Chapter 2
Review of Literature
2 Review of Literature

Review of literature in general and relevant to the study is the most important exercise as it clears the path ahead and offers unparalleled support in building the argument and it provides guidance to set the objectives and hypothesis more precisely. The literature review after the initial reviews and after setting of the “problem to study” became more focused to find evidence and key variables and linkage of variables so that the right understanding and interpretation can be developed.

The literature review is thus divided into 3 different directions and stages to demystify all the various aspects of the problem and for each aspect a deeper set of research information is available to evaluate every aspect more vividly.

Literature review used some of the most reliable, revered and ranked literature involving approx. 107 published papers, books, reports, thesis beside numerous websites, magazines, manuals etc. This literature has been used referred and included in the entire thesis starting from introduction, research methodology and recommendations.

The Literature review got divided in 3 different sections with deeper and clearer focus.

Reviews the research papers, reports, books and news/magazine article etc. and presents important historical developments in the general literature on competencies and management/managerial competency frameworks. And spread of competency concept in organizations across the world.

The review details the performance and competency link and establishes the concept of competencies as real and viable to really follow to achieve high people performance.

List key competency studies and their outcomes and also lists the methods of identifying the competencies. The review helped in identification of the managerial competencies model that can be used to derive the study on hand.
Reviews the research papers, reports news/magazine articles, web reports to understand the historic development and the present state of management education. Tries to identify the challenges, initiatives, gaps and management education future on a global, country and local perspective.

Reviews the research papers reports and news/magazine article on curriculum, pedagogy and new methods and experimental designs being used in teaching for competency development.

Review of literature in the area of improvement and changes in management education as being explored and suggested by studies. This part of review also helped in identifying new strategies and initiatives that have been and are being taken in the area of management education improvement.
2.1 Section -1 Competencies And Managerial Competencies

(Competencies, Managerial Competencies and Competency Clusters)

The underlying personal characteristic approach owes its popularity to research undertaken by the McBer consultancy in the late 1970s, in the USA. McBer Associates have been carrying out more or less continuous studies in this area for more than 40 years. This work was one part of an initiative by the American Management Association to identify those characteristics that distinguish superior from average managerial performance.

David McClelland pioneered the work and is quoted (Boyatzis, 1982) as identifying competency in terms of being “an underlying characteristic of a person which results in effective and/or superior performance in a job”.

Hammond (1989) defined competencies as “not the tasks of the job, they are what enables people to do the tasks”. Thus, personal qualities are the centre of this approach. Competency for McBer is not about micro-sized job task components. In this sense, the approach could be argued to be unlike the micro-movement approach to work study pioneered by Gilbreth, and thus should not be regarded as simply being one more scientific management tool within the industrial era transactional approach to the management of people. Rather, it is a case of competencies being generic underlying characteristics that could be described as part of a macro, rather than micro, approach to management. Within such a macro approach, competencies would, in the three-tier model suggested previously, actually be the micro-element. Competency would represent the micro level, and competence would represent the macro-level element.

Competency and associated concepts

Competency- A competency is any observable and/or measurable knowledge, skill, ability or behavior that contributes to successful job performance. There are two major components to a competency -- the definition and the scale. The definition explains what the competency means. This provides a common language that everyone in the organization can understand the same way. Each competency also has associated levels
of proficiency, which are described as a scale. The scale is descriptive in that it lays out a behaviour pattern for each level. It is incremental and additive, which means that any one level is inclusive of all preceding levels. For example, a level ‘C’ includes the behaviours described in levels ‘A’ and ‘B’. The scale begins with passive behaviour at level one and activity gradually increases from levels two to four or five. The progression of this scale is provided with the definition

Competency Profile

A job competency profile (or model) is a set of predefined “key” competencies and proficiency levels required to perform successfully in a specific job.

Competency Clusters

The competencies within the dictionary have been grouped into the following four clusters: Thinking Capabilities, Leadership Effectiveness, Self-Management and Social Awareness.

Each cluster covers a broad range of behaviors and provides an overall picture of the focus of the different behaviors.

Various researchers addressed issues of competency

In the late 1970s and early 1980s many writers explored the concept of competence as a basis for improving human and management performance. Such authors include:

- Chris Argyris (1962): Interpersonal Competence and Organisational Effectiveness;
- W. J. Popham (1979): Criterion Referenced Measurement;
Research shows that competency-based approaches to training, assessment and human resource activities (i.e. recruitment, selection, etc.) have been in evidence within Organisations since the early 1970s. They are no less prevalent today. While the approaches to implementing competencies usually vary depending on the consultants and the organizational needs, in the 1990s the emergence of formal, national strategies to implement competency-based systems began to have a profound influence on the field of research.

Understanding competency and competency clusters

Competency is an observable skill or ability to complete a managerial task successfully (Jacob)

Competency is an underlying characteristic of an individual that is causally related to criterion referenced effective and/or superior performance in a job or a situation (McClelland)

Underlying characteristic of a manager causally related to superior performance (Evarts)

The ability to perform effectively the functions associated with management in work situations (Hornby and Thomas)

An underlying characteristic of a person in that it may be a motive, trait, skill, aspect of one’s self image, social role or a body of knowledge. (Boyatzis)

Competencies are characteristics of a manager that lead to demonstration of skills and abilities, which result in effective performance within an occupational area. Competence also embodies the capacity to transfer skills and abilities from one area to another. (Hogg)

The definition given by McClelland is the definition that has found acceptance among the practitioners. The definition has three important elements (shown in italics above). ‘Underlying characteristic’ means that the competency is fairy deep and enduring part of the person’s personality and can predict behavior in wide variety of situations and job tasks.

‘Causally related’ means that a competency causes or predicts behavior and performance.
‘Criterion referenced’ means that the competency actually predicts who does what well or poorly, as measured on a specific criterion or standard.

A. Underlying Characteristic Competencies are underlying characteristics of people and indicate “ways of behaving or thinking, generalizing across situations, and enduring for a reasonable period of time.” The competencies have five characteristics, namely:

1. Motives (Things a person consistently thinks about or wants that cause action, motives drive, direct and select behavior towards certain actions) example achievement motivation people consistently set challenging goals for themselves, take responsibility for accomplishing them and use the feedback to do better

2. Traits (physical characteristics and consistent responses to situations) Good eyesight is physical traits of a pilot. Emotional Self Control and initiative are more complex consistent responses to situations.

3. Self Concept (a person’s attitude value or self image.). A person’s values are reactive or respondent motives that predict what a person would do in the short run. Example: A person who values being a leader would be more likely to exhibit leadership behavior.

4. Knowledge (Information a person has in a specific work area) Example: An accountant’s knowledge of various accounting procedures.

5. Skill (is the ability to perform certain mental or physical tasks) Example: Mental competency includes analytical thinking. The ability to establish cause and effect relationship.

The type or level of competency has significance for human resource planning. A skill or knowledge can be easily developed. Training is the most cost effective way to bring these competencies.

Motives/Self Concepts and traits are more difficult to train and or develop. These need to be a part of the selection process. Motives/self concepts are formed in the processes of living and life experience.
Wood and Payne (in ‘Competency Based Recruitment and Selection- A Practical Guide’) report that the following competencies are most commonly adopted competencies:

1. Communication
2. Achievement/ Result Orientation
3. Customer Focus
4. Teamwork
5. Leadership
6. Planning and Organizing
7. Commercial/business awareness
8. Development Orientation
9. Problem Solving
10. Analytical Thinking
11. Relationship Building

It is clear from the list above that not all are competences in the strict sense. Some like ‘Achievement Orientation’ is clearly ‘internal and underlying characteristics of the individual’ while others like customer focus and commercial/business awareness, Relationship Building, Problem solving are clearly skill level competencies.

A. We believe that competencies that can be trained are clearly behavioral competencies, a good example would be ‘communication’. Classically competencies could be classified into Thinking, Feeling and Action competencies, or more technically into cognitive, affective and cognitive.

B. Causal Relationship: Motives, traits, self-concept predict skill/ behavior and action that in turn predict job performance outcomes, as in the motive/trait, Behavior. Outcome Competences always include an intent, which is the motive or trait force that causes action towards an outcome. Behavior without intent does not form a competency.
Behavior can include thought, and feelings where thinking, feeling precedes and or succeeds action. The word action includes ‘saying’, speaking, etc.

C. Criterion Referenced: This is the most important part of the definition of competency. A characteristic of an individual is not a competency unless it predicts something meaningful in the real world. The criterion most frequently used in competency studies is ‘superior performance’. Thus, the characteristic is a competency if it can predict ‘superior’ or effective performance.

Competencies as level of expertise.

Competencies can be divided into threshold and differentiating competencies. Threshold competencies define the minimum necessary for performance of the job and differentiating competencies are the ones that separate average performers from the superior performers.

‘Boyatzis’ distinguishes threshold competency and competencies. Threshold competencies “a person’s generic knowledge, motive, trait, self-image, social role, or skill that is essential to performing a job, but is not causally related superior job performance”

An example would be competency with the local language. Threshold competency is essential for performance of a task. Whereas some competencies are causally linked to superior performance on the job. Thus, in the case of software job the knowledge of the platform may be a threshold competency whereas ability to think logically and break down problems into logical units may be a superior performance competency. Often threshold competency is assumed or can be checked by asking only a few questions.

**Are Competencies generic?**

Threshold competencies are generic (in the sense same in different organizations). Managerial competency like ‘decision making’ also falls under generic competency. However, decision-making with sensitivity to people issues’ is not a generic competency.

Certain jobs or businesses may not call for handling people issues.

Competencies related to superior performance are not generic. However, threshold
Competencies are generic.

What are Meta Competencies?

Burgoyne defined three categories of competencies:

1. Meta Competencies like mental agility, creativity;
2. Skills and attributes like social skills, emotional resilience;
3. Basic Knowledge and Information like technical professional knowledge

Basic Knowledge and Information is the same as threshold competencies. Skills and attributes are necessary for superior performance and Meta competencies are necessary for continued superior performance in a changing environment. It can also be argued that Meta competencies may be underlying the skills and attributes.

What are Behavioral Indicators?

Competencies, in order to be measurable, are described in behavioral indicators. Competencies are measured from observable behavior. Behavioral Indicators are behaviors exhibited by the interviewees. Behavioral Indicators describe directly observable behavior or specific evidence of an individual’s competency. Since it describes a behavioral indicator would usually include a verb, include contextual information to make meaning of the action and describe only a limited behavior or evidence. However, care needs to be taken to look at the motive/intent that causes the behavior.

Behavior without intent is not a competency.

Each indicator should:

1. Describe directly observable behavior or other specific evidence of the individual’s competency
2. Describe just one piece of behavior or evidence
3. Not be duplicated under two or more competencies
4. Include a verb phrase

5. Include enough contextual information to make the action meaningful Byotzis cluster of competencies.

ARMA International core competencies report 2007 says that Competencies are defined as the knowledge, skills, characteristics, or traits that contribute to outstanding performance in a particular profession. They are described in a way that they can be observed, measured, and rated. Competencies move the focus from "what" an employee must accomplish (defined in the typical job description) to "how" the employee accomplishes the required tasks. When a series of competencies are organized together, it is called a competency model. A competency model differentiates between entry level and expert level performance for a specific profession. Competencies create a common bond of understanding and a common language for discussing performance requirement. They also may be used to design and develop training and educational programs, position descriptions, and performance evaluation instruments.

**Why Evaluate One’s Competencies?**

At an organizational level, competency-based human resource programs can provide benefits in the areas of:

- hiring and selection,
- performance feedback and management,
- training and development,
- career development, and
- succession management.

