



OPEN ACCESS

ORIGINAL ARTICLE

Construction of Skill Inventory scale for assessing requisite skills and competencies of Management Graduates

¹Ariz Naqvi, ²Farah Naqvi

¹Assistant Professor (Human Resource Management)

American University of the Middle East, Kuwait

Email: ariz.naqvi@aum.edu.kw

²Independent Researcher & Freelance Trainer, Kuwait

Email: frh_naqvi@yahoo.com

ARTICLE HISTORY

Received:
01.03.2017
Revised
07.03.2017
Accepted
19.03.2017

ABSTRACT

With the increasing establishment of private organization catering to Indian market; the need for professionals to manage these businesses has catapulted. The business environment in India is in dire need of professionals with managerial skills to spearhead in the competitive and turbulent market. It has been observed that a management degree helps in imparting the career competencies and enables these students in their career success (Sturges et al., 2003). Though a lot has been written on the education institutes offering management courses in Indian market, yet a systematic study on the skills and competencies that these institutes help the students to horn and those required by the industry are quite a few. This paper helps to bridge this gap by taking into account the needs of the industry by constructing a Skill Inventory Scale for assessing the requisite skills and competencies of management graduates. A detailed questionnaire has been prepared after analyzing the literature and conducting 'structured interviews' with both line and staff managers. These questionnaire has been administered to the Managers and working professionals with an management degree and more than 1 year of experience. Four factors namely Intrinsic Imperatives, Executional Imperatives, Managerial Imperatives and Technical Imperatives were extracted.

Key Words: Management Education, Managerial Skills & Competencies, Scale Construction

CITATION OF THIS ARTICLE

Ariz Naqvi, Farah Naqvi. Construction of Skill Inventory scale for assessing requisite skills and competencies of Management Graduates. Inter. J. Edu. Res. Technol. 8[1] 2017; 09-17.

DOI: 10.15515/ijert.0976 4089.8.1.917

INTRODUCTION

Corporate India has seen a paradigm shift in the way talent is viewed post Globalisation. The business environment in India is in dire need of professionals with managerial skills to spearhead in the competitive and turbulent market. There has been a sharp escalation in the demand for right talent by the corporate world to maintain their competitiveness. It has been observed that MBA degree helps in imparting the career competencies and enables these students in their career success (Sturges et al., 2003). This has amplified the growth of private schools imparting the business education especially in transition economies (Kraft & Vodopoviec, 2003). A comparable situation has emerged in India, where a MBA has become a prerequisite for entry in corporate world. Indian student community has been quick to realize the importance of an MBA degree to fast pace their career. This has led to the mushrooming of the institute providing management educations in India.

Management education in India has come a long way since 1957, when the first management development programmes were offered by Administrative Staff College of India, Hyderabad with the technical assistance from Administrative Staff College, Henley. The first full time management education in India stated with the establishment of two autonomous institutions outside the university system by the Government of India. These were the Indian Institute of Management (IIMs) at Calcutta in 1961 and

IIM, Ahmedabad in 1962 offering two year full-time postgraduate diploma in business administration in collaboration with Harvard Business School, and Sloan Business School (MIT) respectively for launching the programmes. Many more management schools came into being in 60's, 70's and 80's. However, it was 90's after the liberalization, when there was phenomenal growth in the management education their number have pullulated all across India. Presently, there are approximately 3,800 AICTE approved management institutes in India with about 60-70 institutes being added every year which supply approximately 4 lakh management graduate (Suneja, 2011).

