian economy consciously moving away from the lower Hindu growth rate trajectory to higher growth trajectory. This rising demand for trained management graduates resulted in management education becoming one of the most sought after professional course. The private sector entered the management education domain in 1990s to cater to this growing demand for professional managers, Whereas in 1991, the number of approved management education institutions in India was only 130 with an annual MBA intake of about 12000, by 2009 it had grown to 1608 institutes offering MBA programmes and 391 institutes offering PGDM programmes in the country. Now the number of B-Schools is said to be about 4000 with

annual intake of about 150000. India has thus witnessed phenomenal growth in management institutions during the last two decades.

2.2 MANAGEMENT EDUCATION CURRICULUM AND PEDAGOGY:-

Statistics say India has at least 5,500 B-schools in operation now, but including unapproved institutes could take that number much higher. Despite this mushrooming of B-Schools, the ASSOCHAM report says that only 7 per cent of these MBA graduates are actually employable. In cities such as Delhi-NCR, Mumbai, Kolkata, Bangalore, Ahmedabad, Lucknow, Hyderabad, Dehradun, etc., close to 220 B-schools have closed down in the past two years and at least 120 more are expected to wind up in 2016. Except for the top 50 to 75 colleges, most B-Schools have very little to offer in terms of skills required to meet the demands of the job market. While there could be numerous reasons behind this scene like lack of quality control and infrastructure, low-paying jobs through campus placement, poor faculty and redundant course content, it may be relevant to understand the pedagogy used in MBA education in India.

According to Ghosh (2013), “as an academic discipline, the roots of MBA can be traced back to the United States. It has drawn from other subjects like psychology, economics, sociology and history to develop its theoretical framework. The multidisciplinary approach adopted mainly focused on managerial aspects of the business such as organizational behavior, management decision making, management communications, leadership etc. Initially management curriculum covered besides general management theory and models, specialized main functional areas such as marketing, finance and human resource

management.” However, with changing times and in order to deliver more specialized skills for the rapidly changing economic scenarios, now an MBA course typically covers more functional areas like international business, operations, agri-business, supply chain management, retail, system and decision analysis, etc. The objective clearly is to maintain a correct balance between theory and business needs. Most of the B-Schools offer a two-year full-time post-graduation programme. IIMs and a few others offer full-time Doctoral Programme in Management and related disciplines. Focus majorly is on areas like finance, human resource management, marketing and international business. A few institutes also offer other specialized courses which are related to jobs in industry such banking, information technology, retail trade, agribusiness etc.

Aimed at revisiting the content of B-Schools programs in business and hoping that they respond ever better to the demands of both the students and the business world, the most comprehensive and recent work belongs to Datar and Cullen (2010). In their empirical study of MBA programs in Europe and the United States they found that “business school research is relevant to the business practice and that the engagement of MBA students in academic matters is deficient. As such, they concluded by suggesting that business schools need to reassess their value proposition by reviewing the facts, frameworks, and theories they teach and, at the same time, by rethinking their curricula in terms of developing both hard and soft skills, along with values and attitudes, which are at the core of the practice of management. In an analysis performed across MBA programs, they outlined opportunities to innovate and change the curricula and they identified eight “Unmet Needs of Management Education:” (a) the need for students to get a real global perspective; (b)

leadership development, improved emotional intelligence, and the ability to motivate, delegate, and lead ethically; (c) the need to integrate concepts through a multidisciplinary approach that permits students to solve problems; (d) power and politics , students must understand how organizational processes work and develop a good sense of how the business world works, as well; (d) the need to pursue creative and innovative thinking; (e) the need to develop both oral and written communication skills – students must be capable of expressing their ideas in a clear and convincing manner; (f) the need to understand risks and how those risks affect other people beyond oneself; and (g) the need to balance practice, theory, and experience.”

However, research work aimed solely at rethinking the teaching methodologies in B-Schools have not yet been conducted. A number of teaching methods or pedagogies have been used in B-Schools with varying degrees of efficacy and benefits than others and equally different acceptance and acceptance. Some of these as listed by Streumer, (2006) are as under:

2.2.1 Experiential Learning

Experiential learning consists of activities in which “the learner is directly in touch with the realities being studied rather than merely thinking about the encounter or only considering the possibility of doing something with it. It is the acquisition of knowledge or skill through direct experience of carrying out a task. An example of this is Action Learning or Action Research which is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of

practice" to improve the way they address issues and solve problems. Here, learning by doing often happens under supervision, as part of a training or orientation process.

2.2.2. Integrative Projects

Integrative projects are executed in collaboration with an organization, with the support of the faculty. Projects are also opportunities of experiential learning (learning by doing) that allow students to participate in important applied research projects that benefit them and have an impact on the academia and the industry alike. The projects are worked in teams of students with different professional backgrounds, what allows them to learn from each other and use everyone's experience to create a better outcome. The subjects of the projects include diverse industrial sectors, as well as a variety of government entities. A project is done during the period the students attend the course, therefore receiving constant feedback throughout the elaboration process. All work is closely supervised by the course professors. Students apply all of the concepts they have learned to analyze alternative strategies for a sub-sector, considering the particular competitive aspects and presenting strategic proposals for the future, with the ultimate goal of creating value for all of the parties involved.

2.2.3 Student Study Trips

Most business programs include a study-abroad component as an integral part of the students' global education. During their study trip abroad, students get the opportunity to experience a foreign culture first hand, taking classes, participating in cultural activities, and interacting with foreign students and professors.

2.2.4 Critical and Analytical Essays

There are certain skills that are acquired through practice, and these include communication skills and critical and analytical thinking skills. The elaboration of essays permits the development of both skills in students. An essay is a written document that analyzes, interprets, and evaluates a topic.

2.2.5 Team assignments

Team work is included and expected from students in every MBA course taught. Students with varied but complementary experience, qualifications, and skills work as a team to achieve a greater quality in their work. This helps students learn team values, interpersonal skills, manage differences, trust others, achieve results, negotiation skills, flexibility and adaptability, among other attributes.

2.2.6 Case Method

Case studies present challenges faced by organizations and place the students in the role of a decision maker. The case method is a dynamic process of exchanging perspectives, countering and defending points, and building on each other's ideas. Students become proficient at analyzing issues, exercising judgment, and making difficult decisions — the hallmarks of skillful leadership.

2.2.7 Instructor Led Classroom Sessions and Online Learning (Blended)

The blended system combines online learning with face-to-face teaching in each and every course. The impact of IT on the learning process is unquestionable and

unstoppable. High quality online education can have a tremendous impact on B-School students. Blended learning allows reinforcing face-to-face classes by means of employing interactive online tools such that even when a particular class finishes, the learning process can continue outside of the classroom. In classroom sessions, students are able to participate more intensively, sharing their experiences and knowledge, as well as by means of debating questions, current topics, and issues of concern, all of which happens while still being immersed in the subjects they are studying.

Technology has enabled new online teaching techniques involving the use of an interactive campus, where professors coordinate forums and videoconferences with students. These interactions are supported by digital learning tools that allow students to participate in videoconferences, send instant messages, access online documents, use blackboards, and communicate via voice over the internet. Thus, the blended system fosters continuous learning through the use of technology and communications, rather than waiting for the next class in order to contact the professor. Being flexible and asynchronous, it allows students to enter the forums at any time, at their convenience and participate in learning communities. It also permits students to get feedback from both the teacher and the other students and the evaluation process is continuous.

Through these learning and teaching methods, most B-Schools claim to leave an MBA graduate with the following skills:-

- Academic achievement: demonstrates application and high standards of performance;

- Communication skills: listening, speaking carefully and clearly, the ability to put across your arguments fluently in writing;
- Analysis: distinguishing relevant from irrelevant information, identifying issues and problems;
- Practicality: ability to set attainable goals;
- Maturity: tenacity, independence, organization;
- Decisiveness: fact-finding skills, clarity, judgment, courage;
- Intellectual creativity: the ability to develop new concepts and ideas;
- Capacity for hard work: embodying self-motivation, self-discipline and time management;
- Group skills: teamwork, leadership, ability to motivate others;
- The mastery of IT skills: knowledge of statistical packages, spreadsheets, databases and programming languages;
- Cross-cultural awareness: working with fellow-students from many different nationalities and backgrounds.

2.3 EFFICACY OF B-SCHOOLS IN CREATING INDUSTRY READY GRADUATES

While large numbers of students flock to MBA programs in the hope of attaining the skills mentioned above, there has been a lot of criticism about the efficacy of B-School education about whether and how business schools truly fulfill their promise to develop leaders. The Confederation of India Industry (CII) reports only 10 % of MBA employable in India, Aspiring Mind reported that over 50% of MBA graduates fall

short of the mark in language and grammar as well. The Institution of Soft-skills and English language Trainers of India report(2015) highlights that 88 % of B-School graduates are not employable i.e. they are not industry ready or do not have the skills required for the jobs available.

For all the fascination and controversy that surrounds leadership, there is broad consensus on two key points. First, becoming a leader is not just a matter of acquiring a body of knowledge and practicing a requisite set of skills. It entails deeper personal work. The second point of consensus is that becoming a leader—and staying one—is a social endeavor. It requires understanding, connecting and giving voice to, the social context that ultimately grants or denies one’s permission to lead. Towards both these points, B-Schools fall short of expectations by removing themselves from the ‘real world’ of practice. There may be some value in business education as a platform for leadership learning because work does not always offer the optimal conditions for individuals to draw meaningful lessons from their efforts. The pressure to deliver within timelines is often high and the focus is merely on achieving more than on learning. This is why, advocates of business schools suggest, it is beneficial to be immersed in an educational environment focused squarely on learning. With the help of conceptual frameworks that enable them to make sense of their experiences, and supportive, diverse communities that assist them in examining those experiences from new and different angles, individuals may learn more than they would in the workplace. They may also gain access to opportunities to lead that they would not have otherwise.

Furthermore, individuals whose careers unfold across different organizations often use business school courses as a way to expand their opportunities and facilitate transitions, relying on the communities that form there for direction and support.

Since it can be rightly said that leaders are not the finished product of any single institution and that learning for leadership lasts a lifetime, the pertinent question here therefore is how do B-Schools best contribute their students' ongoing development as leaders. Numerous articles have focused on how business school programs develop leaders—and how they could do it better, offering suggestions for curricular reform and innovation; test the effectiveness of specific pedagogies or drawn lessons from them. Some are conceptual, others are empirical. They showcase the breadth of approaches that are currently employed or could be employed to increase the practical advantages of B-School education.

2.4 MANAGEMENT EDUCATION IN BANGALORE: WHY ARE B-SCHOOLS POPULAR IN BANGALORE?

Also known as the 'Silicon Valley of India' for having started the IT revolution in India, Bangalore is home to some of the best MBA colleges which are most sought after to pursue the dream of doing an MBA in Bangalore.

Prominent among the MBA colleges in Bangalore are:

- Ramaiah Institute of Management Sciences
- University of Mysore
- Bangalore University

- Visveshwariah Technological University
- Alliance University
- Christ University
- Reva University
- Kuvempu University
- Symbiosis International University
- Manipal University
- PES University
- Karnataka State Open University
- Indus Business Academy
- Sri Bhagawan Mahaveer Jain College
- MATS Institute of Management & Entrepreneurship
- Millennium School of Business
- ISBR Business School
- Xavier Institute of Management and Entrepreneurship
- Nandi College of Engineering and Management
- ICFAI Business School Bangalore

The primary reason why B-Schools are popular in Bangalore is the diverse industry base here. Bangalore is the headquarters of leading IT companies like Wipro Technologies, and Infosys. Almost every IT company including TCS, HCL, Dell and Cognizant have large set ups in Bangalore. There are also leading companies in diverse sectors like Reliance Infocom, Tata Infocom, Bajaj Allianz General Insurance Co Ltd, SBI Life Insurance Ltd, ING Vysya Life Insurance Company Ltd, United Life Insurance Company Ltd, IDBI Bank,

HSBC BANK, ICICI Bank, State Bank of India, Canara Bank Head Office, Manipal Hospital and Columbia Asia Hospital. Hence, it will be fair to say that Bangalore offers numerous opportunities for MBAs in both IT and Non-IT sectors.

MBA colleges in Bangalore offer good opportunity to get more industry exposure leading to good career prospects. As Bangalore is one of the fastest growing cities of India and many international & national companies have invested and opened their offices here, the demand for skilled management talent is significant. There has also been a significant emergence of diverse sectors like real estate, retail, health, financial services, banking, consulting, manufacturing and ITES all making B-School education a popular decision. Hence, MBA colleges in Bangalore have played vital role in the growth by providing quality human resources for the industries and as the city grows, the number of aspirants looking forward to do MBA from colleges in Bangalore has risen tremendously.

Of course, IIM Bangalore is the prominent B-school in the City. Along with IIM A and IIM C, it is counted amongst the Top 3 B-schools in India. TAPMI, which is located in Manipal, is also a prominent AACSB Accredited B-school near Bangalore.

For MBA aspirants looking for admissions, MBA Colleges in Bangalore can be divided into three basic clusters: AICTE approved PGDM Colleges, Private University MBA Programs and MBA colleges in Bangalore offering University MBA Programs. For the sake of this research work, we have considered only private universities and those offering University MBA programs.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 OVERVIEW OF THE RESEARCH METHODOLOGY

This research would be done to find out the skills required by employers in the IT and Finance sectors in Bangalore when they recruit fresh MBA graduates and whether B-Schools in Bangalore offering MBA courses covered development of these skills in their curriculum.

To qualify to participate in this research survey, respondents had to have recent MBA recruiting experience. Eligible respondents were both HR professionals and non-HR professionals who recruited for specific entry level roles from MBA colleges. Campus hiring representatives of 139 companies were interviewed in this survey in the exploratory qualitative part of the research. The recruiters were asked to elaborate on the skills that drove their hiring or non-hiring decisions for that specific role. Through interviewing, they were encouraged to elaborate on the behavioral descriptions of each skill.

In the descriptive part of the research, 50 recruiters would be provided with the list of behavioral descriptions identified from above and be asked to mark their importance and

presence in the MBA graduates they hire from B-Schools in Bangalore. These required behavioral skills and their importance / presence grid comprise the findings in the report of this research.

3.1.1 Statement of the problem:-

Many recruiters complain that MBA graduates' excellent theoretical knowledge is not matched by sufficient interpersonal, workplace and supervisory skills, which are essential in a good manager. Graduates who are hired therefore have to be given the opportunity to learn these skills after ascertaining the gap in the expectation of the industry and the offering of MBA colleges.

(B and C category B-schools producing un-employable pass-outs:

<http://www.assochem.org/newsdetail.php?id=5651>,

Are fresh MBA graduates ready for the industry?

<http://www.smetimes.in/smetimes/in-depth/2013/Aug/02/are-fresh-mba-graduates-ready-for-the-industry892355.html>)

3.1.2 Research problem:-

There is an apparent gap in what the industry needs from MBA graduates in addition to domain knowledge and technical skills. Most MBA programs do not provide development of these industry readiness and workplace skills as an integrated part of their curriculum.

3.1.3 Selection of Topic:-

The topic “Management Education and its practical implications – Industry readiness of management graduates in information technology and financial sector with reference to Bangalore city” has been taken up because today, hiring needs are changing in the rapidly changing market and professional courses like MBA which feed the pool of high paying professional jobs in the industry need to provide opportunities to train the graduates in specific behavioral skills that could be applied by the graduates in the practical work environment for enhanced performance and productivity.

3.2 RESEARCH OBJECTIVE

3.2.1 Purpose of the Study:-

To identify the gaps between skill sets required by the industry (IT & Financial sectors) and B-Schools’ curriculum and to look for the ways of reducing the gaps so as to make Management graduates more industry ready.

3.2.2 Objectives:-

3.2.2.1 To explore the practical implications of B-School education in the industry.

3.2.2.2 To find out the workplace skills that Corporate look for in B-School graduates for industry readiness.

3.2.2.3 To find out the coverage of these workplace skills in B-Schools’ curriculum.

3.2.2.4 To identify the gaps between the requirements of the industry and B-Schools’ curriculum in terms of these industry readiness skills.

3.2.2.5 To find out ways of reducing the gaps between industry requirements and the curriculum of B-Schools.

3.3 Expected contribution of the Research Project:-

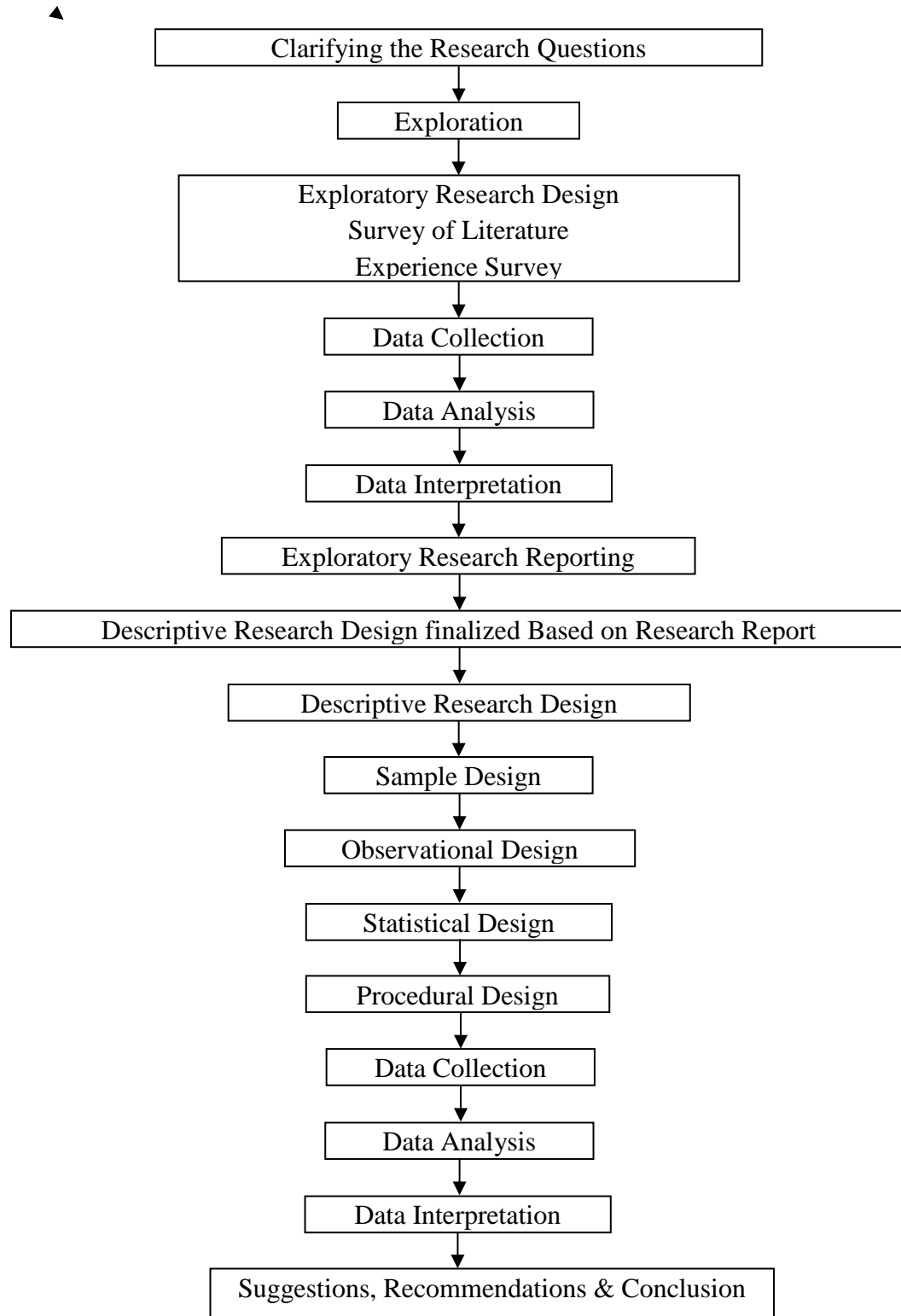
In identifying relevant teaching from a managerial perspective, this research proposes to establish what makes management graduates more employable and industry ready and be prepared to move beyond presenting managerial issues as a series of “topics” to be recalled by students when they start work and pay more attention to these generic skill sets and competencies.

In short, this research project is expected to contribute the many ways. The few important ones are as follows:

- Help the industry in saving time on training by getting industry ready management graduates.
- Help MBA colleges to revise their curriculum to include industry readiness skills development
- Students become more productive and valuable to their employers
- Students shall command higher salaries.

3.4 RESEARCH PROCESS

A flow chart of the research process is drawn below:



3.4.1 Research Design:-

The research design in this study is in two parts, namely,

3.4.1.1 Exploratory research:-

Exploratory research is to be conducted with the purpose of:

- Identifying the skills that employers in the IT and Finance sector look for while hiring B-School graduates
- Exploring the adequacy of B-School curriculum in imparting industry readiness to the graduates.

3.4.1.1.1 Exploratory research design:-

It has a flexible research design involving

3.4.1.1.1.1 The Survey of literature on hiring B-School graduates for the IT and Finance sector and skills that recruiters look out for while hiring.

3.4.1.1.1.2 The Experience survey of the people having fresh MBA recruiting experience through unstructured schedule and interview.

3.4.1.1.2 Type of Universe:-

- Recruiters of fresh MBA graduates in Bangalore.

3.4.1.1.3 Sampling Unit:-

- Recruiters who have experience of hiring fresh MBAs from B-Schools in Bangalore for IT and Finance jobs.

3.4.1.1.4 Size of sample:-

- Recruiters – 139

3.4.1.2 Descriptive Research:-

Descriptive research has to be conducted with purpose of finding out:

The importance of and presence in fresh B-School graduates of various behavioral skills and competencies in specified roles in the IT and Finance sectors as identified by the recruiters in the exploratory research.

3.4.1.2.1 Descriptive Research design:-

It is a rigid research design which has been sub divided into Sampling Design, Data Collection Design, Statistical Design and Procedural Design.

3.4.1.2.1.1. Sampling Design:- This consists of the following:-

3.4.1.2.1.2 Type of Universe:-

- Recruiters of fresh B-School graduates in Bangalore.

3.4.1.2.1.3 Sampling Unit:-

Recruiters who have experience of hiring fresh B-School graduates in Bangalore for IT and Finance jobs.

3.4.1.2.1.4 Size of sample:-

Recruiters – 50

3.4.1.2.1.5 Sample Area:-Bangalore

3.4.1.2.1.6 Sampling Technique:-Non-probabilistic sampling technique

3.4.1.2.1.7 Sampling Procedure:-

The technique here used will be purposive, judgmental and convenience sampling because those recruiters who are experts in hiring and elaborating on skills required from fresh MBAs are interviewed through unstructured scheduling.

3.4.1.2.1.8 Observational Design:-

There are two types of data which are to be collected

- **Secondary data:** This will be collected through journals, websites, books etc. It will help in literature review.
- **Primary data:** In case of non-availability of secondary data related to research, Primary data will be collected. The method used for collecting primary data will

be through scheduling and interviews and later through questionnaire. The data collected through the above methods will be used to fulfill the objectives and the sub-objectives of the research.

3.4.1.2.1.9 Statistical Design:-

Exploratory Data:

The data collected will be tabulated and represented. This will help in identifying variables like skills required, etc.

Descriptive Data:

The data collected will be first tabulated and then represented, the number of responses for “Important but not Present in candidates” is taken as P_{H_0} and the other three responses are taken as Q_{H_0} . After that the data will be analyzed and interpreted. Z Test and Statistical Estimation would be used.

3.4.1.2.1.10 Procedural Design:-

In procedural design,

1. First we shall identify recruiters from the IT / ITES and Finance sectors of the industry in Bangalore to be surveyed based on their experience in hiring from various B-Schools in Bangalore.
2. After this, we would conduct an exploratory research to find out the skills that recruiters look for in MBA graduates while hiring for specific roles in the IT and Finance sectors in Bangalore. We will also explore from them the practical implementation of workplace skills acquired by them during their MBA.