From an individual perspective, using competencies can help to:

- Identify gaps between present knowledge and skill sets and those required for excellent performance within the current job or for advancement to the next job level.
- Effectively discuss your performance, career aspirations, and development needs with your supervisor.
- Create a professional development plan to excel in your job, your organization, and your profession.
- Identify educational resources to address areas of personal need.

Critics of competency-based approaches mainly target its behaviorist origins. Many view it as reductionist, narrow, inflexible, and empirically and pedagogically a 'one size fits all' approach (Chappell, 1996). It has also been criticized because its behaviorist approach could not provide qualifications and curriculum with an indication of the non-skills based attributes that would underpin competent performance (Bowles & Graham, 1994:12). While research and literature continues to establish the new frontiers for competency-based approach or debunks existing approaches, competencies have become embedded as major national as well as industry and organizational approaches to completing the management of learning, performance and knowledge.

While there are many variations on how to frame and write competencies analysis of the literature shows in most cases these all draw upon the theoretical constructs developed by the early writers. Most influential were the early works by Argyris (1962) and Boyatzis (1982). Boyatzis's seminal work formed the basis for defining and producing a model for competency-based education, training and development. It is in Boyatzis's work that one can also find many of the shortcomings of approaches that distinguish what constitutes a definition of a competency required for a specific work context.

Figure 3. Understanding Competency
Contemporary research and literature still indicate competence-based approaches at an organizational level will vary (Hodkinson & Issitt, 1995; Barrie & Pace, 1997). Spencer and Spencer suggested competencies have four defining features (1993:15):

A competency is an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job situation.

Underlying characteristic means the competency is a fairly deep and enduring part of a person's personality and can predict behavior in a wide variety of situations and job tasks.

Causally related means that a competency causes or predicts behavior and performance.

Criterion-referenced means the competency actually predicts who does something well or poorly, as measured on a specific criterion or standard.

Other authors stress the role of competencies as the core technical skills, knowledge and technologies that enable organizations to maintain unique productive capacity. Such approaches reinforce the need for competencies to be specific to the organization and unique components of the overall competitive capabilities held by an organization and its workforce (Prahalad & Hamel, 1990:79; Sanchez & Heene, 1997:5-6; Allee, 1997:21). These types of models may be able to accommodate national approaches to competency frameworks but ultimately these approaches recognize competitiveness cannot be generated from the same skill and knowledge available to anyone in the marketplace.
Why are generic skills important?

Generic skills are important because jobs today require flexibility, initiative and the ability to undertake many different tasks. They are not as narrowly prescribed and defined as in the past and generally they are more service oriented, making information and social skills increasingly important.

Employers now focus on adaptation, cost reduction, increased productivity, and new markets, products and services. Employees need to demonstrate teamwork, problem-solving, and the capacity to deal with non-routine processes. They should also be able to make decisions, take responsibility and communicate effectively.

Proficiency in the broad range of generic skills has become the main requirement for the modern worker (Australian Chamber of Commerce and Industry & Business Council of Australia 2002).

Employers seek to recruit and retain employees with these skills; thus, education programs that emphasize such skills offer learners a comparative advantage in the labour market. Education providers are also interested in generic skills because they encourage learners to be more reflective and self-directed (Hager, Holland & Beckett 2002).

Internationally, there is increasing emphasis being placed on active citizenship and community capacity as reflected in the extensive work on learning communities. Generic skills feature prominently in this body of literature Generic skills are also known by a number of terms overseas. In some countries they are specifically employment related, while in others greater emphasis has been placed on their social relevance. Box 1 outlines the different labels being used for generic skills in various countries.
Terms used in various countries to describe generic skills

<table>
<thead>
<tr>
<th>Country</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>United Kingdom</td>
<td>Core skills, key skills, common skills</td>
</tr>
<tr>
<td>New Zealand</td>
<td>Essential skills</td>
</tr>
<tr>
<td>Australia</td>
<td>Key competencies, employability skills, generic skills</td>
</tr>
<tr>
<td>Canada</td>
<td>Employability skills</td>
</tr>
<tr>
<td>United States</td>
<td>Basic skills, necessary skills, workplace know-how</td>
</tr>
<tr>
<td>Singapore</td>
<td>Critical enabling skills</td>
</tr>
<tr>
<td>France</td>
<td>Transferable skills</td>
</tr>
<tr>
<td>Germany</td>
<td>Key qualifications</td>
</tr>
<tr>
<td>Switzerland</td>
<td>Trans-disciplinary goals</td>
</tr>
<tr>
<td>Denmark</td>
<td>Process independent qualifications</td>
</tr>
</tbody>
</table>
Indian Scenario

In March 2009, the government announced a National Policy on Skill Development laying down the framework within which it wanted skills-related training to be conducted. The policy clarified the roles that different stakeholders – government, industry, trade unions and civil society – would need to play for the creation of a skills ecosystem in India.

Making a departure from the past, the 2009 Skill Development Policy clearly specified that skills-related training should become outcome focused and linked to jobs and employability. It said that skills should become fungible to allow for a seamless transfer from a vocational education stream to a formal education system. The policy said that the government should complement private sector initiatives in skill development and emphasised the need for short-term, industry-relevant courses. Significantly, the policy also talked of encouraging innovation in delivery and more public–private partnerships in the skills space. In January 2011, the government appointed Mr. S Ramadorai, Vice Chairman of India’s biggest IT software firm, Tata Consultancy Services (TCS), as Skills Advisor to the Prime Minister with the rank of a Cabinet Minister to provide an impetus to the skilling mission.

A unique experiment in the skills arena, NSDC was officially launched in October 2009 with a mandate to skill 150 million people by 2022 in 20 high growth sectors and unorganized sector (Government of India 2009) identified by the government and the informal segment through a three-pronged approach revolving around creating, funding and enabling sustainable skills training initiatives in the private space.

But the recognition or objective based professional development in India is still limited to workers and lower order skills. The objective or outcome based higher education is still a far dream which is a greatly detrimental situation. Higher and professional education has been made more objective, outcome based across the world and lot of experiments are happening to align the learning systems and pedagogy to get results.
Multiple Definitions Of Competencies

- Competency is the related knowledge, skill, abilities and specifications for achieving superior performance in a job such as: problem solving, analytical thinking and leadership. Some of the definitions of competency are including motives, beliefs and values (Mirabel, 1997).
- Competency is a set of interrelated knowledge, skills and attitudes that affected on the significant part of a person’s job and is correlated with person’s job performance. This competency is measurable according to standards and is expandable with the education and improvement (Parry, 1996).
- Competency is defined as a person's underlying traits that are causally associated with superior performance and more effective person. Underlying characteristics are those competencies that associated with individual’s personality; also causal relationship is means that trough competency it is possible to predict individual’s strong and weak behaviors based on specific criterias (Spenser and Spenser, 1993).
- Competency is the ability to obtain a special status (Keen, 1992). Competency is a combination of various components (such as skills, knowledge, experience, etc) like the fingers of one hand (Keen, 1992).
- Competency is the behavior of individuals in a specific condition that have the maximum efficiency and effectiveness in implementing the results (Herling, 2000).
- Competency is a combination of implicit and explicit knowledge and also behaviors and skills that enables a person to doing a specific task or duty (Draganidis and Mentzas, 2006).
- Competency means the measurable capabilities of people to have a effective performance that required for doing a specific job or work (Marrelli, 1998).
- Characteristics, knowledge, skills, beliefs, thinking patterns and the like, when used alone or in combination will lead to successful performance (Dubois, 1998).
- Skills, knowledge, abilities and other specifications that a person needs to do his job effectively (Jackson and Schuler, 2003).
Managerial Role And Managerial Competencies

The proposition is that, the economic and social wellbeing of society and of those in it, is substantially dependent on the effective and efficient performance of organizations of all kinds present in the society.

The organizational success in turn depends on adequate or excellent management and leadership capability, and that this in turn can be learnt and developed, would be accepted by many as likely to be true in common sense and everyday observation.

It is almost axiomatic to state that effectively developing capabilities to successfully perform managerial work matters to both individuals and organizations (GMAC Technical Report (Dierdorff & Rubin 2006). Indeed, substantial research has supported the positive organizational consequences associated with the prevalence of particular high-performance management practices, such as selective hiring and employee development. Other research demonstrates individual-level outcomes stemming from managerial competence such as career progression and leadership effectiveness (Lombardo, Ruderman & McCauley, 1987; Lowe, Kroeck & Sivasubramaniam, 1996). Thus, few questions in management research and practice are more fundamental than how best to develop effective managers.

Effective managerial capabilities have typically been acquired vis-à-vis informal work experiences. For example, recent studies have shown that between 70-90% of workplace learning occurs on the job through work experiences, informal training, and mentoring (Pfeffer & Sutton, 2000; Tannenbaum, 1997). While trial and error and informal experiences are effective learning grounds for acquiring managerial competence, they are also rather inefficient settings requiring years of experience and the ability to synthesize learning that is extraordinarily unsystematic.

The performance of companies depends mostly on the quality of their management, which is directly related to managerial potential and the competencies of the company’s managers. It is therefore clear that endeavors to improve the quality of management in the last few decades have been particularly intense at the practical level. Richard Boyatzis, the renowned American lecturer and consultant, claims that globally as much as USD 37
billion is spent each year for this purpose, yet in practice an above-average performance can only be found in approximately 10-15 percent of managers.

Managing an organization involves adaptive responses to both the job tasks and the technological and socioeconomic changes. The traditional management approach is insufficient to explain how manager could cope with these transformations, given that it mainly includes knowledge and skills. For this reason, the concept of managerial competences has been recently introduced, as it adds other individual variables to knowledge and skills (Kanungo and Misra, 1992; Lawler, 1994).

Managerial Roles - Early work (Fayol, 1916) indicated that the management of organizations has certain unique functions (distinctive as compared to, say, those of the owners of the organization or its workers). These functions are those of setting goals, planning how to achieve them, controlling operations so that the organization stays on course, coordinating interdependent activities, developing and managing an organization structure to get tasks accomplished, and leadership and motivation of the staff. It was later surmised that all managers must perform these functions, that is, in general, they need to play the roles of goal setters, planners, controllers, coordinators, organization designers, leaders, etc. Studies of what senior managers actually do at work led to the identification of several distinctive roles such as the figurehead, leader, and liaison roles, monitor, disseminator, and spokesperson roles, and entrepreneur, disturbance handler, resource allocator, and negotiator roles. (Mintzberg, 1973; Mintzberg, 2001). Some of these roles may be generic to all managers; others may be more specialized by industry, the manager’s level or function in the organization, etc.

There may also be cross-cultural differences among roles or their importance to the organization (Pearson and Chatterjee, 2003; Pearson, Chatterjee and Okachi, 2003). For example, negotiating with, and managing, regulatory bodies may be a much more important role in the relatively controlled market economies than in the free market economies.
**Competencies for Performing Managerial Roles**

A critical issue is which managerial traits and competencies facilitate excellence in the performance of managerial roles. Early work focused heavily on leadership styles. It was thought, on the basis of extensive behavioural science research, that the managers who were good at demanding and facilitating high performance from their subordinates and were also employee-oriented, considerate, or ‘nurturant’ in the way they looked after the needs of their subordinates tended to get better productivity from their subordinates, and their subordinates tended to have higher job satisfaction, than those managers who were only demanding or only nurturant (Sinha, 1980).

