CHAPTER 1

INTRODUCTION

Managerial talent requires different types of skills set. Shortages of skills remain one of the major constraints for the continued growth of any economy. While searching for managerial talent, the concerns that the employers address include the skills required to accomplish job demands, the extent of satisfaction the employees derive from the job and to bridge the skill set deficit to make the employees task effectively.

To address these concerns, the employer evaluates at the training given by the management institutes. The imparting of training to the students goes a long way in nurturing them as well as transforming them as the best performing managers. The objective of the research is to determine the skills business leaders find most critical to adequately prepare managers and professionals for organizational success. Griffin et al., (2013) found that learning and training skills are correlated to superior academic performance. Incorporating training skill sets into business curriculum is important for preparing participants to function effectively in a global work place with its complex informal networks, inter-cultural issues, team emphasis and participatory leadership (Sigmar et al, 2012).

The organisations also require the person with the talent who would be able to deliver the expected goals. Scarce evidence and dearth of research efforts reinforce that the content of the training is imparted to management graduates as a crucial factor. It is the deliverables and training that determine the outcome of the results. It is worth considering the fact that several institutes of management do have their unique imparting proposition. It is mandatory to know whether such efforts transform the student of a programme into an effective executive with suitable skills.
set. A modest attempt would be ideal to study specific institutions to bring out the effect of training on an experimental basis. It would be prudent to study specific institutes their preparation of training and the outcomes of such trainings before embarking on as a whole.

The shift from the earlier training approach by institutes of management has significantly vary from the influence of academic, bureaucratic, government policies and the requirements of the business. The cycle moves in a dynamic nature. The result is that the current expectation is not country specific manager but a global level manager. It is no more a prescribed trait influenced by the dominant or local culture but universal cultures. Institutes have ventured to regroup, realign and refocus on the basis of such changes.

To test the proficiency, an experimental longitudinal study may be ideal to ascertain the level of proficiency obtained at the time the students join and during the exit of the management program.

1.1 History of Management and Management Education

Since the days of pre-historic, ancient and medieval civilization, several books and articles were published which are described as “mirrors for princes”. These books aimed to advice new monarchs on how to govern. Chanakya (300 BC) gave a detailed account of features of managing a government in his celebrated book on ‘Arthashastra’. Various management theories, methods and techniques were derived from military science. Some ancient military texts have been cited as lessons that can be learnt by civilian managers. Chinese general Sun Tzu (6th century) identified the strength and weaknesses of both a manager’s organization and a foe’s organization in his book on “The Art of War”.
The growth of management involved plentiful attempts at getting to know the celebrated authors about industrial life during 18th, 19th and 20th century. Adam Smith (1776) laid a solid foundation on private ownership and capitalism to witness a great future of management. John Stuart Mill (1850) provided a theoretical background on resource allocation, production and pricing issues. Fredrick W. Taylor (1911), Henry L. Gantt (1919) and Frank Bunker and Lillian Gilberth (1948) devised the body of principles known as scientific management theory which arose in part from the need to increase productivity of traditional industrial organizations. The only way to expand the productivity was to raise the efficiency of the workers. Taylor contended that the success of the principles of the scientific management required a complete mental evolution on the part of management and labour.

Under Gant’s system every worker’s progress was rated publicly and recorded on individual bar charts. Lillian and Frank (husband and wife team) collaborated on fatigue and motion studies and focus on ways of promoting the individual workers welfare. Apart from western countries the principles of management were used in Japan, Spain and Soviet Union. Henri Fayol (1916) the founder of the traditional management school was the first to investigate managerial behaviour and to systematize it by introducing division of labour, authority, and discipline of members in organization, unity of command, unity of direction, remuneration, centralization, hierarchy, order, equity, and stability of staff, initiative and esprit de corps.

Fayol noted that ‘managerial ability’ is critical for organizational success and further contended if managerial ability was important, why management programs and universities neglect managerial training to focus exclusively on teaching technical skills and concluded that the answer is the absence of
management theory. Managerial ability depends on certain qualities and knowledge including physical qualities, mental qualities, moral qualities, general education, special knowledge and experience. In summary, managers of small firms need relatively more technical ability than their counterparts in larger firms, whereas managerial rather than technical ability is required at higher levels in larger firms.

In the early 20th century Max Weber (1905) approached the phenomenon of management from a sociological perspective, Ordway Tead (1915) applied principles of psychology to management; Ronald Fisher (1930) introduced statistical techniques into management studies, Patrick Blackett (1940) worked in the development of scientific approach to management known as “management science.” Towards the end of 20th century business management evolved into six separate branches namely a) human resource management, b) operations management, c) marketing management, d) financial management and e) information technology management.

