CHAPTER 2

REVIEW OF LITERATURE

2.1 Introduction

The review of literature facilitates awareness, understanding and extent of endeavours carried out in a broad field of study. It focusses on the existing situation on the topic of research. The purpose of the review in the related literature is to identify the research gap for the research and provide a launching pad by directing the research in question to the expected destination.

The present study aims at exploring the impact of imparting training skill sets and their significance at the latter job performance. The inputs given over a period of time and its impact on the participants after that specific time frame are the issues discussed in the present study. It is extremely difficult and complex to define or describe the word performance (Berrah, L et al., 2004). In this study an attempt is made to equate performance with the future expected behaviours on the job which requires training in managerial skill sets among the participants. Otherwise, it is presumed that the extent to which the specific skill sets transform the future expected behaviour during the course of the training period. In this chapter the efforts are taken to review such managerial skill sets which shape the characteristics of manager to facilitate transformation.

Since the research deals with the managerial skill sets, specific inputs are to be synthesized to shape managerial characteristics. In this study, explicit skill sets are identified as Self-monitoring, Spiritual intelligence, Problem Solving and Creativity, Analytical ability, Spiritual values, Trustworthiness, Emotional stability, General esteem and Communication abilities.
2.2 Meaning, Purpose, Relevance and Current Status of Managerial Skill Set

Parente et al., (2012) investigated as to whether managers can acquire strategic skills using management education methods in lieu of experience. This study demonstrates that experience based pedagogical methods can be effective in developing traditional skills or hard skills and soft skills which in turn facilitate the acquisition of managerial skills. The results of the study further show that soft and traditional skills are complimentary and together lead to better acquisition of managerial skills and also imply that mastering soft skills may enhance the mastery of traditional skills. A key practical implication of this study is that organizations may be able to effectively supplement their own experience based developmental efforts for their managerial personnel with course based learning incorporated by managerial skill set. Additionally, the results support the increasing emphasis placed on soft skills suggesting that development of managerial skills may help managers grasp a greater implications.

The perceived importance of managerial activities and skill set required by three levels of managers namely top managers, middle managers and supervisory managers were found to differ significantly. A set of critical management skills needs for each level of managers was identified by Li-Min Lin et al., (2007). The findings further provide guidelines for management development programs, training and career planning. They also can serve as a guideline for recruiting and selecting an effective manager.

Carmi and Tishler (2006) examined the effect that 9 managerial skills of the top management team (persuasiveness, administrative ability, fluency in speaking, Knowledge about group task, diplomacy and tact, social skills, creativity, conceptual skills and cleverness) to have impact on the performance of industrial firms. The
results of the study show that managerial skills processed by top management team strongly affect the firm’s performance, their impact apparently being greater than that of variables representing industrial sectors. They found that these managerial skills are more important for firm performance than intellectual abilities. The study further emphasizes the importance of complementary management skills as an indicator of the quality of top management team. The top management team’s ability to make good decisions and lead the organization to meet external and internal constituents is a very complex task. The study provides strong support to the importance of managerial skills for firm performance and also suggests a new avenue to incorporate a resource-based view into the field of strategic leadership in general and managerial skills in particular.

Stivers et al., (2010) conducted a study to determine management knowledge, and identified a set of eight managerial skills and abilities include business area knowledge and skills, communication skills, creativity / adaptability, ethics, leadership, problem solving, team work and work habits. This study ultimately suggests that business education in a developing country is enabling the development of more effective managers for the market economy.

Wharton (2009) piloted a study on desirable skill sets for new managers in China and US. The rapid industrial and economic growth of China has triggered a great deal of academic interest in Chinese management practices. It is an unresolved issue not only in China but also in other developing countries whether existing theories of management can be applied. This study surveys the value that managers in China and the US plays on a variety of both personal and functional skill set when recruiting new managerial talent. The author found significant differences among managerial skills between two countries.
Afriyie et al., (2012) identified that a set of managerial skills on corporate strategies that leverage internal resources and capabilities coupled with strategic decision to enter specific industries are driving the creation of market values among developing countries. This study further outlines a conceptual framework and empirical evidence on internal management capabilities in deploying resources that help to explain variations in market values generated by the largest American firms in developing countries.

The outcome of the study by Kristian and Senja (2003) identified that different types of strategic nets require different managerial skill sets as the characteristics of managerial tasks that organizations tried to accomplish through forming a specific strategic net.

In order to remain competitive in the global market and to achieve higher organizational performance, special emphasis should be given to develop the managerial skills. Hossan et al., (2012) revealed that because of the absence of managerial skill in the industrial sector of Bangladesh, there is a situation of disputes and violent protests by the labourers of the organizations.

Human skills such as self-monitoring and spiritual intelligence were significantly more important than technical skill, while administrative skills were the most important of all. To testify this Tonidandel et al., (2012) examined the relative importance of four managerial skill dimensions namely; technical skill, administrative skill, human skill and citizenship behaviour. These skills help to predict managerial effectiveness.

The technique of pairing up small teams of US based business students with small teams of international students who are not yet completely fluent in English is applied to form augmented teams to evaluate the execution of task and end products.
This pedagogical method has been used successfully in recent years in international management and international business courses for undergraduate business students and for students in graduate management programs. In this direction, Neiva de and Mauri (2013) described the cross cultural assignment as an experiential learning technique for students of business that deepens self-awareness of their own attitudes toward different cultures and develops international managerial skills.

Cultural values tend to have a greater effect when a manager is less skilled than when the manager is highly skilled. When the manager is highly skilled the interaction effects of culture tends to disappear. This was proved by Hoffman and Shipper (2012) through the interaction effect of cultural values and managerial skills on two outcomes namely; employee’s attitude and work group effectiveness.

As a result of study by Elizondo et al (2012), a hierarchical tree of managerial skills is found from both professional and academic perspectives. Here a model is introduced for identifying and assessing managerial skills as a way to improve both personal and organizational performance.

Managerial skills play a key role in the adoption of modern technologies. Beaudry and Francosis (2010) introduced a model in the interactive process between on the job managerial skills acquisition and the adoption of modern technology. They further illustrated as to why some countries developed managerial skills quickly and adopted best practice technologies, while other countries stay backward.

Decision making is an important skill of management that has far reaching impact on the stake holders. Shahzad et al., (2010) analysed decision making managerial skills of the teachers as well as explored the impact of decision making managerial skills on the student’s academic achievement. There was a significant
difference between teacher’s perception about managerial skills and student achievements on the acquisition of managerial skills.

Technical skill provides incremental value over managerial skill in managerial performance for first tier managers. Technical skills incrementally predicted sub-ordinate perception of managerial performance of managerial skills. Technical skills are valuable to managers as a source of credibility and a means to identify its subordinates. The study by Hysong (2008) helps technical managers to better leverage the technical skills in managerial context.

2.3 Studies on Managerial Skill Set

Shuayto (2012) determined the skills required for business leaders in the most critical management programs to adequately prepare leaders and professionals for organizational success. The second goal was to explore the relationship between perceptions of business and industry leaders and business school leaders on the ranking of skill deemed most important to prepare students for success in the business careers. The major findings found significant differences in the mean rating of the importance of “soft skills” vs. “hard skills” among the prospective employers of management graduates. Further, there is a significant difference in the mean rating of the importance of “soft skills” vs. “hard skills” for management graduates among the Deans’ and Directors’ of the universities. The research offers business school leaders empirical evidence for curriculum re-design for prioritizing management skill set and designing course work to incorporate top ranked management skills viewed as most important by business and industry leaders.

While assessing the effectiveness of whole learning pedagogy in skill acquisition, Hoover et al., (2010) described a whole person learning experiential / behavioural skills pedagogy developed in an executive skill course. The pedagogy
was designed to address recent criticism of management education relative to program relevancy and the skill sets of student entering the work force. The skill assessed included communication, team work, leadership / initiative, decision making and planning / organizing. The authors provided guidance for implementing this pedagogy into management education curriculum.

Shahzad et al.,(2010) conducted a study to find out the impact of decision making managerial skills on the students’ academic achievements. Decision making is an important skill of management. To explore the impact of decision making managerial skills on students’ academic achievement, the researcher developed a questionnaire and submitted the finds. The major findings were; there was a significant difference between heads self-perception and the teachers’ perception about heads managerial skills and that managerial skills of heads have impact on students’ achievements. The researcher also recommends that training in decision making skills should be given to all heads of department in order to have an effective school management and in turn better students’ academic achievement.

Brush and Betty (1983) analysed the impact of skill learnability on the effectiveness of managerial training and development. Skill learnability, the degree to which the particular managerial skill can be acquired or modified by training and development, is described and discussed. It is argued that those managerial skills comprise of large social interactive components and affected by underlying non-cognitive attributes are more difficult to learn than skills which can be articulated through a common body of knowledge or technology. While introducing 21st Century Knowledge and Skills: The new curriculum and the future of assessment, David and Patrick (2012) strongly felt that managerial skills with social interactive and non-cognitive components underlie the importance of managerial skills set
which consist of Leadership skills, Self-monitoring, Spiritual intelligence, Problem solving and creativity and Communication abilities.

Tewari and Sharma (2011) highlighted the personality traits of the management students and elaborated the areas which the real business world is focussing upon. The authors quoted the report of Graduate Management Admission Test (GMAT) which reflects the need for skills like interpersonal skills and team working, decision making and problem solving, creativity and abstract thinking. The educational curriculum still leaves a lot to be desired in being activity-based and skill-oriented sets. The authors showed the direction to educators of the professional courses especially in management education regarding curriculum design and trainers regarding training needs of the young work force so that they are able to provide to the corporate skill managers who can sustain in challenging and dynamic global work environment of the 21st century.