With no recognition from any regulatory body being mandatory for running management education, the actual number of institutes offering management education is estimated to be much higher. The unrestricted and unparallel growth in this sector has raised the questions and the doubts about the quality of education begin offered. The Business Standard Best Business School Survey (2010), has raised the issue of the quality and the adequate demand of the talent that is being created. The survey reports that barring the top institutions, the quality of education is abysmal in the lower-rung business schools. There is a astute fall in the quality of management education as one moves down the list of B-schools with vast majority of graduated from these institutes struggling to find a decent job. The difference in the quality can be measured from the quality of faculty members in these institutes. In the top category institutes, about 85 per cent of the faculty members are PhDs while in the bottom category, only 23 per cent of the faculty members are PhDs. The student-faculty ratio at the top is six is to one while at the bottom it falls to eleven is to one. While faculty at an average top-category business school had combined publications of 71 papers and articles last year, the comparable figure for a business school at the bottom of the pyramid was a lowly six. Similar situation is seen when comparing the salaries, while the average salary amongst the top schools was Rs 11.9 lakh a year; the average at the bottom was Rs 2 lakh (The Business Standard Best Business School Survey 2010). Since, the survey ranked only the business schools approved by the All India Council for Technical Education, the actual scenario of management institutes could be much more dismal.

Post 1990's, there has been a phenomenal increase in the number of students interested in pursuing the degree. This has led to the mushrooming of the institute providing management educations in India. With the huge proliferation of management education, the competition among the management institute to get the students and to place them in good companies has also intensified. Barring the top institutes, there have been problems in placing the management graduates. The corporate sector has been quite cautious in assessing the employability of these graduates. There is a huge challenge in terms of placing the student in the good organisations with fat pay packages. Many of these institutes are developing newer and better pedagogy to help enable these student managers to become more employable. This can happen only when there is consensus among the academia and the corporate world regarding the content of relevant education.

RELEVANCE OF SKILL AND COMPETENCIES FOR MANAGERS

The huge demand and the recrementitious growth of management education have poised a very pertinent question about the relevance of the management education. Management education has been defined as '*the acquisition of broad range of conceptual knowledge and skills in a formal classroom context in degree granting institutions*' (Hunt 1991). There has been a debate on whether the knowledge imparted by the management schools should focus more on theory or application. Pfeffer and Fong (2002), stated that the particular approach to theory building, which is based largely on scientific approach have limited relevance in the business world. Starkey and Madan (2001) have raised the issue of increasing relevance gap faced by business schools. They have argued too much focus of the management education on theory building and less on practical application have raised the issue of their relevance. Though many researchers (Martin, 2001; Christopher G (2001) Hodgkinson (2001)) did not fully agree with Starkey and Madan (2001), yet the need for relevant content was felt. Hodgkinson(2001) agreed on the alignment of various stakeholder in management education and the need to search for new and alternative paradigms to satisfy the dual need of theoretical and methodological rigour on the one side, and applied relevance on the other side. The difference in the approach adopted by academicians and management practitioners in defining the goals of formal higher education has lead to the polarisation of the management education towards either theoretical knowledge or practical relevance. The debate over the content of management education arises mainly as the management schools tread the fine line of balancing the theoretical and discipline based knowledge which is the fundamental knowledge and problem-focussed and transdisciplinary and in some cases multi disciplinary knowledge (Christopher, 2001; Augier and Teece,2005). The emphasis of the management education had been more on the knowledge production and its inculcation. The human values have been largely ignored (Krishnan, 2008).

It has been observed that MBA degree helps in imparting the career competencies and enables these students in their career success (Sturges *et al.*, 2003). The task of identifying and imparting the correct competency and skill set for professional courses in general and MBA courses in particular have been contentious and questionable (Pfeffer and Fong, 2002; Madan, 2001; Martin, 2001; Christopher G, 2001; Hodgkinson, 2001) especially when the legitimacy of these competency and the skill set have to be derived from the business where these future professionals would serve. The classical view of managerial function comprising of planning, organizing, staffing, leading and controlling proposed by Fayol have been widely used and tested for many years. Many management scholars (Mintzberg, 1973; Katz, 1955; Kotter, 1982; Carroll and Gillen, 1987) believe that there is a set of managerial skills apart from the classical view that enable the managers to perform effectively and efficiently. There have been studies done to identify the necessary skill set. Mintzberg (1973) had identified ten roles that managers perform in organizations based upon his observation of five chief executive in different organization. Katz (1955) had identified conceptual skill, technical skill and human skills. Many researchers have expressed concerns over the right skill and the competencies and the ability and the manner of imparting these by management education. The content of management courses have been classified into three parts. The first one is the subject knowledge consisting of core subjects, the second is the study of psychology and behaviour of individuals and groups and the third is experiential movement (Korukonda, 1992). Another important skill identified is the career-relevant skills or the knowing-how competencies which contributes to both the organization's and the individual's knowledge base (DeFillippi and Arthur, 1994) thereby enabling the individual to rise in the organization.