The well-known international economist Charles Kindleberger (1986) introduced contingency approach to management. The contingency approach or situation approach was developed by managers when highly effective methods in one situation failed to work in another situation. The advocates of contingency approach have a logical answer to such difficult questions. Followed by contingency approach, the system’s approach was introduced. The system’s approach gave managers a way of looking at the organization as a whole and as a part of large external environment. The best example for system’s approach was “total production system by Toyota”. Gullick introduced the functions of management as POSDCORB namely planning, organizing, staffing, directing, coordination, reporting and budgeting.
In the context of various approaches Peter Drucker (2001) created history in re-writing the principles of management. He found that management was a child of 20th century and child was growing very fast to become a major at the end of 20th century. He described “management is people”, and he also predicted the future of the management in 21st century consisted full of challenges, turbulences and threats which may be tactically solved by the managers by team work. On the one hand, more and more concepts of management are emerging and on the other hand, a slow and steady growth and development of management skills have taken place. These skills would play a dynamic role in application of the skills to solve the ever mounting problems of business and corporate world.

The strategies to develop people in management will be different according to designations. The good organization recognizes this and will offer training and development opportunities, perhaps linked to career development and performance management so that individual is supported from one type of managerial position to another managerial position. According to treatises on management managers should have conceptual, technical and human skills. One such factor, is to train managers with limited work experience, and also to find out whether such training imparted has any sequential level over a period of time after the competition of the training.

1.2 Evolution of Management Education: A Global Scenario

There is a clear view from research that in the global environment the re-emergence of capitalism in some form or another (the re-unification of Germany, the collapse of Soviet Union, the regeneration of China etc.,) has signalled the end of Communism and, in turn, led to globalization and global integration. Global environment is undergoing series of changes. The renewed system reinforces the
global approach and moves towards reliance on capitalism and markets and the integration of economies. Globalization is not a policy decision. The drivers that underline this are complexity, internationalization and the discontinuities brought about by the global system. The drivers are technology and technology driven communication.

With the emergence of global markets and globalization, business schools also recognised that their students needed global perspectives and insights about the way the world operates in the rapidly developing global careers. Corporations are indeed bigger and the world is small and they need managers who have a world view. Confident business managers in global corporations have to have a wider view and not narrower view.

Technology inspired by innovation is seen as an important driver of management education and creator of strategic options for programme delivery in areas such as distance learning. An increasing demand pattern for management education drives market growth and, with reduced government funding and privatisation strategies. Greater numbers of people view business education as a way for career development. However, it is firmly believed that management education is a life transforming or career transforming mechanism among youngsters and people join in the entry level managerial careers.

Effective business processes support successful companies in all major industries and influence the growth of companies and economies at the local, regional and global level. As expansion takes place, the need for individuals with domain specialization in business fields such as marketing, operations, human resources, finance, economic analysis, strategy and accounting also increases. Furthermore, the innovation of products, processes and technology become more
competitive that requires effective performance of management teams (Global Foundation for Management Education 2008).

1.3 Evolution of Business Schools

The graduates of business schools have been fulfilling these roles since 19th century, when the first school of business, the *Ecole Superieure de Commerce of Paris* was established in 1884. Over the course of past century, business schools all over the world have successfully established a strong presence within universities. The tradition began in 20th century is carried on by thousands of business schools around the world. The Association to Advance Collegiate of Business (AACSB. 2002) reported that business education worldwide saw an erosion of its share of undergraduate enrolments during the second half of 1990s. Thus business schools have been playing a vital role in fulfilling the various needs of management education. During the 21st century, series of interventions shape management education. The most important among them are developing the virtuous managerial characteristics with the help of acquisition of skills that employers expect the graduates to peat in job situations. The resources of business school need to serve the requirements of the corporate. These facets shape, strengthen and signal the content as well the delivery of management education.

A number of key milestones were noticed in the evolution of business schools. The first stage lies from 19th century to early 20th century as stated earlier. In the initial emerging stage and also the era of trade school, the original purpose of management education galloped on the idea of liberal and moral education for business people. The status of professional manager in public and private life was enhanced at this stage. During this era different knowledge structures, frames of reference and cognitive maps were introduced. Belief about market boundaries vary
across countries. The creation of managerial employment was done by industrialists, entrepreneurial individuals, the government and larger organizations.

The second stage was from early 20th century to 1970s. This stage clearly shaped the government schools. The US model played a vital role and becomes imitative factor for the other parts of the world. The brand image and identity of a business school became very clear. In this stage the employment was provided by national governments, universities, industrialists and larger corporations.

The third stage is from 1970s to 1990s where in the dominance of US business school model continues. There was an evidence of growing strength of national champions such as Harvard, Wharton and Kellogg Business Schools. The expectation of the industry is a dominant design in shaping the curriculum besides internationalizing the process of management education. Issues of image and reputation were considered as most important dimensions. Many agencies introduced ranking exercises on management schools. Several yardsticks were established on research ranking and citation, globalized performance, national performance and international accreditation.