Khan et al.,(2012) observed problem solving is a key to managerial function. In an organization, problem does occur of various natures, but the tackling is the art of an experience head well versed in managerial skill set. The author compared the managerial skills of problem solving with the variables such as designation, qualification, total experience of the heads of department in business schools. This helped the authors the impact of managerial skill of problem solving and student achievement. The authors further recommended that training and problem solving skills should be given to all heads to have effective school management and better students’ achievements.

Kirkley et al., (1998) recognized that managerial skill is a major determinant of productivity. Yet differences in productivity and output levels are usually attributed to plant configuration or scale. There is an attempt to relate technical
efficiency to managerial skill. The authors examined the relationship between the technical efficiency and managerial characteristic of skills such as experience and education. They found that relationship exists between the years of experience and education levels with managerial skills.

Maurer and Elizabeth (2010) observed that managerial experience as a unique predictor of continuous learning skills requirement when controlling for age and job, but age was not a unique predictor when controlling for experience and job. These results identified characteristics of management work that may demand continuous learning of incumbent managers in acquiring managerial skill set.

Chen et al., (2005) identified that the supportive work environment can positively influence managerial skill utilization. The authors extended this concept to gender relationship and found that the relationship between work environment and managerial skill utilization is stronger among female managers than among male managers. This interactive effect is more pronounced in a low incentive situation than in a high incentive situation in terms of reaching a high level of training performance.

Sahini (2011) analysed the impact of soft skills training induction program on new entrants. The author explains the distinction between training and education. The acquisition of managerial skills is more important, so the training program is strategically planned, designed and executed. The employability of skills is essential for students passing out of the professional colleges to get recruitment in the competitive world. But these initiatives are rarely in practice to increase the effectiveness. A study is designed to assess the impact of soft skills on the students. The result indicates significant impact on some, but not all, of the competencies and managerial skills.
McLennan (1969) observed that universal agreement on how manager should be trained has never been reached. In practice, the acquisition of managerial skills and knowledge may be achieved through variety of methods, ranging from formal education and through various forms of on the job training. In order to investigate the possibility of the existence of patterns in the acquisition of managerial skill, a survey was conducted by McLennan. The results of this survey of managers opinion about the education and training associated with managerial jobs in manufacturing confirmed the view there is no one way to develop managerial man power.

Haliday & Stacey (2009) acknowledged that observation is a management skill that offers managers one of the best ways to gather behavioural data in the business interactive environment. Professional observation can be learnt in the work place of business school and business. Observation, behavioural data collection is a key initial step in problem solving and opportunity finding. The authors concluded with practice and practical suggestions for developing this last but found crucial managerial skill i.e. “Observation Skills”

Vasile-Daniel et al., (2009) identified the managerial skills of an e-learning manager in order to achieve his mission. The authors designed a skill card consisting of three domains in which an e-learning manager process skills. The three domains are:

1) pedagogy
2) technology and
3) management
Though the project still in the first stage it is expected that substantial contribution would emerge under the concept and design of skill card.

Business Horizon (1983) dealt with managerial mind sets and the structural side of the managing. It is stated that successful management depends on complex mental processes such as setting goals, planning, organizing and controlling. The importance of the people as a resource is widely recognized and well managed organizations are benefitting from the improved methods of leading, motivating, communicating with, and developing employees. But the human side is only part of the effective management. There is structural side too. Good management involves balance;

a) a balance between structure and people  
b) a balance between mechanics and humanics  
c) a balance between logic and emotions  
d) a balance between thinking and feeling  
e) a balance between mind and heart  

To be effective, managers must use both structure and activate them.

Margerison and McDonald (1984) presented information on various issues related to management skills. All managers are accountable for the development and co-ordination of the team and yet many managers have considerable difficulty in getting the team work at a high performance level. Team leaders in a work situation are judged everyday by the members of their own team. The performance of the team leader is continually under the scrutiny by the people who know best how he is doing the job. It is often difficult to weigh and judge experience. It is one of the key aspects of any contribution to a team which can only be judged through practical application of management skill set when a problem arises. In modern, professional
world of work, the need for particular knowledge and managerial skill set is a prime pre-requisite of any manager. The old traditional method of working one’s way up from the shop floor base solely upon practical experience, is no longer sufficient hence it can safely be concluded the acquisition of management skill set is a paramount importance.

Kovacs et al., (2012) observed that logistic skills are important for employment and career development. In the context of continuing incidents of natural disasters and complex emergencies and their associated challenges has increased the demand for humanitarian logistician. The authors developed this article as a conceptual framework for the skills in the field of humanitarian logistics. The authors evaluated the framework through content analysis of job advertisement with a special focus on the 2010 Haiti earthquake. This analysis concludes that humanitarian logistician needs a broad spectrum of functional skill that must often be held in some depth. However, humanities logistician need “contextual skills” that reflect their particular field of employment. It is suggested that such contextual skills (nothing but managerial skill set) are likely to feature in other areas of logistic employment.

2.4 Studies on Self-Monitoring

Self-monitoring is defined as the extent to which individual monitor, adjust and control their behaviour based on how it is perceived by others. Murray et al.,(2005) reported relationship between personality traits and performance. The responses of 102 EMBA participants revealed that self-monitoring was very high on the relationship between three personality traits namely; extraversion, emotional stability and openness to experience. The effects of these traits were replicated using peer rating of interpersonal performance. The study further revealed that self-
monitoring did not moderate the relationships between personality traits and supervisory or peer ratings of task performance.

In order to ensure desired public appearances, people tend to closely monitor themselves for their expressive self-presentation. Snyder (1974) observed differences among human beings in substantial ways in their abilities and desires to engage in expressive controls. Hence self-monitoring, as a theory, deals with phenomena of expressive controls. High self-monitors are classified as people who closely monitor themselves and behave in a manner that is highly responsive to the social cues and situational context. They further project images in an attempt to impress others and to receive positive feedback. The low self-monitors are classified as a people do not participate in expressive control and do not share concerns for situational appropriateness. They are often less observant of social context.

The literature review for self-monitoring is incomplete if we don’t touch the self-monitoring scale. Snyder (1974) develops and validates self-monitoring scale it refers to controlling once behaviour namely; facial expression and mannerism in accordance with observed appropriate behaviour. Snyder identified a top-down modulation can be used to convey a socially appropriate character by either enhancing, reducing or even contracting expression of the current internal state. The degree to which one engages in self-monitoring varies as a function of traits and a given set of situation. This is a reason behind creating self-monitoring scale to assess these individual preferences.

One of the popular theories cited in recent years a theory of self-monitoring by Snyder. Snyder’s (1974, p. 529) self-monitoring scale addresses five components of self-monitoring which are listed as follows:
a. Concern for the social appropriateness of one’s self presentation
b. Attention to social comparison information
c. Ability to control or modify self-presentation
d. Use of this ability in particular situations
e. Cross-situational variability of social behaviour

Like other authors Snyder also identified high and low self-monitors. He termed high-self monitors as individuals who are sensitive to the expression of others in social situation and who control themselves for managing their own behaviour. Snyder termed low self-monitors as individuals who guide their behaviour from personal dispositions, internal beliefs, opinions and attitudes.

While analysing self-monitoring and age, Alan Reifman et al., (1989) indicated that older individuals seem to exhibit low self-monitoring tendency in accordance with own attitude and feelings. He further indicated that younger individuals seem to exhibit a high monitoring tendency accordingly to social cues. In this survey, Alan Reifman et al.,(1989) found a significant negative correlation between age and self-monitoring. He also discussed self-monitoring in relation to other social-cognitive life-span differences and to the idea of critical period throughout the life-span. Alan (1989) concluded that self-monitoring appears to be a fruitful area for life span research such as life transition and self-concept development.

Albert and Bernard (1967) experimented the relative efficacy of self-monitored and externally imposed reinforcement systems. The results of the study disclosed that self-monitored and externally applied reinforcement was equally efficacious, but both reinforcement systems sustained substantially more than control conditions. The results also disclosed that self-monitored reinforcement
processed considerable behaviour maintenance value. Further, the high responsive productivity engendered by this system was not due to merely the self-imposition of a performance standard, or availability of positive incentives.

David et al., (2002) investigated the relationship between self-monitoring personality and work related variables along with the reliability of various self-monitoring measures. The findings revealed that self-monitoring has relevance for understanding many organizational concerns which include job performance and emergence of leadership. He concluded that the foundation of self-monitoring personality is that people differ in the extent to which they observe, regulate and control appearance in social setting and interpersonal relationships. He further indicated that high self-monitors tend to receive better performance rating and more promotions than low self-monitors. As a result of high rating, high self-monitors are more likely to emerge as leaders. Supplementing these findings across organizational hierarchies suggest that high self-monitors should be over presented among those in upper level management positions. Due to this, high self-monitors have a competitive advantage in promotional tournaments.

Martin and David (1994) observed the effects of self-monitoring on managerial career mobility. While comparing the career mobility of self-monitors, high self-monitors were more likely to change employers, move locations and achieve company promotion than low self-monitors. The career strategies of high self-monitor appears to be more successful in the managerial market place than those of low-self monitors. By contrast, the career strategies of low self-monitor in employment and location choices was not as successful in achieving promotions.

Steven & Snyder (2000) conducted a systematic appraisal of self-monitoring literature to offer reappraisal of the self-monitoring construct which questions about
what self-monitoring is and is not to identify propositions about the self-monitoring. This research was conducted with a specified agenda for the evolution of the theory and research on self-monitoring.