Early research also led to the belief that participatory leadership of groups/teams yielded better results in terms of productivity, morale, and performance continuity than authoritarian forms of leadership (Tannenbaum, 1966). More recent research indicates that ‘transformational’ leadership — visionary, empowering, inspiring, trust-based leadership can yield far better results than transactional’ leadership that stresses mainly rewards and punishments (Tichy and Devanna, 1986).

A number of skills and attributes associated with transformational leaders has been identified. Srivastava (2003), for instance, has sought to measure certain Indian business transformational leaders on some 50 such competencies and attributes.

Competencies in the form of useful motives, attitudes, and personality traits have been another fertile area for finding determinants of managerial success. McClelland’s (1975) research pointed to the power motive and activity inhibition or self-control of managers as two significant success factors. But, other determinants too were located. Summarizing a large volume of Western research, Campbell and his colleagues (1970) concluded that intelligence, verbal skills, good judgment, organizing skill, effective interpersonal relations, hard work, risk taking, pro-activity, dominance, confidence, straightforwardness, low anxiety, sense of autonomy, good health, ambition, active participation in extra-curricular and community activities, etc., contribute to managerial effectiveness.
The manager’s job is far broader than simply managing subordinates. The manager has to operate within the constraints imposed by the nature of the organization’s business, the phase the organization is in, the power structure of the organization, its culture, its objectives and priorities, authority and resources available and so forth. This requires high orders of navigational and communications skills, problem solving skills, toughness, persistence, resourcefulness, flexibility, etc.

Boyatzis (1982) identified a number of competencies and traits that distinguished high managerial performers from average and poor performers. The competencies were identified from prior research as well as through the use of the technique of behavioral event interviewing. This technique involves the recall of critical incidents by managers and the analysis of these incidents to cull out the competencies displayed.

A large number of competencies were initially identified and were reduced to 19 competencies arranged in five groups through factor analysis. The first group, the action management cluster of competencies, consisted of efficacy orientation, pro-activity, diagnostic use of concepts, and a concern with making an impact. The second was the leadership cluster, consisting of self-confidence, usage of oral presentations, logical thought, and conceptualization. The third cluster, labeled human resource management, consisted of the use of socialized power (broadly, team building capacity), positive regard (belief in the effectiveness of others), effective management of group processes (that is, ability to stimulate collaboration), and accurate self-assessment (objective view of oneself). The fourth cluster was direction of subordinates consisting of developing others, the use of unilateral power (giving commands), and spontaneity (ability to express oneself freely). Focus on others was the fifth cluster, and it consisted of self-control, objective perception, stamina and adaptability, and concern with close relationships/friendships. Besides these core competencies, Boyatzis (1982) also stressed the importance of specialized knowledge. A discriminant function analysis was performed vis-à-vis ten of these competencies Kanungo and Misra (1992) identified managerial competencies that constitute managerial resourcefulness. They differentiated between skills, which are quite specific, such as greeting all customers with a smile, and competencies that are ‘generic’, that is, skills that are useable with some modifications in
a wide variety of task situations. The latter are particularly needed in nonroutine tasks that managers typically perform. Kanungo and Menon (2002) conceptualized managerial resourcefulness as consisting of affective competencies (management of one’s feelings and emotions), intellectual competencies (management of one’s thoughts, beliefs, expectations, and mental processes), and action-oriented competencies (management of one’s intentions and action orientation).

Meta-analyses of high performance leadership competencies

• Schippman and his colleagues (1991) identified 21 main task dimensions of management work, informed by an analysis of 21 research studies between 1949 and 1986. They used an activity-based approach.

• Fleishman and his colleagues (1991) specified 13 leader behaviour dimensions evaluated in relation to 65 classifications of leadership behaviour between 1944 and 1986. This approach is based on describing behaviour in relation to four superordinate operational functions involved in all human work activities: information acquisition; information processing and decision; information storage; physical and communicative action. This cognitive perspective on human functioning tends to downplay the role of emotion.

• Yukl and colleagues (1990) defined 13 specific leadership behaviors or managerial practices. This work was based on factor analysis of the behavioral skills required for effective performance.

• Tett and his colleagues (2000) identified 53 management competencies that reflect a combination of personal attributes and behavioral skills. This study builds on work in 12 earlier studies of managerial performance between 1951 and 1993.
Managerial competency clusters

During the review of research it was found that the following managerial competencies offered a clear construct and were based on right empirical methodology which has been cited and referenced highly by other research work also.

The review of literature yielded different ‘managerial competencies’ and ‘Managerial competency Models’ showing comparative significance of each competency and clusters.

Table 4. Key Managerial Competencies Models

<table>
<thead>
<tr>
<th>Sno.</th>
<th>Name of the study</th>
<th>Publication</th>
<th>Sample</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(Dierdorff&amp; Rubin, 2006)</td>
<td>Report By MERI USA 2006</td>
<td>8,633 incumbents across 52 different managerial occupations</td>
<td>Factor analysis, ANOVA</td>
</tr>
<tr>
<td>2</td>
<td>Global Leadership and Managerial Competencies of Indian Managers T V Rao</td>
<td>IIMA. India Research and Publications W.P. No. 2007-06-05</td>
<td>360 feedback survey of 762 senior and top level managers.</td>
<td>Using mean and standard deviation to rank competencies</td>
</tr>
<tr>
<td>3</td>
<td>Empirical Study of Managerial competencies in Indian organization</td>
<td>Management &amp; Accounting Research 2001</td>
<td>60 top Executives in 29 companies</td>
<td>Means and rank order</td>
</tr>
<tr>
<td>4</td>
<td>Competencies For Senior Manager Roles</td>
<td>Vikalpa Vol. 29 2004</td>
<td>73 senior and top-level managers</td>
<td>Using mean and standard deviation ranked competencies.</td>
</tr>
<tr>
<td></td>
<td>Managerial Competence: Do Technical Capabilities Matter?</td>
<td>Vikalpa • Volume 30 • No 2 • April - June 2005</td>
<td>Assessment exercise conducted on executives (N = 271) in one of India’s largest vehicle Manufacturing companies</td>
<td>Assessment of Competencies Using mean and standard deviation ranked competencies</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6</td>
<td>Managerial Competency fact or fiction – Tony Cockerill, John Hunt, Harry Schroder</td>
<td>Business Strategy review Autumn 1995</td>
<td>150 Senior managers in a variety of sectors</td>
<td>Questionnaire based survey on HPMC BARS and Qualitative assessment</td>
</tr>
<tr>
<td>7</td>
<td>U N Industrial Development Organization</td>
<td>2002 UNIDO Report</td>
<td>Internal Mapping of Competencies of performers</td>
<td>HR Report</td>
</tr>
</tbody>
</table>
Overview of Some Managerial Competencies Models (from above list)

Tony Cockerill, John Hunt (London Business School), Harry Schroder (University of Florida) said “These competencies are an outcome of an effort to identify superior managerial performance in dynamic environments”. They describe behavior’s under 4 clusters which enable individuals, teams and organizations to perform at outstanding levels in an unpredictable, complex and fast changing environment ie; Thinking Developmental, Inspirational and Achieving.

Table 5. HPMCModel

<table>
<thead>
<tr>
<th>HPMC</th>
<th>Behavioral Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>THINKING</td>
<td></td>
</tr>
<tr>
<td>Information search</td>
<td>Gathers many different kinds of information and uses a wide variety of sources to build a rich informational environment in preparation for decision-making in the organization.</td>
</tr>
<tr>
<td>Concept formation</td>
<td>Builds frameworks or models or forms concepts, hypotheses or ideas on the basis of information; becomes aware of patterns, trends and cause/effect relations by linking disparate information.</td>
</tr>
<tr>
<td>Conceptual flexibility</td>
<td>Identifies feasible alternatives or multiple options in planning and decision-making; holds different options in focus simultaneously and evaluates their pros and cons.</td>
</tr>
<tr>
<td>Interpersonal search</td>
<td>Uses open and probing questions, summaries, paraphrasing etc. to understand the ideas, concepts and feelings of another; can comprehend events, issues, problems, opportunities from the viewpoint of others.</td>
</tr>
<tr>
<td>Managing interaction</td>
<td>Involves others and is able to build co-operative teams in which group members feel valued and empowered and have shared goals.</td>
</tr>
<tr>
<td>Developmental orientation</td>
<td>Creates a positive climate in which staff increase the accuracy of their awareness of their own strengths and limitations; provides coaching, training and developmental resources to improve performance.</td>
</tr>
<tr>
<td>INSPIRATIONAL</td>
<td></td>
</tr>
<tr>
<td>Impact</td>
<td>Uses a variety of methods (e.g. persuasive arguments, modeling behaviour, inventing symbols, forming alliances and appealing to the interest of others) to gain support for ideas and strategies and values.</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>States own &quot;stand&quot; or position on issues; unhesitatingly takes decisions when required and commits self and others accordingly; expresses confidence in the future success of the actions to be taken.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Presents ideas clearly, with ease and interest so that the other person (or audience) understands what is being communicated; uses technical, symbolic, non-verbal and visual aids effectively.</td>
</tr>
<tr>
<td>ACHIEVING</td>
<td></td>
</tr>
<tr>
<td>Proactive orientation</td>
<td>Structures the task for the team; implements plans and ideas; takes responsibility for all aspects of the situation even beyond ordinary boundaries - and for the success and failure of the group.</td>
</tr>
<tr>
<td>Achievement orientation</td>
<td>Possesses high internal work standards and sets ambitious, risky and yet attainable goals; wants to do things better, to improve, to be more effective and efficient; measures progress against targets.</td>
</tr>
</tbody>
</table>
In one of the most recent Indian studies by T V Rao June 2007 W.P. No. 2007-06-05 IIM A Research and Publications IIM A has listed most frequently mentioned strengths of Top level managers from Indian Industry (N = 531 Top level Managers assessed by around 5300 assessors. Strengths mentioned frequently for more than 10% of the 531 managers.

1. Job knowledge or Domain Knowledge (about 40% seem to have this)  
2. Communication (28%)  
3. Team work (23%)  
4. Hard working (21%)  
5. Interpersonal skills (19%)  
6. Calm and Composed (19%)  
7. Delegates (16%)  
8. Organized (13%)  
9. Motivational skills (10%)  
10. Positive attitude and positive thinking (10%)  
11. Open minded (10%)  
12. Analytical (10%)  
13. Honesty and Integrity (10%0  
14. Innovative (about 10%)

A study on top leadership competencies by Kandwala 2004 which studied role effectiveness and senior manager’s competencies has identified 45 key competencies under 6 clusters

Managerial Competencies | Average Score Rank
--- | ---
A Contextual Sensitivity Competencies | Average Rank 17.4
B Initiative Management Competencies | Average Rank 26.7
C Innovations-related Competencies | Average Rank 32.4
D Resilient Problem Solving Competencies | Average Rank 23.7
E Task Execution Competencies | Average Rank 9.7
F Interpersonal and Leadership-related | Average Rank 28.8
Dierdorff, Rubin, & Morgeson 2009, using the Dierdorff, Rubin 2006 study focused on the interplay between work context and managerial role requirements using O_NET which is a comprehensive database of occupational information of US Dept. of labour.