3. After this, we will conduct a descriptive research to rank the skills and behavioral competencies identified as commonly desired in IT and Finance sectors in Bangalore.
4. Then the data will be analyzed for
 - The critical behavioral and workplace skills for these jobs.
 - Their importance and presence in fresh B-School graduates
 - Finding out the gaps between industry requirements and the coverage of these skills in the curriculum of B-Schools.
5. Then the collected data will be edited, coded and represented in the form of tables / graphs.
6. Then the analysis of data will be done which shall lead to conclusions, recommendations and suggestions.
7. An executive summary of the research report will also be written.

3.5 SCOPE OF THE STUDY

- The study covers a few prominent private B-Schools in Bangalore.
- Specific common job roles in the IT and Finance sectors are mainly considered
- The study is during the time period 2012-2016.
- The findings of the study will hold good for private B-Schools in Bangalore. It may also be applied to MBA colleges in other parts of the country with similar course curriculum.

3.6 LIMITATIONS OF THE STUDY

- Any change in the recruitment policy of the industries may affect the findings of the research.
- Any change in Government policies may affect the findings of this study.
- Any change in Global Macro-economic policies may affect the findings of this study.

3.7 HYPOTHESES

3.7.1 Hypothesis 1:-

- **H₀**: There is no gap between industry requirements of workplace skills and its coverage in the curriculum of B-Schools.
- **H_a**: There is a gap between industry requirements of workplace skills and its coverage in the curriculum of B-Schools.

3.7.2 Hypothesis 2:-

- **H₀**: The reduction in the gap between industry requirements of workplace skills and its coverage in the curriculum of B-Schools will not benefit the industries.
- **H_a**: The reduction in the gap between industry requirements of workplace skills and its coverage in the curriculum of B-School will benefit the industries.

3.7.3 Hypothesis 3:-

- **H₀**: The reduction in the gap between industry requirements of workplace skills and its coverage in the curriculum of B-Schools will not benefit B-School students.
- **H_a**: The reduction in the gap between industry requirements of workplace skills and its coverage in the curriculum of B-Schools will benefit B-School students.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 ANALYSIS OF THE EXPLORATORY RESEARCH:-

As secondary data related to this topic was not available in the present times in Bangalore, an exploratory research was conducted to identify variables for analysis through scheduling and interviewing to gather what skills recruiters expect from fresh MBA graduates for roles in the IT and Finance space in Bangalore. 139 recruiters who regularly visit renowned private universities in Bangalore whose curriculum matches with other renowned deemed or autonomous universities in Bangalore were interviewed using scheduling to find out:

- The domain and soft workplace skills that they required for the specific roles.
- The extent to which they thought B-School curriculum prepared graduates for the industry.
- Which subjects / topics they thought B-Schools should include in their curriculum to make graduates more industry ready and help them perform.
- What factors help fresh B-School graduates perform on their jobs and

- The inclusion of Soft skills and Workplace skills in B-School curriculum for industry readiness.

The data collected was mostly qualitative in nature but the responses of the recruiters can be graphically summed up as under:

4.1.1 In the area of Marketing the roles that were offered to fresh MBAs were of:

- a. Business Analysts
- b. Sales and Business Development
- c. Pre-Sales Support
- d. Client Relationship Management and
- e. Account Management

The Job Descriptions of each of these roles were analyzed to prod the recruiters to elaborate on the skills and competencies they required. Their requirements were summarized as:

Table 4.1

Sector	IT / ITES / Finance						
Domain of Job Position	Marketing						
Title of Job Position	Business Analyst						
Purpose of Job Position	Solves organizational information problems and requirements by analyzing requirements; interacts closely with clients and manages existing accounts, develops new relationships to grow business, meet sales targets.						
Coverage in BSchool curriculum Skills Required For Job Position	Alliance University	Krupanidhi College	SJCBA	IBA	IBS	Jain College	RIMS
Analyzing Information	No	No	No	No	No	No	No
Teamwork	Yes	No	No	No	Yes	No	No
Written Comm.	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Promoting Process Improvement	No	No	No	No	No	No	No

Marketing Area Business Analyst Skill Requirements and B-School Curriculum Coverage

Similarly, the Sales roles were collated as:

Table 4.2

Sector	IT / ITES / Finance						
Domain of Job Position	Marketing						
Title of Job Position	Sales Executive (IT, Retail, Healthcare, Real Estate, Hospitality), Sales and Business Development , Pre-Sales Support , Client Relationship Management and Account Management						
Purpose of Job Position	Builds business by identifying and selling prospects; maintaining relationships with clients.						
Coverage in BSchool curriculum Skills Required For Job Position	Alliance University	Krupanidhi College	SJCBA	IBA	IBS	Jain College	RIMS
Presentation Skills	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Building Client Relationships	No	No	No	No	No	No	No
Negotiation Skills	Yes	No	No	No	Yes	No	No
Enthusiasm	No	No	No	No	No	No	No
Prospecting Skills	No	No	No	No	No	No	No
Ability to meet Sales Goals	No						
Creativity	Yes				Yes		
Sales Planning	No	No	No	No	No	No	No
Drive	Yes	No	No	No	Yes	No	No
Ability to Motivate others for sales	No	No	No	No	No	No	No
Ability to resolve conflicts	Yes	No	No	No	Yes	No	No
Ability to deal with aggression	Yes	No	No	No	Yes	No	No
Ability to understand business linkages	No	No	No	No	No	No	No
Ability to influence	Yes	No	No	No	Yes	No	No
Ability to handle exigencies	No	No	No	No	No	No	No

Marketing Area Business Analyst Skill Requirements and B-School Curriculum Coverage

4.1.2 In the area of Finance, campus recruitment of fresh MBAs happened for roles like

- a. Financial Planning Analyst,
- b. Portfolio and Wealth Management and
- c. Sales / CRM.

The Job Descriptions of each of these roles were analyzed to prod the recruiters to elaborate on the skills and competencies they required. Their requirements were summarized as:

Table 4.3

Domain of Job Position	Finance						
Title of Job Position	Financial Planning Analyst , Portfolio and Wealth Management and Sales / CRM						
Purpose of Job Position	Supports management planning and decision making by identifying, maintaining, and evaluating information; recommending actions to existing clients, prospects new clients to make sales.						
Coverage in BSchool curriculum							
Skills Required For Job Position	Alliance University	Krupanidhi College	SJCBA	IBA	IBS	Jain College	RIMS
Risk-Taking	No	No	No	No	No	No	No
Tracking Budget Expenses	No	No	No	No	No	No	No
Financial Planning and Strategy	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Statistical Analysis	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Reporting Research Results	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Strategic Planning	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Forecasting	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Analyzing Information	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Integrity	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Finance Area Role – Wise Skill Requirements and B-School Curriculum Coverage

4.1.3 In the area of Operations the roles that were offered to fresh MBAs in the IT and Finance Sector were that of:

- a. Vendor Management
- b. Supply Change Management

for which the required skills and competencies were summed up as:-

Table 4.4

Sector	IT / ITES / Finance						
Domain of Job Position	Operations						
Title of Job Position	Supply Chain Manager						
Purpose of Job Position	Planning delivery timetables, Ensuring stores have enough stock, Making sure suppliers have enough stock to meet demand, Overseeing the ordering and packaging process, Monitoring stock levels, Tracking products through depots to make sure they arrive at their destination, Overseeing arrival of shipments						
Coverage in BSchool curriculum							
Skills Required For Job Position	Alliance University	Krupanidhi College	SJCBA	IBA	IBS	Jain College	RIMS
Team leadership	Yes	No	No	No	Yes	No	No
Team player	Yes	No	No	No	Yes	No	No
Planning skills	Yes	No	No		Yes	No	No
Strategic Vision	No	No	No	No	No	No	No
Time Management	Yes	No	No	No	Yes	No	No
Ability to keep focus and make decisions quickly	No	No	No	No	No	No	No
Ability to articulate ideas in written and verbally	Yes	No	No	No	Yes	No	No

Continued on page no. 52

Table 4.4 (continued)

Ability to Work collaboratively	Yes	No	No	No	Yes	No	No
Initiative	Yes	No	No	No	Yes	No	No
Ability to use spreadsheets, databases and other IT programmes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Ability to balance tasks and feelings	No	No	No	No	No	No	No
Ability to estimate capabilities	No	No	No	No	No	No	No
Delegation Skills	Yes	No	No	No	Yes	No	No
Places team goals above self	No	No	No	No	No	No	No
Seeks feedback	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Persistence	No	No	No	No	No	No	No
Innovation	No	No	No	No	No	No	No

Operations Area Roles-Wise Skills Requirements and B-School Curriculum Coverage

4.1.4 In the area of Human Resources , the roles that were offered to fresh MBAs were of:

- a. HR Generalist
- b. HR Operations
- c. HR Associate

for which the required skills and competencies were summed up as:

Table 4.5

Domain of Job Position	Human Resources						
Title of Job Position	HR Generalist, HR Operations , Human Resources Associate						
Purpose of Job Position	Accomplishes human resource objectives by obtaining, recording, forwarding, and explaining human resource information.						
Coverage in BSchool curriculum Skills Required For Job Position	Alliance University	Krupanidhi College	SJCBA	IBA	IBS	Jain College	RIMS
Administrative Reporting Skills	No	No	No	No	No	No	No
Research Skills	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Orienting Employees	No	No	No	No	No	No	No
Classifying Employees	No	No	No	No	No	No	No
Employment Laws	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Time Management	Yes	No	No	No	Yes	No	No
Analyzing Information	No	No	No	No	No	No	No
Written and Verbal Comm.	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Consensus Building	No	No	No	No	No	No	No
Positive Body Language	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Listening	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Synthesizing opinions	No	No	No	No	No	No	No

HR Roles-Wise Skill Requirements and B-School curriculum coverage

It can be clearly seen that while the domain or technical skills requirements for the most commonly offered roles on B-School campus are covered in B-Schools , most of the soft / behavioral / workplace skills do not get covered in the two years of an MBA course as

essential topics. At best, these topics / subjects may have been touched upon as workshops or by invited guest speakers from the industry.

Hence, when recruiters were asked if they thought that soft skills should be integrated in B-Schools' curriculum, they responded as below:

Inclusion of Soft Skills in B-School curriculum

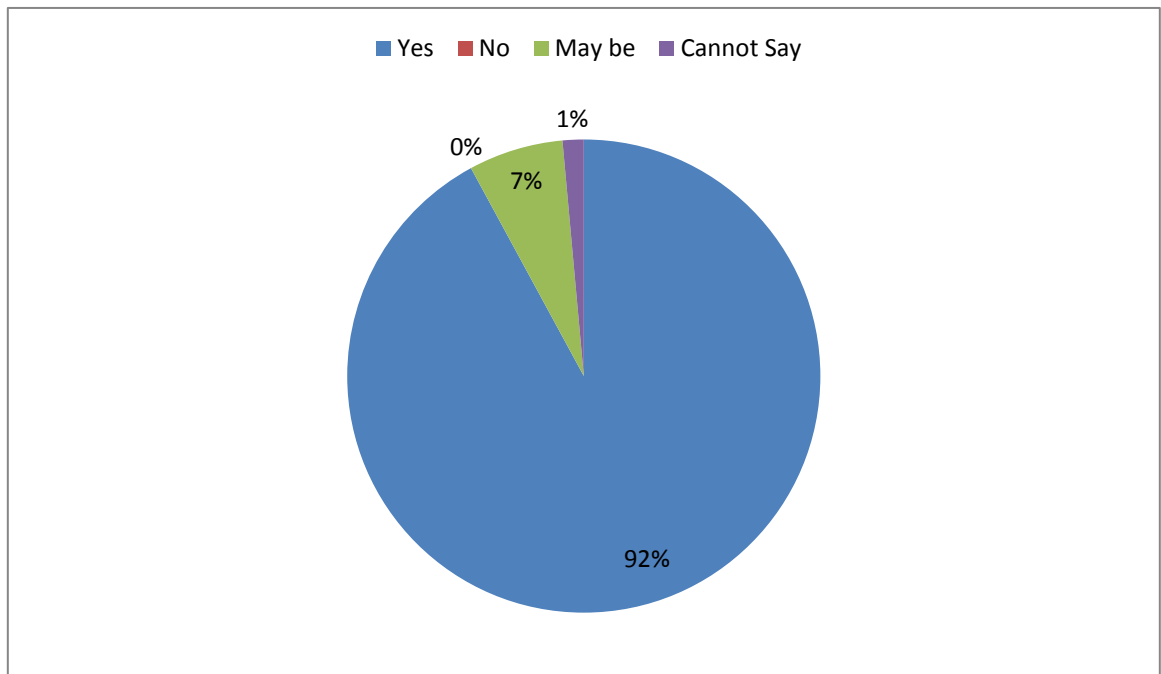


Fig. 4.1

As seen above, 92% of the recruiters indicated that behavioral job skills should be integrated into the curriculum of B-Schools in addition to the domain expertise related courses. Those that said “May Be” elaborated that they had intensive Immersion or Induction Programs that covered these topics so they did not depend on the B-Schools to

cover work essential soft skills. This seems to be aligned to the thought process of these recruiters who believe that a degree alone does not determine the industry readiness and performance of an MBA graduate. There are many other factors that could affect his / her performance at work like training, supportive team members and supervisor and a combination of all these factors.

Factors affecting a graduate's performance at work

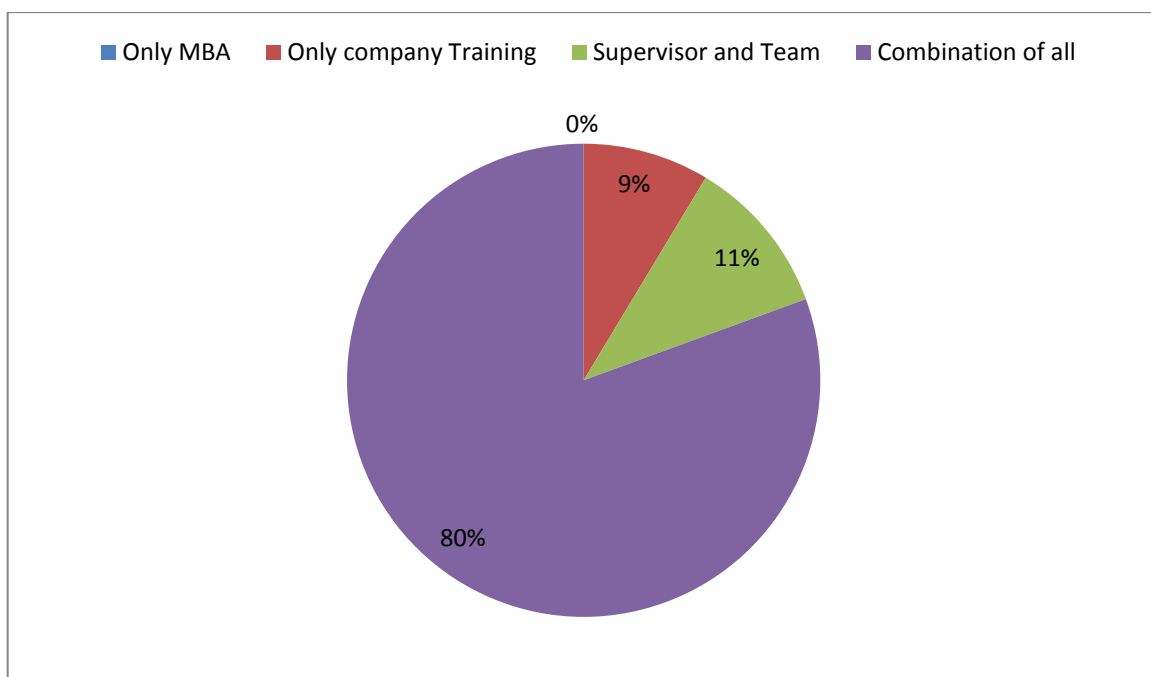


Fig. 4.2

While this may not directly indicate the gap between industry requirements and B-School curriculum, the fact that no recruiter feels that only an MBA degree can make the graduate industry ready and 80% of the recruiters feel that industry readiness in B-School graduates is a function of other factors and not MBA alone indicates the inadequacy of B-Schools in preparing students for the challenges of the industry.

To look at the gap between industry requirements and B-School curriculum from yet another angle of the shortfalls in the course coverage, the recruiters were asked if they were familiar with the curriculum of B-Schools they visited. Their answers were summed as:

Recruiters' knowledge of B-School curriculum

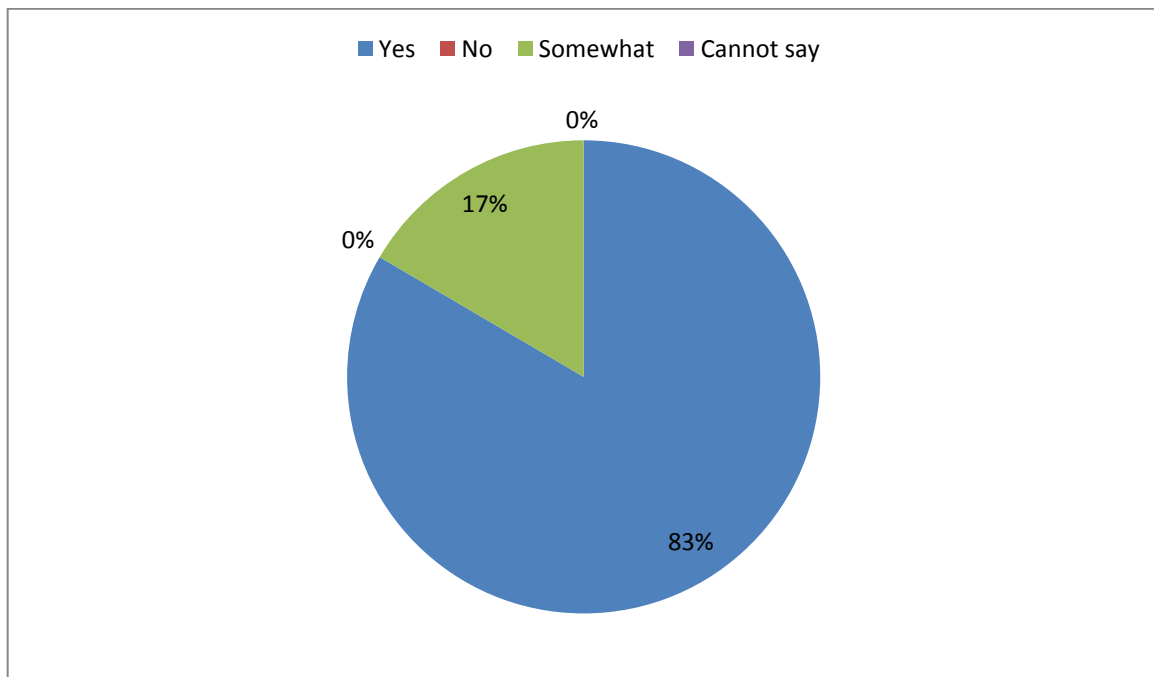


Fig. 4.3

83% of the recruiters were familiar with the curriculum of the B-Schools they visited for campus hiring. However, just to make sure that they know the course coverage, a copy of the consolidated curricula of the 7 B-Schools mentioned earlier was shared with them and they were then asked to list out subjects that they felt needed to be included in their curriculum.

Their responses were segregated as **Domain / Specialization and Workplace / Behavioral** and compared with the consolidated MBA curriculum to eliminate those that were covered. This was done to arrive at the final list of subjects that recruiters feel should be included in B-School curriculum:

4.1.5 Domain / Specialization subjects that should be included in B-School Curriculum:-

- Sales and Channel Management
- Islamic Finance
- Advanced concepts in Income Tax
- Psychology and Consumer Behavior
- Analytical Tools
- Visual Merchandising
- Business Development
- Digital Planning
- Social Media Marketing
- Researching Skills
- IT and Business Intelligence
- Descriptive and Predictive Analysis
- Promotion and Advertising
- Understanding Business Models
- Business Plan Development

- Regulatory Implications of Monopolies in the Securities Industry
- Strategic and Financial Attributes of E-Commerce Firms
- International Business and Foreign Market Entry in BRIC Countries
- Strategic Communication in the Digital Times
- Sustaining Organizational Growth through Innovation

4.1.6 Professional or Workplace Skills that should be included in B-School curriculum:-

- People Management Skills
- Dealing with Clients
- Relationship Management
- Team Management
- Managerial Skills
- Behavioral Skills
- Persuasive Communication
- Team Dynamics and Culture
- Communication Skills for Team & Leadership Effectiveness
- Managing Emotions at the Workplace

The long list of domain and soft skills to be included in B-School curriculum indicates a gap between industry requirements and B-Schools teaching of practically implementable knowledge and skills.

Finally, the recruiters were asked if they felt B-Schools equipped their graduates adequately with industry readiness.

Industry Readiness through B-School education

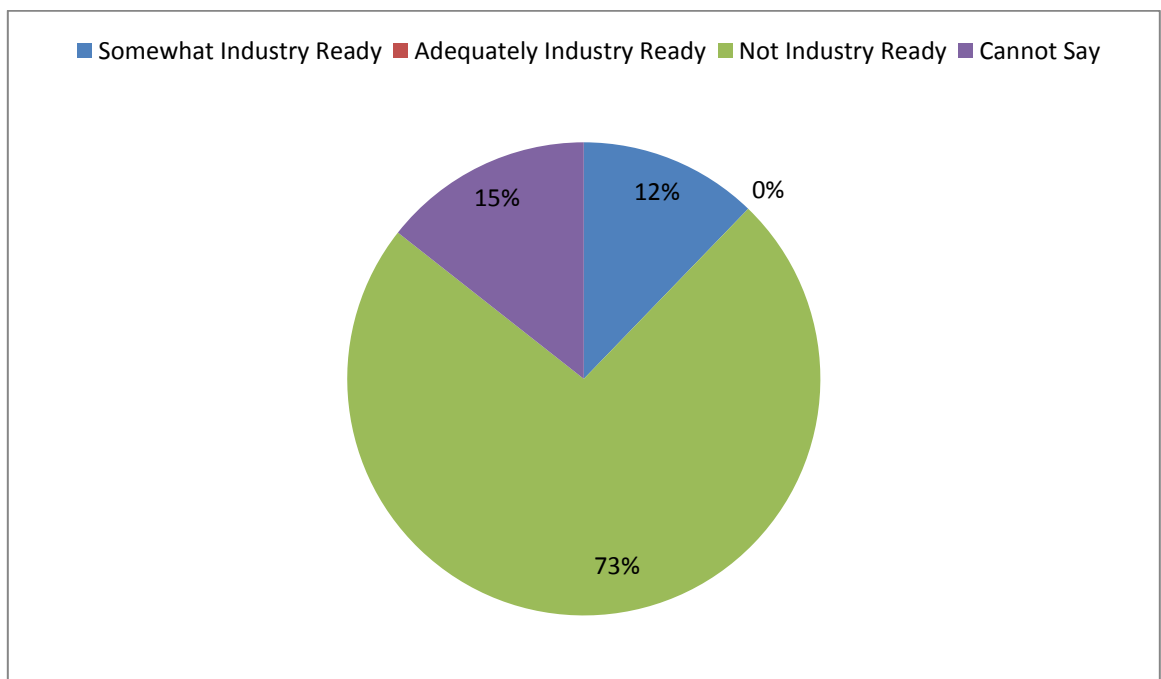


Fig. 4.4

As indicated above, no recruiter i.e. 0% recruiters felt that B-school education made graduates adequately industry ready while 73% of the recruiters felt that B-school education did not make graduates industry ready. 15% could not say if B-school education made graduates industry ready and 12% recruiters said B-school education made graduates somewhat industry ready. This clearly shows there is a gap between industry requirements and development of workplace skills during the MBA course.