William & Mark (2001) explored the role of self-monitoring in impression management. Their study sought to examine whether high self-monitors are able to more effectively use impression management tactics than low-self monitors. The result of this study provided some support for this proposition at least with regard to tactics of ingratiation, self-promotion and amplification. In fact, the more low-self monitors used such tactics the more likely they were to be seen as a sycophant.

Prieto and Phipps (2011) dealt with transfer of learning in training programs of employees. Huge investment in training programs often fail to deliver the desired and expected outcome in view of the fact that only 10 to 15 present of the learning is transferred back to the work place. They proposed that self-monitoring and organizational identification moderate the effects of personality on learning transfer. Self-monitoring also facilitates the learning transfer process because individuals who are high self-monitors may want to demonstrate in their work place all that have learnt in the training program. This is done with a view to impress their co-workers and boss.

Bizzi & Soda (2011) investigated as to how self-monitoring combines with the degree of perceived job autonomy to affect contextual performance. Their study suggests that self-monitoring and perceived job autonomy significantly predict contextual performance. Another interesting paradox of the study is that high self-monitors are likely to perceive higher job autonomy than low self-monitors.

Rose & Kim (2011) conducted a study on self-monitoring, opinion leadership and opinion seeking. The study revealed that self-monitoring was a
significant predictor of opinion leadership and status motivation mediated this relationship. Self-monitoring was not a significant predictor of opinion seeking. The study highlighted motivations associated with self-monitoring and also suggested that the socio motivational bases of opinion leadership and opinion seeking differ.

Kolb (1998) conducted a study on the relationship between self-monitoring and leadership in student project groups. Although several studies revealed a significant relationship between self-monitoring and emergence of a leader, the purpose of this study was to examine whether self-reported scores on a measure of self-monitoring would be related to emergence of leader in student groups working on realistic and sustain projects. Kolb conducted the study in two phases. Study one revealed a low, but significant, correlation between self-monitoring and emergence of leader. Study two found a negligible relationship in the overall sample, but a significant moderate correlation in a group of preferred leaders who were examined separately.

In today’s turbulent business environment, sales people and sales managers must constantly adopt to changes. Dawn & Rosemary (2010) conducted a psychometric assessment on sales force. Self-monitoring (the cognitive ability to adapt one’s behaviour in response to the behaviour of others), may be a meta-KSA (knowledge, skills or ability) that influences adoptive selling behaviour.

Mehra & Schenkel (2008) conducted a study on self-monitoring and role conflict in the work place. The study showed high self-monitors tended to experience greater role conflict in work organizations because high self-monitors were more likely to occupy boundary spanning positions.
While analysing the role of self-monitoring in balance of power and influence, Oyamot et al., (2010) examined as to how self-monitoring relates to perceived balance of power and influence and the association between perceived power balances and relationship quality. They discussed how interpersonal power and influence concerns may manifest themselves in the social worlds of low and high self-monitors.

Sosik et al., (2002) examined the relationship and linkages between self-monitoring and five leadership behaviours. It was found that self-monitoring was positively associated with all five leadership behaviours. Performance was related positively to transformational leadership behaviour and negatively to passive management by exception and contingent reward behaviour.

Price et al., (2008) argued that self-monitoring is a multilevel concept that can be applied not only to individual but also to the organizational level, and can contribute to an organizational ability to monitor the ways in which its many images are interpreted. The authors further suggested that organization with high self-monitoring abilities have better capability for assessing how their identity is perceived, and how these various interpretations might affect organizational identity and how these interpretations might be managed.

Sung et al., (2011) indicated that self-monitoring has a moderate relationship in dealing with social situation. Applying the concept of self-monitoring on the functions of sales person, Fine (1992) found that a high self-monitoring sales person experiences greater benefits and judges the interaction more positively when the customer is a low-self monitor. A low self-monitoring sales person judges the interaction more positively when the customer is a high self-monitor. The authors concluded that the attitude on behavioural consistency of a low self-monitor
provides clear direction to the high self-monitoring partner who seeks cues from the partner to guide the behaviour.

Schutte et al., (2001) examined the link between the emotional intelligence and interpersonal skills including self-monitoring. They found that participants with high scores for emotional intelligence had higher scores for self-monitoring in social situations. Zaccaro and Foti (1991) propose that self-monitored leaders are more adept than followers at perceiving group requirements and selecting appropriate responses to the demands of the group.

Roberts and Monolis (2012) investigated three ingredients of self-control are linked to impulse buying. However, self-monitoring was found to be negatively associated with self-control suggesting that care must be taken in conceptualizing and measuring this construct. Watson (2011) examined the relationship between self-reported gossip and self-monitoring. The study demonstrated the important role of self-monitoring and locus of control in gossip and that negative gossip may be associated with a more externalized, unclear sense of self. David and Kelly (2005) examined the individual differences in self-monitoring, locus of control, proactive personality and risk aversion. Results indicated that self-monitoring and risk aversion moderated the turn-over intentions. Specifically, the relationship between turn-over intentions and turn-over is stronger for low self-monitors and those lower in risk aversion.

Anderson et al., (2006) found that the ability of a system to self-monitor its own decision making processes and on-going performance and to make targeted changes to its beliefs and action determining components can play an important role in helping intelligent system. Fang and Jason (2009) predicted that individuals with high self-monitoring attend more carefully to social cues and have higher level of
expressive control. They intend to seek accept and provide justice related information as a function of their co-worker formal status.

Sharma et al., (2010) found that self-monitoring is a moderator of interpersonal influence in a situation of impulse buying in a retail shop. They further indicated that high self-monitors exhibit greater impulsiveness in private and seek greater variety in public compared to low self-monitors. Bizi and Soda (2011) suggested that self-monitoring and perceived job autonomy significantly predict contextual performance. They provided a richer understanding of controversial nature of self-monitoring and offered a new specification of the combination between perceived situational and personality variables in the prediction of behavioural outcomes. Kilduff and David (1994) conducted a study of 139 graduates and demonstrated significant main effects of the personality variable self-monitoring on career mobility. The study found that high self-monitors obtained more internal promotions than those low self-monitors.

William and William (1998) made an analysis of self-monitoring that focuses on emotional self-regulation. Individuals temperamentally disposed to emotional reactivity may develop systems to separate their affective states from the behaviours. These systems produce high self-monitoring persons who are less responsive to their own immediate emotional reactions and more responsive to situational cues.

2.5 Studies on Spiritual Intelligence

David King (2008) defined spiritual intelligence as a set of mental capacities which contribute to the awareness, integration and adaptive application of the non-material and transcended aspects of one’s existence, leading to such outcomes as deep existential reflection, enhancement of meaning, recognition of transcendent
self, and mastery of spiritual states. He further added four core abilities of spiritual intelligence namely critical existential thinking, personal meaning production, transcendental awareness and conscious state expansion.

Emmons (2000) defines spiritual intelligence “as the adaptive use of spiritual information to facilitate everyday problem solving on goal attainment” with following five components namely the capacity to transcend, state of consciousness, sanctification of everyday experience, use of spiritual resources to solve problems and honest.

Joseph and Sailakshmi (2011) stated that spiritual intelligence has no connection and has nothing to do with religion or belief systems. The environment will be more favourable when spiritual intelligence happens in the work place. Higher level of output is always the result of better working atmosphere. The paper highlighted the significance of spiritual intelligence, the commitment to righteousness and ultimate wisdom at the workplace. The authors have attempted to show how developing once spiritual intelligence, one can develop skills such as intrapersonal and interpersonal, goal attainment, motivation, commitment, responsibility, self-awareness, team spirit, stress management, time management, leadership and transformation. These skills are necessary for work and be successful at workplace. The authors concluded by stating that spiritual intelligence need not be an inbound right but can be developed, which results in making life and work more meaningful and enjoyable.

Luckcock (2008) examined six leadership styles promoted by educational programs with a view to exploring the scope of spiritual intelligence in leadership development. The six leadership styles consist of cohesive, authoritative, afflictive, democratic, pacesetting, and coaching. In order to carry out the analysis of these
styles, the author deployed the theory of leadership archetypes originally devised by Christopher Hodgkinson in order to gain a critical ethical perspective on the leadership styles and the notions of both emotional and spiritual intelligence.

Martin and Hafer (2009) emphatically tested five models introduced by Tischler, Biberman and McKedge that could explain the relationship between emotional intelligence, spiritual intelligence and performance. Emotional intelligence was measured using the 16 item Wong Law Emotional Intelligence survey. While spiritual intelligence was measured with a modified version of Ashmos and Duchon’s survey, performance was measured by the student’s cumulative grade point average.

Barvydien and Katic (2009) found answers as to why the leader needs spiritual intelligence, what is the role of spiritual intelligence in leadership and what is the need of spiritual intelligence now a days. They identified that what has changed in today’s world and business, why business today needs a leader with new wisdom spiritual intelligence, what is necessary for a present leader in order to sense his power. The authors attempted determine the main determinants of leadership – what characteristics, abilities, behaviour, powers or other aspects determined the rise and survival of the leader; that is the possibility of long term influence.