Table 6. Dierdorff, Rubin, & Morgeson Competencies Ratings

<table>
<thead>
<tr>
<th>Managerial Competencies</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Administration &amp; Control</td>
<td>3.3</td>
<td>.30</td>
</tr>
<tr>
<td>Managing the Task Environment</td>
<td>3.37</td>
<td>.45</td>
</tr>
<tr>
<td>Managing Strategy &amp; Innovation</td>
<td>3.38</td>
<td>.35</td>
</tr>
<tr>
<td>Managing Human Capital</td>
<td>3.64</td>
<td>.29</td>
</tr>
<tr>
<td>Managing Decision-making Processes</td>
<td>3.73</td>
<td>.26</td>
</tr>
<tr>
<td>Managing Tools &amp; Technology</td>
<td>2.48</td>
<td>.55</td>
</tr>
<tr>
<td>Knowledge of Technology, Product Design, &amp; Production</td>
<td>3.83</td>
<td>.28</td>
</tr>
<tr>
<td>Knowledge of general business functions</td>
<td>3.16</td>
<td>.36</td>
</tr>
<tr>
<td>Knowledge of Media Communications &amp; Delivery</td>
<td>3.42</td>
<td>.29</td>
</tr>
<tr>
<td>Knowledge of Human Behaviour &amp; Society</td>
<td>2.43</td>
<td>.49</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>2.05</td>
<td>.62</td>
</tr>
<tr>
<td>Strategic &amp; Systems Skills</td>
<td>3.29</td>
<td>.35</td>
</tr>
<tr>
<td>Skills in operations</td>
<td>2.19</td>
<td>.44</td>
</tr>
<tr>
<td>Foundational Skills</td>
<td>2.22</td>
<td>.31</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>4.48</td>
<td>.21</td>
</tr>
<tr>
<td>Generative Thinking</td>
<td>3.93</td>
<td>.29</td>
</tr>
<tr>
<td>Learning,, Motivation, &amp; Leadership</td>
<td>4.16</td>
<td>.25</td>
</tr>
<tr>
<td>Interpersonal Orientation</td>
<td>4.11</td>
<td>.32</td>
</tr>
</tbody>
</table>
Table 7. Boyatzis Early Model Of Managerial Competencies

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Competency</th>
<th>Threshold Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal and Action Cluster</td>
<td>Concern With Impact</td>
<td>1. Logical Thought</td>
</tr>
<tr>
<td></td>
<td>Diagnostic Use of concepts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Efficiency orientation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pro-active</td>
<td></td>
</tr>
<tr>
<td>Leadership Cluster</td>
<td>Conceptualization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-confidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>use of Oral Presentation</td>
<td></td>
</tr>
<tr>
<td>Human Resource Cluster</td>
<td>Managing Group processes</td>
<td>Accurate self assessment</td>
</tr>
<tr>
<td>Directing Subordinate</td>
<td>Use of Socialized Power</td>
<td>Positive Regards</td>
</tr>
<tr>
<td>cluster</td>
<td></td>
<td>Developing others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spontaneity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of Unilateral Power</td>
</tr>
<tr>
<td>Focus On others Cluster</td>
<td>Perceptual Objectivity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-Control</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stamina and Adaptability</td>
<td></td>
</tr>
</tbody>
</table>

- Efficiency orientation - Focusing on objectives, tasks and achievements. Setting challenging goals and supporting appropriate planning.

- Concern with impact - Demonstrating a significant interest in power and its symbols.

- Proactivity - Showing a strong belief in individual self-control and self-driven action.

- Self-confidence - Showing belief in self, values and ideas.

- Oral presentation skill - Able to speak well, using effective language, modes of speech and body language.

- Conceptualization - Uses inductive reasoning to identify patterns and relationships.

- Diagnostic use of concepts - Able to use deductive reasoning to convert models and ideas into specific instances and possibilities.

- Use of socialized power - Developing networks and hierarchies of people and mobilizing them to achieve specific ends.

- Managing group processes - Building the identity of groups and people in them. Building common goals and objectives.
Among those who have developed competency framework and classifications, Pedler, Burgoyne and Boydell (1994) developed a competency classification system reflecting the successful manager. Their research indicated that there were three levels of competencies and qualities an effective manager possessed.

In order these:

1. Basic Knowledge and Information
2. Skills and Attribute
3. Meta-Competencies

Figure 4. Peddler Burgoyne and Boydell Model

(A manager’s guide to self-development, McGraw hills, Maiden Head 1978)

1-5  Level 1 – Basic Knowledge and Information
6-16 Level 2 – Skill And Attributes
7-20 Level 3 – Meta Skills (Higher order)
Nova Scotia Public Service Commission Competency list

Thinking Capabilities: This cluster captures the behaviors associated with problem solving and planning, and one’s cognitive ability to research, analyze and make well thought out decisions which are aligned to the government’s strategic direction.

Leadership Effectiveness: This cluster groups leadership qualities and behavior that allow one to have an impact on their employee’s contribution, development, and understanding of their role.

In addition, this cluster draws on behaviors associated with one’s ability to align others to the government’s vision.

Self-Management: This cluster includes the competencies related to one’s ability to know one’s own triggers, preferences, and internal resources and be able to apply those to guide one’s performance.

Social Awareness: This cluster includes the competencies related to one’s ability to manage our relationships effectively. This cluster also draws on behaviours associated with being socially aware of the work environment and how best to make an impact.

International and Domestic Skills and their Intersection

Figure 5. Nova Scotia Public Service Commission Competency model

Competency frameworks have become very common in organizations throughout the world and they are being used in organizations for recruitment, promotion, training another decisions.
Organizational Influx of Managerial competencies Concept.

The Recruitment and Retention survey by the “Chartered Institute of Personnel and Development” polled 552 multinational organizations, and shows that more than half (58.7 per cent) use competencies as part of their interview process.

A recent study by IRS of 49 employers' competency frameworks (Competency & Emotional Intelligence) shows that 80.6 per cent use competency in recruitment and 85.5 per cent use it in selection.

Indian organizations are rapidly organizing their recruitment training performance systems, appraisals and career development initiatives on competency-concept.

Below stated are some of the companies that have trained their managers on competency mapping and are continuously shifting their HR processes to be competencies-based:

*Hutch Orange, GE Capital, Pricol, DS Group, TCS, Novell, HCL Technologies, O & M, L & T, Help Age India, Cognizant Technologies, Cairn Energy India Pvt.Lupin Ltd., GAIL, L.G. Electronics India Ltd, Bharti Cellular, Thermax group, Sandvik Asia, MercuriGoldmann Pvt. Ltd., Exide Industries, Kochi Refineries, Infosys, Royal Enfield, Patni Computer Systems, Visteon India, Tata Tea, NIIT, IPCL, NALCO, Cadila Pharmaceuticals, Welspun India Ltd., Wockhardt ltd, Edutech Middle-east LLC (Dubai), Birla Cellulosic, TATA AIG Insurance Company, HDFC Standard Insurance Co. TATA Cummins, ONGC, Indian Rayon, Wyeth, BPL Mobile Cellular, MICO, Philips, Power Grid Corporation, TATA Motors, Siemens Ltd., Mahanagar Gas, Srilanka Telecom (Srilanka), Bharat Electronics, IFFCO, Gati, HPCL, SBI Staff College, TNT, Action Aid India, Indo-German Social Service, Idea Cellular, etc.
2.2 **Summary Section-1**

Reviewing the managerial competency models produced in last 3 decades it was found that there were different approaches to find managerial competencies and the impact of culture business environment and other variables play a major role on key competencies

- Managerial competencies are not static and are driven by changing internal/external org. variables and on the role of managers in different context. So there is a constant need to identify and map managerial competencies.

- Managerial competencies can be mapped using variety of approaches hence; more study should be conducted using various methods to have data to compare results.

- Indian studies are very infrequent in this area and the industry need is dynamic. So, constituting such studies is a necessity.

- Many studies have used performance appraisal data, assessment centers, managerial opinion as some of the methods to map competencies of managers and each method may have an element of bias due to culture and business environment of the sample companies. Hence more studies are needed in this context.
2.3 Section – 2 Management Programs & Research on MBA Outcomes

(MBA Programs, Criticism, Challenges, Indian Management education, New strategies)

“In thirty years from now the big university campuses will be relics. Universities won’t survive.” —Peter Drucker (1997)

Institutions spend a combined $2.2 trillion on management education and training worldwide. Business schools, one of the areas of greatest growth in universities over the past 50 years, are not isolated from the pressures for changes affecting universities in general. Given the relationship between management education and the business world, market forces such as globalization, technological change, and new workplace requirements may affect business education more than any other branch of academia.

The Convergence of disciplines and integration of cross disciplinary perspective has emerged as the hallmark of management education today. While management education was evolving the debates about teaching of business argued that business is learnt through experience and experience cannot be taught in classrooms. While business required entrepreneur spirit, many say that B schools emphasized on system and conformity. So the challenge of business education has been enormous and will remain enormous.
AcademicAndIndustry Criticism Of Management Education

“The end of business schools? Less success than meets the eye.” (Pfeffer & Fong, 2002)

“MBAs are learning management utterly out of context.” (Mintzberg, 2004),

“Don’t hire him—he’s a Harvard MBA.” (Hindo, 2004)

“MBA is the biggest waste of time and money imaginable.” (Fisher, 2004)

“There is little evidence that mastery of the knowledge acquired in business schools enhances people’s careers, or that even attaining the MBA credential itself has much effect on graduates’ salaries or career attainments.” (Pfeffer & Fong, 2002)

Students in MBA programs seemed to be mainly networking; learning was not an explicit goal (Armstrong, 1995; Crainer & Dearlove, 1999).


However, a study by the Leadership Initiative at Harvard Business School found that the number of chief executives having an MBA degree was growing: In the 1960s, around 10% of America’s chief executives or founders of large companies had MBA degrees, and in the 1990s, almost 60% of them had MBA degrees (“But can you teach it?” 2004).

Simms (2003) reported that most senior marketers in the United States have MBA degrees because an MBA is needed to do make it in a blue-chip company.

A survey of Canadian MBAs (Carpenter, 1997) indicated that although an MBA is not an absolute requirement, plenty of MBA graduates have said they would not have their current jobs without the degree.
MBA Education and Career Satisfaction Pfeffer and Fong (2004) argued that if students attend business school simply to find better jobs and increase their salaries, they subject themselves to profound disappointment if they do not find better jobs or increase their salaries sufficiently upon graduation. As Fisher (2004) reported, some MBA graduates wrote her letters complaining that the degree was a “joke,” the “biggest waste of time and money imaginable,” and a “confidence game”.

In response to Fisher’s article, Fortune published two representative letters from readers who claimed that Fisher’s article was as misleading as the article by Pfeffer and Fong (Laber, 2004) and that an MBA degree benefits engineers and accountants by helping them shake the labels of “techies” and “bean counters,” respectively (Gillaspy, 2004).

A survey by the Graduate Management Admission Council revealed that, among 1,247 MBA graduates from 2010 and 2011, most were satisfied that their degree helped them (a) increase their earning power and career options, (b) improve themselves personally, (c) develop management skills, and (d) gain a desired credential (Scott, 2003).

As the literature regarding MBA education indicates, empirical studies have generated inconsistent findings and people also have controversial viewpoints on the subject. Therefore, further research is needed to resolve the issue of whether having an MBA actually benefits people.
There are four primary forces behind these industrial transformations that will have a similar effect on management education. (Collis, 1999)

Globalization. The world is becoming smaller every day. Globalization requires the recognition that today’s economy is truly worldwide and that national borders are less important than has historically been the case.

- Disruptive technologies – which are described as a new technology application that leads to a disruption in an industrial value chain.
- Demographic shifts- Demographic shift is diversity, especially of those individuals requiring business education. The typical student of tomorrow will be quite different from today’s student—particularly with regard to age (e.g., older); gender (e.g., more females); race and nationalities (e.g., more diversity; Merrill Lynch, 1999).
- Deregulation of govt participation in management education and as well in industry will create more dynamics.

Changes in Supply- Entry of new players like corporate schools private institutions, partner schools.