The fourth stage commenced from 1990 to 2005 where in strong evidence of European business school model was noticed. There was a mounting criticism of US business school model and more emphasis was laid down on internationalization and public management. There was a slow and steady growth of large one year management institute model backed by strong executive education and experience. The beginning of a push for softer skills and linkages to the role of business and government in the society were perceived. The birth of full-fledged European Union gave a strong impetus for the growth and development of the management education in Europe and its former colonial countries.
The present era is called fifth stage which commences from 2005. Here there was a strong range of global a model in which globalization was stressed in emerging markets particularly Asia, Eastern Europe and Latin America. A power shift of global economy is taking place from west to east. Number of corporate scandals such as Enron, Tyco, WorldCom, and General Electric surfaced leading to increased criticism and blame attached to the business schools which were described as teaching ambassadors of market capitalism. Here again there has been a slow and steady adoption of the business school models to different cultures and political and economic systems. Due to the above developments, current study concentrates on the management education which imparts managerial skills as training skill sets.

1.4 Business Education Recent Perspectives

Srikant, David and Patrick (2010) documented that, management or business management graduates from top tier business schools set the standards for cutting edge business knowledge and skills. The business environment is dynamic. The authors reported that managers and recruiters were questioning conventional business education and increasingly demand that management programs are not offering students the enhanced levels of cultural awareness and global perspectives. It is also reported that management graduates lack essential leadership skills, creative and critical thinking skills. Increasingly, the business schools are at a cross road and will have to take a hard look at their value propositions. This was true before the economic crisis, but it is even truer in its aftermath. It is time to test the kind of skills a management graduate should need to acquire. The “doing” components of management programs are skills, capabilities and techniques that lie at the heart of practice of management. Srikant (2010) et al., identified that these skills were not taught effectively.
The survey carried out by Graduate Management Admission Council (GMAC, 2012) highlighted education quality and value, job market preparedness, employment offers, job search methods, internships, success rate by industries and reputation. The findings further revealed that the decision to pursue graduate management education is often made with strong consideration about one’s past, current and future employment opportunities. Business Schools create learning environment but established their own informal networks of community and culture that student can use to achieve their ultimate career goals. Increasing differentiation among providers of business schools is worldwide a significant phenomenon today. Generally, three broad categories of providers do exist namely, traditional university based business schools, business schools with profit motives and business schools providing executive development program and consulting.

The recruiters are placing emphasis on the differentiation among the providers. They classify business schools by offering drastically different awards to degree holders depending on the reputation of the school. Employers demand graduates with requisite skills to leverage technology in a scalable fashion to advance company’s strategies and operations. To respond to these demands, technology enriches pedagogy, technology wired facilities and new curricula are being developed.

Consumers of business degrees are increasingly heterogeneous in the needs and preferences thus creating distinct customer segments. Global Business Schools have responded to the broad range of consumer wants and needs by the feeder institutions by developing wide variety of program formats with specializations. All business schools are touched to one degree or other by the global business environment, the global market place for students and growing number of
competitors in every continent. In this direction, many schools have at least partially adopted their curricula to impart specific training skill sets.

Students are increasingly considering a range of global options for their business degrees intensifying competition among providers. Social system plays a vital role for the growth and development of global management education market. In terms of policy, the importance of higher education is a critical priority for a growing number of countries. The benefits of higher education are reaching broader segments of society. Business schools are beginning to see an influx of younger applicants by seeing a shift in the distribution of age of Graduate Management Aptitude Test (GMAT) examinees. Generation Y brings a transforming mix of core managerial characteristics that stem from shared experience now fully enabled by training skills set. When societies and behaviours change, organization within society must be ready to offer products and services needed to complement the lifestyle and behaviour which will benefit all.

1.5 Role, Impact, and Future of Management Education

From the humble beginning of using human resource to the current advancement of using intelligent robots, organization might gain a competitive advantage and also might be a major driver of change and efficiency. Global management education is a specialized area of study. Research and practice would compete with the professions like law, medicine and other similar related academic disciplines. The key challenge will be to create compelling incentives within the frame work of management study which will attract large number of students to graduate management programs. The trend of mobility and migration from emerging to developed countries is reversing due to speedier economic growth of
management education in emerging economies. This necessitates changes in the way the students are trained by business schools in acquiring the requisite skills.

Drucker, Porter and Prahalad (Howard et al., 2013) have viewed that management education is under turmoil. Such turmoil influences students, faculty, curriculum design, exchange programs, partnerships and even skill development. A survey carried out by Graduate Management Admissions Council (2008) indicate that the student analyses a variety of factors including the employment track record of business schools, program accreditation, local reputation, the quality of current students, faculty and school’s spiritual values, rigour, most of which can be influenced by a school’s decisions and strategies. The training is influenced by all the above factors.

The natural business cycle in management education will be sandwiched between stability and expansion resulting in both challenges and opportunities (GMAC 2008). Countries and governments do respond to market cycles in different ways. Business schools will need to deepen their understanding of different talent pools and are prepared to develop flexibility in responding to these changes.