Javaheri et al., (2013) studied the impact of spiritual intelligence on the service quality. They found that spiritual intelligence enabled people to live with greater meaning and depth and to look for a meaning beyond the physical needs and a low level life in their business activities. The studies conducted in this field have indicated that the spiritual intelligence is one of the soft aspects of organizational intelligence. It had a significant impact on the personnel and the business success of the individual.
While analysing the effects of spiritual intelligence on marketing, performance and innovation, Rezaei et al., (2011) asserted that re-emergence or spiritual tension and more clear understanding of meaning and its application in organization administer is most fundamental of these approaches. Spiritual intelligence combines the concept of spirituality and intelligence within a new structure. Spiritual intelligence gives human being the opportunities to be sensitive into material and spiritual realities and will look for excellence among the objects, places, relationships and roles every day. The authors further stated that management science experts believed, if organizations cannot adapt to their exciting and rapidly developing trend of environmental changes, they would proceed to decline and nothing certainly. From this point the researchers indicated that the spiritual intelligence was one of the factors that can be leveraged to enhance the power of innovation and performance.

Cindy Wigglesworth (2006) indicates that a mature leader with high levels of adult development is inseparably linked to material intelligence. Cindy further indicated that basic life conditions and problems we face as species requires solutions linked to spiritual intelligence. She introduced spiritual intelligence would follow four quadrant model consisting of higher self /ego self-awareness, universal awareness, higher self / ego self-mastery and social mastery / spiritual presence. To access the highest stage of adult development and to become matured leaders, development of spiritual intelligence is a requirement.

In a different context Cindy (2011) quoted simple model of four intelligences by introducing a pyramid starting from physical intelligence at bottom of the pyramid followed by intelligence quotient, emotional intelligence and finally spiritual intelligence as a focal point. Since spiritual intelligence and emotional
intelligence are inter-related, she recommended that one should understand some basics of emotional intelligence to start spiritual growth. The author finally defined spiritual intelligence “the ability to behave with compassion and wisdom while maintaining inner and outer peace (equanimity) regardless of the circumstances.”

While answering a question with what yardstick should spiritual intelligence be measured, John D. Mayer (2000) supports only one or two of Gardner (1993, pp. 62-68) eight criteria namely “core mental operations, and symbol system”. A combination of cultural, empirical and other characteristics are listed under remaining six criteria. He quoted Mayer et al., (1999) that intelligence must develop from infancy to adulthood.

Yosi and Palo (2007) identified the seven dimensions of spiritual intelligence across the traditions and participants. They include consciousness, grace, meaning, transcendence, truth, peaceful surrender and inner directedness. By using grounded theory of (Glaser & Strauss 1967), selective coding was used to identify these high level themes. Under each theme the authors have developed number of sub-themes. These themes would coincide with the teachings of most spiritual traditions as espoused by participants. They concluded that these seven dimensions can be adopted for the application of spirituality in daily life to usher spiritual relation.

Zohar and Marshall (2000), the celebrated authors of spiritual intelligence, suggested the spiritual as a third kind of intelligence in line with familiar concept of intelligence quotient and emotional intelligence. They identified that values, creative vision and power to transform are very much linked with spiritual intelligence. To achieve a highly developed spiritual intelligence the following factors are identified by the author:

a. Flexibility
b. self-awareness

c. a capacity to face and transcend suffering

d. being inspired

e. not causing harm

f. being holistic in outlook

g. seeking answers to fundamental questions

h. capacity to work against convention

Dorothy Sisk (2008) conducted a survey on spiritual intelligence to engage gifted students in building a global awareness of spiritual intelligence in the classroom. She introduced individuals by exploring existential questions, service learning and moral dilemma to provide training in higher consciousness. She also presented examples of strategies to further develop the spiritual intelligence of gifted students. To supplement the spiritual intelligence of students, she applied three principles of Kidder (1999); ends-based, rule-based and care-based solutions. By applications of these principles several dilemmas were developed by the students including use of torture, detainment without counsel, kidnapping and holding people for ransom. The emphasis for using these dilemmas lies on development of decision making skills by the students.

The concept of spiritual intelligence was related to job satisfaction among master and bachelor teachers was narrated in a study done by Soleiman and Fatemeh (2012). They found that there was a significant relationship between teacher’s spiritual intelligence and their job satisfaction. It further revealed that there was a significance difference between teacher’s spiritual intelligence and their academic levels. Similarly, there was a significant relationship between teacher’s spiritual intelligence and five factors of job satisfaction. These five factors are; nature of
work, attitude towards supervisors, relation with co-workers, opportunities for promotion and work condition in the present environment. Surprisingly, there was no significant relationship with one factor namely; salary and benefit of job satisfaction. Another notable finding of this study coincides with the finding of Johor & Marshall (2000). It was stated that whenever spiritual intelligence is high, there is a presence of intellectual and proper behaviour. Whenever spiritual intelligence is low, problematic behaviour among people is resulted. Higher measures of satisfaction and performance were demonstrated by individuals with high spiritual intelligence.

For personal growth and authentic leadership, spiritual intelligence is critical. It is predicted by Cindy Wigglesworth that the community leaders, the global and business leaders of the future are the quickest to recognize this fact, leading to measuring and cultivating the skills of spiritual intelligence in themselves and their organizations.

Price (2008) identified three types of work-force intelligence namely, practice intelligence, political intelligence and spiritual intelligence. “Practice intelligence” focuses with the translation of ideas into actions and spiritual intelligence focuses on the values of individual. Along with these two types, political intelligence is concerned with organizing ideas, marshalling arguments, taking positions and forming relationships. Among the three types of intelligence spiritual intelligence plays a vital role in professional management.

O’Connor (2009) made an observation that spirituality can help human functions well in work places. Spiritual intelligence can be related to effective leadership in terms of finding solution while confronting work place problems and making appropriate decisions.
Nick (2007) identified four critical concepts required in creating and applying a more holistic structure development programs for leadership. These critical concepts include; emotional and social competence, physical and mental health, intellectual understanding and spiritual insight. He concluded that complex needs of leadership in the 21st century require leaders to be skilled and aware of the four concepts which are very much linked with spiritual intelligence.

In Nokia (2005), looking for high Intelligent Quotient and Emotional Intelligence is an outdated approach; spiritual intelligence is a new management mantra. By the applications of the principles of spiritual intelligence, Nokia plans to develop new products and markets and move from being a mobile phone company to a multi-media one. For this purpose Nokia is extensively using social network analysis to give managers a real network picture rather than formal one.

By employing business, political, spiritual and emotional intelligence, an organization can navigate its way towards excellent change management so that they reach their ports of destination as quickly as effectively as possible in a constantly changing environment. Spiritual intelligence helps the business to innovate and regenerate if they are to remain competitive. It helps as to how to manage change successfully be it large scale, such as cultural change, or a series of small, incremental changes. Spiritual intelligence can be used as a unique device or compass to overcome changes (Sarah Cook 2004).

Doostar et al., (2012) showed that spirituality entry into organization and organizational citizenship behaviour are considered as the challenges of 21st century. In the survey of interrelationship between spiritual intelligence and organizational citizenship behaviour of employees the authors measured the spiritual intelligence through descriptive type of correlation. The authors testified that there is a
significant relationship between spiritual intelligence and organizational citizenship behaviour.

Lynton et al., (2012) conducted a research on highly effective western expatriate and Chinese leaders in China to identify the attainment of spiritual intelligence among two groups of inner core. The study resulted that there are culturally specific techniques for reaching the inner core. While western leaders develop spiritual intelligence through reflection and use counterintuitive ways to create mindfulness, Chinese leaders identify with group values and draw on images of nature and traditional philosophy to enhance spiritual intelligence.

Yahyazadeh-Jeloudar et al.,(2012) conducted a study to examine the relationship between spiritual intelligence and job satisfaction. The participants of the survey completed the spiritual intelligence scale and aversion of the job descriptive index to measure six major factors associated with job satisfaction. The findings of the study showed that there were significant relationship between spiritual intelligence and job satisfaction. The authors also identified that there was a significant difference found between spiritual intelligence and academic levels.

There was a significant relationship between spiritual intelligence between five factors of job satisfaction namely; nature of the work, attitude towards supervisors, relations with co-workers, opportunities for promotion, work condition in the present environment. The study further revealed that there was no significant relationship with one factor of job satisfaction namely salary and benefits.

Stupar and Sahic (2012) conducted study on application of expert system in assessing the level of spirituality of an organization. They mentioned that when it comes to the importance of organizational culture for a successful business, increasing attention is being given to the connection between spiritual intelligence,
spiritual capital and sustainability of an organization as well as the sustainability of the capital itself. The paper created an expert system which would be based on a set of rules created on the basis of existing knowledge on the concept of spirituality to assess the degree of presence of values supporting this concept within a certain organization.

2.6 Studies on Self Concept

The theoretical basis of self-description lies on self-concept. Self-concept has been widely evolved to explain over behaviours across wide spectrum of situations and attainment of a positive self-concept has been posited as a desirable goal in education, personality development, clinical treatments and a wide variety of other settings.

Beheshtifar et al., (2012) referred self-concept to the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his personal existence. Self-concepts represent knowledge structures that consist of beliefs about the self-including attributes, social roles and goals. The main factors determining the formation of self-concept of an individual or the environment as well as people with whom individual lives. Notion of self-concept is developing around people work and organizational experiences. This study further revealed that individuals differ in their orientations toward three levels of self-concept namely, social work behaviour, organization based role set in work place and career satisfaction and achievement.

Dedonno and Fagan (2013) investigated the influence of family attributes on college students’ academic self-concept. Family attributes include family communication, parental education, family structure and parental involvement in activities such as arts and graphs, sports and music. The results of survey revealed
that a family structure of two parents at home is associated with higher academic self-concept than a single parent home. In addition, parents who praise their children and partake in family activities such as arts and graphs tend to have children with higher academic self-concepts. Finally the study confirms that parent continues to influence their child’s development even during the college years.