- Exit of old players redundant courses and schools who do not remain efficient might get replaced economic principles plainly dictate that capitalist systems reward efficiency, and competition increases in the presence of profit.
- Industry consolidation. – coming together of B schools as mergers of different competencies ,Geographic expansion.- globalization of schools and spread of net based education, transfer of credits etc.

Changes in Demand - Increase in existing markets.

- More people approaching management education and from different base education profiles.
- Increase in new markets. – of corporate training, international programs, and modular learning by the general public.

Specialization Industry- transformation often leads to increased specialization and segmentation.
Starting from 1957 at AIIMSW Kolkata, management education has come a long way in India to 850 B schools by 2002, and 4500 B school by 2013 - involving university schools, affiliated colleges, GOI supported autonomous, private and overseas schools etc.

Most Indian business schools, in early years copied their curriculum and pedagogy from US business schools. This led to a major criticism on the western bias in Indian management education: all American, sprinkling Japanese and little indigenous in b school Studies.

Many recruiters argue that the Indian MBA students give their best after re orientation and reeducation by the industry. On the other hand to attract high salary for their graduates coupled with an opportunity to work in globally oriented corporations, many B schools are joining hands with many foreign counter parts.

Since 1988 there have been several surveys of management education and schools in India. These surveys have highlighted that only handful of B school match in quality with the global schools. Business schools are pivotal in developing manpower but exclusive focus on teaching is not likely to advance management education as an academic discipline. Moreover B schools in India are positioning themselves as placement agencies: securing attractive jobs for their future graduates.
Both within the business and academic sectors, one cannot avoid reference to the rise of India as a dominant player in the global marketplace. Its burgeoning information technology sector, entrepreneurial private sector, abundant source of high value added, knowledge-based labor, and expanding domestic market cannot be ignored. (Vijay R. Kannan, 2008)

**Some Of The Common Indian B School Criticism Includes.**

To most ambitious young men/women today MBA comes as the first choice for their career. No wonder that almost 250,000 students write the CAT for admissions to the 1200 seats of IIMs. There is no such parallel anywhere in the world. The same story is repeated in many other top B-Schools of the country with about 200 applications for every single seat. Phenomenal! When it comes to placement, it is equally breathtaking. It is like selling hot cakes.

- MBA Curriculum is largely theoretical thus linkage between business and major stakeholders like industry is inadequate.
- B schools talk about indigenizing curriculum and teaching material, using participant centric pedagogy, inculcating creativity and leadership skills but most schools are unable to put them on ground.
- The COSMOD survey found that hardly 10 schools out of 744 could benchmark globally, only 100 faculties equal some of the best to globally.
- The survey indicated that business schools in India, while 91% of the schools had formulated institutions mission, the programs and activities of most of the institutions were hardly aligned to the mission.
Almost all B schools believed that they produced graduates in general management with some specialization through electives. Very few focused on the development of entrepreneurs or non-business sectors.

Whether MBA education adds value to the organization continues to be debated.

The difference in quality of Business education between the top and the lowest in the rank is unimaginably different.

The management education is still grappling with the need of a regulator which offers support and guidance and makes programs more sustainable for future.

A belief that standards are falling, concern about shortage of qualified faculty and so called ‘commercialization’ A perception that large percentage of graduates remain unemployed Inadequate infrastructure and so it goes.

These critics are mostly in the category of the chap who saw a half full glass and said that it was half empty. So it is pertinent to find what is the reality? Yes, a large number of management schools have appeared on our horizon in the past forty years – This is a tenfold growth in fifteen years – perhaps the most dramatic growth of MBA schools compared to any other country or region. Let us look at other professional. Take engineering, medicine, law or IT education. One would see almost the same kind of growth in fifteen years in all these areas. Just to illustrate : Our engineering schools produce today 4,00,000 engineers compared to a 66,000 fifteen years ago. That is the same story in every major professional area.

‘Mushrooming”? No, there is a huge thirst for professional education among Indian students - a revolution in expectations among the Indian youth and they want more.
Some Points To Have Pride

- Indian management education system is the second largest in the world today, next only to that of U.S. But here again, in terms of number of B-Schools it has already caught up with the U.S., overtaken Europe, and is slowly inching towards catching up with U.S., in terms of MBA production.
- Its growth in the last 40 years has been phenomenal. Many of us who grew up with the Indian management education system feel proud at its achievement, recognition and popularity.
- Today many Indian B schools have opened their new centers in places like Dubai, Singapore, Mauritius and have gained a great recognition.
- International recruiters throng many top B schools for talent and pay the world best for the talent procurement

The top 20 B-Schools of the country finish their placement in the first week of their placement season. In some of the very top ones, it is all over on the first day itself. Harvard, Wharton, Stanford, LSB or INSEAD will not match this level of performance.

Needed Change in Perspective

In the landmark study, Management Education and Development : Drift or Thrust into 21st century?. Porter and McKibbin have an interesting advice on this aspect: “We are somewhat less confident about the appropriateness of these standards that are expressed in purely quantitative terms, such as the number of doctorates or the proportion of full time faculty required for a given student load.”
“Although the quantitative standards employed in AACSB accreditation are intended to be used as guidelines and not absolutes, with judgment prevailing when the numbers do not support a case for quality (a school may meet all the quantitative standards but still deemed to be unacceptable, or vice-versa), in practice it is always possible for numbers to become (unreliable) surrogates for the yardstick of quality.” Interestingly, in the first wave of Directors and senior Professors at IIMs, one would notice a good number of non-Ph.Ds, starting with K.T. Chandy and HitenBhaya of IIM-C, Ravi Mathai of IIM-A, N.S. Ramaswamy of IIM-B, Professors Nitish De and IswarDayal of IIM-C, and many others. They were greatly respected professionals who did great service to Indian management education. However, accepting the point that there is shortage of good faculty, the answer to it lies in permitting (or not preventing) at least 50 leading B-Schools to start Ph.D programs or Fellow programs with subvention by AICTE or UGC.

“Management Education being practice oriented, B-Schools may be encouraged to have a good proportion of professionals with relevant industry experience in the faculty. AICTE may encourage this aspect, particularly in view of the acute shortage of faculty”. One is reminded of the old adage : “light a candle instead of cursing the darkness”. The next point of criticism is ‘unemployment’ among MBA graduates. If we were to go by the experience of most of the B-Schools of only metropolitan cities, the criticism is largely unfounded. It is true that students of B-Schools located in smaller towns and taluk headquarters do find it difficult to get suitable employment. But still, the situation is better than the performance in professions such as engineering, law or computer applications. The fact of the matter is that the ‘employability’ of MBA is much better
than most other professions. If you take into consideration the employment situation awaiting other Master’s degree holders in fields such as sciences, commerce, economics, and other social sciences, the MBA will emerge better than any of the above. It is estimated that in a year’s time practically every MBA graduate gets placed in a suitable or near suitable job. At any rate 1 80,000 MBAs coming out of the portals of 4500 odd B-Schools is not a large number for an economy such as ours.

It is estimated that IT and ITES industries alone will require about 20000 MBAs a year. The other major criticism often heard is on infrastructure facilities of B-Schools. This again is an ‘yes’ and ‘no’ situation. A large number of B-Schools falling in the ‘C’ and ‘D’ categories do have these problems. But the brighter side is that many of them are scaling up their facilities on a continuing basis, while with regard to the ‘A’ and ‘B’ categories there is not much ground for complaint.

The top 125 institutions, that is 10 percent of the total B-Schools of the country, can indeed stand up to any rigorous scrutiny on this parameter. Having attempted to look at things in a new perspective to some of the often heard criticisms on Indian management education, one would like to examine the system from three critical angles, namely, of growth, relevance and industry linkages. In this context I would like to go back to the landmark study of Porter and McKibbin.

So need of such studies in B school sphere are essential, to find new possible strategies and directions of improvement.
Relevance of our management education system can also be judged from the way industries flock to leading B-Schools of India for recruitment. As already referred to, in most of the leading B-Schools of India, the entire crop of students is placed on what students call ‘day 0’ or ‘day 1’ of placement. Such a comfort is not available even at the best of the institutions in the West. Some of them struggle to reach 100 percent placement even after 30 days of placement operation.

The other crucial test of the system’s maturity is industry linkages. The MBA placement scene alone is a convincing indication of industry linkage. Read along with this, the ease with which industry accepts students for summer placement, industry participation in the B-Schools’ governance system, visits as part-time faculty and extensive participation in MDPs and seminars of B-Schools.
New Directions and Emphasis: Globalize, globalize, globalize

“As business, industry, manufacturing, technology and money movements are getting more and more internationalized, there is increasing need for the country to have internationally oriented and internationally mobile managers. Therefore, it has become necessary that Indian management education should also become more international. In North America and Europe, the central theme of change in many of the business schools is the internationalization of management education. One would be struck by the increasing traffic of faculty between well-known management schools. In some institutions, students are required to learn one/two foreign languages. In some other cases, students have the facility to take courses in schools located in another country/countries. Some institutions have two or three other country locations where the students have to study to complete their educational requirements.

These are all clear indications of the globalization of management education as a response to the globalization of business.

- To admit international students to the programme. Indian management schools are perhaps the only ones with practically no international participation in the MBA programs.
- To induct a few international faculty and provide an opportunity to the students to hear and learn about other cultures and business systems.
- To develop an active program of students and faculty exchange with advanced countries, as is happening among some of these countries.
- To ensure that at least 15 percent of the curriculum deals with subjects concerning international economics, international finance, international marketing, etc.
• To collaborate with some of the well-known foreign business schools by which Indian students can do part of their education at those foreign campuses. It’s a wave that’s spreading like wildfire across the higher education industry – call it globalization or more specifically, says Cornell President Jeffrey Lehman, the transnationalization of education.

• This area, as did the international area, received a relatively high degree of endorsement as a topic needing more attention in the curriculum. Some schools have in recent years added specific programs in this area and have given it considerable attention already. Others have not addressed this subject to any great extent at all. Since we seem to be in an era of downsizing of large corporations and a corresponding increase in emphasis on “intrapreneuring”.

“Quietly but with breathtaking speed, India and its millions of world-class engineering business, and medical graduates are becoming enmeshed in America’s New Economy in ways most of us barely imagine. ‘India has always had brilliant, educated people’, says tech-trend forecaster Paul Saffo of the Institute for the Future in Menlo Park, Calif. “Now Indians are taking the lead in colonizing cyberspace.”

Business Education is quite different from education in most other professions. It operates in a highly competitive, volatile, globalized and innovative market place. Here a slow moving university system is poorly equipped to fight the necessary battles to win. Autonomy, eligibility, speed and adaptiveness etc., are the requirements of success in this field. And market is an uncompromising and ruthless judge of the quality of a B-School or its products.
Issues and challenges in south Asian Business schools appear as follows

- How to make MBA Relevant to the needs of industry, society and globalize economy?
- How to make curriculum responsive to the challenging realities?
- How to make pedagogy suited to the need of professional education?
- How to make more particular business school faculty, conversant and skilled in new pedagogy?
- How to make management education excel beyond functional silos?
- How business schools produce job creators, entrepreneurs, not only job seekers?
- How to impart leadership training to MBA’s, Leadership with social sensitivity, human values, and skills of managing change?

In south Asia, as per Cosmode survey, the expectations of the business leaders from B school graduates are as follows:

- The business school should be responsive to the changing environment: they should be proactive not reactive to the needs of industry and government.
- The B schools must focus on creating right attitude on part of the student, attitude to learn, to change, to manage people from different walks of life.
- Instead of producing general MBA’s should produce MBA’s suited to the needs of the organizations such as banking, NGO, Small business, they must possess sectorial understanding.
- B schools graduates with some work experience, show greater understanding, of management than those who are without any experience.
- B school faculties should practice in industry.
Many B schools faculties do not understand the global economic and technical environment.