Indian student community has been quick to realize the importance of an MBA degree to fast pace their career. In a study by Agarwala (2008), the most important factor for influencing the career choice of Indian management students is the development of skills, competencies, and abilities. Though a lot has been written on these management education institutes, yet a systematic study on the skills and competencies that these institutes help the students to learn and those required by the industry are quite a few. In India, the systematic study on the whether the management education is able to satisfy the multi-faceted dynamic need of business have been very few. There are serious debate among the education experts, academicians and the corporate world on the relevance of skills and competencies imparted by the management institutes.

METHODOLOGY

The objectives of the study

The objective of the proposed research is to construct skill inventory scale for assessing the requisite skills and competencies of MBA Graduates.

Scale Development

To develop skill inventory scale for management graduates, this study followed the skill development guidelines provided by Hinkin *et al.*, (1997), (Table 1) with some modifications.

Table 1: Guidelines for Scale Development and Analysis

Step 1: Item Generation Create Items
Step 2: Content Adequacy Assessment Test for conceptual consistency of items
Step 3: Questionnaire Administration Determine the scale for items Determine a sample size Administer questions with other established measures
Step 4: Factor Analysis Exploratory to reduce the set of items Confirmatory to test the significance of the scale
Step 5: Internal Consistency Assessment Determine the reliability of the scale
Step 6: Construct Validity Determine the convergent and criterion-related validity
Step 7: Replication Repeat the scale-testing process with a new data set

Item Generation:

The first step in the development of skill inventory scale starts from generating an item pool. As per DeVellis (1991), the ideal size of the item pool should be four times larger than the final scale, or as small as 50% larger than the final scale. The ideal size of the final Skill Inventory Scale for MBA Graduates was expected to have 10 items in order to secure good reliability. It was expected to generate at least 20 items for the initial item pool.

The items for the scale (Refer Table 2) were generated from two sources: from existing literature and from interviews. To begin with, the researchers reviewed the literature that was related to skill and competence required by managers, and then formulated an item pool. Specifically, these items were drawn from the studies of Davis (1975), Robbins, (2009), Boddy, (2008), Kotter, (1996), and Robert L Kart, (1999). The items were reworded to fit the context of the skills required by managers in the industry.

Table 2: Scale Items Drawn from the Literature Review and Interviews

Skill Constructs	Source of Skills drawn	Definition
General business understanding	Davis (1975)	Understanding of all aggregate conditions, events and influences that surround and affect the business
Self-efficacy	Robbins, (2009)	An individual's belief that he/she is capable of performing a task
Managerial skills	Henry Fayol (1918)	Planning, Organising, Leading, Coordination and Control
Subject Knowledge	Korukonda, (1992)	Basic concept of subjects (Accounting, Marketing, HR, Finance, operations etc)
Self Awareness	From Interview	Awareness as an individual being with respect to strength, weakness, opportunities and threats
Interpersonal skills / Soft skills	From Interview	Communication skills, presentation skills, and skills to build effective relationship with client and employees at workplace
Critical thinking	Boddy,(2008)	Identifying the assumptions behind ideas, relating them to the context, imagining alternatives and recognising limitations
career relevant skills	DeFillippi and Arthur (1994)	job-related knowledge which accumulates over time and are required to climb the career ladder
Career clarity	From Interview	Where the potential hires wants to be in long run
Cultural sensitivity	From Interview	Interpersonal skills in different cultural setting
Leadership skills	Kotter,(1996)	defines future, aligns people with that vision, and inspires them to make it happen despite the obstacles
Team work skills	Boddy, (2008)	Ability to work in teams for a common purpose for which the members are themselves accountable
Conceptual skills	Robert L Kart	Ability to understand the relationship between various related and unrelated element and the ability to see the big picture
Technical skills	Robert L Kart	The job related knowledge required to perform the job
Human skills	Robert L Kart	Ability to work with people
Stress management	From Interview	Ability to cope with pressure and setbacks
Change management	From Interview	Ability to respond to change
Learning and positive attitude	From Interview	An urge to learn and handling situations with positive frame of mind
Good knowledge of MS office	From Interview	Must be able to operate MS word, MS excel, MS powerpoint and MS access
Analytical skills	From Interview	Ability to visualize, articulate, and solve complex problems and concepts, and make decisions that make sense based on available information.
Project management skills	From Interview	Carefully planned and organized effort to accomplish a successful project