Narayanan and Jhonson (2012) presented the role of individual and relational self-concepts on various team processes and outcomes in a team context. The authors assessed differential relationships between individual and relational self-concepts and various team processes (e.g. trust) and outcomes (satisfaction). The authors found that subjective task complexity was influenced primarily by individual self-concept, specifically their core self-evaluations. Trust in others was influenced primarily by individual’s relational self-concepts, specifically their teamwork predisposition. Intrinsic motivation and satisfaction were influenced by both individual and relational self-concepts.

The effect of concealing information on academic achievement on adolescent’s’ self-concept was examined by Baoshan et al., (2011) in the current study. The results of the survey showed that participant with low academic achievement in concealing achievement information had higher levels of self-esteem and more self-representation suppression. Participants with high academic achievement in concealing achievement information had lower levels of self-esteem and activated the positive self-representation under high cognitive load. Overall, the results showed that concealing academic achievement information can cause short term changes of self-concepts for adolescents.

Jackson et al., (2009) addressed two fundamental questions on self-concept, self-esteem, gender, race and information technology use. The first question centred
on use of technology on the dimensions of self-concept and self-esteem. The second question centred on gender and race differences on self-concept, self-esteem and technology use. The findings indicated the technology use predicted the dimensions of self-concept and self-esteem, with video game playing having a negative influence and internet use having a positive influence on self-concept dimensions.

Lapierre et al., (2012) analyse the leaders’ relational self-concept and followers’ task performance. This study found that leaders with a stronger relational self-concept provided more career support to followers’ who displayed higher task performance. However, leaders’ relational self-concept was unrelated to the provision of psychological support irrespective of followers’ task performance.

Wu and Chan (2011) conducted a study to explore the impact of personal service quality and self-concept on consumer attitude and purchase processes. It was discovered that the influence of perceived service quality and self-concept on consumer attitude, purchase intention and behaviour, satisfaction loyalty varied with channel type. The study concluded that if Internet stores enhance their service quality and understanding of a consumers’ self-concept, they can enjoy the effect of such an enhancement through a boost in consumer attitude, purchase intention, satisfaction on loyalty.

Der Pan et al., (2012) analysed the relationship among group members’ self-concept, verbal behaviour and group climate. It was observed that family, social and self-concepts as well as engagement, avoidance and group climate were correlated with several verbal behaviours.

Nolan and Crystal (2010) presented the influence of multiple self-concept images on organizational attraction and their fitment with job advertisements. The authors indicated that job advertisement presenting uniqueness of the organization
plays a major role in matching the self-concept perception of prospective employees. The results suggested that prospective job seekers are attracted to organization with personalities they perceive as similar to their own actual and ideal self-concepts.

Kulsiri (2012) explains self-concept in relation to locus of control, media exposure and behaviour of youth towards luxury products purchase. The results of study revealed that behaviour towards the purchase of luxury products in general as a relationship with self-concept in terms of perceived economic status, perceived personal image and self-roles and media exposure.

Zahide (2004) analysed the relationships between emotional well-being, self-description and identity orientation as well as gender differences. The results revealed that women reported more personal identity and more social influence and less traditionalism and openness than did men. Finally, emotional well-being was positively associated with all types of identity orientation of self-description.

Wexley et al., (1980) found that congruence between the subordinate’s descriptions of the manager’s self-description was significantly correlated with subordinate’s satisfaction. Congruence between the manager’s description of the subordinate and subordinate’s self-description was significantly related to the manager’s evaluation of the job performance of subordinate.

Reave (2005) analysed the spiritual values and practices related to leadership effectiveness. They study revealed 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. Similarly, practices traditionally associated with spirituality in daily life have been connected to leadership effectiveness. All of
the following practices have been emphasized in many spiritual teachings and they have also been found to be crucial leadership skills:

a) showing respect for others
b) demonstrating fair treatment
c) expressing caring and concern
d) listening responsively
e) recognizing the contribution of others
f) engaging in reflective practice

Harrington (2001) discussed the perception of work place spirituality among professionals and executives. Spirituality at work is not about religious beliefs rather it is about people who perceive themselves as a spirited beings, who spirit needs energizing at work. It is about experiencing real purpose and meaning in their work beyond paycheques and task performance. Spirituality is really about people sharing and experiencing some common attachment, attraction and togetherness with each other within their work units. Therefore, spirituality can be considered the valuing the worker spirit and inner life.

Analytical ability signifies the process of sorting facts and related information into categories and separating that which is relevant from that which is not. This process creates an ability to analyse problems to evaluate situations, to generate different solutions and to choose the best course of action. Sterberg’s triarchic theory explains analytical ability as using prior knowledge on cognitive skills to solve problems and learn new information. When manager faces a decision making problems under uncertainty analytical helps to solve complex problems with limited information under time pressure with the involvement of quantitative rigour. Thus analytical ability is a cognitive process, breaking ideas and products into their
component parts, making judgements, evaluating, comparing, contrasting and criticising with a view to arrive final judgement.

Academic orientation signifies acquaintance to become familiar with a new situation which may involve new environment, mixing with new workers, company procedures and physical properties of the organization. This is also an act of finding oneself in society with a view to induct a programme for freshmen orientation that provides the incoming students with an opportunity to learn about their new environment and their place in it. In many universities, academic orientation program is designed to prepare students to perform their learning jobs effectively, learn about their various disciplines and acquire skills to get ready to start a fresh career. In company set-up, the orientation is the activity that introduces new employees to the new organization, to fellow employees, to their immediate supervisors and to the policies, practices and objectives of the company. Thus academic orientation is a programme of introduction for new comers.

“Spiritual values” covers spiritual dimension in which values and practices, integrity, humility, respect, appreciation for the contribution of others, fair treatment and personal reflection. Spiritual belief influence or perception and can influence an individual’s attitude and caring for others needs for love, gratitude, peace, honesty and forgiveness. Under spiritual values, values cannot be willed, mastered or performed but they come from spontaneous grace and receptivity. However, strong spiritual value can be associated with a high family cohesiveness – creative way to meet a crisis or a conflict. Spiritual power and belief in almighty are real when nature is alive. It is a process of cooperation and reciprocity.

In simple terms, trustworthiness is a combination of honesty and dependability leading to the character or attributes building that inspire trust. It also
signifies the extent to which audience members believe that a speaker say is accurate, true and in their best interest. It further signifies the degree to which the speaker is perceived as honest, fair, sincere, honourable, friendly and kind. Thus trustworthiness is present when trust is well founded or deserving including competence, character and benevolence.

Mazar et al., (2008) pointed out that people like to think of themselves as honest. However, dishonesty pays and it often pays well. How do people resolve this tension? The authors showed that people behave dishonestly enough to profit but honestly enough to delude themselves of their own integrity. A little bit of dishonesty gives a taste of profit without spoiling a positive self-view. Two mechanisms allow for such self-concept maintenance: in attention to moral standards and categorization malleability.

Emotional Stability reflects a personality dimension that characterises someone as calm, self-confident, secure. It is also signifies the degree to which someone is not angry, nervous, depressed, anxious, emotional, insecure and excitable. Emotional stability is a tendency to be relaxed and at peace with oneself indicating that people are consistent by acting or reacting impulsively or by weighing their options before acting or by looking the situations objectively. Emotional stability easily copies with stressful situations or situation warranting heavy demand. It also connotes person’s ability to withstand stress that indicated through a high tolerance for stressful situations or pressures. Emotional stability helps to assume responsibility, accountability for actions leading to high job performance.

General esteem is a reputation or a regard that a specific person has earned within an occupation. This also comes from a highly favourable and well regarding
Esteem is also a respect often blended with fondness with a feeling of delighted approval and liking. General esteem is an academic competence with a high sense of self-worth. General esteem is an attitude of admiration with respect, honour and revere. General esteem is an attitude of admiration with regard to a highly favourable opinion or judgement. Deplored Merriam Webster defines problem as “a question raised for inquiry, consideration, or solution or a proposition in mathematics or physics stating something to be done”. The evolution of problem solving traces back with mathematical problem solving processes in the history of mathematics (Bernd). Problem solving is a high order cognitive process that requires modulation and control of more routine or fundamental skills (Goldstein & Levin 1987). Two major domains of problem solving are identified as mathematical problem solving and personal problem solving. Normally, personal problem solving encounters some difficulty or barrier in view of the fact that it requires lot of subjective judgement rather than objective judgement. On the contrary, mathematical problem solving is very much involved on objective judgement which is based on quantitative analysis.

Dietrich Dorner listed the following characteristics of difficult problems:

a. intra-transparency (lack of clarity of the situation)

b. politely (multiple goals)

c. complexity (large number of unrelated items)

d. dynamics (time consideration and constraints)

Heppner & Petersen (1982) identified an instrument for assessing problem solving a problem solving inventory. The measurement used for problem solving inventory consists of three constructs namely; problem solving confidence involving belief and trust, approach avoidance style involving general tendency to approach or
tendency to avoid social problems and problem control involving emotions and
behaviour while confronting real life problems.