It was this gap which was further analyzed in the descriptive research to find out the skills recruiters thought were important in the industry for performance and whether they were present in B-school graduates.

4.2 ANALYSIS OF DESCRIPTIVE RESEARCH:-

For the sake of the descriptive study, recruiters were encouraged to be detailed and behavior specific in their expectations of the skills they were looking for fresh B-School graduates for different roles. These skills gathered from interviews with them were compiled and affinitised under various heads as Technical or Domain Skills, Communications Skills, Managerial Skills, Teamwork Skills and Leadership Skills. For the purpose of this study, the Domain or Technical knowledge and skills required were kept aside and more focus was given to job related behavioral or employability skills like Communication Skills, Teamwork skills, Managerial Skills and Leadership Skills the responses of the recruiters were categorized under the above mentioned heads and they became the variables for the descriptive research as under:

4.2.1 COMMUNICATION SKILLS:-

1. Is able to articulate his opinions clearly verbally and in written
2. Can explain ideas clearly to influence a group
3. Listens and builds on the views of others
4. Is able to synthesize different opinions
5. Demonstrates interpersonal effectiveness
6. Is able to build a consensus through negotiation

7. Presentation is well structured
8. Is able to read the audience while presenting
9. Can write administrative and general reports
10. Exhibits positive body language while communicating

4.2.2 TEAMWORK SKILLS

1. Is flexible and adaptable to change
2. Takes initiative
3. Seeks feedback for improvement
4. Seeks to improve group performance by encouraging others
5. Acknowledges others for their contribution
6. Works collaboratively with others for achievement of task
7. Explains and suggest ways of doing the task
8. Confronts aggressive behavior without disturbing the team
9. Makes an attempt to resolve disagreements/conflicts
10. Places team goals over individual objectives

4.2.3 MANAGERIAL SKILLS

1. Seeks to resolve conflicting issues by seeking meeting ground in conflicting opinions
2. Focuses on task and feelings generated while making decisions
3. Time is well structured
4. Is clear of the requirements and multiple aspects of the job

5. Estimates own ability and team members' abilities for the task
6. Is able to handle exigencies without sacrificing the requirements.
7. Analytical ability
8. Delegation skills
9. Seeks to pacify discontentment to reduce the impact of failure
10. Is able to handle conflicting demands from stakeholders

4.2.4 LEADERSHIP SKILLS

1. Integrity
2. Drive
3. Creativity
4. Strategic vision
5. Planning and Organizing
6. Persists (without pushing)with the group to resolve issues
7. Is able to motivate team and achieve the task set for them
8. Keeps the group focused on the main issues by pointing out deviance
9. Is able to understand the linkages in business and act in accordance
10. Innovation

For the descriptive research, 50 recruiters were sent these variables and were asked to rate them as Important and present in candidates; Important but not present in candidates; Not important but present in candidates; Not important and not present in candidates. The findings on each of these variables under the different heads were as under:

Analysis of Q.6.

Verbal and Written Articulation of Opinions

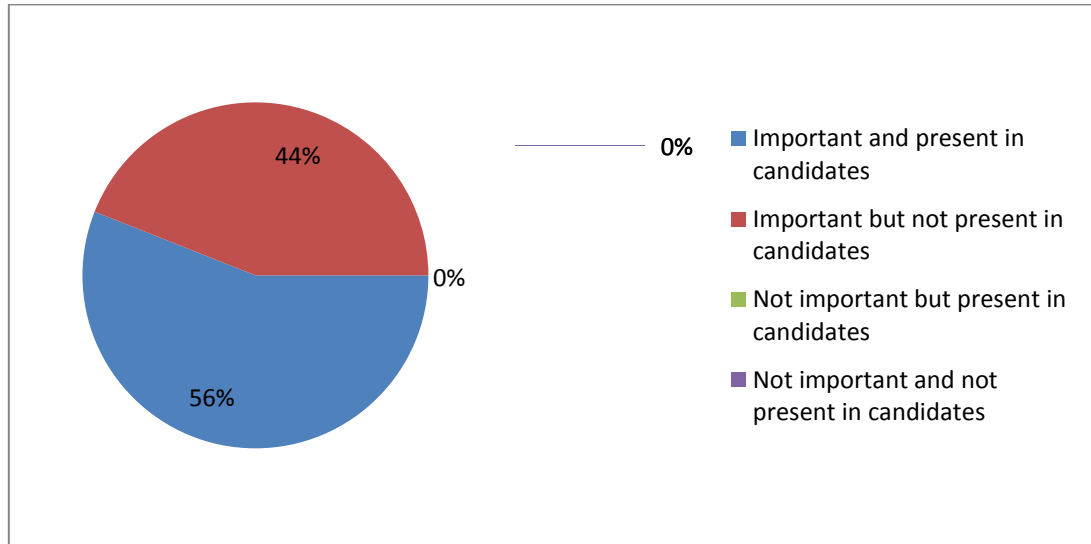


Fig.4.5

Here, n= Total number of respondents = 50

P_{H_0} = No. of respondents who said this skill is important and present in candidates = $\frac{28}{50}$

Q_{H_0} = No. of respondents who said this skill is Important but not present in candidates; not important but present in candidates; not important and not present in candidates = $\frac{22}{50}$

σ_p = Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.56 \times 0.44}{50}} = 0.07$$

Confidence level 95%; Level of significance (α) = 0.05 ; Value of Z= ± 1.96

$$z\sigma_p = 1.96 \times 0.07 = 0.1372$$

$$p \pm z\sigma_p = 0.4228 - 0.6972$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 43%-70% recruiters believe that the ability to articulate opinions clearly verbally and in written is important and present in fresh MBA students.

Analysis of Q.7

Influencing Skills

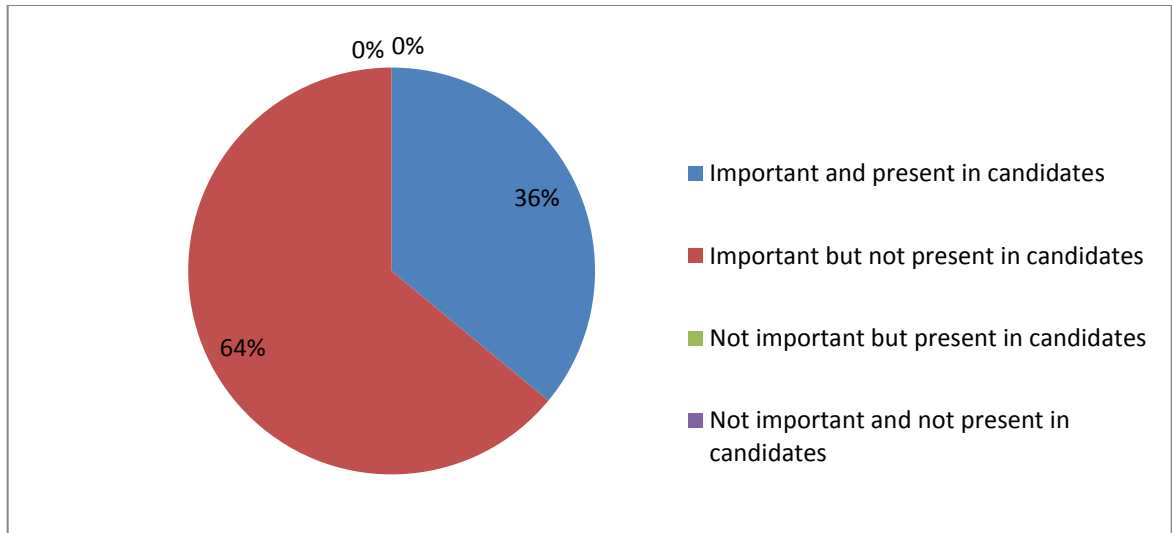


Fig.4.6

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates = 32 / 50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not important but present in candidates; not important and not present in candidates = 18/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.64 \times 0.36}{50}} = 0.067$$

Confidence level 95%; Level of significance (α) = 0.05 ; Value of Z= ± 1.96

$$z\sigma_p = 1.96 \times 0.067 = 0.131$$

$$p \pm z\sigma_p = 0.509 - 0.771$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 51 - 77% recruiters believe that the ability to explain ideas clearly to influence a group is important but not present in fresh MBA students.

Analysis of Q.8

Listening Skills

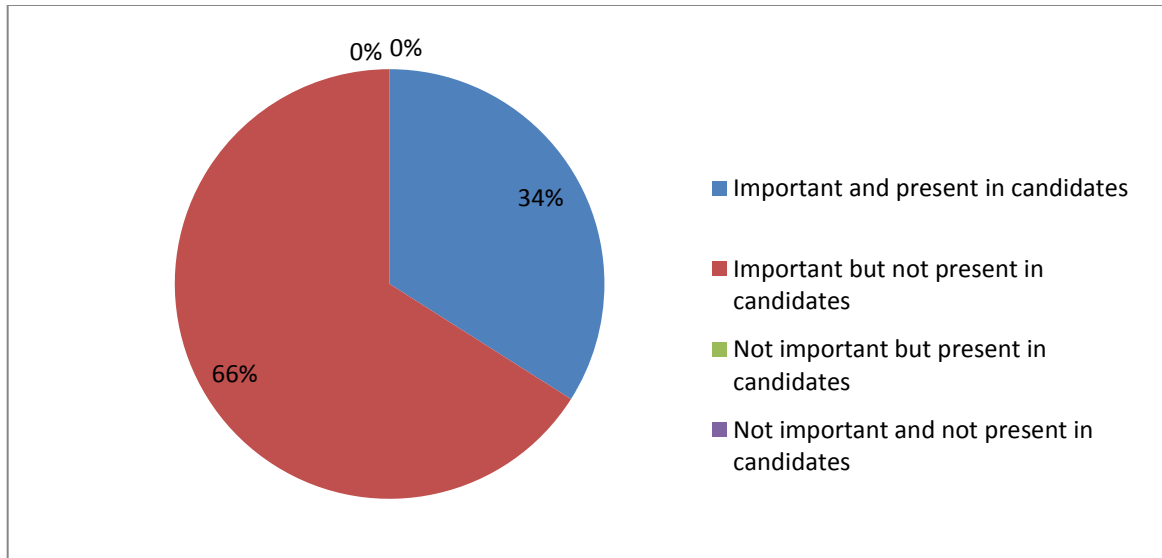


Fig.4.7

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates = 33 / 50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not important but present in candidates; not important and not present in candidates = 17/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.66 \times 0.34}{50}} = 0.066$$

Confidence level 95%; Level of significance (α) = 0.05 ; Value of Z= ± 1.96

$$z\sigma_p = 1.96 \times 0.06 = 0.1176$$

$$p \pm z\sigma_p = 0.54 - 0.789$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 54% - 79% recruiters believe that the ability to listen and build on the views of others is important but not present in fresh MBA students.

Analysis of Q.9

Synthesizing Skills

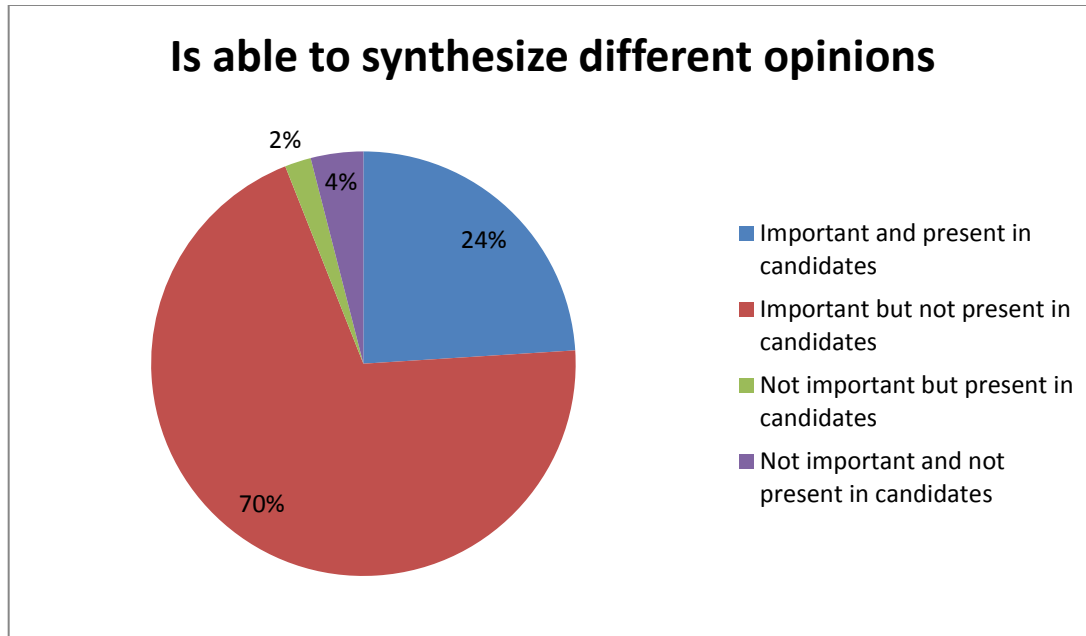


Fig.4.8

Here,

n = Total number of respondents = 50

P_{H_0} = No. of respondents who said this skill is important but not present in candidates =
35/50

Q_{H_0} = No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
15/50

n = Total number of respondents

σ_p = Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.70 \times 0.30}{50}} = 0.06$$

Confidence level 95%; Level of significance (α) = 0.05 ; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.06 = 0.1176$$

$$p \pm z\sigma_p = 0.54 - 0.81$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 54% - 81% recruiters believe that the ability to synthesize different opinions is important but not present in fresh MBA students.

Analysis of Q.10

Interpersonal Skills

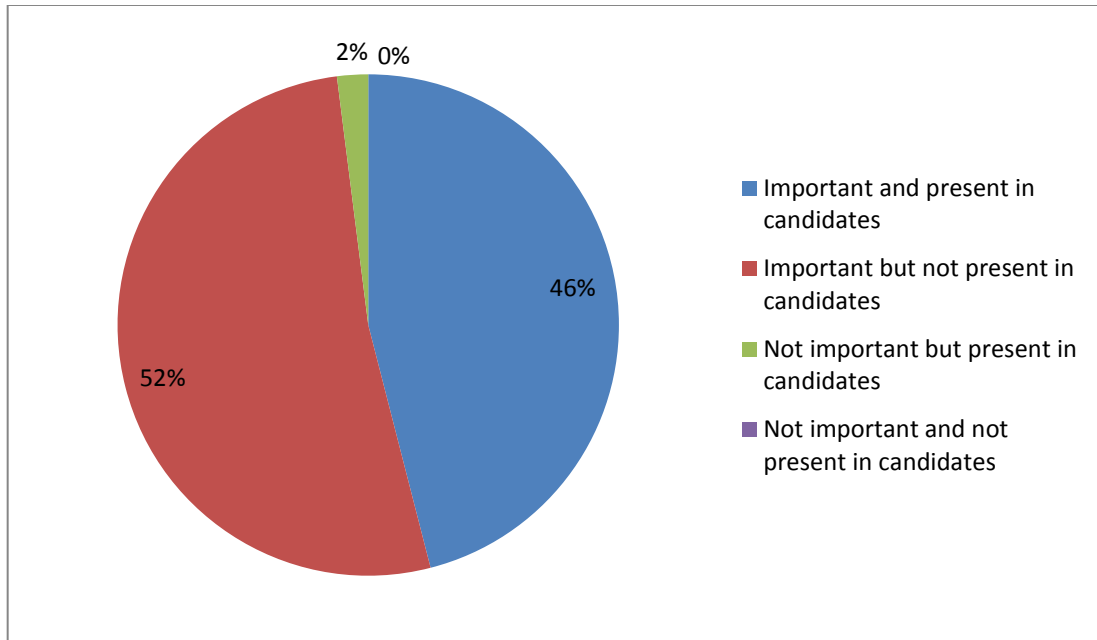


Fig.4.9

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
26/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
24/50

$n =$ Total number of respondents

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.52 \times 0.48}{50}} = 0.007$$

Confidence level 95%; Level of significance (α) = 0.05; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.007 = 0.1372$$

$$p \pm z\sigma_p = 0.507 - 0.533$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 51% - 53% recruiters believe that the ability to demonstrate interpersonal effectiveness is important but not present in fresh MBA students.

Analysis of Q.11

Structure of Presentation

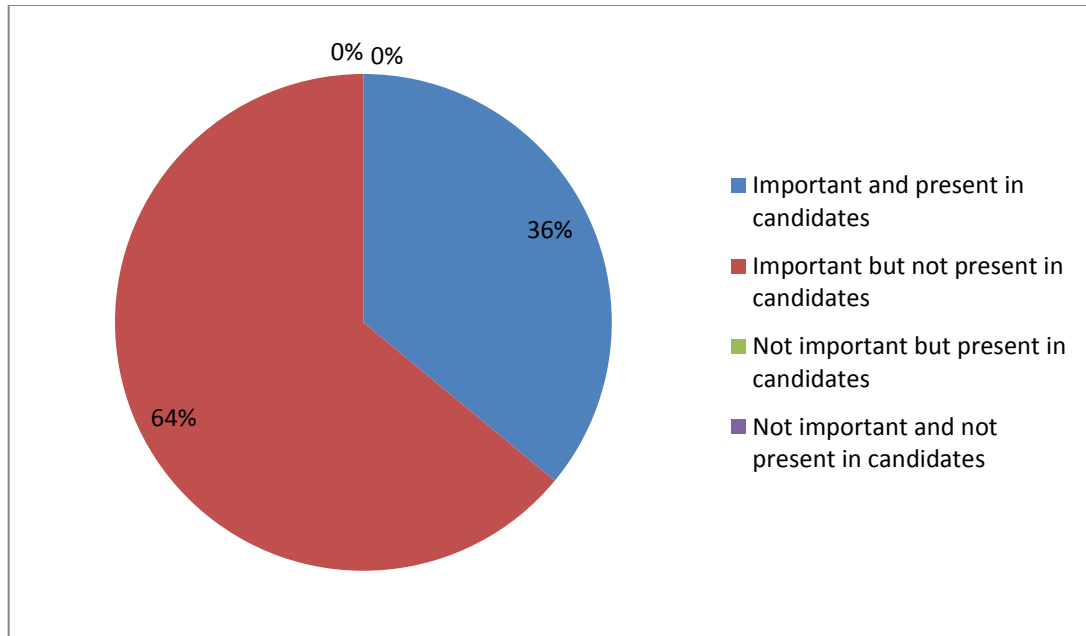


Fig.4.10

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
32/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
18/50

$n =$ Total number of respondents

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.64 \times 0.36}{50}} = 0.067$$

Confidence level 95%; Level of significance (α) = 0.05; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.06 = 0.1176$$

$$p \pm z\sigma_p = 0.509 - 0.771$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95% , around 51% - 77% recruiters believe that the ability to structure presentations well is important but not present in fresh MBA students.

Analysis of Q.12

Reading the Audience

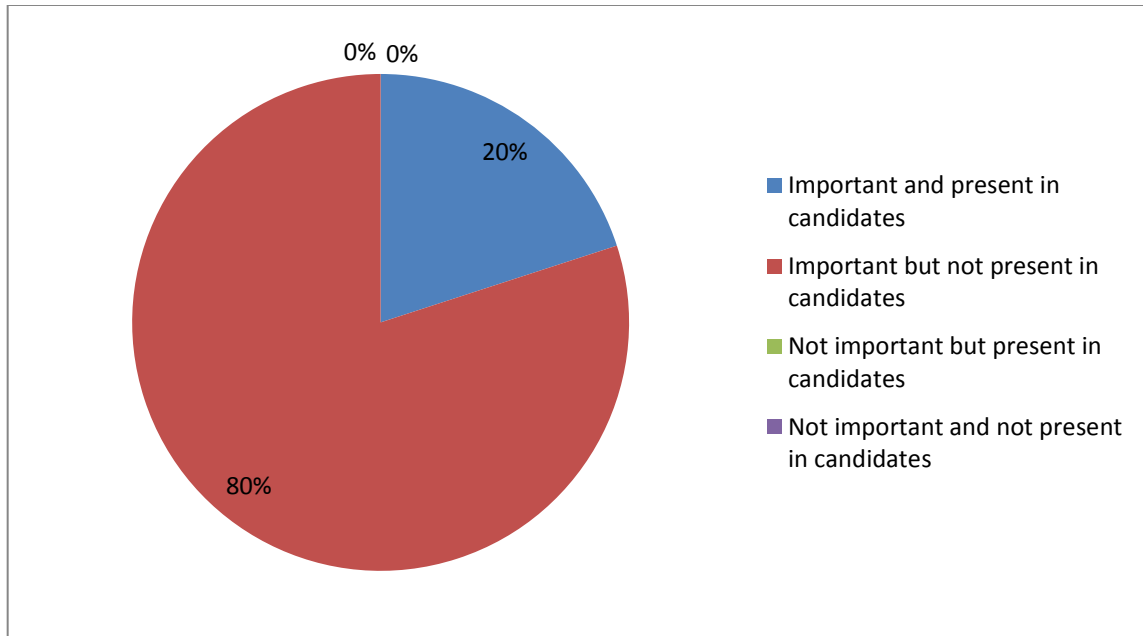


Fig.4.11

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
40/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
10/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.80 \times 0.20}{50}} = 0.028$$

Confidence level 95% ; Level of significance (α) = 0.05 ; Value of Z= ± 1.96

$$z\sigma_p = 1.96 \times 0.028 = 0.05488$$

$$p \pm z\sigma_p = 0.346 - 0.454$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 35% - 45% recruiters believe that the ability to read audience while presenting is important but not present in fresh MBA students.

Analysis of Q.13

Administrative and General Reporting

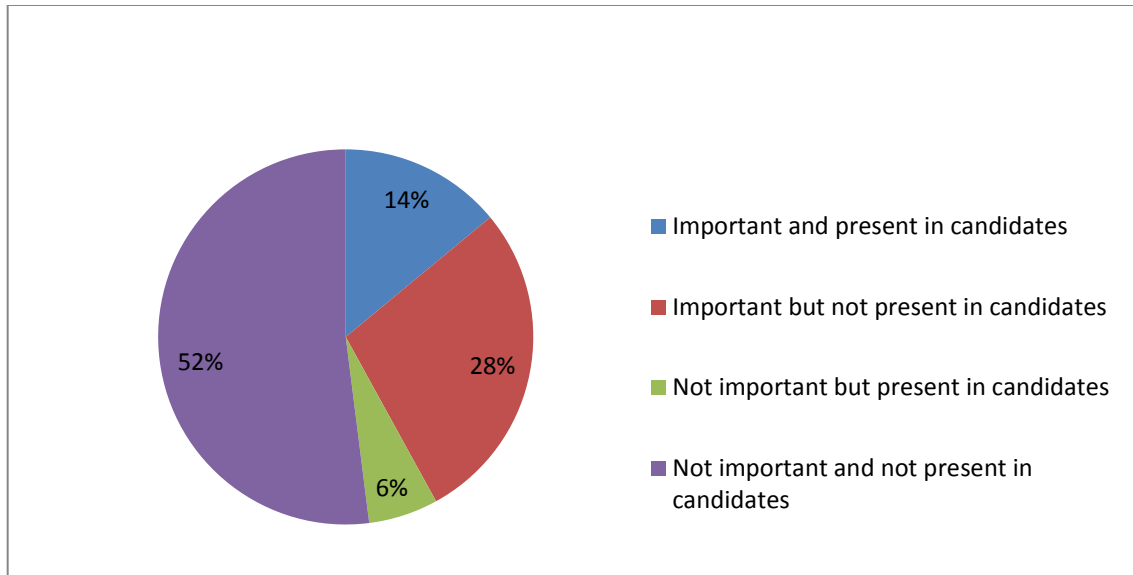


Fig.4.12

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is not important and not present in candidates
 $= 26/50$

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates;
important but not present in candidates; not important but present in candidates =
 $24/50$

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.52 \times 0.48}{50}} = 0.007$$

Confidence level 95%; Level of significance (α) = 0.05; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.007 = 0.1372$$

$$p \pm z\sigma_p = 0.507 - 0.533$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 51% - 53% recruiters believe that the ability to write administrative and general reports is not important and not present in fresh MBA students.