In order to generate more items, further interviews were conducted. In total seven interviews were conducted with both line and staff manager to understand the competencies and skills that these managers will look in the prospective candidate before hiring him/her from the management institute campus. All company and individual identities have been anonymized. Through semi structured interviews and literature various items of the questionnaire were identified. The initial version of questionnaire comprised of 21 items.

Questionnaire Administration for Pilot Study of the Survey Instrument

The initial skill constructs were incorporated in the form of questionnaire for a pilot study. The purpose of this process was to “confirm expectations regarding the psychometric properties of the new measure” (Hinkin, *et al.*, 1997). A five-point Likert scale ranging from (1) = “None” to (5) = “Excellent” accompanied each item. The questionnaire was administered to two sets of respondents. The first was the HR managers whose primary duty comprised hiring MBA Graduates. The HR managers have first hand information about the necessary competency and skills required to perform in the job. The second set was administered to the working professionals with an MBA degree and more than one year of experience. Professionals with more than one year of experience would be readily able to identify the competencies and skills acquired in the MBA institutes and required by the industry. The questionnaire measured the intensity of 21 items. The data was subjected to exploratory factor analysis (EFA) to reduce the number of items. After disregarding cases with missing values, a total of 43 responses were retained in the analysis.

Scale Purification

According to Churchill (1979), purification of one measurement instrument begins with the computation of the coefficient alpha. As the items were generated based on the necessary competency and skills required to perform in the job, the coefficient alpha was computed separately for all 21 identified skills set. The criterion used in deciding elimination of items for scale purification was the item-to-total correlation. Items with correlations lower than .30 were discarded (Churchill, 1979). As a result, one item namely ‘self- efficacy’ was eliminated from the analysis. A total of 20 items were further retained for uni-dimensionality test.

Exploratory Factor Analysis

Exploratory factor analysis was conducted to confirm the underlying factor structure of the identified skill constructs. Principal components analysis with VARIMAX rotation was used to extract factors out of 20 identified components after purification. Factor number(s) were determined by using Eigenvalue and scree plot. Items with factor loadings less than 0.5 were deleted (Hair, *et al.*, 1998). The remaining items were used to construct a refined skill inventory scale for management graduates.

Inter item correlations between identified skills components were computed based on some common guidelines. In order to be considered as final component of the scale first, a substantial number of correlations need to be greater than .50. Second, the partial correlation of the data matrix should be small to evidence that “true” factors exist in the data. Third, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy needs to be as large as possible. The KMO index ranges from 0 to 1, where 1 indicates that each variable is perfectly predicted without error by the other variables. If the index is lower than .50, it is inappropriate to perform factor analysis. Lastly, another measure to quantify the degree of inter correlations among the variables is the Bartlett test of sphericity. The Bartlett test of sphericity is a statistical test for the presence of correlations among the variables. A significant Bartlett’s test of sphericity is required to perform factor analysis.

The identified skill constructs were examined by following above guidelines. Through a visual inspection, it appeared that a substantial number of correlations were greater than .50. However, two items failed to correlate higher than .50 with at least one other item and therefore were removed. These were Team-work skills and conceptual knowledge. A total of 18 items were retained for further analysis.

Deletion of items in iterative sequence resulted in a set of 18 skill set. In order to examine their correlations, factor analysis was re-run. This time, the correlation coefficients were found increased and partial correlation coefficients decreased. In addition, the Kaiser-Meyer-Olkin index increased to .70, which denotes “meritorious” for the appropriateness of performing factor analysis (Hair, *et al.*, 1998). Lastly, the Bartlett’s test of sphericity was also found to be significant at a level of .00. The number of factors was determined by 1) Eigen value, 2) scree plot, and 3) percentage of variance.