Newell & Simon (1972) elaborately discussed human problem solving
involving, human thinking and information processing. Human system constitutes
many parts namely; sensory sub-system, memory, effectors, arousal subsystems and
so on. This study is concerned with integrated activities that constitute problem
solving and ignores the perception, motor skills or personality variables. The study
highlighted human performance in problem solving rather than the learning
capability. In this study artificial intelligence is very much related to problem
solving techniques that requires good task analysis. Throughout the study human
intelligence is referred as adaptive system which may create an environment to solve
the problems. The adaptive system refers to computers, memory size, rates and
ways of accessing to determine the performance of the system. Flexibility of the
program is a requisite feature for the effective performance of the computers while
solving the problem. In an another article Newell & Simon (1958) dealt with
elements of a theory of human problem solving outlining the information processing
system for problem solving. The information processing system deals with a control
system with a number of memories, a primitive information process with operational
memories on information and a perfectly definite set of rules for combining the
individual processes into a whole program of processing. This program viewed as a
theory of human problem solving.

Langley & Rogers focus the standard problem solving theory in their article
an extend theory of human problem solving. The standard theory of problem
solving highlights as to how human responds when they are confronted with
unfamiliar task. The theory quotes number of claims about human cognition. The
most basic is problem solving involves mental inspection and manipulation of list structures. In many cases, problem solvers utilize means and ends analysis. The authors made additional observations that are not occurred by standard theory. Their observation include; occurrence of problem solving in a physical context, depicting the problem solving as a seldom mental activity rather than reasoning with an execution, eager execution of partial plan and learning from successful solutions.

John Sweller (1988) identified that the major reason for ineffectiveness of problem solving as a learning device is the in-sufficiency of cognitive process. By discussing theoretical and practical implications in the study, a computational model and experimental evidence provided support for the observation of in-sufficiency. However, John Sweller admitted that problem solving skills is highly valued with emphasis on mathematics and science which lead to spawning “discovery of learning”.

Akay & Kurt (2008) presented the theory of inventive problem solving technique which was emerged in Russia in 1946. This technique is used successfully to solve problems arising during the process of product development. This technique is evaluated from human factors point of view highlighting human factors problems and work place problems. This evolution leads to solving problems in the field of productions and product development.

The Future is uncertain. The adverse effects of uncertainty can be minimized by a team problem solving as identified Jameson (2009). He suggested the use of team problem solving approaches in business environments in which uncertainty is a factor. A systematic comparison is discussed which focusses on identifying alternative based on clearly defined criteria. Problem solving involves
making subjective judgements and by making subjectivity transparent, the likelihood of finding a solution is increased.

Nikerson et al., (2012) highlighted management’s ability to discover problems to solve, opportunity to seize and challenges to respond are vital to organization. The authors explored the extent to which the problem finding and problem solving approach can provide a foundation for joining the capabilities, dynamic capabilities and governance perspectives as a way to help problem exercises. The problem finding and problem solving approach offers a unit of analysis to reach the final destination towards solution.

Martin (2010) introduced two approved creativity techniques for technical problem solving. The techniques are; morphological and contradiction-oriented problem solving. Morphological problem solving is characterised by structuring a system into independent partial systems and finding answers by combining the different solutions of these sub-systems. Contradiction-oriented problem solving is focussed on finding fundamental contradictions within a system representing the core problems and solving them by applying accumulated experiential knowledge of previous inventors. This article is particularly helpful in technical problem-solving when there is a demand for multitude of smart solutions to solve the problems relating to design-oriented products and individualized mass-production. The elements of creative problem solving include; production of multitude of ideas, production of many categories of ideas and production of highly original ideas. These elements provide connections to creativity techniques to provide open innovation in the field of management.

Susan (1998) observed that creativity and problem solving are two related words which are frequently heard among HRD professionals. By using creativity
everyone one can potentially solve problems. They key is not in identifying creative people but in encouraging creativity in everyone. Creative people by their nature formulate problems and create new systems of rules and new ways of seeing things. Creativity among individuals in organization consist of two essential elements; a) self-initiated activity b) unofficial activity. In the discussion of creativity and problem solving Susan has suggested three major components which are as follows:

\[ \text{Ability} \times \text{Attitude} \times \text{Opportunity} = \text{Creativity} \]

\[ \text{(Cognition)} \times \text{(Emotion)} \times \text{(Organization)} = \text{Problem Solving} \]

Kennedy et al., (2001) highlighted the rapidly changing nature of the work place and the composition of the current generation of students call for new paradigm shift for delivering business education. Teaching once largely a teacher-centred is becoming increasingly student-centred. This approach raises significant problems for students, faculty and other stake holders of business education. The authors use an example of interdisciplinary exercise which derives significant benefits from development of skills in creativity, problem solving, critical thinking and so on.

Kirton (1984) introduced the new adoption innovation theory which is concerned with differences in the thinking style of the individuals with particular reference to creativity, problem solving and decision making. These concepts will have particular relevance for managers since they focus on the interaction between people and changing work environment. This further offers new information on, and insight into, the personality aspects of change in organizations.

Business Week (1985) stated that managers are feeling very original if they relax, relax and relax. This article offers information on solving problems through techniques which are preferred by experts in creative problem solving. It is stated
that understanding of a problem is most important step besides one can try to avoid stress as it can erode creative ideas. One must think of combining existing elements in a new way for improving a process of problem solving and creativity it is stated that analogy is an old method of solving creativity problem.

Mark (2004) stated that the creativity implies reactive and surely it is often a reaction to problems or challenges. Further, creativity is not only just a kind of problem solving and reaction, but can also be pro-active. The most used structure for creative studies falls under four categories namely; person, process, press and product. He concluded creativity can facilitate problem solving, yet here again there are signs of separation. Not all creativity involves problem solving and not all problem solving requires creativity. This discussion includes the knowledge that plenty of research has yet to be conducted the field of creativity and problem solving.

Orrantia et al., (2013) aimed at exploring whether atheletic word problem solving entitles the construction of a mental stimulation based on representation of numerical magnitude. Participants were required to solve word problem and perform a intermediate future discrimination task that match or miss-match in terms of magnitude comparison and mental representation that individuals constructed during problem solving. The authors found that participants were faster in the discrimination task and performed better in solving task in the figures matched the mental representation.

Chan et al.,(2012) conducted a survey on complex problem solving in naturalistic environment under uncertainty which has a significant impact on problem solving behaviour. The theories of human problem solving should include accounts of the cognitive strategies people bring to bear to deal with uncertainty
during problem solving. Here, the authors present evidence that analogy is one such strategy. Using statistical analysis between analogy and expressed uncertainty in the naturalistic problem solving conversations, the authors found the expressed uncertainty reliably predict analogy use. It also reduces to base line level following analogy use. They further found that relationship between uncertainty and analogy is not due to miss-communication related uncertainty but rather it is primarily concentrated on substantive problem solving issues.

Rudolph et al., (2009) offered a theory of action oriented problem solving that inks interpretation and choice, processes usually separated in the sense making literature and decision making literature. Proven interactive, simulation based process; the authors developed a formal model in which three insights emerged.

a) Action oriented problem solving that includes acting, interpreting and cultivating diagnosis.

b) Feedback among these processes opens and close windows of adaptive problem solving

c) Re-enforcing feedback and confirmation bias usually considered dysfunctional and are helpful for adaptive problem solving..

McMahon and Miller (2013) argued that simulations are useful pedagogical tools that encourage creative but not critical thinking and constructivist learning. However, they can also have the deleterious effect of reproducing unequal power relations in the class room. The author distinguished between problem solving and critical theory and defined critical thinking as something not done by the simulation orthodoxy. The author reviewed that constructivist learning and peer teaching are accomplished through their simulation.
de Mast et al., (2004) adopted six sigma method as an approach to problem solving. It relies on DMAIC which are narrated below:

a) Define
b) Measure
c) Analyse
d) Improve
e) Control

This paper compares critically the DMAIC method with insights from scientific theories in the field of problem solving. Five themes are selected from problem solving literature for the analysis of DMAIC. This consists of generally versus domain specifically of methods, problem structure, and generic problem solving task, diagnostic problem solving and remedial problem solving. The study provides a characterization of the types of problem for which DIMAIC is a suitable method but also identify problems for which it may be effective. Among the method’s strengths are the powerful statistical techniques for fact finding and empirical verification of ideas. The most prominent limitation of the six sigma model is inferior methodology for efficient problem diagnosis. Adopters of the method should be aware of its potential limitation so as to avoid hindrances in the journey of success.

Frigotto et al., (2012) developed a computational approach aimed at modelling problem solving agents and assessed the influence of various levels of diversity and communication in teams on agents’ performance in problem solving. By communication, a conversation on the persuasiveness of the features of problem setting is introduced. By diversity, it is meant differences in how agents build problem representations which allow them to access various solutions. The authors
deployed the concept of diversity along two dimensions namely; knowledge amplitude and knowledge variety. The authors concluded that communication is more effective when agents elaborate from relatively richer problem representations. Conversely poorer diverse representation may lead to worse performance when knowledge variety also applies.

Dees (2012) observed two cultures are at play in the field of social entrepreneurship: an age old culture of charity and a more contemporary culture of entrepreneurial problem solving. These cultures permeate activities from resource providers to frontline operation both have roots in our psychological responses to the needs of others and are reinforced by social norms. The author concluded that the success of social entrepreneurship requires an integration of values from each of these cultures in which the satisfaction of giving are correlated with social benefits of rigorous problem solving.

Sio et al., (2013) depicts performance on problem solving improves over a period of sleep as compared with wakefulness. However, these studies have not determined whether sleep is beneficial for problem solving or whether sleep merely militate against interference due to an interruption to solution attempts. In the survey, the responses from sleep group, wake group and no delay group are asked to re-attempt previously unsolved problems. The sleep group solved a greater number of difficult problems than the other groups, but no difference was found for easy problems. The authors concluded that sleep facilitates problem solving, most likely via spreading activation, but this has its primary effect for harder problem.