A foundation of business education was to raise the business schools from low academic status to higher levels of training and development (Harold J. Leavitt, 1989). The curriculum and decision analysis would play a leading role. The mechanism of choice was empirical research, quantitative and analytical research. It is believed that research would enhance the quality among faculty and students, and academic respectability, and a leadership role in the business community. Perhaps even some real contributions to the professionalization of management are not discounted. In this context, it is imperative to understand and enforce behavioural, cognitive and strengthening of deeper analysis on self-monitoring, spiritual
intelligence, self-description including problem solving and creativity and communication abilities. Recently, the analytical perspective came into picture to dominate and take charge of behavioural marketing sides as well.

The mission of business school is educating practitioners and creating knowledge through research. (Dru Hanson, 2008). Business schools shifted their focus from former to the latter and thus management became a science rather than profession. The profound implication of this shift that professors are rewarded by business schools for publishing their research in academic journals and the curriculum began to reflect the narrow focus of the faculty. This leads to disconnection of practicing managers and leaders with business school professors. A re-emphasis was called by the critics to make number of changes in the curriculum to restore balance between academic rigour and everyday usefulness. Due to this development, there has been a change in the mission statement of top business schools which claim to convert the present day students into future leaders.

Business education is facing significant changes around appropriateness of its methods to prepare students for their future challenges to take the role of managers and leaders of organizations. (Davar & Mike, 2010). Proposal for improving their leadership include a call for studying management as a socially organized rather than technically determined activity by focussing on the development of decision making and critical thinking capabilities. Traditionally, the acquisition of individualized conceptual knowledge over the contextual independent and procedural knowledge is the outcome of high academic education. The assessment of conceptual knowledge is difficult as this kind of knowledge must be personalized and integrated into the individual’s cognitive structure. From a conceptual view a business education curriculum may be a balance of four forces
namely, reflective practice, reflective professionalism, professional practice and objective practice.

1.6 Empirical Studies on Managerial Skill Sets

Mintzberg (1976), while describing the educator’s job stated that management schools should begin the serious training of managers when skill training takes a serious place next to cognitive learning. In other words, the graduates are taught a skill through practice plus feedback whether in a real or simulated situation. Mintzberg strongly feels that the management school need to identify the skills to be used by managers and select students who show potential in these skills so as to enable the students to practice these skills in a simulated situation.

Jonathan and Mintzberg (2004) opined that companies and business schools must work together to re-invent management education, rooting it in the context of manager’s practice experiences, shared insights and thoughtful reflection. They further opined that MBA programs rely on self-selection and managers do need more prescription. Prescription in general is the problem. Managers need description, illustration of alternative ways to understand their world. This observation of the above celebrated authors prompted us to identify the managerial skill set for the future managers. This necessitates towards a new partnership between companies and business schools that would enhance the depth of conversation on both sides of the equation.

The better part of this 20th century, the classic writers – Henry Fayol and Lyndell Urwick, kept telling that good managers are essentially controllers. John C Beck (2013) rightly found that time has come to transform students into genuine professionals armed with a skill set that allows them to make contributions right
away. In his meeting with a partner of a top global consulting firm, he found that the consulting firm is moving away from hiring management graduates for the primary reason that they are not ready to do significant work on graduating. The consulting firm has to make the fresh graduates human. For this purpose lot of time and money is spent with no return. The consulting firm felt if the student came out with the right kind of skill set, the firm would not have to waste much time on training them. In short, the consulting firm wants management graduates in two words: “soft skills”. This trend made the researcher choose a topic on managerial skill set.

1.7 A Theoretical Framework of Managerial Skill Sets

In the context of acquiring managerial skill sets as an effective way of imparting training, many managerial skills set which are in line that employers expect graduates to process. These are important skills that make-up the context of management education which is extremely very different from what it was before. A brief conceptual presentation of the above skills managers required to be successful is discussed below.

1.8 Perspectives on Self-Monitoring

Self-monitoring involves self-verification or self-judgement or self-control. Human beings desire to engage expressive control by using self-monitoring skills themselves (Snyder 1974). The participation by high-self monitors will be very high by impressing others and receive high feedback. The participation by low-self monitors involves less observation of social happenings and expression of self-presentation dissimilar from their internal state as falls good and undesirable (Snyder & Gangstead 2002). Past empirical studies (Bizzi & Soda 2011) indicate that self-monitoring and perceived job autonomy significantly predict circumstantial performance. It further highlights that self-monitors are likely to perceive higher job
autonomy than low-self monitors. Geddes (2009) explores that a novel form of performance monitoring and feedback practices are measured through self-regulated learning practices. This self-monitoring is done with goal orientation and academic achievement.

Katsaros et al., (2012) presents that both monitoring time intervals and monitoring parameters are based on monitoring system that facilitates on-the-fly self-configuration. This article is the basis for determining researcher observation period for the longitudinal study as phase 1 and phase 2.