By and large they were unable to bring the world of reality to the classroom.

Many business schools are unable to invite top executives to their classrooms.

B school provides lip service to social responsibility, quality of life, sustainable development.

The career orientation of the MBA’s makes them elitist. Unconcerned to NGO or govt. sectors.

B Schools produce job seekers. South Asia needs job creators

The success of B schools on indigenizing curriculum, and teaching material, using participant centered teaching technology.

The following consensus was reached MBA Education in South Asia should be treated as professional education such medicine, architect, CA, which prepares the graduates to enter job market.

Separate educational strategy to develop potential faculty.

Some work experience in graduates is desirable but not essential.

The admission test for MBA should also include aptitude to work on shop floor or board room, leadership, risk-taking and innovation capabilities.

Each B school should have a clear mission.
Research On ‘B School’ Out-Comes Is a Must

Research on B school outcomes is still very low to set the direction of management education to meet the future needs. As most of what is happening is B school ranking, which is a very limited approach to go to the depth of B school outcomes.

Research like the following could really lead the path

- Developing Global Business Capabilities in MBA Students-Management competencies: a comparative study between Thailand and Hong Kong (W. Alan Randolph, 2011)

The findings indicate that the work competency of the Hong Kong MBA students is significantly higher than the Thai MBA students. The levels of interpersonal competency do not, however, differ significantly between the Thai and Hong Kong students. The findings also show that there are significant relationships between the background variables, e.g. job title and cultural values – namely individual success and social power – and work and interpersonal competencies. To improve the value of the MBA programs in Thailand, business schools will need to put more emphasis on the work competencies in their curricula. More workshops that actively stimulate work competencies must be emphasized in the Thai MBA programs.

The study of management competencies in Asia representing Thailand and Hong Kong is rare. New management development approaches are proposed for business schools to train their business students to become world-class global managers.


Found leadership skills a key area of deficiency in local B school graduates in comparison to foreign MBA students. Made recommendations that local MBA programs should increase dialog with potential employers to showcase new developments and additions that they have done to reduce perceptual bias is key for B schools.

Studied 137 MBA graduates on -

Impact of MBA Education on Employment
Impact of MBA Education on Annual Income
Impact of MBA Education on Job Promotion
Impact of MBA Education on Job Performance and Satisfaction
Demographic Differences on Post-MBA Career Development

And found that international accredited MBA education has a positive impact on graduates’ employment, annual income, and job promotion in both short and long terms. The MBA graduates would not have their current annual incomes and job positions if they had not obtained MBA degrees.

Different research on varied lines could offer a very constructive support to management education to set long and short term goals for themselves and provide a relevant output.
2.4 Summary Section - 2

Reviewing the literature on management teaching pedagogy competency based teaching and other such issues brought about some key insights:

- Management education has many stake holders and their needs need to be incorporated to make a successful model for management education.

- The success of management graduates and recruitment high salaries should not be taken for granted that everything is perfect in the world of MBA. Rather a deeper introspection and change management should be done.

- MBA is a major role player in economy hence transitions and changes in economy should be reflected in the way MBA is being conducted and planned.

- The challenges of MBA institution should be addressed keeping the main function of Management schools in mind rather than offering shortcut and short term solution.

- This requires a systematic analysis of B school role and the changes that the environment demands and should be offered this feedback.

- Development of objective based systems may be the need of the day.
2.5 Section 3 - New Strategies And Initiatives, In Management Education


Management education is not a general and ordinary education but academicians, authors and industry alike see it as a defining change agent in the overall personality, practices and professionalism of the graduates.

Current evaluation criteria, including accreditation standards, in business schools, have been criticized for being biased toward knowledge retention and analytical models over technical skills or values (Barnett, 2005; Ghoshal, 2005). At the same time, business educators have been challenged to shift their pedagogical emphasis to skill development (Mintzberg, 2004; Chia & Holt, 2008). However, business schools have done little to respond to these criticisms, and have continued to focus more on the learning of knowledge outcomes (Stokes, et. al., 2010).

Somantra Ghoshal in his highly acclaimed paper ‘Bad Management Theories Are Destroying Good Management Practices’ said Business schools do not need to do a great deal more to help prevent future Enrons; they need only to stop doing a lot they currently do.

They do not need to create new courses; they need to simply stop teaching some old ones. But, before doing any of this, we—as business school faculty—need to own up to our own role in creating ‘Enrons’ over the last 30 years.

Our theories and ideas have done much to strengthen the management practices that we are all now so loudly condemning.

Many of the worst excesses of recent management practices have their roots in a set of ideas that have emerged from business school academics over the last 30 years. Like “agency problems,” managers’ interests and incentives must be aligned with those of the shareholders.
In courses on corporate governance grounded in agency theory (Jensen & Meckling, 1976) we have taught our students that managers cannot be trusted to do their jobs—which, of course, is to maximize shareholder value.

Academic research related to the conduct of business and management has had some very significant and negative influences on the practice of management. These influences have been less at the level of adoption of a particular theory and more at the incorporation, within the worldview of managers, of a set of ideas and assumptions that have come to dominate much of management research. More specifically, by propagating ideologically inspired amoral theories, business schools have actively freed their students from any sense of moral responsibility.

The management education beside building confidence in students of their ability to respond to business problems has on the other hand made it more of a shortcut to experience and one that has created problems as equal to the solution it has provided.

Figure 6. Pretense Of Knowledge - Roadmap Of The Arguments
Pretense of Knowledge – over the last 50 years business school research has increasingly adopted the “scientific” model—an approach that Hayek (1989) described as “the pretense of knowledge.”

This pretense has demanded theorizing based on partialization of analysis, the exclusion of any role for human intentionality or choice, and the use of sharp assumptions and deductive reasoning (Bailey & Ford, 1996). Since morality, or ethics, is inseparable from human intentionality, a precondition for making business studies a science has been the denial of any moral or ethical considerations in our theories and, therefore, in our prescriptions for management practice.

Ideology based gloomy vision - At the same time, a particular ideology has increasingly penetrated most of the disciplines in which management theories are rooted. Described by Milton Friedman (2002) as “liberalism,” this ideology is essentially grounded in a set of pessimistic assumptions about both individuals and institutions—a “gloomy vision” (Hirschman, 1970) that views the primary purpose of social theory as one of solving the “negative problem” of restricting the social costs arising from human imperfections.

Excessive truth claims combined with the pretense of knowledge, this ideology has led management research increasingly in the direction of making excessive truth claims based on partial analysis and both unrealistic and biased assumptions.

Process of double hermeneutics (Self Full-filling)

All of this would still not lead to any negative consequences for management practice but for the distinctive feature of double hermeneutic that characterizes the link between theory and practice in social domains. Unlike theories in the physical sciences, theories in the social sciences tend to be self-fulfilling (Gergen, 1973).

A theory of subatomic particles or of the universe—right or wrong—does not change the behaviors of those particles or of the universe. If a theory assumes that the sun goes round the earth, it does not change what the sun actually does. So, if the theory is wrong, the truth is preserved for discovery by someone else. In contrast, a management theory—if it gains sufficient currency—changes the behaviors of managers who start acting in accordance with the theory.
A theory that assumes that people can behave opportunistically and draws its conclusions for managing people based on that assumption can induce managerial actions that are likely to enhance opportunistic behavior among people (Ghoshal & Moran, 1996).

Our primary endeavor as business school academics over the last half century has been to make business studies a branch of the social sciences (Schlossman, Sedlak, & Wechsler, 1998). Rejecting what we saw as the “romanticism” of analyzing corporate behaviors in terms of the choices, actions, and achievements of individuals (e.g., Andrews, 1980), we have adopted the “scientific” approach of trying to discover patterns and laws, and have replaced all notions of human intentionality with a firm belief in causal determinism for explaining all aspects of corporate performance. In effect, we have professed that business is reducible to a kind of physics in which even if individual managers do play a role, it can safely be taken as determined by the economic, social, and psychological laws that inevitably shape peoples’ actions.

A theory must illuminate and explain and, if it cannot do those things, it is not a theory—neither good nor bad. Wishes and hopes are not theory. Sermons and preaching are not theory either.

One of the points, which get highlighted by virtue of this paper is “what is the objective of the MBA program”, are we training our managers to assume theories or practice managerial competencies.

Secondly this paper also put the pedagogy used by faculties to transfer the learning of these theories is happening in isolation which leads to the fragmentation of the complex situation where in reality it never get fragmented.

It is stated that corporate acceptance of the MBA program is most vital for the success of management education (Roth, 1995). Accordingly, an MBA programme should concentrate on team-building skills, and presentation and communication skills among the students, which are very much essential for corporate success. Further, it is pointed out that the modern business world demands two types of skills:
(1) Skills that allow students to react successfully to international competition and foreign governments.

(2) Skills that allow students to identify and create new business opportunities both at home and abroad.

The article highlights the skills change and the new skills that have become the requirement of the modern business expected to be there in B school graduates.

An also provides the areas of focus which can help in the development of quality initiatives in B schools.

There is a great deal of need for the B schools to have a feedback mechanism from industry and which is only possible if a continuous research is done on various facets of the management education and industry need.

This emphasizes the need of researching the key factors of industry expectations that need to be available to the B schools and the information on the innovation that is being done. For example, a study using a sample study of 110 general managers and 49 finance professors, in Taiwan using in depth interview. Modified Delphi and a questionnaire was used to access 87 financial competencies in 11 groups.

The study identifies that both the general managers and finance professors both ranked ethics as the top competency for finance students.

The general managers agree more strongly than faculties for teaching ethics as a competency in the finance education.

The study has a very significant role to establish a fact the there exist a difference in what industry expects as ‘competencies in the students and what competencies are being nurtured in the students by virtue of curriculum and pedagogy are different.

This study is limited to the financial competencies only but acts as an eye opener that the bridge between education and requisite competencies exists.

The study opens the scope of similar studies in the other functional areas of management like marketing, HR etc. And similar studies can be done to uncover the competency gaps.
To understand the process of how and individual learns so that the learning impacts his actions and approach we need to understand the work conducted by Marton and Saljo (1976) they identified two levels of processing: deep and surface. A deep approach entails looking for meaning in the matter being studied and relating it to other experiences and ideas with a critical approach.

A surface approach can be thought of as a reliance on rote-learning and memorization in isolation from other ideas.

It is generally held that the development of a deep approach is consistent with the avowed aims of higher education. Expert students are expected to show a deeper level processing, higher levels of critical thinking, and more ability to engage in self-regulated learning than less advanced students. A deep approach is likely to result from relevance to students’ interests (Fransson, 1977), from the interest, support and enthusiasm shown by the instructor (Ramsden, 1979) and where students have an opportunity to manage their own learning (Ramsden & Entwistle, 1981).

Figure 7.A. Duff – Learning Outcomes Model

This clearly indicates that the management education need to induce greater relevance to the learning and build more individual centric educational models and include learner in their schema. The role of instructor and the method of delivery will deeply impact the learning.

**Learning and the Issue of Skill Gap**

Learning cannot be viewed in isolation, but must be seen in a wider context including factors such as the curriculum, assessment, modes of teaching, students’ prior experience
of education, and their perceptions of learning. The aim must be therefore, is to create an environment that encourages students to develop a deep approach to learning, enabling them to develop a deeper understanding of course material, which in turn creates higher quality learning outcomes. Quality learning outcomes include a good understanding of the discipline, as well as the development of higher order skills such as the ability to think critically and process information at high levels of generality (Biggs, 1993; Knight, 1995; Trigwell& Prosser, 1991).

