CHAPTER 5
SUMMARY, FINDINGS, RECOMMENDATIONS AND
CONCLUSIONS

5.1 Introduction

From a conceptual view a business education curriculum is considered to have a balance of four forces namely; reflective practitioner, reflective professional, professional practitioner and objective practitioner. Business schools form the training of skill sets accordingly in offering the skills to convert students into future leaders.

The present research aims at validating a set of skills required by the successful managers as prescribed by the corporate. It further aims at studying the difference, if any, under specific experimental conditions. To study whether change in personal behavioural characteristics are significant before and after the training was imparted and suggest effective strategies for enhancing the managerial skill set development that employers expect the graduates to peat in job situations.

Self-Monitoring, Spiritual Intelligence and Self-concept (Self-Description) are identified as the behavioural characteristics that make-up the context of successful managerial performance. The present study was conducted before and after imparting training skill sets in two phases namely; phase 1 and phase 2 on selected group of participants from a management institute as criterion groups.
5.2 Review of Literature

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 difficult and complex to define or describe the word ‘performance’.

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 and the extent to which the specific skill sets transform the future expected behaviour during the course of the training period.

The soft skills which are as important as hard skills have a prime role to play. Measures need be taken to bridge the gap between managerial hierarchies to leverage the internal knowledge for competitive advantage. The current education curriculum still leaves a lot to be desired in being actively based and managerial skill oriented. 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. Imparting skills such as organizing daily activities, motivating and guiding others, supervising the work of others, group discussion and situation analysis will increase skills of top managers.

The problem of developing effective managerial skills is compounded because the skills are more difficult to program when one confronts with less environmental certainty.

Management education in general needs more skills such as self-awareness, capacity for introspection and empathy. It is also found management education
lacks critical and creative thinking as well as communication skills. From the above inferences, it is evident that most of the literature made emphasis on managerial skill sets in general there is hardly any emphasis on literature pertaining to management graduates on specific personality characteristics namely; self-monitoring, spiritual intelligence and self-concept. Hence a study on “Impact of managerial characteristics in imparting training skill sets” is chosen as a research gap.

5.3 Methodology

The present research aims to study the performance of management students in the form of gaining the knowledge and acquiring the above specific skills. The people who completed the coursework were assessed as to what extent they show similarity or difference on different characteristics and testify as an evidence to show the extent of the body of the knowledge and skills gained by the management students. Whether the high and low levels of self-monitoring, number of years of experience, entry and exit levels of the training program differentiate the behavioural characteristics of individuals and cross section of participants of any specific training programme differentiate among themselves on their behavioural characteristics are formulated as research questions.

It was hypothesized that the respondents would not differ on their scores on the various behavioural characteristics between entry and exit levels. It was further hypothesised that the extent to which the criterion groups would not show similarities on the managerial characteristics and aimed at studying such managerial skill sets and the extent of transformation happened during the course of experimental period. Self-monitoring, Spiritual Intelligence and Self-Description Questionnaire III scales were used for this study. A pilot study was conducted with a
sample of 30 respondents in the age group of 21 to 28 years and with a work experience of 2 to 5 years to validate the questionnaire and to confirm the feasibility of the study. A national city and economically developed besides offering quality management programmes were shortlisted and Singapore is selected to carry out the study. Questionnaire was distributed to 362 respondents however final sample was 302 respondents due to evolving of criterion groups where the numbers of persons with the same scores were removed from the sampling net. Percentage analysis, Z-test and 2 x 2 ANOVA (unequal numbers) were used as tools to analyse the data. This experimental study was limited to candidates undergoing management education programme under the global specialization stream. Since an early attempt was made, finalization of certain experimental variables was difficult. This study aimed at an in-depth approach on the specific managerial skills.