Yeo and Michael (2012) focussed on the use of complex problems as opportunities for action planning with particular focus on the interrelations between action learning and problem solving. It is stated that complex problem solving can
be used to improve managerial thinking and reflective action taking in human resource development. The authors further explored that learning and action taking regardless of the impact of complexity of problems on metacognition and its relationship with learning.

Cameli et al., (2013) presented two studies that examined whether leader supportive behaviours facilitate knowledge sharing and employee creative problem solving capacity, thereby enhancing the creative performance. The findings from both the studies indicated that the leader supportive behaviours are directly and indirectly related, through both internal and external knowledge sharing, to employee creative problem solving capacity. In addition, creative problem solving was related to two dimensions of creative performance namely; fluency and originality. The author findings highlighted the complex process by which leaders facilitates both internal and external knowledge sharing and employee creative problem solving capacity, thereby improving employee creative performance.

Shin et al.,(2012) theorised and tested the condition under which cognitive team diversity is positively related to individual team member creativity. A team member's creative self-efficacy moderated the relationship between cognitive team diversity and individual creativity. This relationship was positive only when creative self-efficacy was high. Further, transformational leadership moderated the relationship in such a way that cognitive team diversity was positively related to individual creativity only transformational leadership was high.

Zhou et al.,(2012) proposed problem solving demand is an important job attribute for employees creative performance. Applying job design theory the authors examined the relationship between problem solving demand and employee
creativity. The results revealed that problem solving demand was positively related to creativity and this relationship was mediated by creative self-efficacy.

Capozzi et al., (2011) discussed several ways in which executive could enhance creative ability in both themselves and the people who report to them. Brainstorming initiatives in which employees immerse themselves in an environment apart from the work place can spur people into looking at things in a different way. Another approach involves systematically and comprehensively examining the firms orthodoxies or core beliefs. New ideas can arise from using analogies to address a challenge. Artificial constraints are a useful means of sharpening the corporate focus on necessary functions.

Steiner (2011) opined that collaborative creativity is a pre-requisite for generation of innovation. The main objective of this research is to call for extension of creativity perspective by abandoning an exclusive focus on individual creative capabilities. In a way, what “open creativity” is for creativity. Chesbrough’s “open innovation” is for innovation. This is particularly true with regards to radical innovation.

Birdi et al., (2012) observed that creativity training used by many organizations in an attempt to improve the innovativeness of their employee. Cross sectional, longitudinal and multi-source evaluation strategies were used to assess the impact of the training on the sample of engineers and to make comparisons with non-trainers. Results indicated that participation in theory of inventive problem solving (TRIZ) lead to short term improvements in both the creative problem solving skills and motivation skills. These were associated with long term improvements in their idea suggestion in the work place.
Santanen (2004) stressed that organization must be creative continuously so survive and thrive in today's highly competitive rapidly changing environment. A century of creativity research has produced several descriptive models of creativity and hundreds of prescriptions for interventions that demonstrably improve creativity. The authors presented the cognitive network model (CNM) as a causal model of cognitive mechanisms that gives rise to creative solutions in the human mind. The model provides a basis for deriving new techniques to further enhance creativity.

Misra (2011) identified Research and Development (R&D) team creativity as the way to team innovation. R&D employees are considered to be innovative and creative. They are regarded as the core human resources as well as the prime mover of new values in an enterprise. R&D teams in organization are commonly used to solve problems and accomplish creative task. This study carried out a survey of R&D employees working in teams, the flow of R&D employees and the contentment degree to R&D employees’ present job.

Summers (1976) opined that brainstorming, synectics, electic and nominal group process are the creative techniques to improve the decision process are illustrated, their application to the decision process elaborated, and their contribution to organization perform hypothesized. Impediments to the use of creative techniques are discussed and suggestions were made to reduce the effects of those impediments.

Nwaneri (2010) investigated the effect of problem solving and the cognitive restructuring approaches in improving the creative innovation of management trainees through enhancing their individual creative behaviour. The results obtained showed that both the creative problem solving and cognitive restructuring
techniques were effective in improving management trainees, creative behavior and that consequently raising the level of creativity motivation. However, creative problem solving technique was found to be significantly more effective than cognitive restructuring technique.

McCaffrey (2012) analysed that during innovative problem solving, individuals discover at least one infrequently noticed or a new feature of the problem that can be used to reach a solution. The study showed that generic-parts technique can help people unearth the types of obscure features that can be used to overcome functional fixedness, which is a classic inhibitor to problem solving. By devising techniques that facilitate the noticing of obscure features in order to overcome impediments to problem solving, researchers can systematically create a tool kit of innovation enhancing techniques.

Patsy and McWilliam (1993) observed that communication begins in the womb, even before the child is born. Communication is something to the mother when a baby kicks, rolls, hiccups etc. From birth babies constantly send signals through eyes, ears, face and cry. Normally early communication signals of baby include movement and sound which are sometimes hard to recognize but however, researchers have developed spoken words for early signals.

Sypher et al., (1989) have argued that listening is particularly important in organizations. The authors examined the relationship between listening, communication related abilities, employ level and upward mobility. They found there was a significant positive relationship between listening and other social cognitive and communicative abilities. They further observed non-supervisors tend to processes better listening abilities than supervisors. They also concluded that
better listeners were in higher levels of in the organization and were more upwardly mobile.

Reinsch Jr. et al., (1997) collected written critical incidents from young business practitioners entering into management program to identify work related communication episode that has challenged them. The respondents reported about the face to face oral events that challenge them to function as an advocate or to manage conflict. As a result of this study the author suggested that management communication courses should give sufficient attention to oral communication events that require spontaneity, persuasion, conflict management and boundary spanning.

The study by Weilbaker (1990) revealed the required selling abilities necessary for successful sales interaction. He defined selling ability as capability or potential processed by sales people to allow them to perform certain sales related activities. Here, the focus is not on actually completing a sale transaction and gaining a scale, but on stimulating demand for the product and on developing the goodwill for the company. Ability to learn, communication skills, adaptability, comprehension, interrogative skills and enthusiasm form a common core of selling abilities for machinery selling. Besides, observational skills, empathy, handling rejections, perseverance, creativity, confidence and organization skills make the selling parties as uniqueness of the selling task.

Kirby (1987) discussed the value of communication in the context of centralization vs. delegation. He focussed on recognizing the implications of costly communication for optimal organizational design. Incorporation of these costs would move preferences from communication based centralized organization and towards delegation mechanism.
Bacon & Anderson (2004) found that employers concisely ranked writing ability as a most important communication skill for undergraduate business students to possess. However, improving writing skills pertaining to punctuation, grammar and choice of appropriate word often demands substantial teacher time and effort. The authors developed a computer score as a measure of student ability to edit for the writings. This assessment would improve the student writing skills in a time efficient manner. The authors tested longitudinal method with a pre-test and post-test design. In this study they found that when students were held accountable for improvement, there was a significant increase in student’s ability to edit. Without that accountability, improvement did not occur.

Describing the role and importance of glue people in projects, Burstroam & Jacobson (2011) highlighted liaison role as a managerial means to achieve coordination through facilitating communication. The authors analyse two in-depth case studies one in the construction industry and other in the truck industry. They found that glue people processes specific soft skills such as ability to facilitate communication among professional groups, create commitment and reduce uncertainty.

Beeson (2009) identified three categories of skills in executive placement decision. These skills consist of non-negotiable, de-selection factors and core selection factors. Employees will not be considered for promotions without non-negotiable factors. De-selection factor eliminate an employee as a candidate even if he is otherwise qualified. Core selection factors ultimately determine who gets the position. During promotion exercise, employee should avoid defensive comments or gestures which could cause the other person to climb up or move the conversation
to a safer territory. Hence one should learn better communication for increase leadership ability.

Goby & Lewis (1999) investigated the work on communication needs of newly graduated auditors. This study investigated as to how new auditors perceive interpersonal, oral and written skills to be acquired by them at different stages of their professional careers and the degree to which they perceive that they need to improve in these communication skills. As expected, the newly graduated auditors perceived the greatest need for improvement in all the three communication skills.

Cravens et al., (2010) identified several organizations typically depend upon performance evaluation measures to provide feedback for the achievement of strategic objectives by managers. Performance measures not only create desirable motivation but also encourage communication and exchange of information among managers. Due to this, individual managers achieve their personal goals while the organization fulfils its strategic objectives. The authors observed that this process can help to generate more creativity, more problem solving ability and greater communication managers leading to commendable progress towards fulfilling organizational targets.

Brumberger (2007) highlighted the visual communication as an important item in the workplace practice which expands the role of professional writer beyond the domain of verbal communication. Visual communication responsibilities are complex and varied. It involves active engagement in substantial amount of design related work and induction of visual communication abilities. The survey suggested that visual communication abilities should be a curriculum priority in professional writing programs.
Suh & Boggs (2011) examined the effects of the communication infrastructure on net investment flows into developed vs. emerging markets. The study reveals that communication infrastructure influences a country’s ability to attract foreign investment. Managers should carefully examine the information and communication technology infrastructure before investing in foreign countries to determine suitability to supporting achievement of company objectives which primarily centre on faster and speedier communication among the policy makers. The authors concluded that technological infrastructure and human utilization of communication facilities impact investment inflows.

Devet (2000) described student ability to participate in a question and answer session and to expand his ability towards business communication. He focusses on student role in a question and answer session as information seekers, opinion givers, clarifiers and elaborators. This role would help the student to stimulate an exercise during question and answer session by highlighting benefits of this exercise. The author cites that the role playing allows students to think on their feet, to communicate faster, to stimulate a professional atmosphere and to practice their rhetorical skills.