Individuals can and do control and manage their self-presentation, expressive behaviour and non-verbal displays. These are striking and important differences in self-monitoring (Snyder, 1979). The high self-monitoring individual is particularly sensitive to the expression and self-presentation in social situation. They use these cues as guidelines for regulating and controlling their own verbal and non-verbal self-presentation. By contrast the low self-monitoring individual is not so vigilant to self-presentation on social information.

1.9 Perspectives on Spiritual Intelligence

The spiritual intelligence is defined as an ability to behave with compassion and wisdom while maintaining internal and external peace regardless of the circumstances (Wigglesworth, 2002). King (2008) proposed that spiritual intelligence denotes a set of adaptive mental capacities which are based on non-material and transcendent aspects of reality. Researchers in the area of spiritual intelligence analysed number of processes involving intelligent personality.

Ford (1994) analysed four basic questions on human functioning, they are listed as process question, the content question, the effectiveness question and the development question. Two questions out of four questions - content question and
effectiveness question - are more related to the interface between the intelligence and spiritual process. The content question deals with the having side of the personality, the effectiveness question deals with attention as to how well the person is functioning according to some criteria of some success. The author concluded that the intelligence is the commonly used variable to address the effectiveness question. The definition of intelligence is a focus on adaptive problem solving which implies the coordination of multiple goals, the service of high order principles, enhancing the probability of goal attainment, effective utilization of maximum amount of available information, these ideas were proposed by Ford. On these basis four pre-requisites for effective functioning namely, motivation, skills, biological architecture and supportive environment are identified.

Intelligent behaviour requires a motivated skilled person and his capabilities have to support relevant interactions with an environment that has the informational and material properties and resources needed to facilitate goal attainment. Spirituality and intelligence are new creation. Hence, spiritual intelligence is the human capacity to ask ultimate questions about meaning of life and to experience simultaneously the seamless connection between each of human being and the world in which they live. The spiritual intelligence deals with subjective world with an approach on the objective world in which intelligence seeks to comprehend; both reside within each of human being. There is a need for a methodology for studying, learning about and understanding our spiritual selves and intelligent ways in which we can live our spirituality. In the opinion of Wolman (2001), spiritual intelligence is a part of the normal life of a soul from the point of statistical and psycho-social sense.
1.10 Perspectives on Self-Concept or Self-Description

Self-concept is a theoretical basis of Self-description. Self-concept is introduced to develop and influence people’s professional lives along with life stories and counter factual thinking. It was evolved to explain over behaviours across wide spectrum of situations. This centres on academic ability, academic orientation, spiritual values, beliefs and power, trustworthiness, emotional stability and general esteem. Self-concept represents knowledge structure that consists of beliefs, attributes, social roles and goals. Attributes consist of family attributes of family communication, parental education, family structure and parental involvement.

The role of individual on relational self-concept is very important on various theme management and outcome of team performance. The leaders with a stronger self-concept provided more career support to followers who display higher performance in fulfilling the task. The influence of self-concept on customer attitude, purchase intention and behaviour played a vital role in identifying perceived service quality in a buying transaction. Internet stores enhance their service quality by understanding a consumer self-concept, attitude and purchase intention. In matching the self-concept perception of prospective employees, job advertisement played an important role in presenting the uniqueness of the organization.

Values that have been considered spiritual ideals such as integrity, honesty and humility have been demonstrated as a result of self-concept of effective managers. Spirituality is really a part of self-concept about people sharing and experiencing some common attachment, attraction and togetherness with each other.
1.11 Problem Solving and Creativity

Problem formulation starts with defining the problem as a state of desire for reaching a definite goal from the present condition to a situation for finding a missing description towards attainment of the goal (Ian Robertson 2001). The nature of problem solving and creativity is closely connected with problem definition. Teaching, once largely teacher-centred and product based activity forces for a paradigm shift towards increasingly students-centred and process-based. This raises significant issues on problem solving and creativity. The differences in thinking style of individuals with particular reference to creativity, problem solving and decision making are important.

Experts in creative problem solving are confident to solve the problem through techniques to avoid stress as it can erode creative ideas. An important factor in problem solving is the effective use of brain power for creativity. This is supplemented by the best time and worst time for creativity as how best to plan the day for morning people and night owls. The right answer through subjective judgement is arrived in an environment of uncertainty. Besides above qualitative problem solving aspects, quantitative analysis plays a vital role in problem solving by the induction of decision making techniques against situations of uncertainty, use of probabilities and decision trees.

Raising a controversial question on the role of creativity in the problem solving, many individuals studying the problem solving tend to look at creativity as merely a special type of problem solving. Conversely many individuals studying creativity view the problem solving as a special type of creative performance. These observations are very much related to problem finding which includes studies of problem construction, problem discovery, problem identification, problem
definition and problem posing. However, it does not make much sense to study problem finding independently of problem solving. For this reason it can be safely concluded that there is a relationship between problem solving and creativity through a significant relationship between problem finding and problem solving.