The final factor analysis extracted five factors among 18 skill set. These five factors explained 78.5% of variance in total. The loadings of all items have exceeded .55. Five attributes loaded on the first factor, Intrinsic imperative, which explained 48.3% of the variance. Four items loaded on the second factor, Executional Imperative, which, additionally, explained 11.2% of the variance. In third factor, Managerial Imperative, four items were loaded which explained 7.5% of variance. Again four items were loaded on fourth factor, Technical Imperative explaining 6.2% of variance. In last factor only one item, cultural

sensitivity was loaded explaining 5.2% of variance. Due to inappropriate number of loading on this factor, the factor along with the loaded construct was deleted from the data set. The final variance explained on four final factors was now 73.3%.

Table 3: Factor Analysis Result of Skill Inventory Scale for Management Graduates:

S.no	Attributes	Factor 1*	Factor 2**	Factor 3***	Factor 4****
1	Career Clarity	.76			
2	Stress management	.83			
3	Human Skills	.86			
4	Positive Attitude	.88			
5	Self Awareness	.62			
6	Change Management		.89		
7	Subject Knowledge		.95		
8	Managerial Skills		.94		
9	Leadership Skills		.81		
10	General Business Understanding			.62	
11	Interpersonal Skills			.59	
12	Critical Thinking			.59	
13	Career Relevant Knowledge			.64	
14	Knowledge of MS Office				.74
15	Analytical Skills				.83
16	Project management Skills				.65
17	Technical Skills				.52
Variance Explained					73.3
Kaiser-Meyer-Olkin measure of sampling adequacy					.70
The Bartlett's test of sphericity (significant level)					.000

* Factor 1- Intrinsic Imperatives

** Factor 2 – Executional Imperatives

***Factor 3- Managerial Imperatives

**** Factor 4- Technical Imperatives

Summarizing the entire factor analysis, the process of scale purification and correlation reduced the number of skill constructs from 21 to 17. Among these 17 items, four factors were extracted from the factor analysis, with the first factor capturing the concept of Intrinsic Imperatives, second factor capturing the concept of Executional Imperatives, the third and fourth factors were found capturing the concept of Managerial Imperatives and Technical Imperatives respectively. Based on the results of factor analysis, the Skill Inventory Scale for management graduates was comprised of 17 items. Further reliability and validity was assessed to ascertain the adequacy of this scale.

Reliability: Internal Consistency Assessment

One of the major criteria for evaluating research instruments is Reliability. The most commonly used type of reliability analysis in scale development is internal consistency (Zikmund, 1997). Internal consistency represents the homogeneity of the measure. Cronbach's Alpha is one of the most popular tests to examine a scale's internal consistency. Cronbach's alpha value ranges from 0 to 1.0, with the higher value indicating better reliability. A Cronbach's Alpha value of .70 or higher indicates an acceptable reliability and thus, the scale is reliable (Zikmund, 1997). Reliability coefficients of the Skill Inventory Scale for Management graduates were calculated to examine the internal consistency of the factors (Table 4). The results of the reliability analysis revealed a Cronbach's Alpha of .89 for the first factor (Intrinsic Imperatives) .92 for second factor, (Executional Imperatives), .86 and .84 for the third (Managerial Imperatives) and fourth factor (Technical Imperatives) respectively. The result of the reliability analysis showed that the Skill Inventory Scale for Management graduates exhibits good internal consistency and therefore it is reliable.

Construct Validity

The term validity refers to the extent to which the items accurately measure what they are supposed to measure (Hair *et al.*, 1998). Acquiring high reliability is a necessary but not the sufficient condition for a valid scale. Other conceptual and empirical criteria of the scale also need to be satisfied to be considered as a valid scale. Among all the validity assessment, face or content validity is most basic type of validity (Zikmund, 1997). Face validity accounts for the agreement among professionals that the scale is measuring what it is claimed to measure.