Analysis of Q.14

Positive Body Language

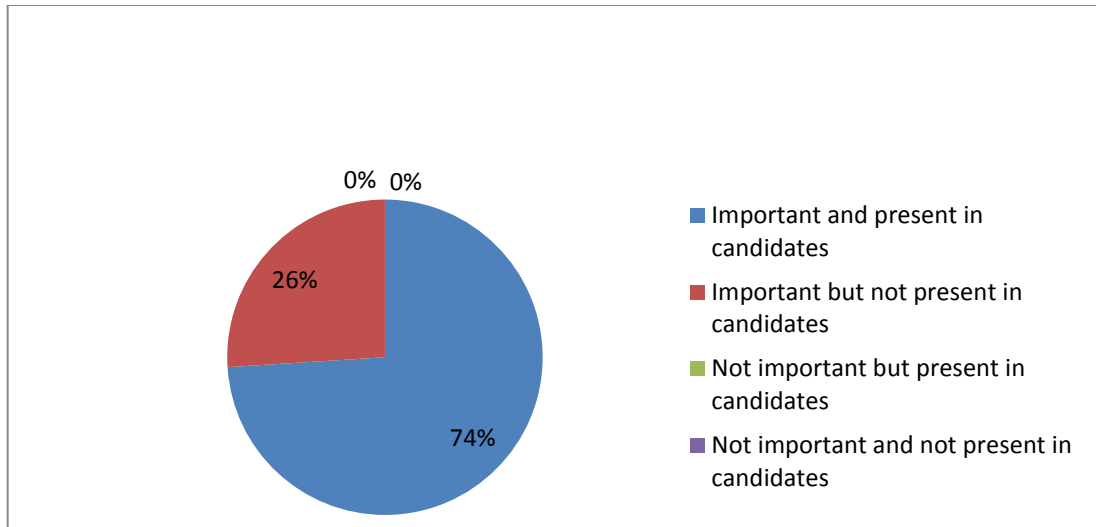


Fig.4.13

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important and present in candidates = 37/50

$Q_{H_0} =$ No. of respondents who said this skill is important but not present in candidates; not important but present in candidates; not important and not present in candidates = 13/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.74 \times 0.26}{50}} = 0.061$$

Confidence level 95%; Level of significance (α) = 0.05 ; Value of Z= ± 1.96

$$z\sigma_p = 1.96 \times 0.06 = 0.1176$$

$$p \pm z\sigma_p = 0.623 - 0.857$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 62% - 86% recruiters believe that the ability to exhibit positive body language while communicating is important and present in fresh MBA students.

Analysis of Q.15

Flexibility and Adaptability

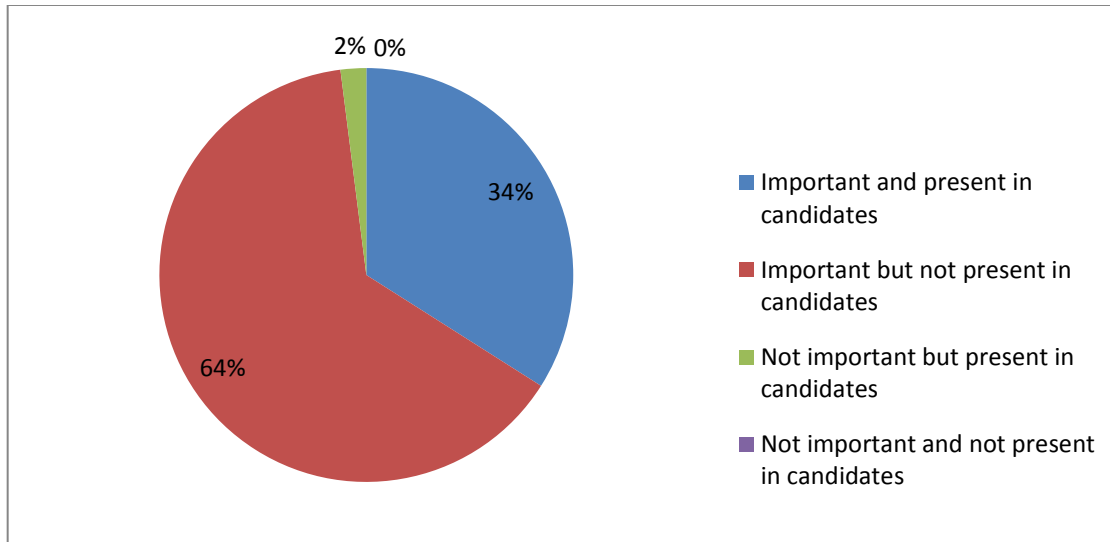


Fig.4.14

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
32/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
18/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.64 \times 0.36}{50}} = 0.067$$

Confidence level 95%; Level of significance (α) = 0.05; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.06 = 0.1176$$

$$p \pm z\sigma_p = 0.509 - 0.771$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 51% - 77% recruiters believe that the ability to be flexible and adaptable to change is important but not present in fresh MBA students.

Analysis of Q.16

Initiative

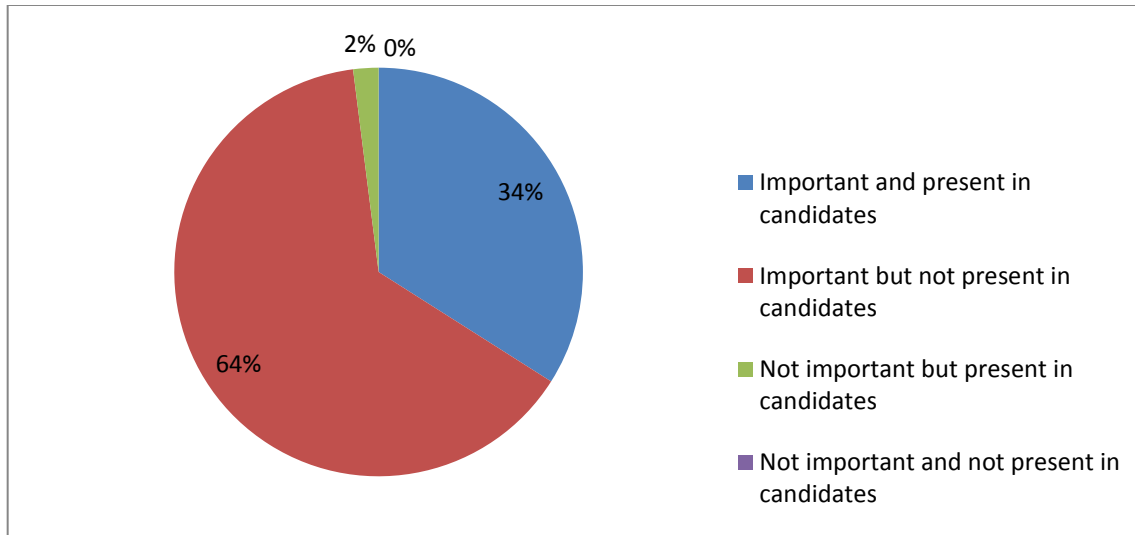


Fig.4.15

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
32/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
18/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{P_{H_0} \times Q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.64 \times 0.36}{50}} = 0.067$$

Confidence level 95%; Level of significance (α) = 0.05; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.06 = 0.1176$$

$$p \pm z\sigma_p = 0.509 - 0.771$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 51% - 77% recruiters believe that the ability to take initiative is important but not present in fresh MBA students.

Analysis of Q.17

Seeking Feedback

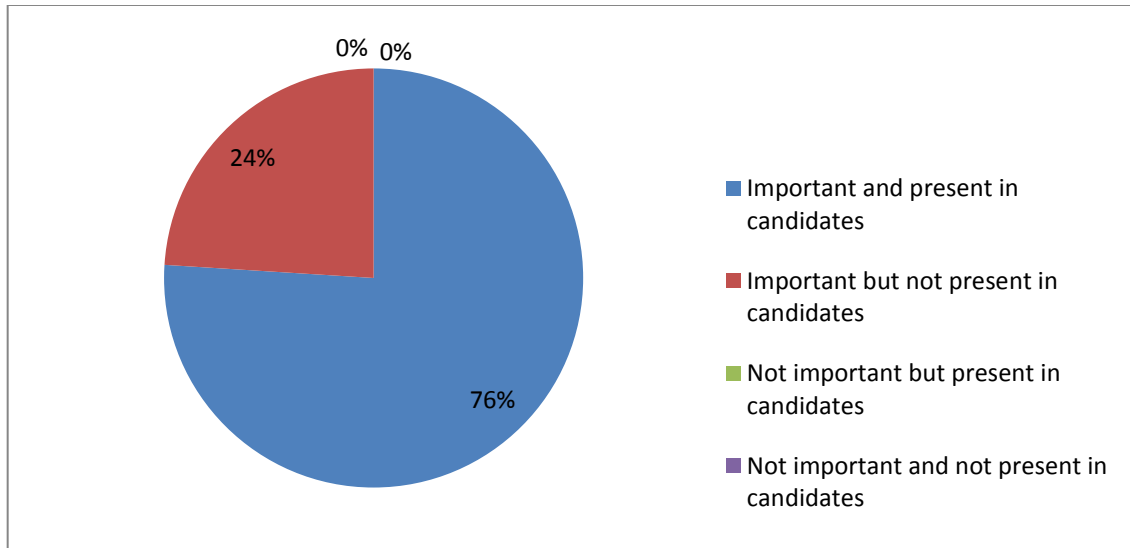


Fig.4.16

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important and present in candidates = 38/50

$Q_{H_0} =$ No. of respondents who said this skill is important but not present in candidates; not important but present in candidates; not important and not present in candidates = 12/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.76 \times 0.24}{50}} = 0.06$$

Confidence level 95%; Level of significance (α) = 0.05 ; Value of Z= ± 1.96

$$z\sigma_p = 1.96 \times 0.06 = 0.1176$$

$$p \pm z\sigma_p = 0.643 - 0.877$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 64% - 88% recruiters believe that the ability to seek feedback for improvement is important and present in fresh MBA students.

Analysis of Q.18

Encouraging Others

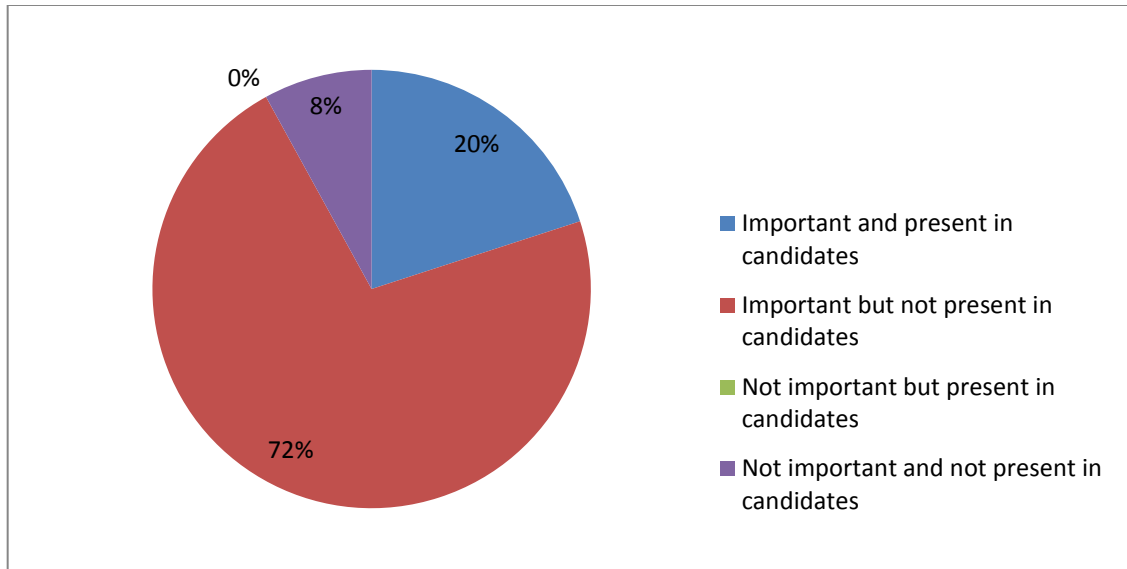


Fig.4.17

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
36/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
14/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.72 \times 0.28}{50}} = 0.06$$

Confidence level 95%; Level of significance (α) = 0.05; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.06 = 0.1176$$

$$p \pm z\sigma_p = 0.603 - 0.837$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 60% - 84% recruiters believe that the ability to seek to improve group performance by encouraging others is important but not present in fresh MBA students.

Analysis of Q.19

Acknowledging Others

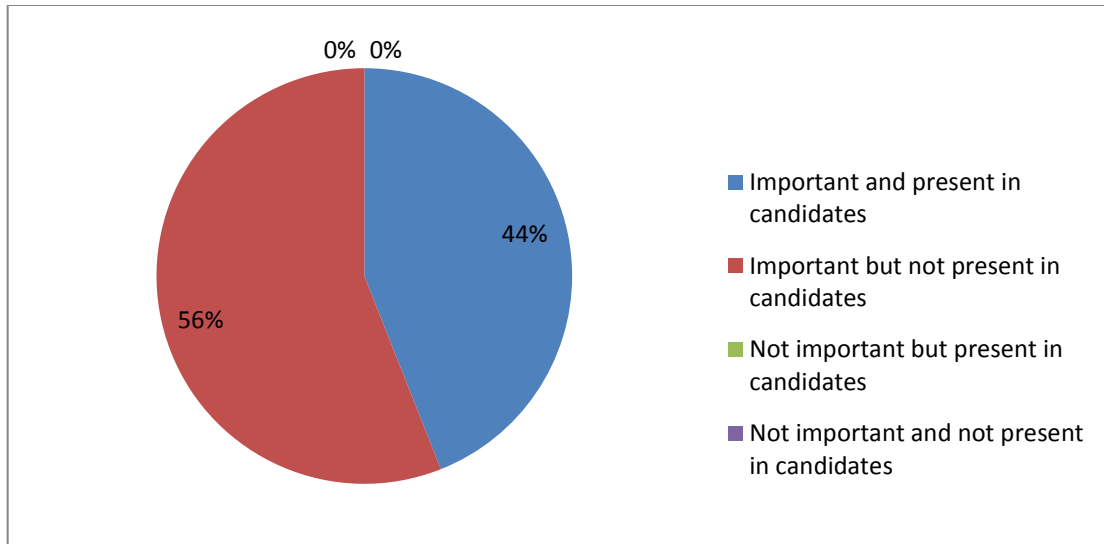


Fig.4.18

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
28/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
22/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.56 \times 0.44}{50}} = 0.063$$

Confidence level 95%; Level of significance (α) = 0.05; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.06 = 0.1176$$

$$p \pm z\sigma_p = 0.437 - 0.683$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 44% - 68% recruiters believe that the ability to acknowledge others for their contribution is important but not present in fresh MBA students.

Analysis of Q.20

Collaborating with Others

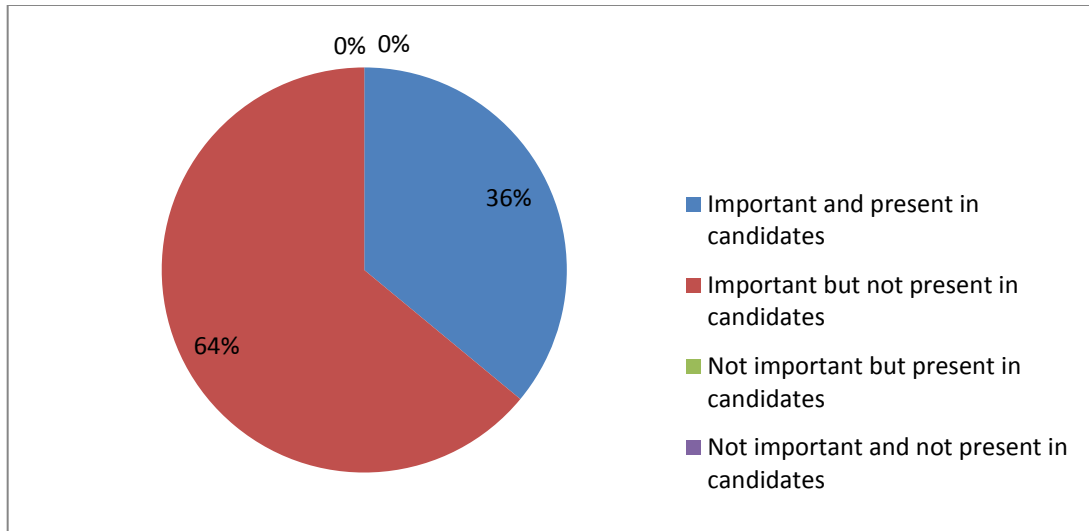


Fig.4.19

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
32/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
18/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{P_{H_0} \times Q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.64 \times 0.36}{50}} = 0.06$$

Confidence level 95%; Level of significance (α) = 0.05; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.06 = 0.1176$$

$$p \pm z\sigma_p = 0.591 - 0.832$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 60% - 84% recruiters believe that the ability to work collaboratively with others for achievement of task is important but not present in fresh MBA students.

Analysis of Q.21

Explaining and Suggesting Ideas

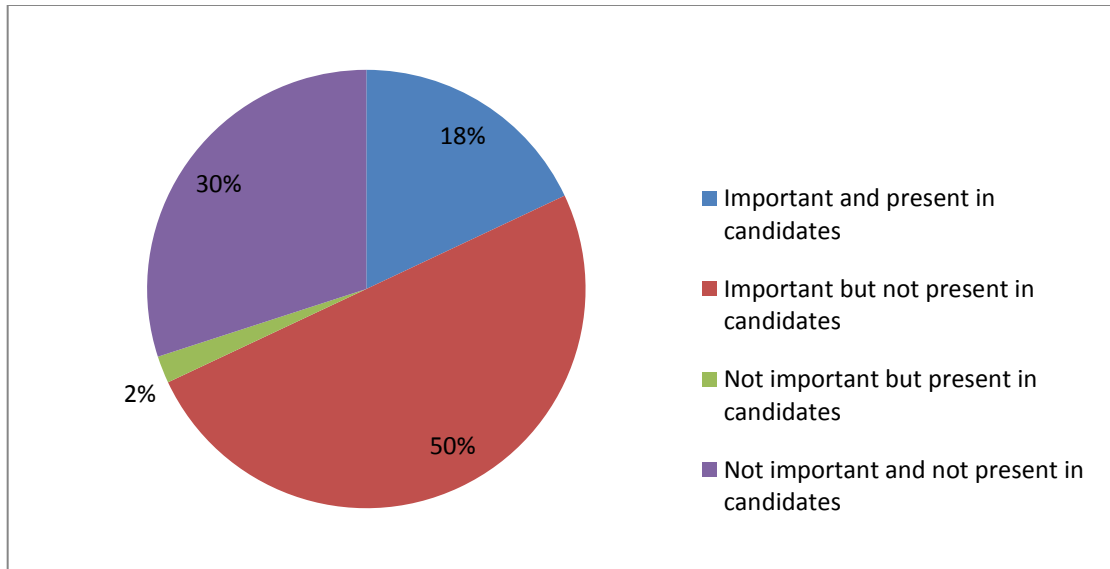


Fig.4.20

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
25/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
25/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{P_{H_0} \times Q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.25 \times 0.25}{50}} = 0.0353$$

Confidence level 95%; Level of significance (α) = 0.05; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.0353 = 0.0691$$

$$p \pm z\sigma_p = 0.363 - 0.637$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 36% - 64% recruiters believe that the ability to explain and suggest ways of doing the task is important but not present in fresh MBA students.

Analysis of Q.22

Confronting Aggression

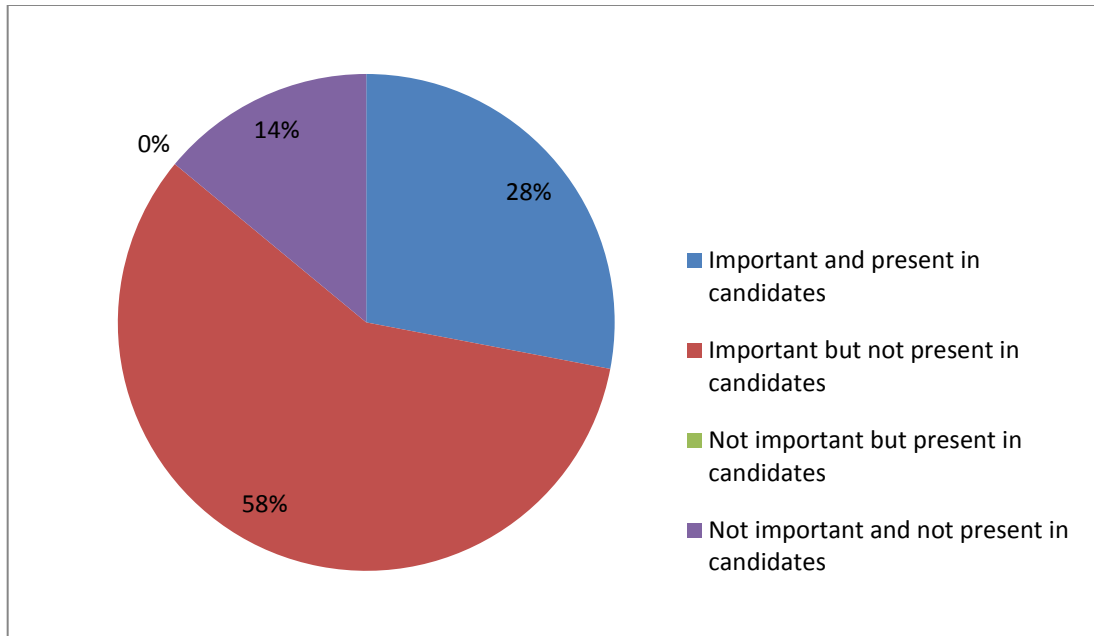


Fig.4.21

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
29/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
21/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{Ho} \times q_{Ho}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.58 \times 0.42}{50}} = 0.063$$

Confidence level 95%; Level of significance (α) = 0.05 ; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.06 = 0.1176$$

$$p \pm z\sigma_p = 0.517 - 0.643$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 52% - 64% recruiters believe that the ability to confront aggressive behavior without disturbing the team is important but not present in fresh MBA students.

Analysis of Q.23

Attempting to Resolve Conflicts

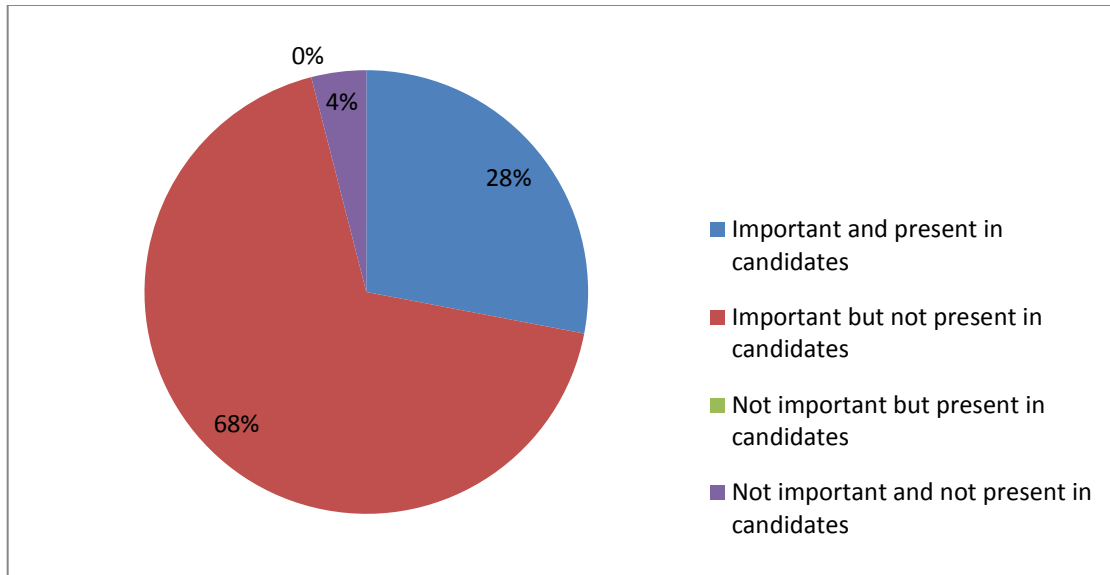


Fig.4.22

Here,

n = Total number of respondents = 50

P_{H_0} = No. of respondents who said this skill is important but not present in candidates =
34/50

Q_{H_0} = No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
16/50

σ_p = Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.68 \times 0.32}{50}} = 0.06$$

Confidence level 95%; Level of significance (α) = 0.05; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.06 = 0.1176$$

$$p \pm z\sigma_p = 0.563 - 0.797$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 56% - 80% recruiters believe that the ability to make an attempt to resolve disagreements/conflicts is important but not present in fresh MBA students.