1.12 Communication Abilities

The early traceable event on communication ability is emergence of major communication model by Claude Shannon and Warren Weaver (1949) based on five elements namely; information source, transmitter, channel, receiver and destination. This model was expanded by David Berlo (1960) by creating SMCR model of communication (Sender-Message-Channel-Receiver Model). The communication abilities are eroded by communication noise namely, environmental noise, psychological impairment noise, semantic noise, syntactical noise, organizational noise, cultural noise and psychological noise.

Communication as a test of excellent leadership in public relation, a comprehensive understanding of media and information systems to develop and implement effectively strategic communication plans form part of strategic decision making capability. Many vital factors including communication abilities include a significant positive relationship between listening and other social cognitive and communication abilities. Oral communication skill is a distinguished factor and face to face oral event is used as an advocate or a device to manage a conflict. These are further supplemented by comprehension of complex discourse in different stages of Huntington's disease to iron out the individual differences in cognitive capacity. In addition, technology plays a vital role in modern communication leading to reduction of communication cycle time among communication channels. On many
occasions, written communication of technical matters needs a detailed quantitative analysis to gain a clear understanding of the message intended to be communicated.

The most difficult and challenging task in communication is “face to face” oral event where people are required to interact with someone in a different organization or with someone who ranked higher in the same organization. Communication competence is a pre-requisite for effective leadership. In a longitudinal investigation, Sypher (1986) stated that there were four measures of social cognitive and communication abilities namely cognitive differentiation, self-monitoring, perspective taking and persuasive ability. These measures have significant relationship to job level and upward mobility in large scale organizations.

1.13 Emotional Stability

Emotional stability is an essential factor in protecting people from detrimental reactions to stressful events like narrative feedback and individual differences. The combination of emotional stability and extraversion – reflecting a ‘happy’ or ‘buoyant’ personality may be more important performance than either trait in isolation. Emotional stability is a moderator of the relationship between task conflict and team performance. It is found that task conflict had a positive impact on performance in teams with high levels of openness or emotional stability.

1.14 Analytical ability

Analytical ability is needed to organizational supply chains because it can be used to understand the past and present trends and to project future trends. Moreover, it is needed in pricing of products and in managing the risk. The effects of multi-tasking on the analytical abilities and problem solving skills of individuals are very important. It is believed that multi-tasking has no effect on the analytical abilities or performance of individuals as they shift their attention back to various
other tasks. Kimes (2011) found that skills required for a successful revenue manager are going to be a combination of analytical and communication abilities. As a consequence performance measurement will move to total revenue or gross operating profit rather than by any other measures. Patz (1975) introduced a scientific method in which the mode of thinking involves four steps – theory, hypothesis, measurement and design. This further requires creativity, imagination and analytical ability.

1.15 Spiritual Values

The concept of ‘spiritual anchors’ introduced patterns of deeply held spiritual motives, values and attitudes that provide direction, meaning, wholeness and connectivity to a person’s life of work. The concept of spiritual intelligence is further presented in organizational culture as main characteristic of organizational values. Spiritual intelligence is shown as a connectivity of spiritual value and organizational culture. It is shown by past studies that there is a clear consistency between spiritual values and practices and effective leadership. Values that have long been considered spiritual ideals such as integrity, honesty and humility have been demonstrated to have an effect on leadership success.

1.16 Trustworthiness

Managerial trustworthiness is an intrinsic motivation which is substantially associated with employee satisfaction and turnover intention. Managerial trustworthiness increases the leverage of intrinsic motivation and employee satisfaction, whereas extrinsic rewards expectancy decreases the leverage. Trustworthiness and conscientiousness are the important managerial virtues. Trustworthiness is a distinctive human attribute. The relation between ethics and trust is ambiguous as ethics can promote trust, while trust can simultaneously be
abused resulting in unethical behaviour. Trust and ethics can play a significant role in facilitating trustworthiness.

1.17 General Esteem

The influence of general esteem on leadership role and leadership advancement had a significant and positive influence on leadership advancement in terms of supervisory scope. Organization based on general self-esteem represents employee’s belief about their own value and competence as organizational members. Work environment and employees dispositions were related to general self-esteem including job satisfaction, organizational commitment, employee health, job performance and organizational citizenship behaviour. General esteem has become a household world which has focussed efforts on boosting high self-esteem that may lead to positive outcomes and benefits. High esteem exaggerates employee success on good traits with emphasis on measurement of objectives. Occupational success may also boost general self-esteem rather than reverse.