Table 4 Cronbach's Alpha Scores for the Skill Inventory Scale for Management graduates

S.no	Attributes	Factors	Cronbach's α
1	Career Clarity	Factor 1*	.89
2	Stress management		
3	Human Skills		
4	Positive Attitude		
5	Self Awareness	Factor 2**	.92
6	Change Management		
7	Subject Knowledge		
8	Managerial Skills		
9	Leadership Skills	Factor 3***	.86
10	General Business Understanding		
11	Interpersonal Skills		
12	Critical Thinking		
13	Career Relevant Knowledge	Factor 4****	.84
14	Knowledge of MS Office		
15	Analytical Skills		
16	Project management Skills		
17	Technical Skills		

* Factor 1- Intrinsic Imperatives

** Factor 2 - Executional Imperatives

***Factor 3- Managerial Imperatives

**** Factor 4- Technical Imperatives

This study used content adequacy assessment for the measurement of face validity of the scale. The purpose behind assessing content adequacy was to determine the conceptual consistency of the items and the pre-determined dimensions. This assessment process requires respondents to match items with construct definitions (Hinkin *et al.*, 1997). To begin with, a group of 24 HR professionals and academicians who work in different organizations were invited to evaluate item relevance by matching scale items with the necessary competency and skills required by a MBA student to perform in the job. In survey format scale items and the definitions of factors were incorporated. If more than 60% of respondents agree on the item's relevance, then the items are considered to exhibit face validity. Reviewers were also asked to evaluate the item's clarity and conciseness and to provide feedback for revision.

Table 5 shows the results of the content adequacy assessment. Using the criteria of at least 60% of respondents having matched an item to the same dimension, all 17 items were found to meet this criterion. After the face validity examination by content adequacy assessment method, the number of items remains the same. All items exhibit satisfactory face/content validity for the Skill Inventory Scale for Management graduates.

Table 5 Results of the Content Adequacy Assessment (N=24)

S.No	Attributes	Frequency	Percentage	*Matched Dimension	**Assigned Dimension
1	Career Clarity	21	88	Intrinsic Imperatives	Intrinsic Imperatives
2	Stress management	23	96	Intrinsic Imperatives	Intrinsic Imperatives
3	Human Skills	22	92	Intrinsic Imperatives	Intrinsic Imperatives
4	Positive Attitude	19	79	Intrinsic Imperatives	Intrinsic Imperatives
5	Self Awareness	18	75	Intrinsic Imperatives	Intrinsic Imperatives
6	Change Management	20	83	Executional Imperatives	Executional Imperatives
7	Subject Knowledge	22	92	Executional Imperatives	Executional Imperatives
8	Managerial Skills	23	96	Executional Imperatives	Executional Imperatives
9	Leadership Skills	22	92	Executional	Executional

				Imperatives	Imperatives
10	General Business Understanding	21	88	Managerial Imperatives	Managerial Imperatives
11	Interpersonal Skills	18	75	Managerial Imperatives	Managerial Imperatives
12	Critical Thinking	20	83	Managerial Imperatives	Managerial Imperatives
13	Career Relevant Knowledge	19	79	Managerial Imperatives	Managerial Imperatives
14	Knowledge of MS Office	19	79	Technical Imperatives	Technical Imperatives
15	Analytical Skills	22	92	Technical Imperatives	Technical Imperatives
16	Project management Skills	18	75	Technical Imperatives	Technical Imperatives
17	Technical Skills	22	92	Technical Imperatives	Technical Imperatives

Note. * Dimension matched by the respondents,

** Dimension predetermined in previous scale development stage.

CONCLUSION

The purpose of this research work was to develop skill inventory scale to assess requisite skill and competence of management graduates. The business environment in India is in dire need of professionals with managerial skills to spearhead in the competitive and turbulent market. The scale development in this study was carried out by following the scale development guideline provided by Hinkin *et al.* (1997). The scale comprised of skill inventory scale for management graduates, with anchors of "None" to "Excellent" in response to each statement. Based on the results of exploratory factor analysis and the reliability and face/content validity examination, a total of 17 items were retained from the previous step with 5 items measuring Intrinsic Imperatives, 4 items measuring Executional Imperatives, 4 items measuring Managerial Imperatives and rest 4 items measuring Technical Imperatives. Empirical testing evidenced a good internal consistency for the entire dimension taken in the scale.