Analysis of Q.24

Putting Team before Self

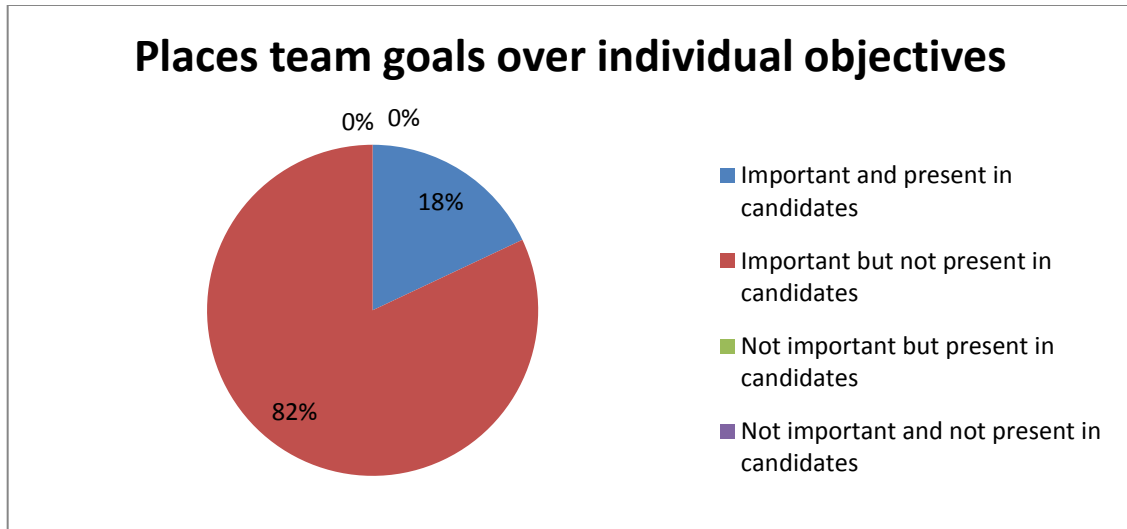


Fig.4.23

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
41/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
9/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.82 \times 0.18}{50}} = 0.044$$

Confidence level 95%; Level of significance (α) = 0.05; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.044 = 0.087$$

$$p \pm z\sigma_p = 0.733 - 0.907$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 73% - 90% recruiters believe that the ability to place team goals over individual objectives is important but not present in fresh MBA students.

Analysis of Q.25

Seeking Meeting Ground in Conflict

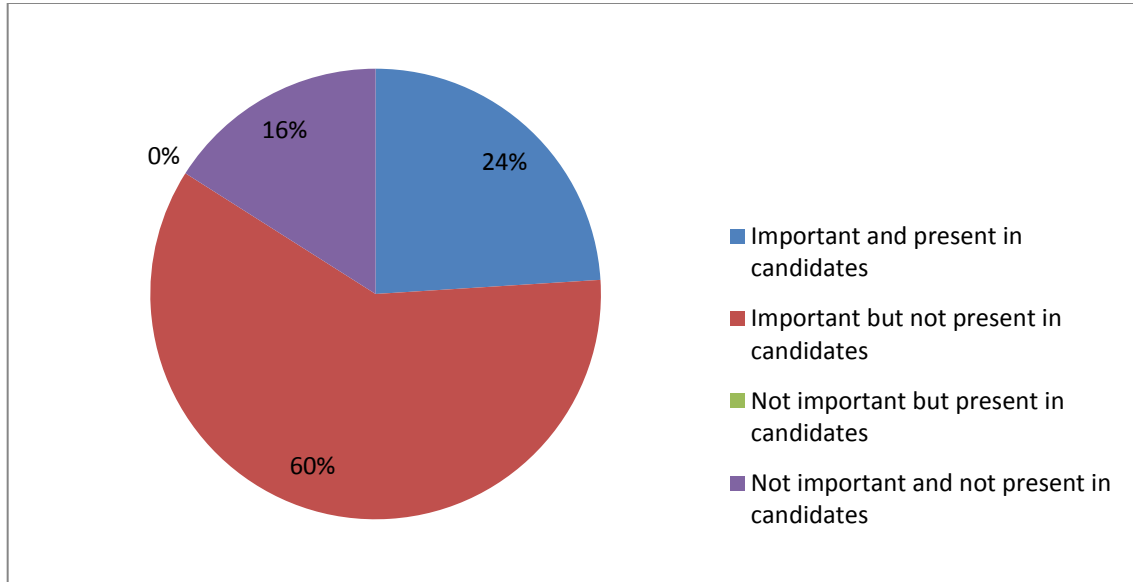


Fig.4.24

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
30/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
20/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{P_{H_0} \times Q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.60 \times 0.40}{50}} = 0.06$$

Confidence level 95%; Level of significance (α) = 0.05; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.06 = 0.1176$$

$$p \pm z\sigma_p = 0.483 - 0.717$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 48% - 71% recruiters believe that the ability to resolve conflicting issues by seeking meeting ground in conflicting opinions is important but not present in fresh MBA students.

Analysis of Q.26

Tasks and Feelings driven Decision Making

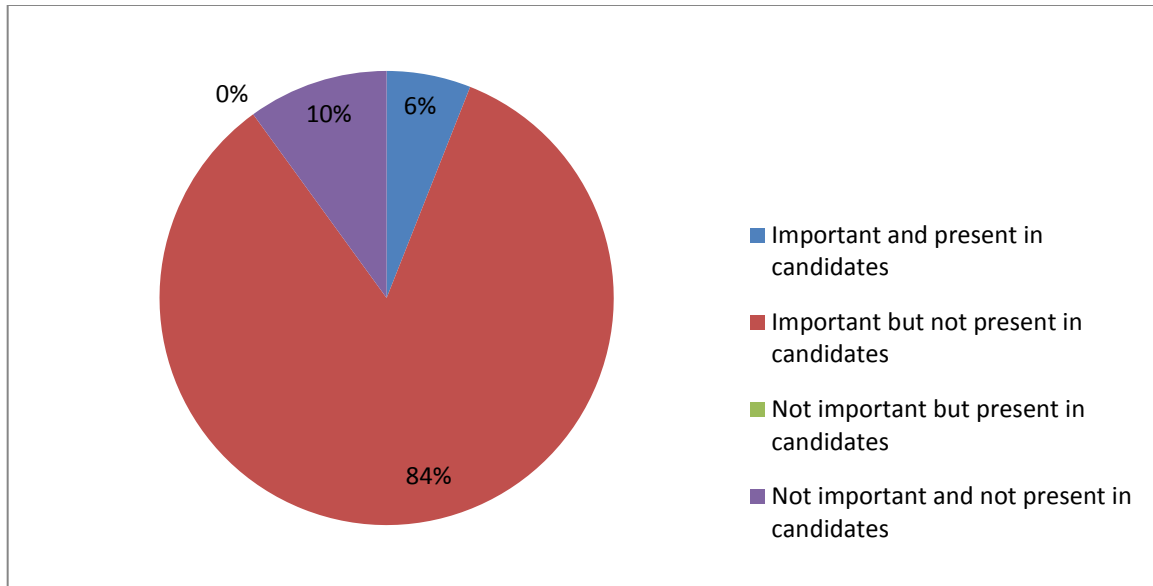


Fig.4.25

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
42/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
8/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.84 \times 0.16}{50}} = 0.044$$

Confidence level 95%; Level of significance (α) = 0.05; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.044 = 0.086$$

$$p \pm z\sigma_p = 0.754 - 0.926$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 75% - 93% recruiters believe that the ability to focus on task and feelings generated while making decisions is important but not present in fresh MBA students.

Analysis of Q.27

Time Management

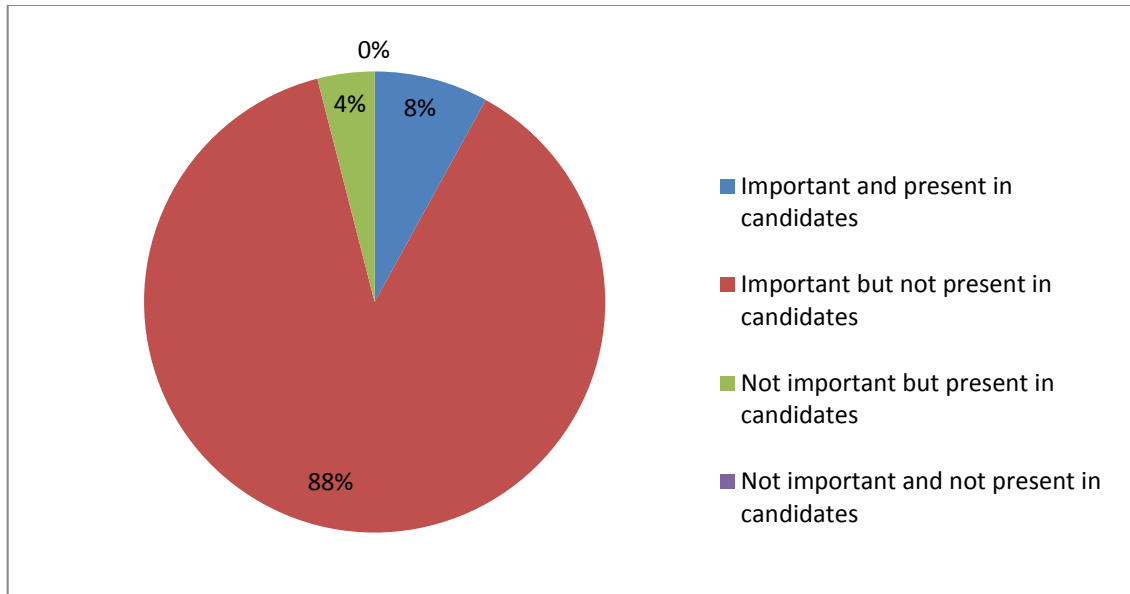


Fig.4.26

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
44/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
6/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.88 \times 0.12}{50}} = 0.044$$

Confidence level 95%; Level of significance (α) = 0.05; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.044 = 0.086$$

$$p \pm z\sigma_p = 0.794 - 0.096$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 79% - 97% recruiters believe that the ability to structure time well is important but not present in fresh MBA students.

Analysis of Q.28

Clarity of Job Requirements

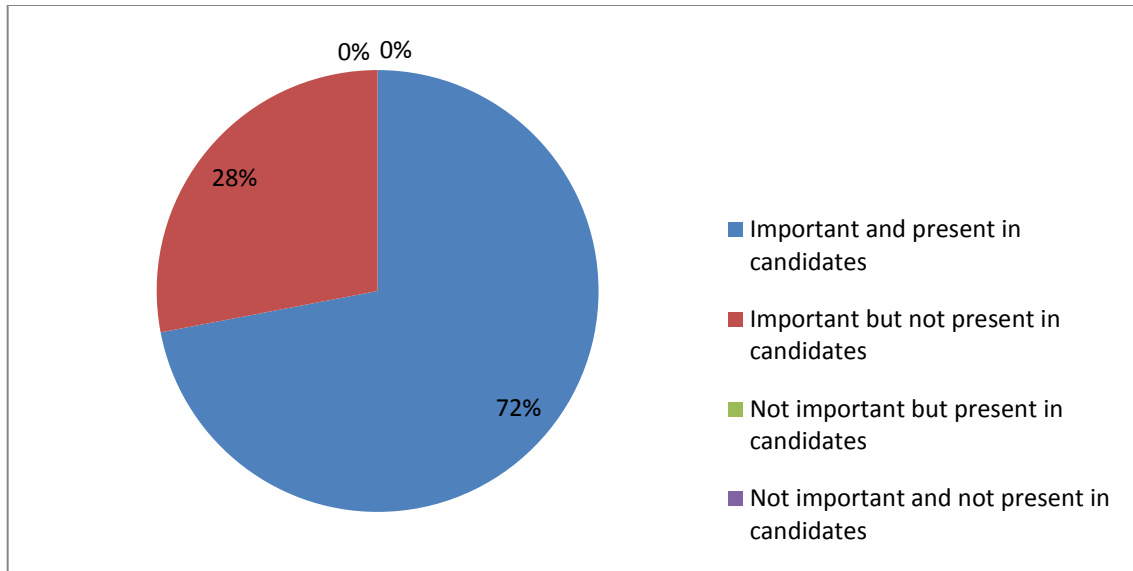


Fig.4.27

Here,

$n =$ Total number of respondents = 50

$P_{Ho} =$ No. of respondents who said this skill is important and present in candidates = 36/50

$Q_{Ho} =$ No. of respondents who said this skill is important but not present in candidates; not important but present in candidates; not important and not present in candidates = 14/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{P_{Ho} \times Q_{Ho}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.72 \times 0.28}{50}} = 0.06$$

Confidence level 95%; Level of significance (α) = 0.05 ; Value of Z= ± 1.96

$$z\sigma_p = 1.96 \times 0.06 = 0.1176$$

$$p \pm z\sigma_p = 0.603 - 0.897$$

Interpretation Any sample size of 50 when randomly selected with a confidence level of 95% , around 60% - 90% recruiters believe that the ability to understand the requirements and multiple aspects of the job is important and present in fresh MBA students.

Analysis of Q.29

Estimating Abilities of Self and Others

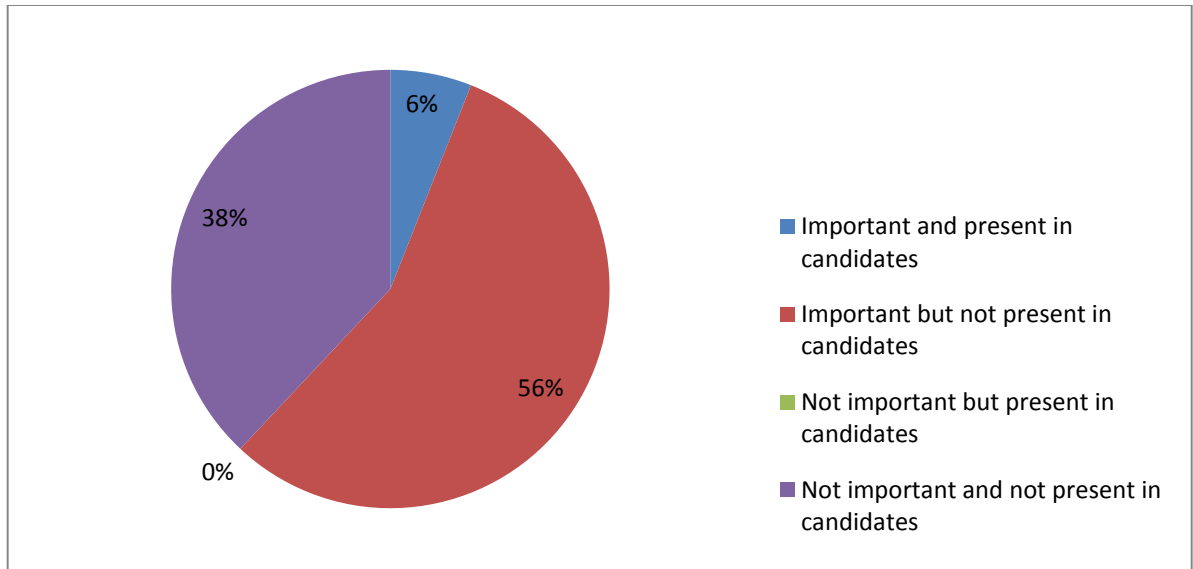


Fig.4.28

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
28/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
22/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.56 \times 0.44}{50}} = 0.063$$

Confidence level 95%; Level of significance (α) = 0.05; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.06 = 0.1176$$

$$p \pm z\sigma_p = 0.437 - 0.683$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 44% - 68% recruiters believe that the ability to estimate own ability and team members' abilities for the task is important but not present in fresh MBA students.

Analysis of Q.30

Handling Exigencies

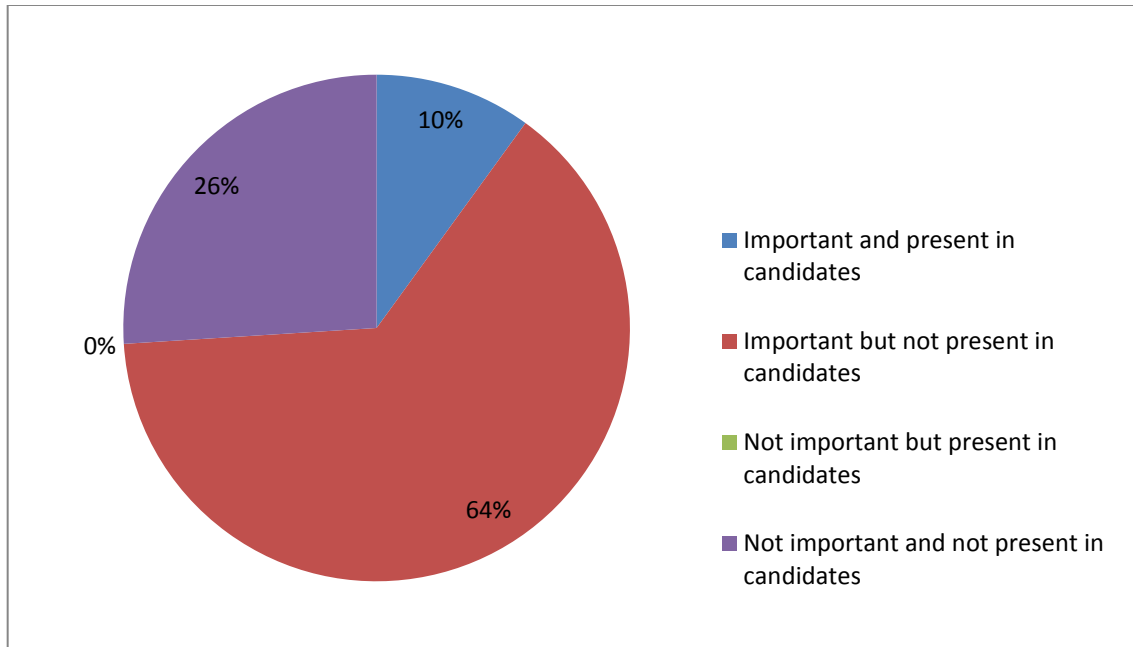


Fig.4.29

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
32/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
18/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} X q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.64 \times 0.36}{50}} = 0.06$$

Confidence level 95%; Level of significance (α) = 0.05 ; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.06 = 0.1176$$

$$p \pm z\sigma_p = 0.509 - 0.771$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 51% - 77% recruiters believe that the ability to handle exigencies without sacrificing the requirements is important but not present in fresh MBA students.

Analysis of Q.31

Analytical Ability

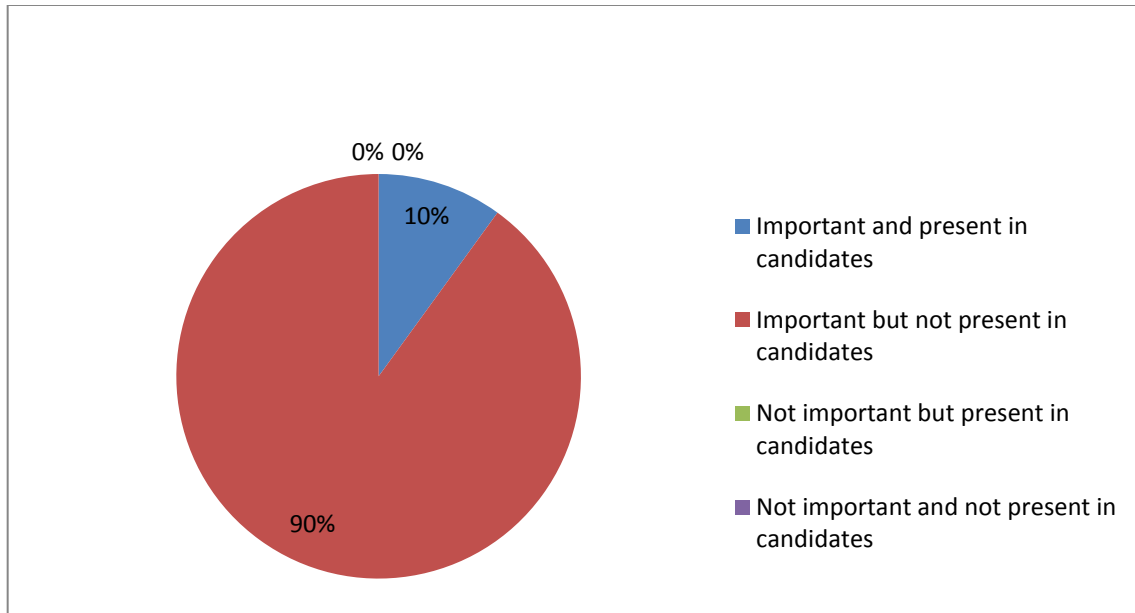


Fig.4.30

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
45/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
5/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{Ho} \times q_{Ho}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.90 \times 0.10}{50}} = 0.044$$

Confidence level 95%; Level of significance (α) = 0.05 ; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.06 = 0.086$$

$$p \pm z\sigma_p = 0.814 - 0.986$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 82% - 98% recruiters believe that analytical ability is important but not present in fresh MBA students.

Analysis of Q.32

Delegation Skills

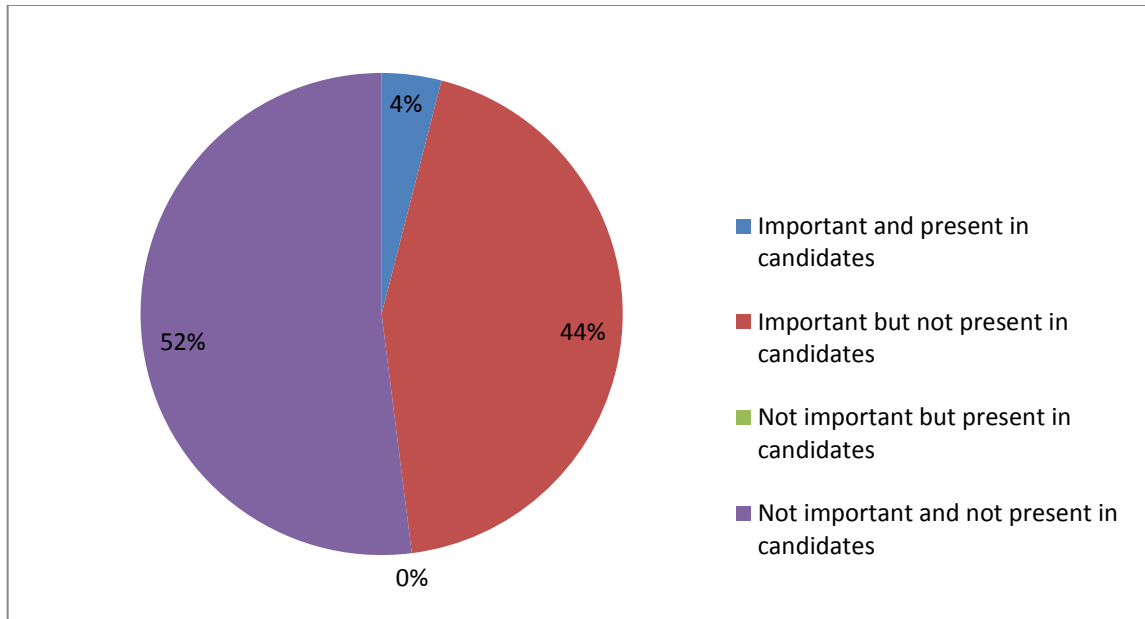


Fig.4.31

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is not important and not present in candidates =
26/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates;
important but not present in candidates; not important but present in candidates =
24/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.52 \times 0.48}{50}} = 0.06$$

Confidence level 95%; Level of significance (α) = 0.05 ; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.06 = 0.1176$$

$$p \pm z\sigma_p = 0.437 - 0.683$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 44% - 68% recruiters believe that delegation skills are important but not present in fresh MBA students.