1.18 Need for the Study

Late Sumantra Ghosal (2005) has posited that “Bad Management Theories Are Destroying Good Management Practices”. In order to overcome such hindrances business schools should play the role of stewardship in developing collective efforts to reshape the structure, delivery, content and context of management education. He observed that ethical and responsible management practices are the undercurrent to be passed on to the students of graduates of business schools. Further the possible perceived opportunity is that education imparted is likely to stretch beyond equipping them to face the challenges of the “real world” and transforming them as “effective managers” at the global level.
The participants of the management education show little interest to such course works like business ethics or corporate social responsibility. The view that the participants cherish is that such course works are far away from the requirements of the “practical world” (Donaldson 2002, Pfeffer & Fong, 2002). Pfeffer et al (2002) adds to saying that business schools are not very effective – neither the degree earned produces great leaders nor does it lead to gigantic leaps for the graduates based on their career aspirations.

Recently, Edwin Locke and J C Spender (2011) amplified Ghoshal’s arguments and showed how the business school focus numbers, mathematical modelling and theories, and specifically those based on financial economics, can lead to rational choices that ignore important issues of culture, managerial behaviour and ethics. They conclude that market capitalism has evolved into ‘casino capitalism’, largely absent of a moral and ethical compass, in which the lack of financial morality and ethical leadership partially fuelled the global economic crisis of 2008.

It is interesting to assume that the transformation does take place during the course work, would which change the students as effective management professionals at the global level. Hence an attempt has been made to study the impact of the inputs given during the education programme and the effect of such inputs at the time of exit from the programme. In this endeavour the researcher aimed at studying certain characteristics as to how they are developed over a period of training that has enhanced the managerial skill sets expected by the employer. It is planned to collect data at the time of entry and at the time of exit in order to find out the extent of management skills equipped changing the levels of characteristics among the participants at the time of entry and at the time of completion of course
work. Such data collected before and after the imparting of the management skills from the same set of students are to be subjected to a comparison. These datasets are then analysed to find out whether any significant difference in terms of the entry and exit levels to arrive at a plausible conclusions.

It is observed that performance of graduates of management education is derived from specific skill set to reflect the managerial characteristics. Performance is defined as an accomplishment of a given task against pre-set known standards (Business Dictionary, 2012). Houthoofd (2009) observed that performance is to be measured with perceptions of the people who are to be evaluated. Pistieau et al., (2009) described performance as the ‘best practice’ frontier technique by which it is measured by the productive efficiency. As a recognised accomplishment, performance is an act of performing or doing something successfully using knowledge as distinguished from merely possessing it. For this purpose the acquisition of specific skills is a paramount importance. The specific skills identified in this research are Self-monitoring, Spiritual Intelligence, Problem solving and creativity as well Communication abilities. This present research aims to study the performance of management graduates in the form of gaining the knowledge and acquiring the above specific skills at the time of entry into the program as well as at the time of leaving the program. By this approach, this research will testify as an evidence to show the extent of the body of the knowledge and skills gained by the management students.

Global management education varies widely from one region of the world to another. The developmental curriculum includes mature country markets such as the US and UK as well as nascent regions including Eastern Europe, South America,
India & China. Inherent developmental differences across countries and within regions are both challenges and opportunities for global management education.

In an environment with concerns over quality, it is important to have a system in place that can accurately, honestly and aggressively benchmark standards of excellence particularly in building managerial skill set. Selective admission standards can offer protection to program with a commitment to quality ensuring the acquisition of knowledge and skill and their effective application in real business situation.

Growing number of companies and intensified competition meant business schools were in demand to equip managers with skills to answer managerial problems. The broad socio-political forces of commoditisation and capitalism meant that business is central in most societies. In terms of developing management skills, business schools have been better at ensuring their own performance than they have at developing a purpose and this created demand for management education as well as ‘international managers’.

Khurana (2007) has observed that a manager’s role has shifted from one dedicated to ‘higher aims’ as professional stewards of a firm’s resources to that of ‘hired hands’ operating only on the basis of contractual relationships. A key consequence of this demoralisation and de-professionalization of managers is that the self-interest of relevant parties has replaced a proper ethical and moral scope and that the principle of trust that was central to the operation of market free enterprise has been abandoned.

The key determinant of organizational success depends upon skilful managers who are competent in the management of people in organizations. In this connection, numerous studies have been conducted across industry sectors,
international settings and organization types. Will these studies differentiate more effective managers from less effective managers? What skills ought to be required and what skills are crucial for organization success? To answer these questions, the management structure is filled with endless list of attributes, behaviours, orientations and strategies for enhancing successful performance.

Many authors identified key practices associated with managerial and organizational effectiveness to ensure employment security, and selectively in hiring people, foster decentralization and self-managing teams. Many tools were identified by past studies for organizational success. They included strategic planning, pay for performance, strategic alliances, customer satisfaction measurement, shareholders value analysis, mission and vision statements, benchmarking, cycle time reduction, agile strategies, self-directed teams and groups. Though these lists are useful, they do not identify managerial skill sets. Instead of managerial skill sets, these lists itemize organizational strategies, personality orientation, philosophical approaches and their implementation. Either they are complex sets of activities in which many managers must be involved or their cognitive activities that are not behavioural in character.