Research has demonstrated that transportable (generic) teamwork KSAs can indeed be developed. Moreover, set learning principles could be used to systematically train teamwork KSAs in higher education settings. Such interventions in higher education settings are important, because they can assist universities in their ongoing efforts to prepare students for the challenges they will face in the workplace of both today and tomorrow.(Chen, Donahue, and Klimoski, 2004).

In many institutions the institutional management believes that students will while away their time unless they are made to sit in a classroom. Some students would do so, but it is doubtful that such students would learn a great deal just by being in the classroom.

They are more likely to sit in a class to complete their attendance requirements.

However, if the institution were to believe that students come to the program to learn, and to acquire a higher degree of personal competence, the teacher’s approach should be to create conditions where the student derives some pleasure in learning what is expected of him. Indeed this phenomenon is observed in a number of institutions, which have developed their teaching approaches on assumptions that students come to the institution.

In Indian scenario, management programs are being run by variety of Institutions in the our country this can be broadly classified as Autonomous Management institutes or (IIM’S, Nirma, Symbosisetc, ) Granted University Schools( Schools of Management), University affiliated Trust based institutes and private MBA institutes and private universities.

All these institutions are producing approximately 160000 Management students to be placed in industry and business organizations every year.
Each institution adopts or follows different systems for management education. The difference in Objectives, Curriculum, Pedagogy, evaluation style, teaching infrastructure and other important factors put their own impact on the development of competencies in the students.

Some business school give more focus to case based education, some on industry interface, subject knowledge, the examination and evaluation criteria, research, extracurricular activities, and so on which creates a difference in the type of exposure. It can be presumed that there is a difference in the development of management competencies which develop in students pertaining to the differences mentioned above.

Development of management competencies and Competency based Education

Management education has to provide strong conceptual and theoretical orientation but the student should also be able to use the concepts in his day-to-day work. There is persuasive data to suggest that understanding the concepts does not always guarantee use of these concepts in dealing with day-to-day situations. The process of transfer of knowledge to action is a distinct and independent exercise. A doctor is not the best patient. Nor is a child psychologist the best parent. Hence, the management study has to

IshwarDayal 2002
Pedagogical Approaches link to Building Student Skills & Competencies

We can also apply the experience and findings of several research projects that show that the following starting points must be taken into consideration:

In order to develop managerial competencies, tailor-made programs for diagnosing and changing individuals must be devised. These programs must be related to their visions and values as regards the desired future.

The programs must facilitate the diagnosing of strengths and weaknesses relating to one’s competence; account must be taken of the needs as regards their future development. What must be offered to the individual is a meaningful and personal process of planning their own development.

Competence development requires interpersonal support, facilitating an individual to examine their own views about the future, to diagnose their current status and to develop plans for their future activities. Such support is even more probable if the competence development program is linked to the organizational development program.

Competence development requires possibilities for experimentation and research in using one’s own competencies and knowledge in work processes.

- In the paper: Active Versus Passive Course Designs: The Impact on Student Outcomes Sue Stewart Wingfield, Gregory S. Black, (2005)

This paper drawn to investigate the impact of course design on both actual and self-reported student outcomes.

The authors examined data gathered from three courses, each with a different design, during one semester at a major university to test the impact it has on the variable of student out and student perception of benefit to their career and satisfaction.

The researchers used an experimental design of different models of course design using, one passive design was used and was patterned after the traditional method of lecture, note taking, and multiple-choice exams. Two active designs were used. One active design was a participative course where students helped plan the course by developing the
syllabus and deciding what criteria should be graded. The other active design was experiential in nature where students were exposed to assignments and activities designed to simulate real-world tasks and experiences. Regression analysis and t test were used to test 4 hypothesis.

Survey of students was used to identify the satisfaction, grades course usefulness, and course conduct.

- The course design has been a source of debate and the review of literature used in the study, identify key differential areas in the course design and relate to difference in the utility.
- Regression analyses suggested that course design had no statistically significant impact on the student outcome (grades)
- Students perceived a course to be more useful to their future careers when the faculty member used an active course design as opposed to a passive course design.
- Comparing two active methods, experiential and participative. results indicated no differences in the level of student satisfaction between these two designs. As well as usefulness

Results indicated that students perceived active course designs to be more useful to their future than passive designs. However, course design appeared to have no impact on student grades, satisfaction, or perceptions of how a course was conducted

Identifying characteristics or styles of education that can have the greatest and most permanent impact on business students is becoming an increasingly crucial issue. This leads to a key question: Are we, as faculty, employing teaching styles that have a positive impact on student learning and thereby creating desirable employees?

Faculty must concern themselves with a dual purpose: (a) imparting knowledge and (b) developing the skills required in today’s dynamic business environment.

The study prompts the key research to demystify the various initiatives that need to be taken to achieve greater success in education program which lead to professional activity of its participants as the courses in that case need to develop a set of competencies.
This research furthers the idea of new research that need to be done in the area of teaching methods course design and other things and their impact on the key areas of student competency building.

- *Usefulness of case studies in developing core competencies in a professional accounting program: Sidney Weil, Peter Oyelere (2004)*

A New Zealand study the problem that was investigated had the primary objective to investigate the perceived usefulness of case studies for imparting/developing 15 core competencies to prospective chartered accountants.

In addition, to this main objective, the study also observed and reported on possible differences in perception across a number of homogenous groups such as age, gender and first language.

In this study, the line of enquiry pursued on both a single competency basis, using 15 important skills identified in the literature and by the Professional Accounting School, and on a subscale basis, using extracted components of the competencies, as obtained from a factor analysis of collected data.

Research methodology for the study used survey questionnaire on workshop candidates at the conclusion of the last workshop in 2000. A total of 506 who completed the questionnaire represented a usable response rate of 97%.

The questionnaire was completed as part of a workshop activity in which candidates focused on their personal development.

The data was done in two parts first, to ascertain the degree of usefulness ascribed to each of the 15 skills; the aggregate mean usefulness was computed. To ascertain the level of agreement among the student’s was measured by the standard deviation of their responses, on each measurement variable.

The second stage of the analysis involved the reduction of the data collected on competencies into logical component subscales. Factor analysis was employed for this purpose, with the 15 competencies being rotated, using the varimax (with Kaiser normalization) rotation method.
Substantive test results from the study indicate that PAS candidates perceive case studies as being useful for developing the competencies specified by the program.

More specifically, candidates perceive the major benefit of the use of case studies to be in improving their ability to evaluate situations from more than one perspective and their ability to consider alternative solutions.

The six benefits perceived most highly by candidates fall into the ‘problem-solving’ subscale, with the next two most highly ranked benefits falling into the ‘presentation’ subscale.

Although the rankings of the benefits of case studies by gender are similar for male’s and female’s, some statistically significant differences are found in the study. Male candidates perceive case studies to be more useful in developing their ‘ability to present a viewpoint, justify it and influence others’ thinking’, and in helping ‘to develop appropriate questioning skills’.

The competencies are the development of candidates’ ‘ability to distinguish between cause and effect in an unstructured business situation’, the improvement of their ‘ability to evaluate a situation from more than one perspective’, helping them to develop their ‘ability to present a viewpoint’ and helping them to ‘integrate their knowledge’.

The mean of perceptions of candidates on the usefulness of case studies for developing the 15 competencies lie within a relatively short range, all being above the midpoint of the response scale. This suggests that the case method is capable of developing every competency included in the study – a finding that confirms the benefits of case studies propounded in the literature.

The study has been able to establish a very important link that every pedagogical tool has specific impact on the competency development. The study shows that for different groups the perception towards the same tool can also be different. So that challenge come forth is the need of research which can open up the impact of various pedagogical tool and their relative impact on competencies this could be a great help to faculties in choosing the right tools to target the competencies as slated in the curriculum or the course design.
This study is crucial step in the present research being proposed as the main object of this research is to identify whether the faculties are using the correct tools to develop competencies as specified in the curriculum or in general acceptance.

- **Student performance assessment center v/s the traditional classroom evaluation technique Lynn k Bartel, Robert Rubin, (2000)**

This study investigates the differences and correlation between the scores obtained by traditional methods of evaluation and the Assessment centre technique. The study comes important as the demand from industry on better on hand skill or competencies is increasing and the traditional evaluation system is a poor predictor of the competencies and hence the gradation and other student evaluation have limited purpose for the employer.

The research methodology employed in the research used a sample of 357 undergraduate business student using a comparative study method were the same sample of students were made to go through assessment centre techniques and then the traditional evaluation process. The test scores were than compared using Interco relation and means to understand the areas of differences.

The study used the hypothesis that the assessment centre rating on student outcomes on variables will be different than the assessment done through traditional assessment methods

The study found GPA was significantly related to the AC scores Overall AC scores are also significantly correlated to other grading criteria’s.

The students who performed better in AC’s were also found better in the multiple choice exams.

There was however no relation that could be found between the AC’s and the group project grades.

The study is based on the premise that there is a demand from industry that academic institutes strive more to develop skill based learning so that the graduate joining the industry have better and required competencies.
As evaluation is one of the most important component of any course design, it impacts the orientation of the faculty as well as the orientation of the students. Thus the research was relevant to try and identify whether the traditional methods are good predictors of the student performance or the assessment center techniques.

The study identifies that both the methods were equally a good predictor of the student performance.

This study has a set of limitations as the assessment center grading was not to be used in the real transcript of the students and was only an experimental design it could have had impact on the participation and seriousness of the students.

But the research opens up the requirement of continuous research to know what methods of evaluation can be used to offer proctors of students performance in future not just the past.

- Using Cognitive Modeling In Business Management Education. Phillip J. Decker, Roger Durand, M. Femi Ayadi, (Fall 2011)

The study investigates ability to use the Normative Model of Leadership to decide the degree employees should be included in decision making. Results showed that training involving cognitive modeling was superior to lecture/case analysis in facilitating identification by business students of the “leadership style” appropriate to different situations. The use of cognitive modeling may be a promising avenue to explore in teaching competencies at multiple levels of learning in business.

Taylor, et. al. (2005), in a meta-analysis, have shown that behavior modeling training (BMT) has become one of the most widely used, well-researched, and highly regarded training interventions in a number of disciplines. The BMT approach, based on Bandura’s (1977) social cognitive theory, differs from other training methods with its emphasis on (a) describing to trainees a set of well-defined behaviors (skills) to be learned, (b) providing a model or models displaying the effective use of those behaviors, (c) providing opportunities for trainees to practice using those behaviors, (d) providing feedback and social reinforcement to trainees following practice, and (e) taking steps to
maximize the transfer of those behaviors to the job (Decker & Nathan, 1985; Goldstein & Sorcher, 1974).

And experimental design was used to find difference of learning on 56 MBA students with a control and experimental group experiencing BMT training approach other Case approach to learning leadership style.

The results were supported the advantages of BMT approach and its effectiveness in learning of students.

• Building a Competency-Based curriculum Architecture to Educate 21st-Century business Practitioners SeungYoun (Yonnie) Chyung, Donald Stepich, (2006)

In this article, the authors provide theoretical and practical information about underlying characteristics of competencies and explain how the Department of Instructional & Performance Technology at Boise State University developed a set of competencies and has been modifying its curriculum on the basis of these competencies.

This article used a case writing approach to report the development of curricula design and how competency framework were embedded in the curriculum.

The article identifies the previous studies that have emphasized the benefit of competency based instructions.