Analysis of Q.33

Seeking to pacify discontentment

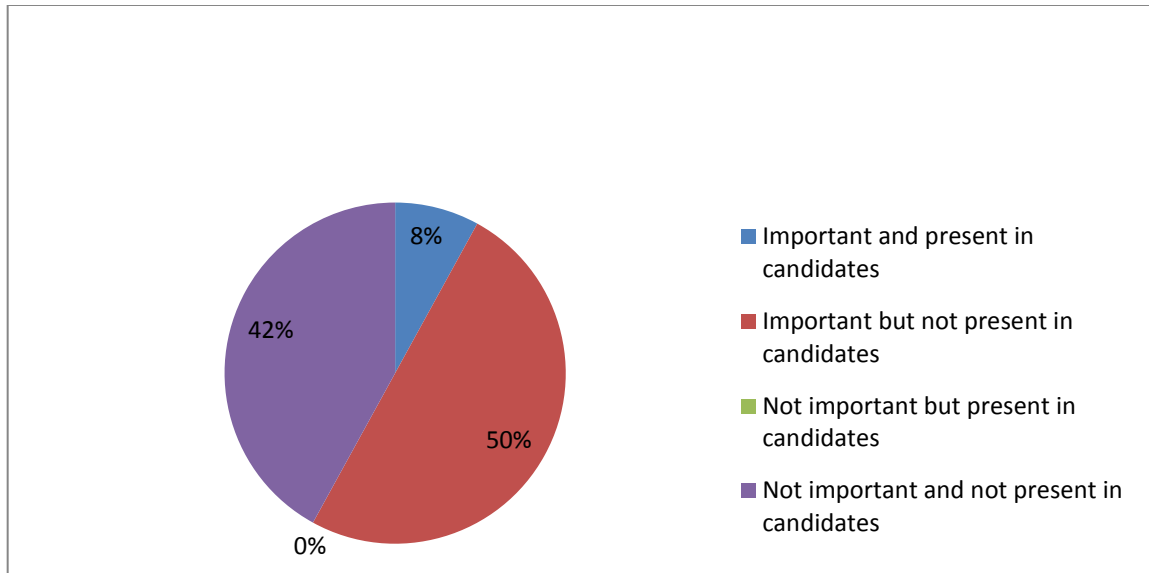


Fig.4.32

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
25/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
25/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.25 \times 0.25}{50}} = 0.07$$

Confidence level 95%; Level of significance (α) = 0.05; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.07 = 0.1372$$

$$p \pm z\sigma_p = 0.363 - 0.637$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 36% - 64% recruiters believe that the ability to pacify discontentment to reduce the impact of failure is important but not present in fresh MBA students.

Analysis of Q.34

Handling Conflicting Demands

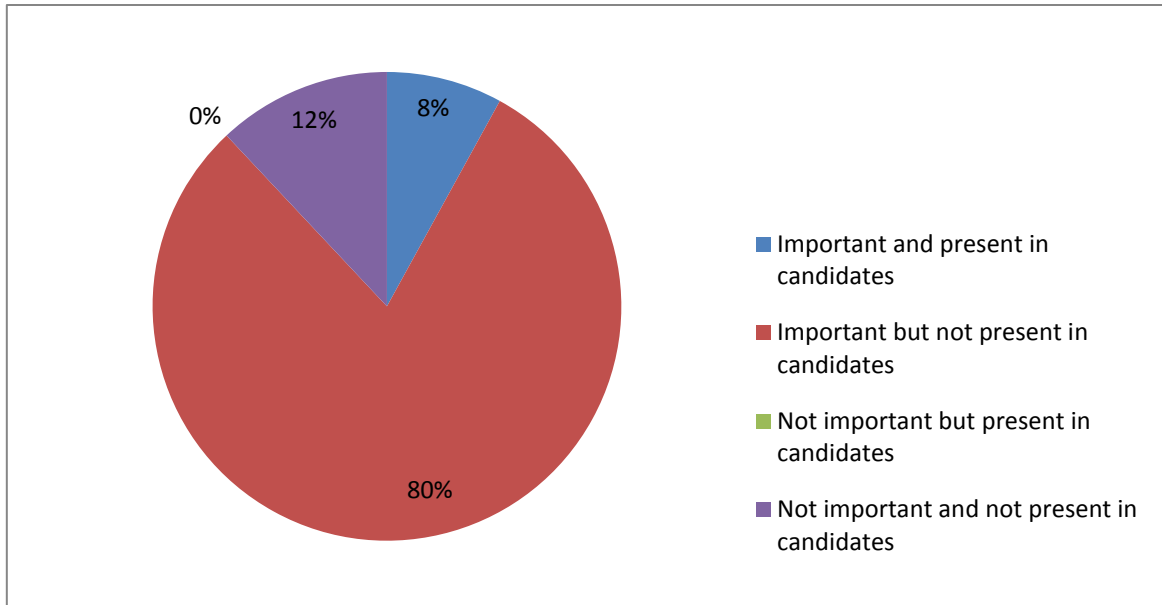


Fig.4.33

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
40/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
10/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{Ho} \times q_{Ho}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.80 \times 0.20}{50}} = 0.054$$

Confidence level 95%; Level of significance (α) = 0.05 ; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.054 = 0.105$$

$$p \pm z\sigma_p = 0.695 - 0.905$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 69.5% - 90.5% recruiters believe that the ability to handle conflicting demands from stakeholders is important but not present in fresh MBA students.

Analysis of Q.35

Integrity

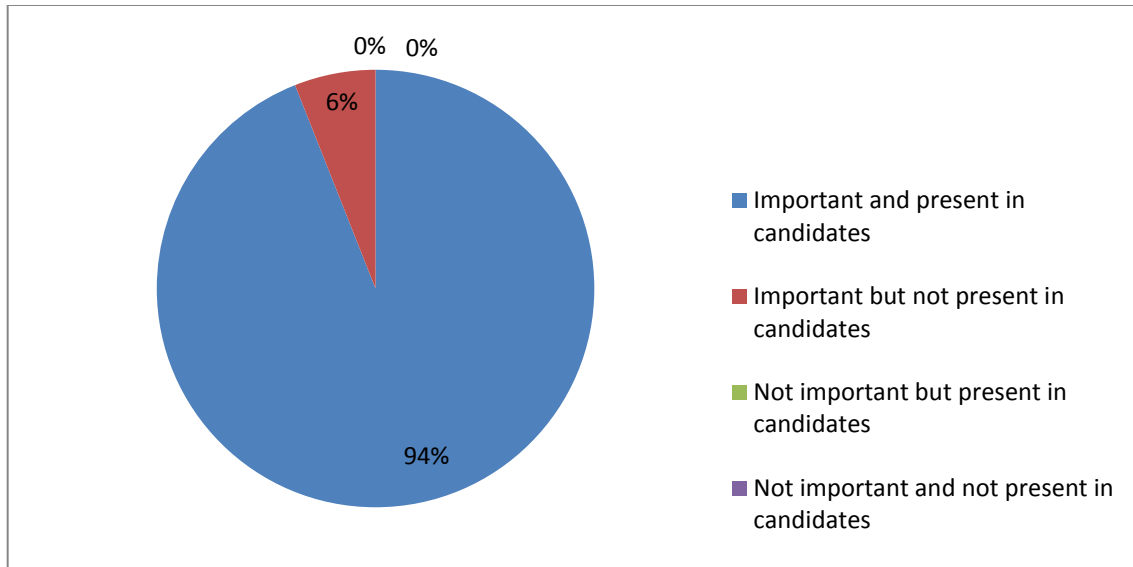


Fig.4.34

Here,

$n =$ Total number of respondents = 50

$P_{Ho} =$ No. of respondents who said this skill is important but not present in candidates =
47/50

$Q_{Ho} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
3/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{P_{Ho} \times Q_{Ho}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.94 \times 0.06}{50}} = 0.033$$

Confidence level 95%; Level of significance (α) = 0.05 ; Value of Z= ± 1.96

$$z\sigma_p = 1.96 \times 0.033 = 0.065$$

$$p \pm z \sigma_p = 0.875 - 1.005$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 10% - 87% recruiters believe that integrity is important and present in fresh MBA students.

Analysis of Q.36

Creativity

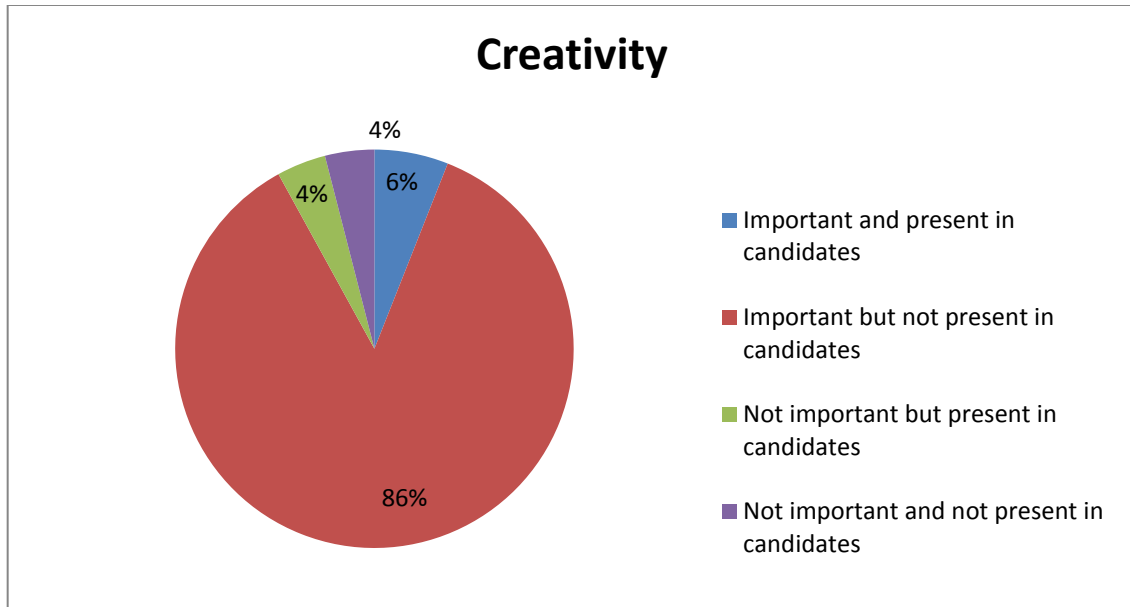


Fig.4.35

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
43/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
7/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.86 \times 0.14}{50}} = 0.044$$

Confidence level 95%; Level of significance (α) = 0.05 ; Value of Z= ± 1.96

$$z\sigma_p = 1.96 \times 0.044 = 0.086$$

$$p \pm z\sigma_p = 0.774 - 0.946$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 77% - 95% recruiters believe that creativity is important but not present in fresh MBA students.

Analysis of Q.37

Drive

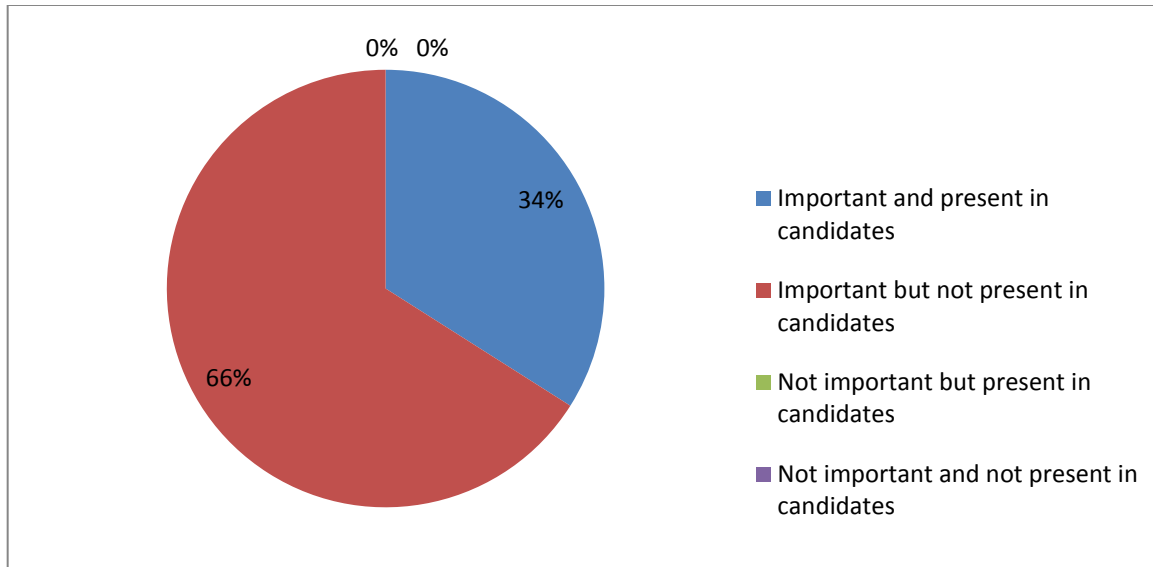


Fig.4.36

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
33/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
17/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.66 \times 0.34}{50}} = 0.066$$

Confidence level 95%; Level of significance (α) = 0.05 ; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.066 = 0.129$$

$$p \pm z\sigma_p = 0.531 - 0.789$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 53% - 79% recruiters believe that drive is important but not present in fresh MBA students.

Analysis of Q.38

Strategic vision

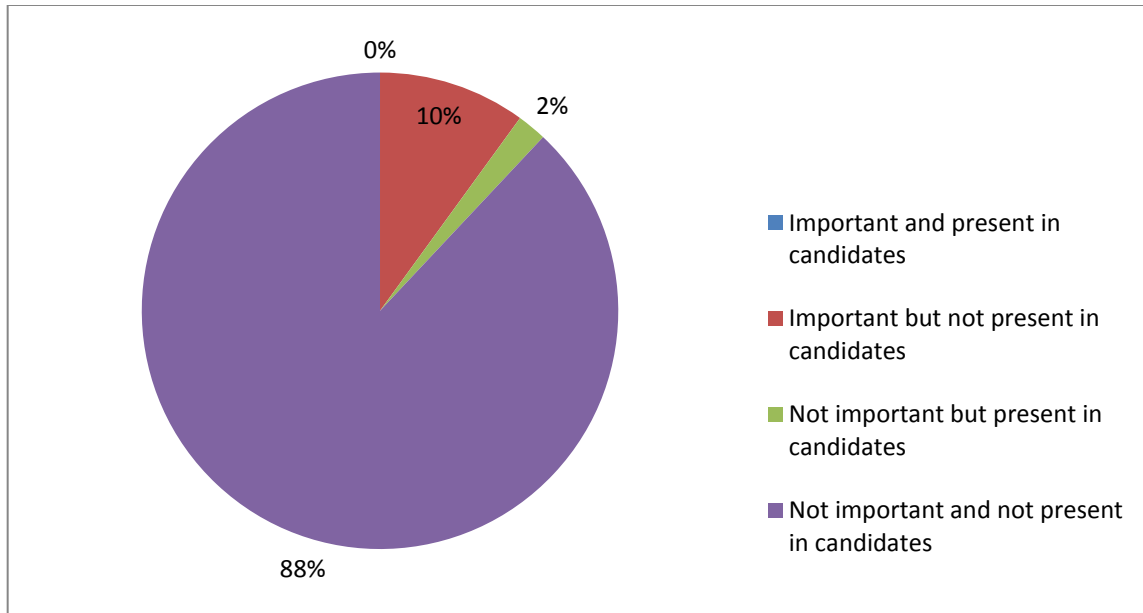


Fig.4.37

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is not important and not present in candidates =
44/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates;
important but not present in candidates; not important but present in candidates =
6/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.44 \times 0.06}{50}} = 0.0229$$

Confidence level 95%; Level of significance (α) = 0.05 ; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.023 = 0.045$$

$$p \pm z\sigma_p = 0.794 - 0.966$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 79% - 97% recruiters believe that strategic vision is not important and not present in fresh MBA students.

Analysis of Q.39

Planning and Organising

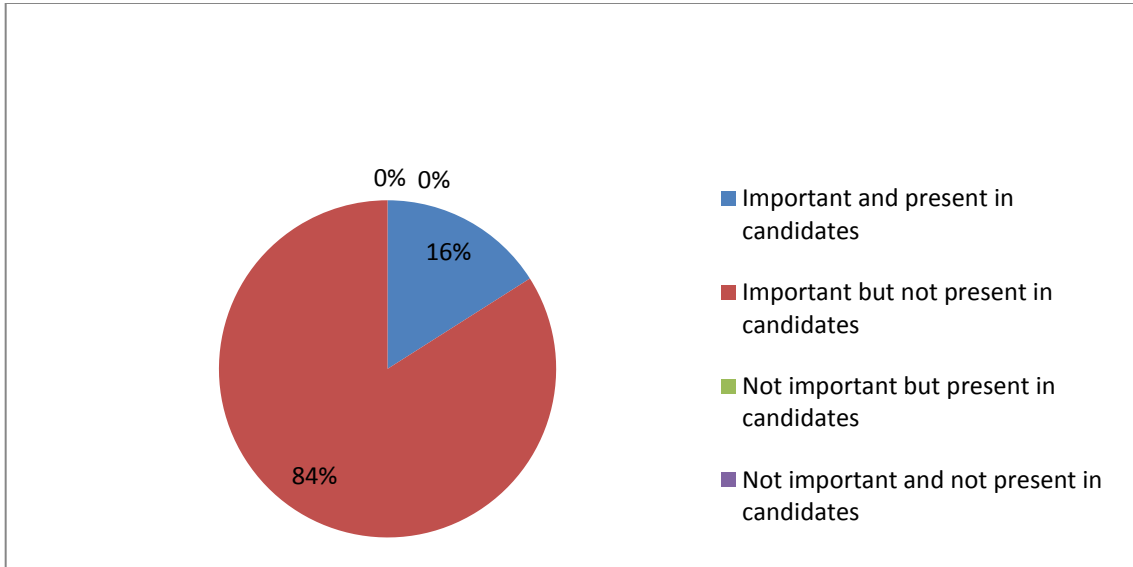


Fig.4.38

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
42/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
8/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.84 \times 0.16}{50}} = 0.06$$

Confidence level 95%; Level of significance (α) = 0.05 ; Value of Z = ± 1.96

$$z\sigma_p = 1.96 \times 0.06 = 0.1176$$

$$p \pm z\sigma_p = 0.754 - 0.926$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 75% - 93% recruiters believe that planning and organising skills are important but not present in fresh MBA students.

Analysis of Q.40

Persistence

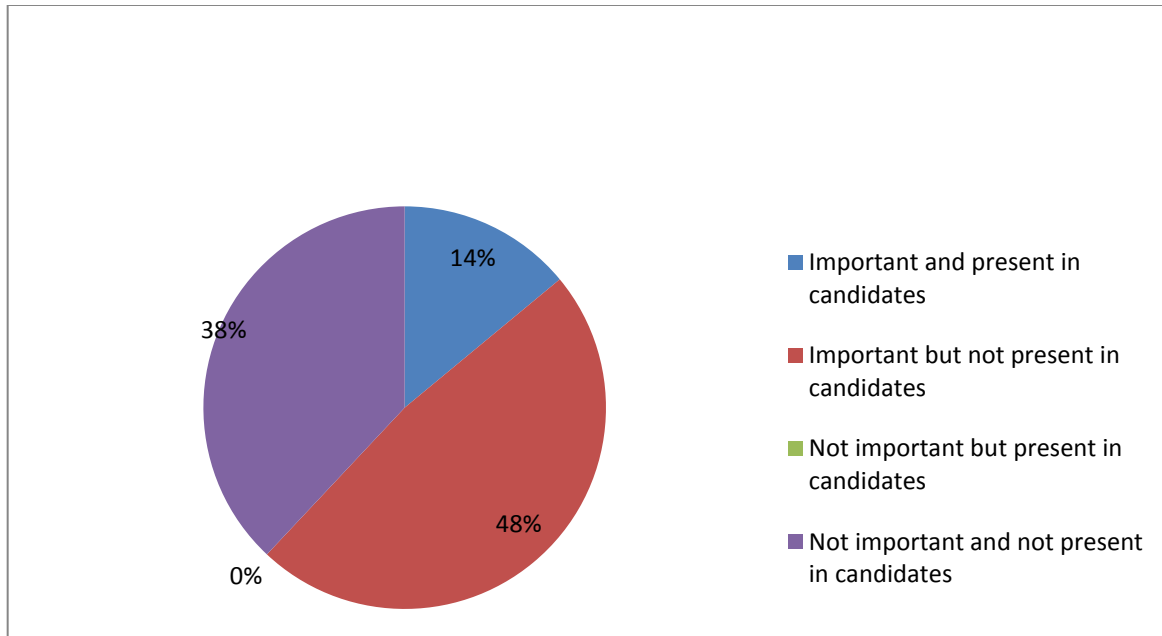


Fig.4.39

Here,

$n =$ Total number of respondents = 50

$Q_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
24/50

$P_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
26/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.52 \times 0.48}{50}} = 0.070$$

Confidence level 95%; Level of significance (α) = 0.05 ; Value of Z= ± 1.96

$$z\sigma_p = 1.96 \times 0.07 = 0.1384$$

$$p \pm z\sigma_p = 0.507 - 0.533$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95% , around 51% - 53% recruiters believe that the ability to persist (without pushing)with the group to resolve issues is important but not present in fresh MBA students.

