Chapter 6
Recommendation
And
Suggestions
6.1 **Recommendations And Suggestions**

It is stated that corporate acceptance of the MBA program is most vital for the success of management education (Roth, 1995). Accordingly, an MBA program should concentrate on key competencies that the managerial role demands and should develop programs which incorporate the development of students on the competencies as established:

- The study has explored the managerial experience and opinion on the most significant managerial competencies.
- These competencies can be studied for the various components (knowledge, skills, behaviors, work styles) that finally make an individual achieve competence on the same.
- The various components can be targeted separately or together to focus on the competency development.
- They can be the source of decision making on faculty training, pedagogy selection, curriculum focus, and evaluation also.

Business schools should redefine their objectives and craft a strategy to facilitate the change process. Scrabec (2000), for example, proposed a total quality education (TQE) model that considers society, students, and the business community as beneficiaries of the educational process.

Excellence in business education requires development of both basic business skills and leadership capabilities. Today’s lightning-fast business environment is more complex and unpredictable than ever before, and an MBA should prepare individuals to analyze, decide, and lead in a truly global marketplace.

MBA graduates can now become senior managers in as little as five to eight years, and frequent job changes—or even career shifts—have become commonplace. To remain relevant, management education must go beyond merely teaching a set of functional skills; it must hone the skills of entrepreneurially minded people to prepare them for a lifetime of success through the ability to recognize and capture opportunity.

One way to bolster professional managerial development is through the establishment of a common body of requisite knowledge, skills, or competencies. In this sense, the current
results pertaining to the overall alignment of MBA curriculum with the required behavioral competencies of managerial work could serve as a road-map for designing or redesigning curricula that support the development of the most essential managerial capabilities. As such, programs looking to establish a standard for management as a profession could rely heavily on prior empirically based competency modeling.

Once a school has evaluated its objectives, strategies, and assessment tools, the internal leadership must then gather and analyze the data to determine what should change, to what extent, and in what order. Change may be directed at institutional structure, organizational culture, the decision-making process, course delivery methods, joint activities with the business community, curricular changes, faculty incentives, the use of technology in the classroom, and student accommodations.

Most institutions depend on curricula and materials developed elsewhere and have not developed an intrinsic capacity to respond and evolve to the changing needs of various sectors of industry and services, student interests, Non-Government Organizations, or the economy and society. Many are unable to fulfill the mandatory changes imposed on them, such as upgrading of the curriculum by the Universities or the Board of Management Studies. There is need for greater autonomy for management education entities as well as a better regulatory regime. The market has to be enabled to consistently discriminate different programs/institutions based on their capacity to provide education of value. There would be in such a system serious and continuing debate among management scholars and educationists on the goals, objectives and content of management education as the context and needs keep changing.

Setting up competencies based education pattern could bring a lot of advantages. Under a competency framework, learning is constant (e.g., a student has either mastered the concept or not), and time is variable (e.g., students may progress quickly through things which they find easy or with which they have familiarity, or slow down their pace and spend more time on things that are more difficult or less familiar to them).

Under a competency-based education model, students’ progress in their program of study is not judged by accumulating hours spent on course or course coverage, but by demonstrating their skills and knowledge of particular subject matter competencies through a set of assessments.
6.2 Limitations & Scope Of Further Research

Some of the key limitations are:

- **Students were not taken as participants to access the managerial competencies because, it required tools like using assessment centers, behavioral interviews and feedback from companies. But this is not feasible for an individual researcher due to cost expertise, time requirements and data unavailability.**

- **The study has limited its scope to the B school ‘Institutional factors’ that have a possible impact on the student competencies like faculty industry awareness, teaching pedagogy, curriculum and has not gone into the area of real testing of managerial competencies due to the fact that competencies are not only affected by institutional factors but other variables like peer group, self-efforts, other opportunities. But these cannot be accounted in for B schools plan, hence been kept out of the scope of study.**

- **As a study of all the institutions of MBA is not feasible for an individual researcher so the geographic limitation of only analyzing Gujarat based institutes has been accepted by the researcher.**

- **The lack of respondents in both industry and academia, even after providing numerous benefits of convenience, automation, inducements, the industry representative and education both are reluctant to participate and provide data, is a big limitation.**

- **This study identified a significant shortfall in the manner in which the course objectives and descriptions of the unit of study that comprise MBA courses of study at the tertiary level are written. Hence it is difficult to conclude to what the course is attempting to do on a deeper level.**

- **The study found that the ‘curriculum documents’ in Gujarat based institutes were found lacking in written objectives, the traditionally unit courses have approximately 6-8 objectives written. The objectives are often related to the content of the unit rather than what the student should be able to do at the end of the unit, in terms of the attributes identified by the university as being obtained by the students when they complete the course of study.**
• Management teachers have a lot of institutional limitations and hence, fetching data from personal meetings was really not workable. The management institutes are very unwelcoming in sharing their practices. Leaving the research to choose a self-explanatory and administered questionnaire data collection process.

• There is large volume of literature that has been written in India on the benefit, problems and challenges for MBA programs, but very less empirical data is available to get guidance from. Hence, a large set of international literature has been used to build key assumptions and guidance.

Scope of Future Research

The research has identified that there is a great need and future scope of doing research in the area as this is fundamental to our organizations, country and the society around us. Some factors like development of competencies can be explored using a pre and post competency measuring method. This may add more information the present research may have missed

• The ‘Indian managerial competencies’ model produced in this study can be used by industry to map their employee selection criteria’s and update the criteria’s.

• Training beyond management students can use the information to research and assess managers’ competencies in these areas.

• The methodology used in the present research can be extended to all industry oriented programs like hotel management, medical, journalism, engineering etc.

• The cost of higher education is increasing and hence, to know its contribution and direction new methods of research like - a pre and post competency measuring method can also be applied.

• The objective driven education is criticized for its narrow approach but expanding its best fit can only happen if competencies based research is extended further.