Some of the findings enumerate personality characteristics or styles, organizational practices and performance in strategic planning. The effectiveness of these attributes depends upon managerial skills in implementing them. This means that a manager should be competent in fundamental managerial skills to become an effective manager in order to achieve organizational success. Managerial skills portrays as drivers of vehicles by which management strategy, management practice, tools and techniques, and work style to produce effective managers in organizations.
While reviewing the past studies, one more question arises; how good are the managers in acquiring, implementing and retaining the managerial skills? A set of management skills is required to solve the problem arising from day to day activities, delegation of work, formation of team, selection of team members, understanding of team dynamics, moderator / facilitator role, conflict resolution, motivation of people, correction of significant mistakes, communication to internal and external public. Sometimes despite their best efforts there are problems with individual performance of a manager. As a manager he has to deal with this promptly. The impact of his poor performance will be reflected in the outcome of the task performed. Here a set of managerial skills will play a leading role to rectify this gap. On the other hand, managerial skills are building blocks upon which effective management rests.

In view of the arguments adduced above, managerial skills are means through which managers translate their own style, strategy and favourite tools and techniques into practice. Many managerial skills have recently been included in the concept of emotional intelligence. This consists of self-awareness, self-regulation, self-concept, self-control, motivation, the ability to understand others emotion and behavioural cues. With this beginning, there is a need to identify as to what specific skills or characteristics of the most effective managers are required. In this study, it is necessary to identify the skills that separate extraordinarily effective performers from the rest of the organization.

Several defining characteristics demonstrate managerial skills and differentiate them from other kinds of managerial characteristics and practices. We list them one by one. Firstly, managerial skills are behavioural. They are not attributes or tendencies. They consists of identifiable sets of actions that individual
perform to achieve certain outcomes. Secondly, managerial skills are controllable. The performance of this behaviour is under the control of the individual. Unlike other organizational practices such as selective hiring, skills can be consciously demonstrated, practiced and improved by individuals themselves. Thirdly, managerial skills are developable by which performance can be improved. Fourthly, managerial skills are interrelated and overlapping. Past studies proved that it would be difficult to demonstrate just one skill in isolation from others that is why this study concentrates on set of skills. Fifthly, managerial skills are sometimes contradictory or paradoxical. The core managerial skills are neither soft nor hard. A variety of skills are typical of the most effective managers.

Enhancement in developing managerial skills is the need of the hour that has been found by both students and managers who have been exposed to a curriculum on developing managerial skills. On the other hand, exposure to traditional cognitive curriculum without exposure to managerial skills does not correlate with the managerial improvements or career success. Successful development of management courses is more than just following a text book. Developing highly competent managerial skills is much more complicated than developing skills that are associated with the business or industry or sport.

In view of the multiplicity of standards of quality in management education, there is a need to study the impact of managerial characteristics; before and after imparting training skill sets. For this purpose it is proposed to carry out a study in two phases namely; phase 1 and phase 2 on selected group of students from a management school as a criterion group.
1.19 Objectives of the Study

Based on the above background and arguments and the objectives were identified:

a) To find out the extent to which the criterion groups show difference due to the imparting of specific training on select variables.

b) To study whether the changes in the personal and behavioural characteristics before and after the training are significant.

c) To study whether the entry and exit of the course work has enhanced the managerial skill sets expected by the employers.

d) To suggest effective strategies for enhancing the managerial skill set development.

1.20 Operational Definitions

**Self-monitoring** is the ability to control and manage individual’s self-presentation, expressive behaviours and non-verbal displays.

**Spiritual Intelligence** is defined as a set of mental capacities which contribute to the awareness, integration, and adaptive application of the nonmaterial and transcendent aspects of one’s existence, leading to such outcomes as deep existential reflection, enhancement of meaning, recognition of a transcendent self, and mastery of spiritual states.

**Critical Existential Thinking** is the capacity to critically contemplate meaning, purpose and other existential /metaphysical issues.

**Personal Meaning Production** is the ability to drive personal meaning and purpose from all physical and mental experiences.

**Transcendental Awareness** is the capacity to identify the transcendent dimensions / patterns of the self of others.
Conscious State of Expansion is the ability to enter and exit higher spiritual states of consciousness.

Self-description is a measurement or self-assessment of multiple dimensions of self-concept for college students and other adults.

Emotional Stability is the capacity to protect people from detrimental reactions to stressful events.

Trustworthiness is the capacity to leverage of intrinsic motivation on employee satisfaction.

Spiritual Values is the capacity to identify spiritual ideals such as integrity, honesty and humility.

Analytical ability is a capability to understand and analyse the past, present and future trends.

Communication abilities are the capability to inform, transmit, channel, receive and store.

Problem solving and creativity is the identification of the problem as a state of desire for reaching of a definite goal from present condition to the future solution.

Academic orientation is an activity to guide on in adjusting to new academic surroundings.

General esteem defines individual beliefs about their own value and competencies.