Analysis of Q.41

Motivating Team

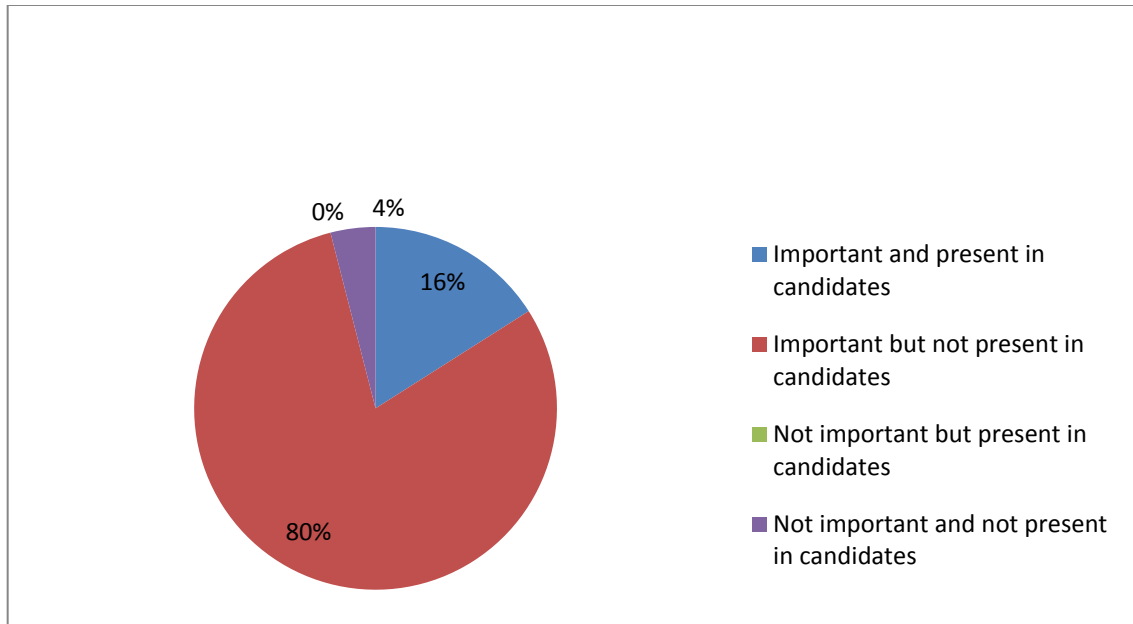


Fig.4.40

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
40/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
10/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.40 \times 0.10}{50}} = 0.0282$$

Confidence level 95%; Level of significance (α) = 0.05 ; Value of Z= ± 1.96

$$z\sigma_p = 1.96 \times 0.03 = 0.0588$$

$$p \pm z\sigma_p = 0.695 - 0.905$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 69.5% - 90.5% recruiters believe that the ability to motivate team and achieve the task set for them is important but not present in fresh MBA students.

Analysis of Q.42

Focusing by Pointing out Deviance

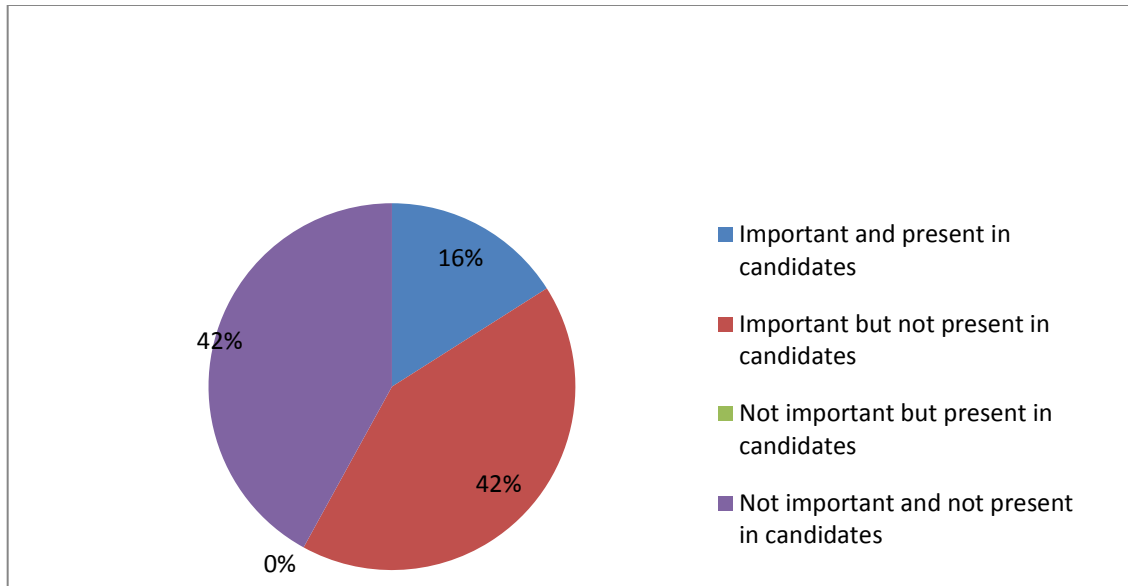


Fig.4.41

Here,

$n =$ Total number of respondents = 50

$Q_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
21/50

$P_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
29/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.58 \times 0.42}{50}} = 0.06$$

Confidence level 95%; Level of significance (α) = 0.05 ; Value of Z= ± 1.96

$$z\sigma_p = 1.96 \times 0.06 = 0.1176$$

$$p \pm z\sigma_p = 0.517 - 0.643$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 52% - 64% recruiters believe that the ability to keep the group focused on the main issues by pointing out deviance is important but not present in fresh MBA students.

Analysis of Q.43

Understanding Linkages in Business

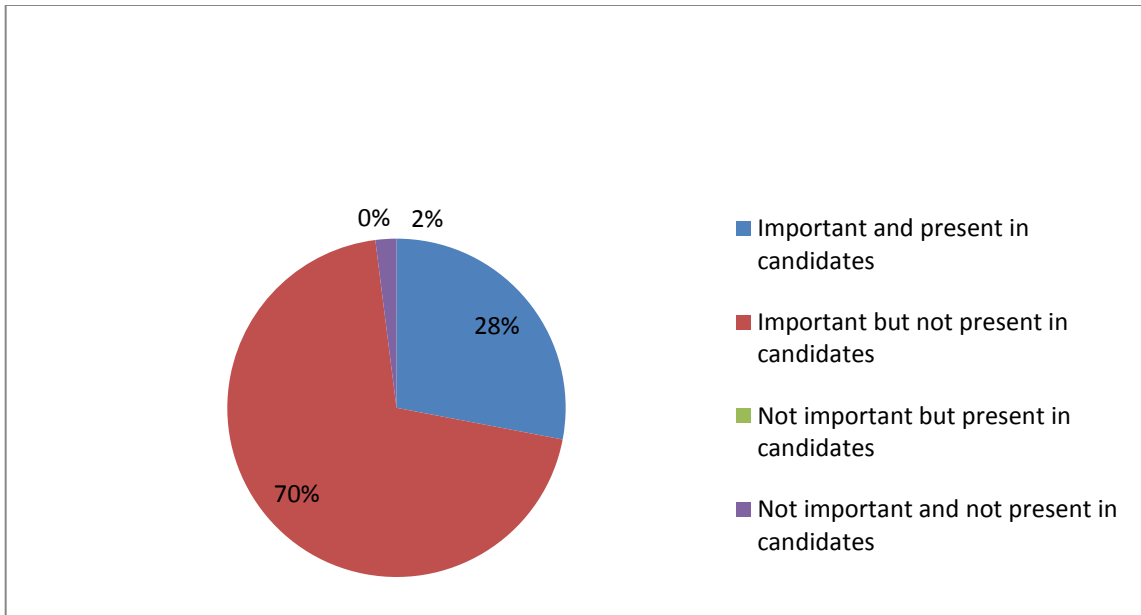


Fig.4.42

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
35/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
15/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{p_{H_0} \times q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.70 \times 0.30}{50}} = 0.06$$

Confidence level 95%; Level of significance (α) = 0.05 ; Value of Z= ± 1.96

$$z\sigma_p = 1.96 \times 0.06 = 0.1176$$

$$p \pm z\sigma_p = 0.54 - 0.81$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 54% - 81% recruiters believe that the ability to understand the linkages in business and act in accordance is important but not present in fresh MBA students.

Analysis of Q.44

Innovation

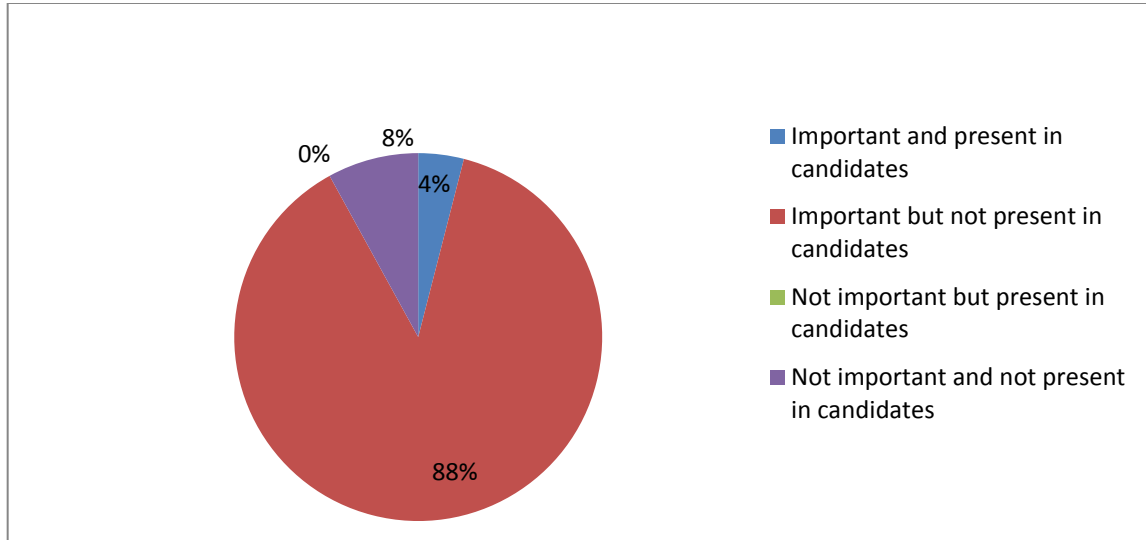


Fig.4.43

Here,

$n =$ Total number of respondents = 50

$P_{H_0} =$ No. of respondents who said this skill is important but not present in candidates =
44/50

$Q_{H_0} =$ No. of respondents who said this skill is important and present in candidates; not
important but present in candidates; not important and not present in candidates =
6/50

$\sigma_p =$ Standard error of estimate

$$\sigma_p = \sqrt{\frac{P_{H_0} \times Q_{H_0}}{n}}$$

$$\sigma_p = \sqrt{\frac{0.88 \times 0.12}{50}} = 0.045$$

Confidence level 95%; Level of significance (α) = 0.05 ; Value of Z= ± 1.96

$$z\sigma_p = 1.96 \times 0.045 = 0.0882$$

$$p \pm z \sigma_p = 0.794 - 0.966$$

Interpretation

Any sample size of 50 when randomly selected with a confidence level of 95%, around 79% - 97% recruiters believe that innovation is important but not present in fresh MBA students.

4.3 TESTING OF HYPOTHESES

According to the Central Limit Theorem, *“A inference assuring that the sample distribution of the mean approaches normality as the sample size increases, is regardless of the shape of the distribution from which the sample is selected.”*

In other words, firstly, the mean of the sampling distribution of the mean will equal the population mean regardless of the sample size, even if the population is not normal.

Secondly, as the sample size increases, the sampling distribution of the mean approaches normal as the sample size increases.

This relationship between the shape of the population distribution and the shape of the sample distribution of the mean is called the Central Limit Theorem.

The significance of the central limit theorem is that it permits us to use sample statistics to make inferences about population parameters without knowing anything about the shape of the frequency distribution of that population other than what we can get from the sample.

Central Limit Theorem

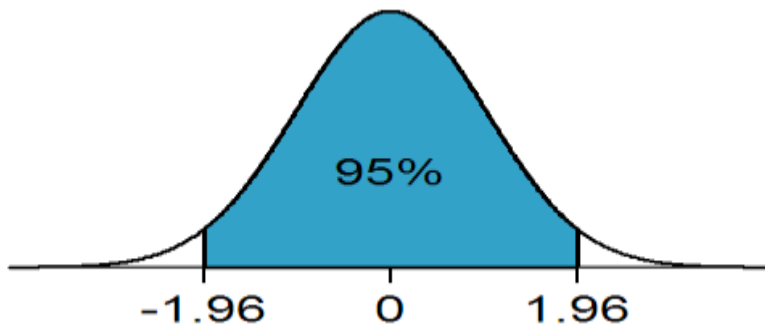


Fig.4.44

Generally, the normal distribution is used as an approximation to the sampling distribution whenever the sample size is at least 30. Normal distribution is a distribution of a continuous random variable with a single-peaked, bell-shaped curve. The mean lies at the center of the distribution, & the curve is symmetrical around a vertical line erected at the center. The two tails extend infinitely, never touching the horizontal axis. Sometimes the sampling distribution of the mean can be nearly normal with sample size of even half that size.

Testing of Hypotheses

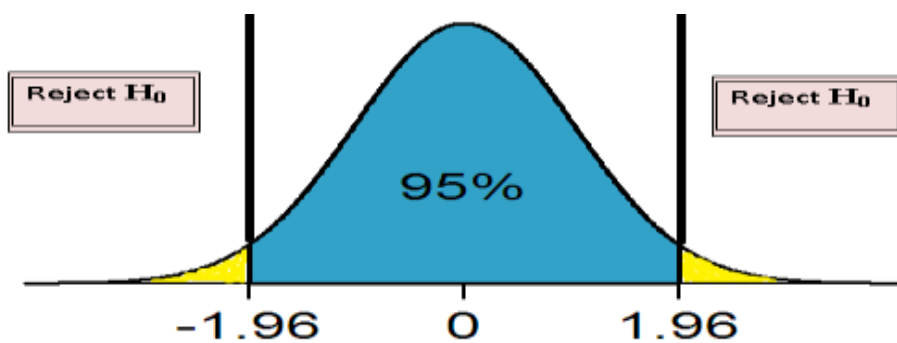


Fig.4.45

The sample size taken for the exploratory research with students was 100 and the questionnaire was filled out by students who have completed the MBA course in Bangalore and are working in the IT or Finance sector for the last 12-18 months.

The sample size taken for the descriptive research with recruiters was 50 and the questionnaire was filled out by recruiters from the IT and Finance sectors who visit MBA colleges to recruit fresh graduates.

The population was infinite and random sampling was used. Thus, we shall use Z-test to prove the hypothesis. In the Z-test, we shall be finding out ZTAB and calculating ZCAL.

The following hypotheses were made in this research:-

Hypothesis 1: There is a gap between industry requirements of workplace skills and its coverage in the curriculum of B-Schools.

Hypothesis 2: The reduction in the gap between industry requirements of workplace skills and its coverage in the curriculum of B-Schools will benefit the industries..

Hypothesis 3: The reduction in the gap between industry requirements of workplace skills and its coverage in the curriculum of B-Schools will benefit B-School students.

4.3.1 TESTING OF THE FIRST HYPOTHESIS

H₀: There is no gap between industry requirements of workplace skills and its coverage in the curriculum of B-Schools

H_a: There is a gap between industry requirements of workplace skills and its coverage in the curriculum of B-Schools.

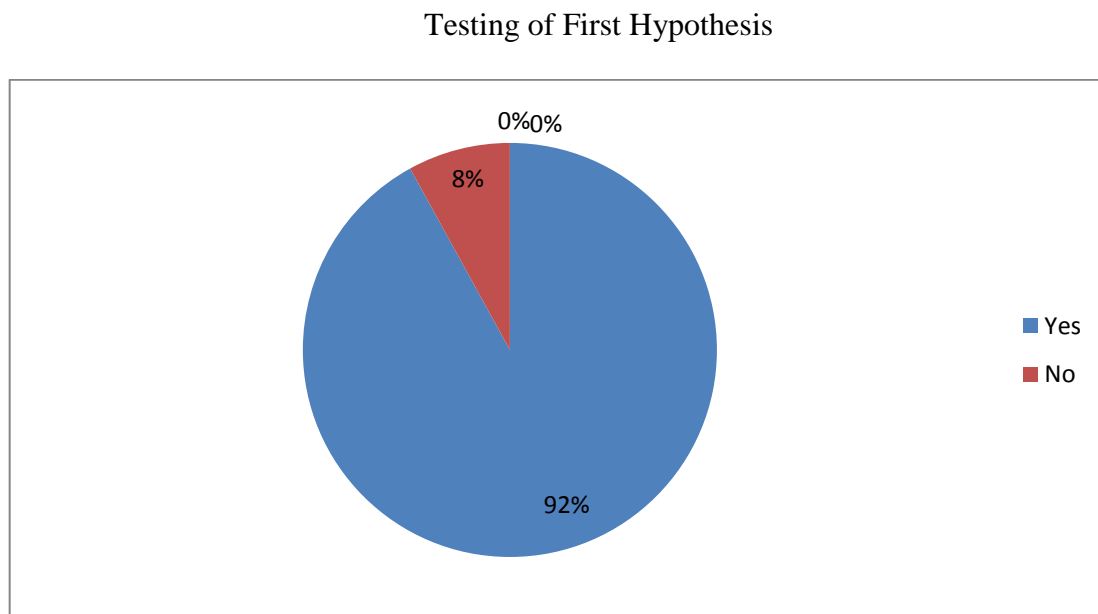


Fig.4.46

Q1. Do you think there exists an insignificant gap between industry requirements of workplace skills and its coverage in the curriculum of B-Schools?

Here, Yes = 46 i.e $P_{H_0} = 46/50 = 0.92$

No = 4 i.e $Q_{H_0} = 4/50 = 0.08$

At 95.5% confidence level,

$$Z = \frac{P_{H_0} - Q_{H_0}}{\sigma_p} = \frac{0.92 - 0.08}{0.0707}$$

$$Z_{cal} = 7.072 \quad Z_{tab} = 2.0$$

Inference 1:-

Since, Z calculated falls in area of rejection therefore we reject the null hypothesis i.e. there is no gap between industry requirements of workplace skills and its coverage in the curriculum of B-Schools and accept the alternative hypothesis i.e. there is a gap between industry requirements of workplace skills and its coverage in the curriculum of B-Schools.

4.3.2 TESTING OF THE SECOND HYPOTHESIS

H₀: The reduction in the gap between industry requirements of workplace skills and its coverage in the curriculum of B-Schools will not benefit the industries.

H_a: The reduction in the gap between industry requirements of workplace skills and its coverage in the curriculum of B-Schools will benefit the industries.

Testing of Second Hypothesis

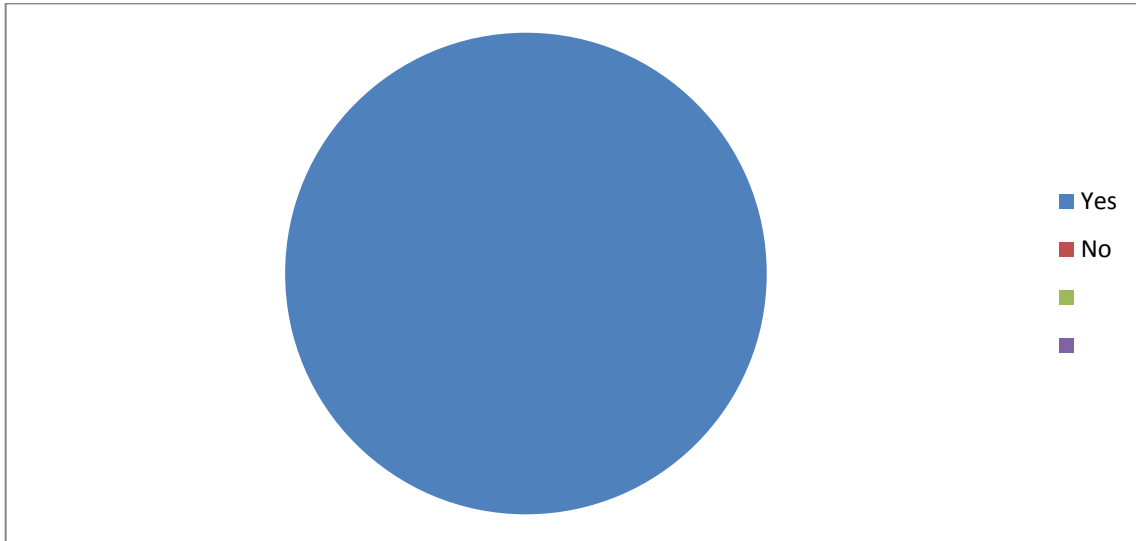


Fig.4.47

Q2. Do you think the reduction in the gap between industry requirements of workplace skills and its coverage in the curriculum of B-Schools will benefit the industries?

Here, Yes = 50 i.e. $P_{H_0} = 50/50 = 1.0$

No = 0 i.e. $Q_{H_0} = 0/50 = 0.0$

Inference 2:-

Since standard error of estimate cannot be calculated as the value of Q_{H_0} is 0, therefore, we conclude there is no standard deviation and all are in favor that the reduction in the gap between industry requirements of workplace skills and its coverage in the curriculum of B-Schools will benefit the industries.

4.3.3 TESTING OF THE THIRD HYPOTHESIS

H₀: The reduction in the gap between industry requirements of workplace skills and its coverage in the curriculum of B-Schools will not benefit the students.

H_a: The reduction in the gap between industry requirements of workplace skills and its coverage in the curriculum of B-Schools will benefit the students.

Testing of Third Hypothesis

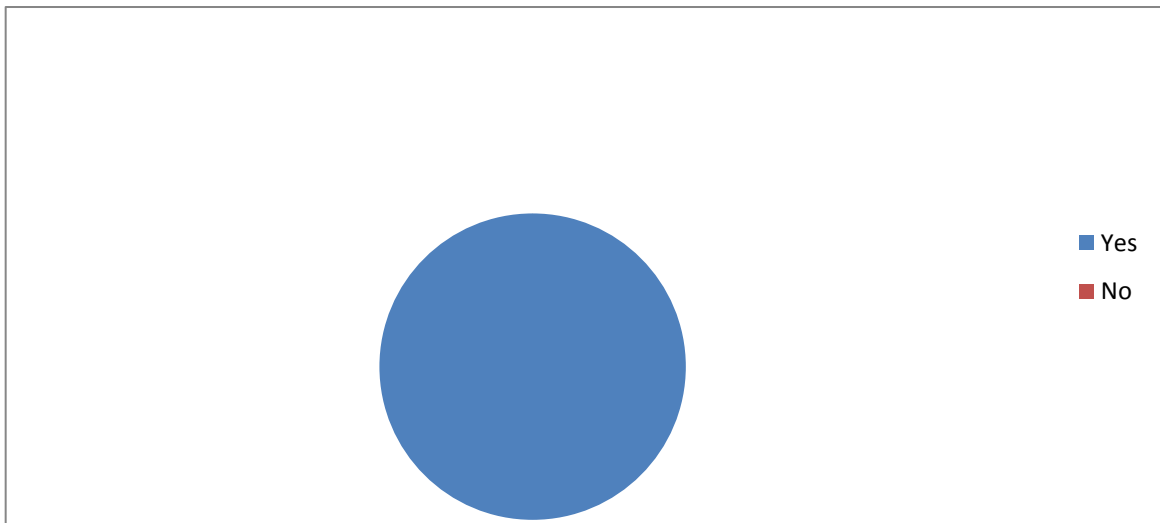


Fig.4.48

Q3. Do you think the reduction in the gap between industry requirements of workplace skills and its coverage in the curriculum of B-Schools will benefit the students?

Here, Yes = 50 i.e. $P_{H_0} = 50/50 = 1.0$

No = 0 i.e. $Q_{H_0} = 0/50 = 0.0$

Inference 3:-

Since standard error of estimate cannot be calculated as the value of Q_{H_0} is 0, therefore, we conclude there is no standard deviation and all are in favor that the reduction in the gap between industry requirements of workplace skills and its coverage in the curriculum of B-Schools will benefit the students.

CHAPTER V

FINDINGS, RECOMMENDATIONS AND CONCLUSION

This research work was undertaken with the following purpose:-

To identify the gaps between workplace behavioral skills required by the industry (IT & Financial sectors) and the curriculum in B-Schools and to look for ways to reduce these gaps so as to make Management graduates more competent and industry ready.

The Objectives of this research were:-

- To explore the practical implications of B-School education in the industry.
- To find out the workplace skills that Corporate look for in B-School graduates for industry readiness.
- To find out the coverage of these workplace skills in B-Schools' curriculum.
- To identify the gaps between the requirements of the industry and B-Schools' curriculum in terms of these industry readiness skills.
- To find out ways of reducing the gaps between industry requirements and the curriculum of B-Schools

5.1 TO FIND OUT THE WORKPLACE SKILLS THAT CORPORATE LOOK FOR IN B-SCHOOL GRADUATES FOR INDUSTRY READINESS

Towards the first objective of finding out the skills corporate recruiters look for in Management graduates, the data of the exploratory and descriptive research with the recruiters has already been analyzed and interpreted in Chapter 4 to show for each category of skills shown below which skills are important but not present in B-School graduates.