5.4 Results and Interpretation

The high and low levels of self-monitors would remain homogeneous on their scores during the entry and exit level of post graduate management programme. Respondents between entry and exit levels were not statistically different on the Self-Monitoring Scale. The high and low levels of self-monitors are not homogeneous on their scores during the entry and exit level of post graduate management programme. The scores for the various sub-scales of Spiritual Intelligence shows significantly high difference among entry and exit level respondents of the post graduate management programme. The high and low levels of self-monitors are not homogeneous on their scores during the entry and exit level of post graduate management programme. The scores of respondents between entry and exit level at various sub-scales are statistically significant on Self-Description Questionnaire III scale.
The respondents belonging to high and low levels of self-monitoring differ significantly on their scores on Critical Existential Thinking, Personal Meaning Production, Transcendental Awareness and Conscious State Expansion sub-scales of Spiritual Intelligence. The respondents belonging to high and low levels of self-monitoring differ in-significantly on their scores on Analytical Ability, Academic Orientation, Spiritual Values and Trustworthiness and significantly on Communication Abilities, Problem Solving & Creativity, Emotional Stability and General Esteem sub-scale of Self-Description Questionnaire III scale.

Respondents belonging to greater and lesser number of years of work experience remain statistically significant on their scores on Critical Existential Thinking, Personal Meaning Production, Transcendental Awareness and Conscious State Expansion Analytical Ability, Communications Ability, Problem Solving & Creativity, General Esteem and in-significant on their scores on Academic Orientation, Spiritual Values, Trustworthiness and Emotional Stability sub-scales.

There was a significant interaction effect between levels of self-monitoring and greater and lesser number of years of work experience on Analytical Ability and Communication Abilities sub-scale of Self-Description Questionnaire III. There was no significant interaction effect between levels of self-monitoring and greater and lesser number of years of work experience on Critical Existential Thinking, Personal Meaning Production, Transcendental Awareness, and Conscious State of Expansion sub-scales of Spiritual Intelligence; Academic Orientation, Problem Solving and Creativity, Spiritual Values, Trustworthiness, Emotional Stability and General Esteem sub-scales of Self-Description Questionnaire III scale.

The respondents do not show statistically significant level on Self-monitoring scale.
However, the respondents have scored statistically significant high on all the following scales at the time of completing programme compared to their scores at the time of entry into the programme.

- Critical Existential Thinking
- Personal Meaning Production
- Transcendental Awareness
- Conscious State Expansion
- Analytical Ability
- Communication Abilities
- Academic Orientation
- Problem Solving and Creativity
- Spiritual Values
- Trustworthiness
- Emotional Stability
- General Esteem

Effect of different levels of Self-monitoring, Work experience and the Interaction effects on Spiritual Intelligence and Self-Description Questionnaire III are shown below. The levels of Self-monitoring and work experience on various sub-scales on Spiritual Intelligence are found to be statistically significant in all the cases. However, the following sub-scales have failed to achieve the level of significance in interaction effect among the criterion group.

The levels of self-monitoring on Communication Abilities, Problem Solving and Creativity, Emotional Stability and General Esteem has achieved a statistical level of significance while Analytical Ability, Academic Orientation, Spiritual Values and Trustworthiness have failed to achieve the level of significance on Self-Description Questionnaire III.
The greater and lesser numbers of years of experience shows a significant effect on Analytical Ability, Communication Abilities, Problem Solving and Creativity and General Esteem. However, it failed to achieve the statistical level of significance on Academic Orientation, Spiritual Values, Trustworthiness and Emotional Stability. The interaction effect among levels of Self-monitoring and with higher and lower years of work experience shows statistical significance on Analytical Ability and Communication Abilities. It failed to achieve the level of statistical significance on other sub-scales.

5.5 Implications

- The results indicate that the respondents belonging to age group 26-30 years have joined the management programme because they see it is a passport to higher positions in management and see the management program as a source of new knowledge, accelerating their learning far faster than if they were to learn the same topics on the job.

- Majority of the respondents from private sector have chosen management education as they perceived management program as a ladder to quick career path. Minority of respondents belonging to public sector undertaking have joined the management program with a view to tapping the array of options in private sector. It is also seen that many participants were holding managerial positions before joining the management program.

- Several respondents who had less than five years of work experience have joined the management program. The fact that younger participants in the management programs may be placed easily after the completion of program as they are likely to be more flexible about accepting their first job and are
less likely to leave the company in the initial few years. Respondents with higher experience would share their work experience in the class room and would contribute more and with richer discussion of business issues.