Competency-based learning and performance strategies have been emphasized in the Human Performance Technology (HPT) field.

Several professional organizations, such as the International Society for Performance Improvement (ISPI), the American Society for Training and Development (ASTD), and the International Board of Standards for Training and Performance Instruction (IBSTPI), have established standards to promote competency-based performance improvement in industry.

The specific purpose of using competencies in curriculum design for employee development is to increase the possibility of transforming learning experiences into performance-based organizational outcomes. The core of competency-based curriculum
design is to ensure that learners will be able to demonstrate their learned capabilities after they have acquired a necessary combination of knowledge, skills, and abilities.

The study theoretically divided the area of curriculum development based on competency in three sub areas Skill-Based vs. Competency-Based Instruction, Competent vs. Expert behavior, Context-Specific Competencies.

The development of competency based curriculum requires a paradigm shifting the approach of the institutions the major areas of change and consideration can be firstly identifying the Job related competencies that are criterion valid.

Other than that there are several barriers to this approach like the question of measurability, resistance and time consumption.

The study puts forth the theoretical and practical process of adopting the competency based curriculum for a instructional and performance technology department.

The article also establishes the path that can be followed to achieve this objective. Which includes the various hurdles that need to be overcome to establish the reliability of the curriculum design.

This study observations are transferable to other courses and essentially can be used by all the courses that intend to prepare their students for professional positions.

- Planning And Implementing Shared Teaching: An MBA Team-Teaching Case Study, Marilyn M. Helms, John M. Alvis (2005).

Team teaching is a popular trend in business education. In an attempt to integrate seemingly disparate functional disciplines, a number of business programs have combined courses. Regardless of the courses combined (marketing and finance, management and accounting, economics and strategy, or production and cost accounting), the teaching pedagogy shares a number of challenges in both planning and implementation.

In team teaching, the professors involved contribute their unique backgrounds, areas of strength, and expertise to the course. The combination of varied expertise and viewpoints
can produce a synergy in the classroom that is not possible when only one professor is present.

Multiple professors can have a positive impact on student learning. The combined course was deemed a success by both students and the business faculty. As business schools work to cover more material, make room in the curriculum for electives and emerging special topics courses (including ethics and international business), and streamline duplicated material, the team-teaching concept makes both practical and intuitive sense.


In this article the authors has theoretically tried to make a strong case for the use of experiential learning as pedagogy in business curricula and has used literature review and a role play method with 68 students as experimental design and collected data on the satisfaction from the technique used.

The article has used discourse analysis to prove that the process of experiential learning in business curriculum will impact more skill building than compared to the case method. Case method is one of the most popular and extensively used teaching method in business school course design.

The article cites bandura (1991) quoting that “many several factors affect the perception of self-efficacy. The most important influence on self-efficacy is personal experience.

Unlike teaching or social work, areas that require field study as part of their programs, many business programs strongly recommend completing internships but offer students the option of choosing whether to participate. Consequently, many undergraduate students arrive in the senior year of college with little experience in careers related to their major area of study.

Job shadowing is a pedagogical method which can be used by faculty in their course design and does not interfere with the idea of internship. It provides a unique experiential learning opportunity by shadowing a competent worker or manager.
The article experiential learning pedagogy is more useful in building skills and job experience in the student than case study method. But this article does not indicate any specific subject or functional area which has more or less impact of this pedagogical style.

- **Using Problem-Based Learning In Accounting ; James D. Hansen ( 2006)**

PBL is learning that is initiated by a posed problem (Boud&Feletti, 1997).

PBL uses complex, real-world problems to motivate students to identify and research the concepts and principles they need to know to solve these problems. Students work in teams to acquire, communicate, and integrate information. The goals of PBL are to help students

(a) Think critically, analyze, and solve complex real world problems;

(b) Find, evaluate, and use learning resources;

(c) Work cooperatively in teams;

(d) Demonstrate effective communication skills; and

(e) Use content knowledge and intellectual skills to become continual learners.
Competency Approach to Management education

A competency based approach has been a central theme of management education agendas for many years. This approach, now embraced by schools, technical colleges and universities, has spread from the training sector to the professions, although there is still much debate as to the value of what is considered by many as a vocationally oriented approach to management education (Collins, 1993).

The review of management literature for the present study identified a variety of Management competency models developed over the past twenty years. Nevertheless, there are concerns amongst management professionals regarding the efficacy of using management competencies to develop frameworks which are used to set the parameters for management development. For example, Burgoyne (1990) seriously questioned the validity of competency models and whether management competence can be broken down into logical sets which are consequently re-integrated into a holistic management performance model (Burgoyne, 1990).

Further, Kandola (1996:20) suggests that a typical management competency framework of planning, organizing, decision making, innovation, managing self and others, leadership and influencing others, neglects an individual’s need to transform themselves, learn new skills and be adaptable to different environments. She argues that while competencies have a role to play in managing and developing people, they are only one piece of the jigsaw (Kandola, 1996).

It is evident that the acquisition of a given set of desired management competencies alone, does not make the ‘perfect manager’. There may be other traits, characteristics and attributes that contribute to managerial effectiveness. However, what a plethora of management models have sought to identify are the base competencies underpinning managerial effectiveness. These are examined in the ensuing sections. Prior to this, a brief discussion on defining ‘management competency’ is provided below.
In a very enriching Paper: The competence approach: Constricting development or the freedom to learn? The paper investigates the subject of competency approach to learning and advocates the utility of competency approach which has been seen with skepticism.

The problem investigated is the positive and constraint side of competency based learning approach using discourse analysis and building view point based on the research review of literature and then building case for the competency approach.

The researcher quotes (Clarke, 1986) mentioning that all too often the aspirations that existed in curriculum development are somehow lost within the reality of delivery. The content seems to dominate the process. The aspirations of developing thinking can become secondary or even incidental to securing content and institutional requirements (Clarke, 1986)

The purpose of higher education is to impact the thinking and learning skills of student and competence approach is perceived to have very low or limited focus on that as it is objective driven and one can critically see it as providing, "off the shelf" strategies for future situations

Currently the governments are placing considerable resources (Keating, 1992) at the disposal of the vocational and educational and training sector (VET) to restructure towards a competence based agenda and meet the deficiencies that they perceive exist between the system and future national needs (Finn, 1991). There are similar pressures on Higher Education both to respond to related articulation issues and to be more precise in terms of outcomes (Guthrie, 1994).

Main criticism of competence approach has been on the following points and reviewed from (Gale, 1994, Hedberg, 1993, Hayes, 1992);

Competencies approach limits learning to stated outcomes and encourages mere reproduction rather than creative development.

By only promoting competence devalues the search for excellence.

By defining the outcomes attempts to construct learners by defining the learning process.
- 100 -

- Is all about skills and practical application, without conceptual and theoretical background.
- Limits student assessment to the observable.
- Is only applicable to lower order learning in the cognitive and psychomotor domains.
- Rests the power of curriculum definition from education to be handed over to industry.
- Ignores the other criteria that contribute to ultimate performance.

The study responds the above arguments and skepticism using (Hager, 1994, Bowden & Master 1993);

With stated outcomes the learners are free to choose their own learning routes and assessment contexts.

- It is more realistic to aim for learning challenges that students may holistically obtain.
- With no defined curriculum the learners are free to explore the learning that is relevant to themselves.
- The majority of Higher Education courses are preparing learners for practice in employment.
- The approach recognises underpinning knowledge and the ability to respond to contingencies.
- Cognitive apprenticeships can be effective in exploring practical examples in the affective domain.

True power in education rests with expertise in assisting learning, not in controlling content.

Education can only focus on individual learning and cannot directly develop external systems.

The stated outcomes of the competence approach provide visual goals for the learners giving motivation and security to the learning process.
The transparent and continuous nature of the assessment process promotes ownership by the learners and responsibility for evidence collection. As Winter (1989) has suggested they also seek to remove the educational glass ceiling by providing greater access for the culturally disadvantaged.

The individuality of each learners' needs is recognized in charting personal learning patterns towards the learning outcomes giving each learner choice and responsibility.

The continuous assessment and planning process provides the opportunity for reflective learning through the continual review of process and promoting the development of cognitive strategies.

The negotiation of assessment according to the learners' needs allows for individual learning differences.

The removal of competitive hindrances focuses the learners on the true learning struggle with the outcomes.

The focus on practical application provides motivation by connecting the learning to the real world.

This paper is an excellent attempt on clarifying the myth and skepticism in the adopting of competency approach in higher education.

Still the academic world perceives competency objectives as the approach for vocational training and limits its utility. But as the industrial demand of better competencies development is getting more and more by the day. It is the need of the hour to pay attention on the development of more accurate competence approach to higher learning.

This paper also encourages experimentation and research on competency approach in higher learning by applying the stated processes of the approach.

To the present study this paper is a great contribution as the purpose of the present study is to analyze the use of competence in management education by studying the curriculum, course design, teaching methods being employed, and student awareness of market required competency.
Adoption of Competency Based Educational Approach

Table 8. Countries Adopting National Competency-Based Training Systems.

<table>
<thead>
<tr>
<th>Major Imperative</th>
<th>Evolving Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>England and Wales/UK</td>
<td>The European Union</td>
</tr>
<tr>
<td>New Zealand</td>
<td>United States</td>
</tr>
<tr>
<td>Australia</td>
<td>Thailand</td>
</tr>
<tr>
<td>Malaysia</td>
<td>Canada</td>
</tr>
<tr>
<td>South Africa</td>
<td>Singapore</td>
</tr>
<tr>
<td>Sweden</td>
<td>Taiwan</td>
</tr>
<tr>
<td>Germany</td>
<td>Mauritius</td>
</tr>
</tbody>
</table>

The competencies have become embedded as major national as well as industry and organizational approaches to completing the management of learning, performance and knowledge.

Competency-based training (CBT) is an approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing a program of training.

Competency standards are industry-determined specifications of performance that set out the skills, knowledge and attitudes required to operate effectively in a specific industry or profession. Competency standards are made up of units of competency, which are themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide. Competency standards are an endorsed component of a training package.

For a person to be assessed competent they need to demonstrate the ability to perform tasks and duties to the standard expected in employment. CBT focuses on the
development of the skills, knowledge and attitudes required to achieve those competency standards.

One of the primary features of CBT is that each learner’s achievement is measured against the competency standards rather than against the achievement of other learners.

Under the CBT approach, each learner is assessed to find the gap between the skills they need (as described in the Training Package) and the skills they already have. The difference between the two is called the skills gap. A training program is then developed to help the learner acquire the missing skills.

Skills required – current skills = skills gap

In many cases the learner has no current skills and the training program is a full curriculum based course. However, the learning outcomes achieved through the curriculum are derived from the competencies described in the Training Package.

Competency-based training programs are often comprised of modules broken into segments called learning outcomes, which are based on standards set by industry, and assessment is designed to ensure each student has achieved all the outcomes (skills and knowledge) required by each module.
2.6 Summary Section - 3

Reviewing the literature on management teaching pedagogy competency based teaching and other such issues brought about some key insights

- There were different approaches to managerial education and methods and pedagogy have specific impact on student competencies is a major revelation.

- The curriculum and teaching approaches can be customized to focus on specific development of competencies.

- Management teachers use variety of methods to teach and conduct courses but there is limited awareness of what is the impact the methods cast hence the research should bring more information for their guidance and support.

- It is normally seen that behavioral aspects are commonly linked to a few subjects like OB soft Skills etc. but behavioral development of students is affected by technical subject teaching pedagogy also.

3 New experiments in teaching and training and competencies development are needed and more empirical and deeper research is needed to get success.