Broadly, the requirements of 139 recruiters could be summed up as:

Skill Requirements of IT / Finance Companies

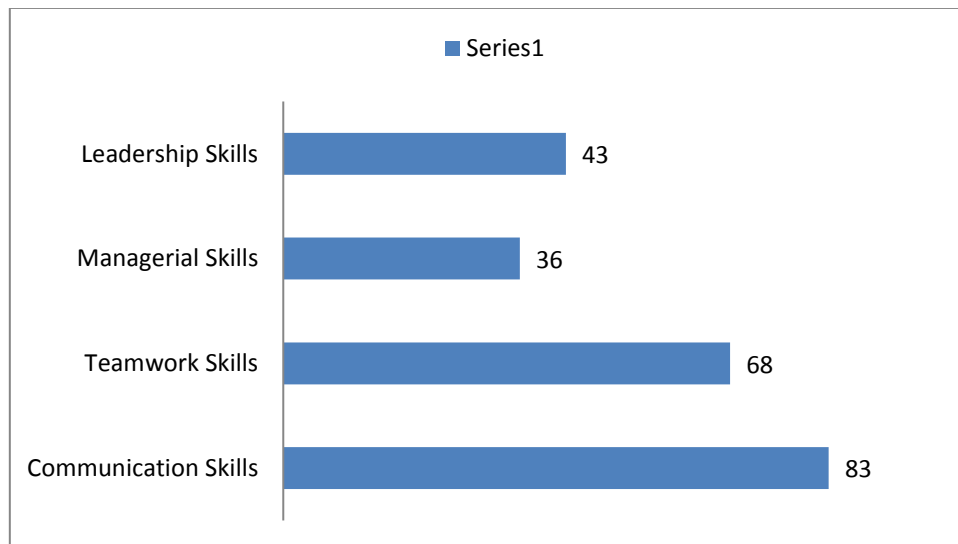


Fig. 5.1

It is clear from the figure above that recruiters today are looking for more than domain or technical expertise alone that can be picked up on the job. Working with people from diverse backgrounds, with different motivations and in various job functions can be one of the biggest workplace challenges. Hence, fresh MBA graduates require the ability to

communicate effectively, manage themselves and others, work effectively in teams as well as demonstrate people management skills. It is understood that these fresh graduates will be expected to multitask. Hence being able to effectively prioritize their tasks would be pivotal for their success. They need to be able to balance tasks that are most important to the future of the organization, tasks that are urgent and deadlines driven and tasks that link to the performance of others. During the survey, it was found that employers gave a lot of importance to good communication skills, analytical skills and the ability to drive people to action over technical abilities. At the workplace, MBA graduates would be faced with imperfect data, ambiguous context, and varying perspectives. Hence the expectations from them would be that they quickly gain the ability to focus on the priority, discard things that do not matter to solve problems at hand. It is evident that recruiters are looking for specific people and task management skills in the candidates themselves as a predictor of their performance on the job. At the time of hiring, their expectations are not as much on the graduates' ability to judge others for a task as much as it is on them assessing their own readiness to execute tasks at work through their own understanding, planning and interpersonal skills. This is evident from the fact that around 44% of the recruiters felt that the ability to estimate own ability and team members' abilities for the task is not important and not present in candidates. Interestingly, around 60% - 90% recruiters believe that the ability to understand the requirements and multiple aspects of the job is important and present in fresh MBA students. This means that the graduates are very focused on the domain or technical requirements of the job or have a good understanding of the role as presented to them but do not display the necessary managerial skills required to carry these tasks out.

5.2 TO EXPLORE THE PRACTICAL IMPLICATIONS OF B-SCHOOL EDUCATION IN THE INDUSTRY.

The other objective was to explore the practical implications of B-School education in the industry. Towards this objective, in the exploratory survey done with recruiters, they were asked to indicate if the curriculum of the B-Schools they hired from prepared their graduates adequately for the industry. They were also given the consolidated curricula of the 7 B-Schools whose curricula were studied and asked to indicate other subjects that they thought needed to be added to the curriculum so that the graduates are better prepared in their workplace. This was done with the objective of finding out if the teachings of the B-School were practicable for use at work and if not, what other subjects or topics needed to be added to make the MBA course more relevant for industry readiness.

5.3 TO FIND OUT THE COVERAGE OF WORKPLACE SKILLS IN B-SCHOOLS' CURRICULUM

The other sub-objective of this research was to find out what B-Schools teach to management graduates. In order to find out what B-Schools in Bangalore covered in their syllabus, The MBA syllabi from 7 out of 20 renowned private universities whose curriculum matches with other renowned deemed or autonomous universities in Bangalore were then analyzed to understand the coverage of the above domain and behavioural skills. A consolidation of the syllabi of these colleges is as under:

Subjects offered in a regular MBA course in most Private Universities in Bangalore:-

1. Economics & Social Sciences:-

- Business Forecasting
- Technology
- Infrastructure and Market Reforms,
- Econometrics, Current Economic Scenario
- Political Economy

2. Business Communication:-

- Communication styles
- Barriers to Communication
- Components of Communication
- Technology and Communication
- Email writing
- Writing Reports and Proposals
- Business Presentations

3. Finance Area:-

- Introduction to Finance and Accounting
- Financial Statement Analysis
- Financial Derivatives
- International Finance
- Introduction to Capital Market Theory
- Integrated Treasury and Risk Management

- Investments
- Management of Banks and Financial Institutions
- Mergers and Acquisitions, New Enterprise Financing
- General Insurance
- International Banking
- Fixed Income Securities
- Social Entrepreneurship
- Management Control Systems
- Banking
- Financial Market and Systems
- Advance Corporate Finance
- Corporate Tax Management
- Indirect Taxation
- General Insurance, Insurance and Pension Funds

4. Marketing Area:-

- Research for Marketing Decisions
- Brand Management
- Product Management
- Advertising Management
- Consumer Behavior
- Services Marketing
- Business Data Mining and Decision Making
- Rural Marketing
- Retailing Management

- Competitive Marketing Strategy
- Business Marketing Strategy
- Sales and Distribution Management
- International Business Negotiation Skills

5. Production & Operations Management:-

- Supply Chain Management
- Logistics Management
- Project management
- ERP
- MRP
- Operations Strategy
- Services Management
- Managing E-business

6. Quantitative Methods and Information Systems:-

- Spreadsheet Models for Business Decisions Problems
- Data Base Management Systems
- Software Project Management
- Information Systems Development
- Simulation for Management
- Game Theory
- Marketing of Information Technology
- Patterns of Problem Solving

7. International Business and Policy:-

- Advanced Corporate Strategy
- Technology Competition and Business
- Managing New Ventures
- Strategy and Environment
- Multinational Management
- New Product Development

8. Organisational Behaviour and HRM :-

- Diversity and Culture
- Work Attitudes
- Values
- Personality
- Learning
- Emotional Intelligence
- Motivation Theories
- Leadership Theories
- Ethics and Decision Making
- Conflict Management
- Tracking Creative Boundaries
- High Performing Organisations
- Inter Cultural Management
- Global HRM
- Strategic HRM

- Human Capital Audit
- Industrial Laws
- Training and Development
- Performance Management

This consolidated curriculum was shared with the recruiters and they were asked to indicate other subjects to be included – in technical as well as behavioral areas. The suggested topics / subjects were:

Domain / Specialization subjects that should be included in B-School Curriculum:-

- Sales and Channel Management
- Islamic Finance
- Advanced concepts in Income Tax
- Psychology and Consumer Behavior
- Analytical Tools
- Visual Merchandising
- Business Development
- Digital Planning
- Social Media Marketing
- Researching Skills
- IT and Business Intelligence
- Descriptive and Predictive Analysis
- Promotion and Advertising

- Understanding Business Models
- Business Plan Development
- Regulatory Implications of Monopolies in the Securities Industry
- Strategic and Financial Attributes of E-Commerce Firms
- International Business and Foreign Market Entry in BRIC Countries
- Strategic Communication in the Digital Times
- Sustaining Organizational Growth through Innovation

Professional or Workplace Skills that should be included in B-School curriculum:-

- People Management Skills
- Dealing with Clients
- Relationship Management
- Team Management
- Managerial Skills
- Behavioral Skills
- Persuasive Communication
- Team Dynamics and Culture
- Communication Skills for Team & Leadership Effectiveness
- Managing Emotions at the Workplace

5.4 GAPS BETWEEN THE SYLLABUS OF B-SCHOOLS AND INDUSTRY

EXPECTATIONS:-

The main objective of this research was to identify the gaps between skill sets required by the industry (IT & Financial sectors) and the curriculum taught in B-Schools to Management graduates and to look for the ways of reducing the gaps so as to make Management graduates industry ready. The gap in subjects offered and those requested by recruiters will be clear from the table given below. Only 2 out of the 7 B-Schools i.e 28.5% of the B-Schools whose syllabi was analyzed to identify the gaps in meeting soft skills requirement had offered these skills during the two year course through workshops or guest lectures and other forms of industry interaction but not as a part of the curriculum. This means that none of the B-Schools considered here for reference offers continuous soft skills development as a part of its curriculum.

Table 5.1

Topic Required by Industry	Skill Required by Industry	AU	Krupanidhi	SJCBA	IBA	IBS	Jain
People Management Skills	Yes	Yes	No	No	No	Yes	No
Dealing with Clients	Yes	Yes	No	No	No	Yes	No
Relationship Management	Yes	Yes	No	No	No	Yes	No
Team Management	Yes	Yes	No	No	No	Yes	No
Managerial Skills	Yes	Yes	No	No	No	Yes	No
Team Dynamics and Culture	Yes	Yes	No	No	No	Yes	No
Communication Skills	Yes	Yes	No	No	No	Yes	No
Leadership Effectiveness	Yes	Yes	No	No	No	Yes	No
Persuasive Communication	Yes	Yes	No	No	No	Yes	No
Managing Emotions	Yes	Yes	No	No	No	Yes	No

Industry Requirements of Subjects and Skills and B-School Coverage

As can be seen, the skills that recruiters are looking for from fresh MBAs are barely touched upon during an MBA course. Responses from students in the exploratory research indicate that most MBA colleges do not include development of these professional or job related skills in their curriculum. Some colleges like Alliance University and IBS do offer these as a workshop on Leadership and Personal Effectiveness or through interactions with speakers from the industry but this hardly suffices considering the expectations of the recruiters at the time of recruiting. When we talk about B-School education, we are basically referring to the shaping up of the student to develop the competency and capability either as an intrapreneur (to join and help an organization to grow) or as an entrepreneur (to establish and grow one's own organization). However, the present curricula appears to be far from real life. There is a gap between the subjects and the objectives and this cannot help the graduates achieve individual or organizational goals or prepare our students for a fast-changing and complex future.

5.5 TO IDENTIFY THE GAPS BETWEEN THE REQUIREMENTS OF THE INDUSTRY AND B-SCHOOLS' CURRICULUM IN TERMS OF THESE INDUSTRY READINESS SKILLS

The findings towards this objective have already been discussed in Chapter 4 under the Descriptive Research findings, where skills requirements of the recruiters were categorized as:

- Important and Present in Candidates
- Important but Not Present in Candidates

- Not Important but Present in Candidates
- Not Important and Not Present in Candidates

The main purpose of this study was to find out the workplace skills that recruiters in the IT / ITES / Finance sectors look for and check if they were present in B-School graduates. On the basis of the Descriptive Research, **skills that are considered important but were found not present in B-School graduates were:**

- Ability to explain ideas clearly to influence a group
- Ability to listen and build on the views of others
- Ability to synthesize different opinions
- Interpersonal effectiveness
- Ability to structure a presentation well
- Ability to read the audience while presenting
- Initiative
- Seeking to improve group performance by encouraging others
- Acknowledging others for their contribution
- Ability to work collaboratively with others for achievement of tasks
- Explaining and suggesting ways of doing a task
- Ability to confronts aggressive behavior without disturbing the team
- Ability to resolve disagreements / conflicts
- Placing team goals over individual objectives
- Seeking to resolve conflicts by seeking meeting ground in conflicting opinions

- Ability to focus on task and feelings generated while making decisions
- Time Management
- Ability to estimate own ability and others' abilities for the task
- Ability to handle exigencies without sacrificing requirements
- Analytical ability
- Delegation skills
- Seeking to pacify discontentment to reduce the impact of failure
- Ability to handle conflicting demands from stakeholders
- Creativity
- Drive
- Planning and Organizing
- Persistence
- Ability to motivate the team and achieve the task set
- Keeping the group focused on the main issue by pointing out deviance
- Ability to understand the linkages in business
- Innovation

5.6 RECOMMENDATIONS:-

It is clear that there is a gap between the students' expectations, ever changing market and industry expectations from the MBA course and what the course actually covers. While some gap can be accepted, the gap should not be so wide that fresh graduates are totally unprepared for the industry and the organization needs to spend more on their training to get them to be productive. Based on this research, the following recommendations can be made:

1. B-Schools preparing graduates for careers in the corporate world should make learning more relevant and competitive for the students and the industry requirements and focus on acquisition of those skills that would help them manage themselves, their teams and customers more effectively - for instance modules in people management skills that are essential to managing people effectively in teams driven organizations.
2. B-School courses and programs must be in line with the requirements of organizations through academia – industry interface that is continuing and regular and not merely confined to feedback at the time of recruitment.
3. B-Schools must build extensive networking with the industry through various media like guest lecture series, short live projects, short term turn-key projects, etc. resulting in stronger academia-industry relations. This would provide the organizations a valuable opportunity to assess whether the institute is equipped to

develop the required capabilities in the students so they could be considered for final placement when they complete the programme.

4. Managerial skills development should become a continuing process for improving MBA program efforts and better prepare graduates for careers in management because even if most organizations have an intensive Induction or Immersion program for new joiners, they would prefer fresh MBAs had stronger skills in writing, public speaking, building and running teams, supervising and delegating, and sharing leadership in ways that motivate and inspire subordinates.
5. Attention could be given to the graduates' ability to work in global virtual teams and get results as well as on softer skills like flexibility, initiative and an openness to learning new things. Only then would we get that kind of talent in our organizations who can manage people and relationships at work with the same ease that they improve key business processes with.
6. Subjects from the domain or functional area need to be integrated with managerial and workplace skills for MBA graduates to be more successful at work. These professional soft / behavioral skills development courses should not be exclusively tied to organizational behaviour or HRM course but should be positioned as something that can occur across the MBA course curriculum. This point is particularly important considering the fact that the development of functional skills get accentuated while behavioral skills development received restricting attention.

7. As indicated by the surveyed MBA graduates, MBA students should be encouraged to be abreast with the latest developments in the industry and other economic activities through live projects, seminars, workshops and other forms of industry interaction.
8. Students should be encouraged to think deeply about the roles and responsibilities of business towards various stakeholders also recognize limitations of what is taught in their MBA course.
9. Different pedagogies such as experiential learning should be used more often and it should be recognised that skills like managing people, teamwork, interpersonal skills innovative thinking, planning , etc. are best learned through repeated practice in classroom and real situations.
10. A typical soft skills course may commence with a short module introducing scientific or practical knowledge / concepts / definitions / models related to a focal skill. This may also include an overview of the fundamental steps towards acquiring that skilled activity and finally progress to the imparting of those specific techniques or skills as would be applied by the students in the corporate world. Using a variety of pedagogical methods (e.g. simulations, role-plays) and teaching materials, students should be encouraged to internalize the given situations and test innovative solutions. It could be followed by reflective activities such within groups or written reflection for individuals to promote students' critical thinking.

11. Assignments whether for an individual or a group must emphasize applied learning that forces students to question, think deeply, weigh alternatives and design solutions using more skills like managerial and workplace and leadership skills.
12. From the B-School's administrative point of view, a collective climate of accountability needs to be promoted that includes mutual ownership of managerial skill development because something as complex as professional and managerial skills development cannot be considered as an exclusive concern of a particular group of professor or subject courses.
13. Also from the B-School's administrative point of view, benchmarking with other reputed B-Schools in the country and abroad would further help bridge this gap between industry expectations and B-School curriculum.

5.7 SCOPE FOR FUTURE RESEARCH

Further research could examine:

The implications of different pedagogical approaches on the development of the workplace behavioural skills identified.

Also, given that there may be a disparity between campus hiring managers' perceptions and practice by the supervisors on floor, a follow-up study may be required that examines day-to-day managerial practices in the recruiting partners that have hired from the B-schools included in this research.

Employ a random sample of a larger group of managers in order to cross-validate this study's results.

5.8 CONCLUSION

When most people think of careers in IT and Finance, soft skills rarely come to mind. But the reality is that soft skills like these are actually invaluable for a successful career in IT. To acquire lasting success in IT and Finance sectors, B-School graduates must also develop soft skills—interpersonal qualities such as leadership and the ability to work well with others. Being skilled at computers and troubleshooting is an essential part of working in IT, but if a fresh MBA graduate aspires to truly excel in performance, it is vital to have a combination of hard and soft skills. Working in the IT field requires constant human interaction. Whether during troubleshooting computer issues or managing a team, it's important to know how to interact and communicate well with others at all levels of the organization. Working in IT requires you to be comfortable with speaking to large groups of people. Whether one is presenting team's accomplishments to higher ups, explaining something new to a subordinate or leading a training session, presentation skills are vital to getting the message across to others. Also, in order to have a successful career in IT one has to work well with others as for the most part IT teams work closely to complete large tasks. As an IT sector employee, an MBA graduate should know how to listen to others, take criticism and direction well and contribute effectively in getting things done correctly and in a timely manner.

Similarly, in the Finance sector, in the recent past, there has been a greater focus on people with managerial and analytical skills in addition to expertise in the Finance. A fresh MBA graduate in a Finance area role is expected to be not only technically astute but savvy, with the ability to be able to communicate with people at all levels and interpersonal skills. Just being a good numbers person is no longer enough. B-School graduates in the Finance

sector are now being required to possess excellent communication skills and to be engaged with the business and proactive in driving relationships and making business improvements.

Recruiters of fresh MBA graduates in the IT and Finance sectors in Bangalore find a gap between their expectations and the MBA course curriculum. They feel MBA graduates needed critical skills including self-awareness, teamwork skills and managerial skills and B-Schools are not imparting and measuring students' progress in these areas accurately or rigorously enough. They are of the opinion that these management programs focus far too heavily on quantitatively based analytical techniques to the detriment of "soft skills," such as interpersonal and communication skills, which are essential for managers. This work of research has clearly presented empirical evidence that supports these arguments, suggesting that competencies which are most valued by practicing managers, are underrepresented in B-School syllabus. Further, it has also been established that the MBA curricula lacks multidisciplinary integration, which leads to the creation of functional silos within business school education and hence the inability in the graduates to view the business as a whole to function more productively. In short, from the recruiters' perspective, this research concludes that workplace skills and abilities necessary for effective management are lacking in MBA education.

From MBA students' perspective, the curriculum seems to be a collection of modular courses that lack real integration through extensive industry interaction and real time problem resolution case studies to prepare them better to deal with workplace challenges as practicing managers.

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ANNEXURE I

EXPLORATORY SURVEY QUESTIONNAIRE

There are thousands of business schools imparting business knowledge and guidance to students – preparing them for the world of business. Are these business schools successfully meeting the needs of the industry? Do B Schools equip MBA graduates with a practical orientation towards the corporate world? Are these universities preparing the graduates to land up with their dream jobs and deliver on the same efficiently from the first day itself?

Towards answering these questions, I request you to please take a few minutes in responding to the questions below.

Name :

Gender :

Address for Correspondence :

Organization :

Industry :

Role(Job Title) :

Tenure in this role :

1. What specific roles do you hire B-School graduates for?

2. What skills do you look for while hiring for these roles?

3. Do you visit any of these B-Schools to hire fresh graduates?

Alliance University

SJCBA

IBA

IBS

Jain University

RIMS

Krupanidhi

4. Are you familiar with the curriculum of the B-Schools you visit?

a) Yes

b) No

c) Somewhat

5. Do you think the curriculum of B-Schools makes graduates industry ready?

a) Adequately ready

b) Somewhat ready

- c) Not ready
- d) Cannot Say

6. Which subjects / topics do you think B-Schools should include in their curriculum to make graduates more industry ready and help them perform?

7. What factors do you think help B-School graduates perform on their jobs?

- a) Only MBA
- b) Only Company Training
- c) Supportive Supervisor and Team
- d) Combination of all of the above

8. Do you think soft skills / workplace skills should be integrated into B-School curriculum?

- a) Yes
- b) No

ANNEXURE II

DESCRIPTIVE SURVEY QUESTIONNAIRE

Employers are forever looking out for fresh graduates from colleges across the nation and are often ready to pay lucrative packages to entice the candidates for that offer. Needless to say, such attractive pay packages lead to heightened expectations from the employees. Organizations today are craving for candidates who can get the job done right from the day one. They are in need for efficient manpower with potential practical knowledge to share!

There are thousands of business schools imparting business knowledge and guidance to students. Are these business schools successfully meeting the needs of the industry by equipping MBA graduates with the required job skills **other than domain or technical skills**? As a recruiter of fresh MBA graduates for common roles in the **IT and Finance industry** are you able to find the **job skills** that are important for the role you are hiring?

Name :

Gender :

Address for Correspondence :

Organization :

Industry :

Role (Job Title) :

Tenure in this role :

A. **COMMUNICATION SKILLS: –**

Keeping in mind fresh B-School graduates, please rate each of the following workplace skills as any one of:

Important and present in candidates

Important but not present in candidates

Not important but present in candidates

Not important and not present in candidates

6. Is able to articulate his opinions clearly verbally and in written

7. Can explain ideas clearly to influence a group

8. Listens and builds on the views of others

9. Is able to synthesize different opinions

10. Demonstrates interpersonal effectiveness

11. Presentation is well structured

12. Is able to read the audience while presenting

13. Can write administrative and general reports

14. Exhibits positive body language while communicating

B. TEAMWORK SKILLS :-

Keeping in mind fresh B-School graduates, please rate each of the following workplace skills as any one of:

Important and present in candidates

Important but not present in candidates

Not important but present in candidates

Not important and not present in candidates

15. Is flexible and adaptable to change

16. Takes initiative

17. Seeks feedback for improvement

18. Seeks to improve group performance by encouraging others

19. Acknowledges others for their contribution

20. Works collaboratively with others for achievement of task

21. Explains and suggest ways of doing the task

22. Confronts aggressive behavior without disturbing the team

23. Makes an attempt to resolve disagreements/conflicts

24. Places team goals over individual objectives

C. **MANAGERIAL SKILLS:-**

Keeping in mind fresh B-School graduates, please rate each of the following workplace skills as any one of:

Important and present in candidates

Important but not present in candidates

Not important but present in candidates

Not important and not present in candidates

25. Seeks to resolve conflicting issues by seeking meeting ground in conflicting opinions

26. Focuses on task and feelings generated while making decisions

27. Time is well structured

28. Is clear of the requirements and multiple aspects of the job

29. Estimates own ability and team members' abilities for the task

30. Is able to handle exigencies without sacrificing the requirements.

31. Analytical ability

32. Delegation skills

33. Seeks to pacify discontentment to reduce the impact of failure

34. Is able to handle conflicting demands from stakeholders

D. LEADERSHIP SKILLS:-

Keeping in mind fresh B-School graduates, please rate each of the following workplace skills as any one of:

Important and present in candidates

Important but not present in candidates

Not important but present in candidates

Not important and not present in candidates

35. Integrity

36. Drive

37. Creativity

38. Strategic vision

39. Planning and Organising

40. Persists (without pushing) with the group to resolve issues

41. Is able to motivate team and achieve the task set for them

42. Keeps the group focused on the main issues by pointing out deviance

43. Is able to understand the linkages in business and act in accordance

44. Innovation