This research is an attempt to bridge the gap by developing a scale that accounts for measuring required skill and competence of MBA candidates. This scale can also provide assistance to MBA institutes for developing skills and competencies in their students which is required by the industry and help MBA professionals to identify their level of competence and skill set to match with the specific jobs they are applying.

REFERENCES

1. Agarwala T (2008) Factors influencing career choice of management students in India, Career Development International Vol. 13 No. 4, 2008 pp. 362-376 Emerald Group Publishing Limited
2. Augier, M. and Teece, D.J. (2005), "Reflections on (Schumpeterian) leadership: a report on a Seminar on Leadership and Management Education", California Management Review, Vol. 47 No. 2, pp. 114-36.
3. Business Schools in Transition Economies." *Education Economics*, 11, 3: 239-257.
4. Carroll, S.J., Gillen, D.J. (1987), "Are the classical management functions useful in describing managerial work?", *Academy of Management Review*, Vol. 12 No.1, pp.38-51.
5. Christopher G (2001) Re-imagining Relevance: A Response to Starkey and Madan., British Journal of Management Dec2001 Supplement 1, Vol. 12, pS27 Year: 2001
6. Churchill, G. (1979). A paradigm for developing better measures of marketing constructs. *Journal of Marketing Research*, 16(1), 64-73
7. DeFillippi, R.J. and Arthur, M.B. (1994), "The boundaryless career: a competency-based perspective", *Journal of Organizational Behavior*, Vol. 15 No. 4, pp. 307-24.
8. De Vellis. R. (1961): Scale Development. Newbury. Park, CA, Sage
9. Hair, J. F., R. E. Anderson, R. L. Tatham, and W. C. Black. (1998). *Multivariate Data Analysis*. Prentice-Hall, Upper Saddle River, NJ.
10. Hinkin, T.R., Tracey, J.B., & Enz, C.A. (1997). Scale construction: Developing reliable and valid measurement instruments. *Journal of Hospitality and Tourism Research* [formerly, *Hospitality Research Journal*], 21(1), 100-120.
11. Hodgkinson, G P(2001) Re-aligning the Stakeholders in Management Research: Lessons from Industrial, Work and Organizational Psychology. *British Journal of Management Supplement 1*, Vol. 12, pS41 Year: 2001
12. Hunt, J.G. (1991) *Leadership: A New Synthesis*. Newbury Park: Sage
13. Katz, R.L. (1955), "Skills of an effective administrator", *Harvard Business Review*, Vol. 33 No.1, pp.33-42

14. Kotter, J.P. (1982), *The General Managers*, Free Press, New York, NY, .
15. Kraft, E., and Vodopoviec, M. (2003) "The New Kids on the Block: The Entry of Private
16. Krishnan V R (2008) Impact of MBA Education on Students' Values: Two Longitudinal Studies *Journal of Business Ethics* 83:233-246
17. Martin K. (2001) The Consolations of Organization Theory, *British Journal of Management* Dec2001 Supplement 1, Vol. 12, pS55 Year: 2001
18. Mintzberg, H. (1973). *The Nature of Managerial Work*. New
19. Rao, K. A. (1992) Managerial action skills in business education: Missing link or misplaced emphasis? *S.A.M. Advanced Management Journal*; Summer 1992; 57, 3; ABI/INFORM Globalpg. 27
20. Starkey, K. and P. Madan (2001) 'Bridging the Relevance Gap: Aligning the Stakeholders in the Future of Management Research', *British Journal of Management*, 12 (Special Issue), pp. S3-S26.
21. Sturges, J., Simpson, R. and Altman, Y. (2003), "Capitalising on learning: an exploration of the MBA as a vehicle for developing career competencies", *International Journal of Training and Development*, Vol. 7 No. 1, pp. 53-66.
22. Suneja Kirtika (24 February 2011), B-schools to take regulatory tussle with AICTE to court, *The Financial Express* York: Harper & Row.
23. Zikmund, W. G. (1997). *Business research methods*. Fort Worth, TX: Dryden Press.