David & Robert (2011) identified 24 communication skills – 9 organization communication skills – 8 leadership communications and 7 interpersonal communication skills. The organization communication skills consist of initiation of discussion, resolution of conflict, creation of networks, teaching of skills, use of Information Technology provision of feedback, negotiation, business correspondence and convincing presentations. Leadership communication skills consist of arousing enthusiasm, change catalyst, group synergy, team bond, encouragement, motivation, persuasion and optimism. Interpersonal communication
skills consist of active listening, rapport, demonstration, trust, diversity, demography and relationships. The authors concluded that any organization must develop a communication strategy by inducting many of these skills for the overall organization so as to achieve the goals and outcome of the organization.

Penley et al., (1991) started that communication competence is considered essential for managing, both in terms of theoretical role in management and observations of communication behaviours of managers. Yet the specific skills and abilities or communication competencies of managers have received only limited study in organization setting. The authors clarified the relationship between managerial performance and communication competency by identifying communication skills and social cognitive abilities that are associated with managerial performance for both male and female managers. Female managers provided lower self-reports of skills than male managers and results linked managerial performance primarily to communication skills.

Eastman (2002) Group projects are integral to the business curriculum and can be useful in developing student skills and abilities as managers. However, faculty encounter several problems with group projects including assessing students’ efforts aiding good communication and co-ordination among members and making sure the project is truly collaborative effort. Technology may aid in addressing these problems; electronic discussion boards and chat rooms.

Obermiller et al., (2012) discussed that communication instructors can face a unique set of challenge to maintain the credibility with students. Communication plays an important role in the instructor student relationships and student judge instructors’ ability to teach communication based on their ability to practice what they teach. The author’s empirical study shows that students have higher
expectations of their business communication instructors than they do off the business instructors when it comes to their communications behaviours in and out of the classroom.

Berg (2012) identified that a major purpose of courses in intellectual communication is often to improve student’s ability to perform well in situation with the potential to be both highly enlightening and highly difficult in multi-cultural teams. Berg reports the results of the exercises in which members of a dysfunctional multicultural class were assigned to teams and given a task to perform in an anonymous, virtual team setting as well as in a real team setting. Team members contributed in a much more balanced manner in the anonymous virtual team exercises. However, team members nevertheless believed their input had been heard and appreciated in the real team setting.

Ismail et al., (2012) conducted a study to examine the relationship between mentor communication styles and academic performance using self-report questionnaires collected from undergraduate students. The findings revealed that inter-personal communication in significantly correlated with academic performance. Secondly, communication openness significantly correlated with academic performance. Statistically, the results confirm that the ability of mentors in implementing interpersonal communication has not been an important predictor of academic performance. Conversely, the ability of mentors practice communication openness has been an important predictor of academic performance in the studied organizations.

Sypher et al., (1989) observed that despite lesser number of studies listening is particularly important in the organizations. The study by the authors examined the relationship between listening communication related abilities, employee level
and upward mobility. The results indicated that significant positive relationship between listening and other social cognitive and communication abilities. While finding suggested that non-supervisor tended to processes better listening abilities than supervisors, there was some evidence that better listeners were in higher levels of the organization and were more upwardly mobile.

Reinsch Jr. et al., (1997) asked young business practitioners entering MBA to describe work related communication episode that had challenged him or her and to answer several questions about the episode. The responses suggested persons of different genders and cultures having differing business experiences are drawn differing conclusions from their experiences. On the basis of the outcome of the study, the authors suggested more communication courses to give sufficient attention to oral communication events that required spontaneity, persuasion, conflict management and boundary spanning.

Meng et al.,(2012) captured perception of mid and senior level public relation executives to better understand leadership in public relation and explore its value in successful communication management. The study reveal strategic decision making capability, problem solving ability and communication knowledge and expertise are the three most important qualities of excellent leadership. In addition, on the job experience, individual initiative and desire and role models are most valuable sources of leadership skills and development. It is further stated excellent leaders in public relations are different leaders in other fields in three ways.

a) They must hold a compelling vision for communication
b) Possess comprehensive understanding of media and information system
c) Effectively develop and implement strategic communication plans.

O’Connell (1978) described the communication as a growth field of 70’s growth in the field of communication is inevitable because of technical advances in many areas, inter dependence between functions, new legislations and the trend toward disclosure of information are contributing to the need for professional communications. Several kinds of expertise will help in the search of such jobs:

a) experience in broad range of communication skills especially writing

b) knowledge of communication theory

c) ability to bridge the gap between communication theory and practical application

d) understanding of business environment

2.7 Identification of Research Gap and Formulation of Research Problem

Managerial talent requires different type of skill sets. The imparting of training to the management graduates goes a long way in nurturing them as well as transforming them as the best performing managers. The shift from traditional training approach by institutes of management has significantly vary from the influence of academic, bureaucracy, government policies and requirement of the business. It is no more a prescribed trait influenced by the dominant or local culture but universal cultures. Institutes have ventured to re-group, re-align and re-focus on the basis of such changes. This research deals with imparting training skill sets through an experimental longitudinal study. This is based on the research gap identified in earlier literatures. Quelch (2005) mentioned that greatest constraint on
economic growth is not financial capital but managerial talent and illustrated the skills that are essential for aspiring managers including several managerial skills.

The personality traits of management students are identified through 16 psychometric factors and elaborated the areas in which the real business world is focussing on the need for the skills like interpersonal skills and team working: decision making & problem solving: creativity and abstract thinking. Tewari and Sharma (2011) examined crucial managerial skills for the managers in 21st century. For this purpose, a study was conducted on the crucial managerial skills required by management graduates that address the needs of corporate the dynamic global economic world. The study identified an important research gap that the current education curriculum still leaves a lot to be desired in being actively based and managerial skill oriented.

The soft skills which are as important as hard skills have a prime role to play in this regard. Measures need be taken to bridge the gap between managerial hierarchies to leverage the internal knowledge for competitive advantage. Singh (2013) confirmed that internal communication and soft skills are the need of today's organization and sustainability is a major challenge for all. All this require clear indication of soft skills into management education.

Gurumurthy et al., (1996) suggested managerial skills may account for the relationship and underscore the need to control for such skills. In their study, the authors developed efficiency measures to represent a firm’s managerial skills employing the data envelopment analysis and regression based approach. Furthermore, they also accounted un-observed managerial skills.
Supic et al., (2012) analysed the improvement of managerial skills of top managers after a specific management training program. The managers self-assessed the improvement in their managerial skills before and after the training program. After the training program, it was found that all manager skills had improved. The biggest improvement was in the following skills: organizing daily activities, motivating and guiding others, supervising the work of others, group discussion and situation analysis.

Beatty and Cyril (1975) focussed on developing skills for management effectiveness in times of economic setbacks. In times of economic uncertainty, it seems to be a cry for more and better managerial talent. The managerial skills necessary for organizations to survive come from assumptions about today’s organizations. The most central of these is that more than ever before people must manage in a turbulent environment and managers must have skills to cope. The problem of developing effective managerial skills is compounded because the skills are more difficult to program when one have less environmental certainty.

Analoui and Noorbakhsh (2000) viewed managerial skills as a fundamental importance for improved managerial performance and effectiveness as a whole. Recent developments in the field point to the presence of three paramount and overlapping categories of managerial skill namely: task, people and self-related, that play crucial role towards increasing the effectiveness of senior managers in both private and public sector organizations. It is concluded that people related skills are strongly interrelated and should be regarded as an integrated set of skills. People related skills constitute the most important category for the increased effectiveness of senior managers, irrespective of their position in the hierarchy.
Khan et al., (2012) analysed that problem solving skill is the key to management function in an organization problem that do occur in various natures, but the tackling is the art of an experience head, well versed in the managerial skills. The study compared the level of problem solving skill between heads of school and student achievement. The training on problem solving skills should be given to all heads to have effective school management and better student achievement.

Whitley Richard (1989) presented that management activities have grown importance as large corporation’s co-ordinate control an increasing number and a variety of economic activities. These management characteristics mean that managerial skills differ considerably from other sorts of expertise in their limited standardization across industries, their susceptibility to change, their specificity to situations rather than problem and their diffuse, varied knowledge base. These differences imply that management education and research should be more concerned in developing managerial skills.

In the reports of the Harvard Business School (HBS) centennial colloquium, the future of business schools in imparting curriculum was discussed. Critics claim management programs put too much emphasis on theory and not enough on leadership in a global environment coupled with need for introducing students’ soft skills. Imparting the essential managerial skills is deep rooted concern by the industry. Management education in general needs more skills such as self-awareness and capacity for introspection and empathy. It is also found management education lacks critical and creative thinking as well as communication skills “these skills lie much more on the ‘doing’ side of the scale than the ‘knowing’ side (Srikant 2008)”

From the above discussions, it is evident that most of the literature made emphasis on managerial skill sets in general; it is hardly found an emphasis of
literature pertaining to management graduates on specific managerial skill sets namely; spiritual intelligence, self-monitoring, problem solving and creativity, communication abilities, analytical ability, academic orientation, spiritual values, trustworthiness, general esteem and emotional stability.

Based on the above considerations, it is assessed that a gap that exists in the gestalt perspectives of managerial skill sets to lack on the specific characteristics. It is assessed that studying such behavioural dimensions at the commencement and completion of the course would through light to the extent those behavioural characteristics are imparted through training.