- It was observed that the high and low levels of self-monitors would remain homogeneous on their scores during the entry and exit of self-monitoring mean scores of post graduate management programme. This indicates that respondents undergoing post graduate management programme did not make any difference in self-monitoring.

- The respondents between entry and exit level of the post graduate level management programme are significantly different on their scores on various subscales on Spiritual Intelligence scale.

- The respondents between entry and exit level of the post graduate level management programme are significantly different on their scores on various sub-scales on Self-Description Questionnaire III scale.

5.6 Recommendations

- Integrating of career management skill development courses with an agenda of graduate employability to be emphasized.

- Self-monitoring as a predictor variable be used to select the candidates for the various distinguished management programs which would likely to transform the participants as leaders in the corporate world.

- Mentoring low-self monitors is warranted as they may not be effective in identifying their career strategies and employment locations.
Emphasizing Self-monitoring among participants while working in groups on realistic and sustainable projects.

High self-monitors are more likely to occupy boundary spanning positions. Hence nurturing and selecting high self-monitors would help global business.

Enhance levels of Spiritual Intelligence at the end of the course work can bring out the effect and the assimilation of Spiritual Intelligence to make participants as effective managers.

Construct Spiritual Intelligence domain in course work, co-curricular and extracurricular activities when the program is in progress.

Practical orientation to be emphasized on prior work experience.

Curriculum be drafted on how to understand real problems and describe training needs of young workforce to be able to sustain in 21st century work environment.

The experimental study has proved that the enhancement of certain capabilities in built in the course work has moderated the outcome. Hence small measures of desired managerial output factors may be loaded in different programs suitings the need, relevance, purpose and requirements.

Strategies to enhance self-concept need to be incorporated.

The self-concept of the participants need to be measured at the entry and exit levels to ensure the extent of understand as how the individuals has evolved over a period of time.
Curriculum design needs attention to avoid ‘packaged programs’ on self-concept.

Interventions for participants on self-concept be commissioned.

5.7 Suggestion for Future Research

Though a reasonable number of respondents responded in this experimental study, the study is restricted to Singapore only. There is a lot of scope that the future studies may be focused on management institutes located in emerging countries in South Asia which is a hub in global business management education and training.

Further studies on management graduates’ skill and knowledge transfer need be undertaken.

To empower participants to adapt efficiently to a workforce that is culturally diverse, and to facilitate a greater understanding of international business practices.

To measure that rigorous coursework ensures that participants are thoroughly equipped with the knowledge and skills they need to excel as leaders in a global workplace.

To study the shift from academic knowledge to skill building and why real-world skills are a must to make effective decisions.

Conduct surveys to check the success rate of high and low self-monitors and their performance in job promotions after 3 years of graduation.
5.8 Conclusion

- This study attempted to equate performance with the future expected behaviors on the job which requires training in managerial skill sets among the participants and the extent to which the specific skill sets transform during the course of the training period.

- This study further aimed at the impact of managerial characteristics on the training skills set by demonstrating and testifying the major skills identified namely self-monitoring, spiritual intelligence and self-description.

- It is interesting to note that the respondents do not differ on their Self-monitoring characteristic between entry and exit level. High self-monitors are found to be scored higher than the other criterion groups. High self-monitors will have more control over their expressive behaviour.

- High self-monitors scores in all sub-scales of Spiritual intelligence and Self-Description Questionnaire III due to the impact of increase generalization and maintenance of behaviours over different environments on different periods of time.

- Self-concept and self-esteem of the people have shown a significant rise due to the structure, dynamics, delivery and involvement of the program.

- The high Self-monitors with greater numbers of years of work experience clearly distinguish themselves on Communication abilities and Analytical abilities.

- It clearly indicates that the entry and exit levels have clearly demarcated that the course work has contributed significantly to achieve greater values on all the dimensions at the end of the course work.
The study has made a substantial contribution to the knowledge and skills by highlighting:

- Critical existential thinking
- Personal meaning production
- Transcendental awareness
- Conscious state expansion
- Analytical ability
- Communication ability
- Academic orientation
- Problem solving and creativity
- Spiritual values
- Trustworthiness
- Emotional stability
- General esteem.