

Gap in Employability Skills of Management Students with Special Reference to Recruitment and Selection in Belagavi District: An Analytical Study

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Abstract

Nowadays in this highly competitive world, business demands regular improvement and flexibility in the skills of its employees, but there is a huge gap in meeting this expectation of employers. Since management students often contribute to multidisciplinary team efforts, they must know a little about other disciplines. One of the important factors that recruiters look into management graduates is the ability to pick up new skills and adapt to new situations majority of the management graduates are still not confirmed whether they have developed such abilities during their management program or not.

Keywords: Employees, Multidisciplinary team efforts, Management graduate, Management program

Introduction

Any organization's goal is to achieve maximum through optimum utilization of resources. Resources can be termed as materialistic and non-materialistic. Inventory materials required as raw materials, work in progress, ready-to-shipped materials, or may it be finances required or even new technology are resources for the organization. However, the most essential element or resource for an organization to succeed, lead, or optimize efficiency is its workforce also termed Human Resources. The skills possessed by the employees of the organization and their proper utilization by the organization are of utmost importance for the productivity of the organization. Organizations worldwide give priority to hiring employees suitable to fit the global trends, who can, not just strive but thrive in the current competitive scenario.

Human Resource Management (HRM) is defined as a process of procuring, developing, and maintaining competent human resources in the organization so that the goals of an organization are achieved effectively and efficiently. It is the art of selecting the right employees for the right job and managing people at work in a way that they give their best to the organization to achieve its set goals. Human Resources comprises of skills of all the people who work for the organization contributing towards the achievement of organizational objectives. Management of human resources is the strategy that is implemented to utilize the skills possessed by the staff for achieving the set objectives.

There are various tests to judge a person's ability and personality which include aptitude tests, achievements tests, intelligence tests, Judgment tests, Interest Tests, Personality Tests, Projective Tests, Attitude Tests, Global tests, Stress Tests, Psychometric Tests, Physiology tests etc. These tests depend on company to company, want to apply for the selection of candidates or they don't want to apply for any test at all. Candidate's ability to go through these tests and their results may vary according to their skills. These tests are applied to judge whether there are employability skills in the candidates.

Campus Recruitments

Campus Recruitments is a booming recruitment and selection source that has made its mark recently. It is a platform where a large number of pool can be generated for vacancies in the organization. It can be categorized into closed-campus drives and open-campus drives.

A closed campus drive is one in which students of the hosting college alone participate in the recruitment and selection procedures, outside college students cannot participate in this drive. Organizations depending upon their experience of previous recruitment procedures and the behavior of the employee selected from the institute in the earlier drive form an association with the college and come for closed campus drive even though they get to select from a smaller lot of students.

Open Campus drives are where many colleges are invited by the hosting college for their students to participate and attend the recruitment and selection procedures of the organization coming for campus drive. The organization has the

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benefit of recruiting from a larger chunk that it can generate on its own and can select candidates with the best skills available in the locality present.

Employability Skills

There can be various vacancies in an organization but it is rarely so that many are vacant at the same point in time. For each vacancy, there are many job aspirants with almost the same qualifications. The employer has a wide range of selection choices from the job aspirant pool. To get selected an aspirant should have an edge over other aspirants. Basic knowledge required for the job is expected from all however skills which can differentiate aspirants from others in the crowd are required to get selected. These skills can be good communication skills, technical skills, attitude towards work, teamwork ability, leadership, grasping, adaptability, etc. Such skills are termed employability skills.

As there are many participating in the recruitment drives for vacancies in the organization and are with or without experience, aspirants are expected to be flexible in their pattern of work. Employment today is a necessity for most and they are required to shift jobs with a variety of employers in search of better opportunities. However, one can get an opportunity if one can outperform others. Skills such as adaptability, and good grasping of internal and external environments also termed as transferable skills are required by an individual to get and retain a job. Employability skills are the skills essential for getting and retaining a job as well as thriving in it.

Employability skills also termed as soft skills are the establishment of your career-building part and they are often referenced as ailing in early school-leavers, graduates especially of vernacular background, and those who are now in business.

Organizations invest a ton of energy, money, and time in training staff, not in job-requisite areas but rather by and large on soft skills and behavioral training.

Soft skills are apart from technical abilities, capacities, characteristics, and disposition required to work in a particular business environment to convey data or administration to clients and associates; work proficiently as a colleague of a group; learn or secure the specialized abilities important to perform errand; move the certainty of the directors and administration; comprehend and adjust to social standards of the workplace.

Skill Expected by the Employers

The increasing trend towards jobs in the service sector especially in the business sector, financial sector, and retail oblige individuals to have interpersonal skills. Employers want staff who can clarify things and tackle issues of customer needs. There are various forms of work requiring specific technical skills. However, to perform better there are other attributes that the employer expects the employee should have to perform the allotted work in the organization. For example, employees in an assembling function are increasingly working in groups or units and this requires more inner correspondence and the ability to convince, organize, and make an impact. Craft labourers have to work with mind-twisting forms that require more prominent thinking and critical thinking skills keeping in mind to manage shortcomings. Decentralized administration in production requires more significant correspondence, teamwork, and business mindfulness from all the employees. Institutionalization of public consultation for numerous banking and insurance projects involving protection, advertising, and saving money highlights the crucial significance of interpersonal skills, and demeanors, for example, judgment and on-themed thinking.

Employers place every skill importance and a place of its own along with job-specific technical knowledge.

Efforts of Management Institutes

There are many ways in which the institute is trying to gel with the industry to make students industry-ready as per the industry's expectations of them. The institute has created an Industry institute interface where there is an advisory board of industry personnel to interact with them and to gain their views about enhancing students' employability skills, understanding the lacunas in the academia if any, and improving the quality of teaching pedagogy with more practical exposure to students.

The Industry Institute interface is created with the objective in

1. To make the students industry-ready

2. To decrease the on-job training efforts
3. To update students with the newest trends in the industry
4. To fortify the bond between industry and institute

The institute carries out various programs like general proficiency courses for enhancing employability skills and skills in writing technical reports which has a blend of various soft skills and hard skills.

These skills taught and rigorously practiced in the General Proficiency Course are:

1. Communication skills
2. Interpersonal skills
3. Aptitude preparation for cracking recruitment and selection tests conducted by various organizations
4. CV making
5. GD-Group Discussions
6. Problem solving skills
7. Presentation skills
8. Personal interview skills
9. Body language
10. Technical report writing skills

Review of Literature

Mitchell, Geana W., Skinner, Leane B. and White, Bonnie J.(2019) carried out research on the topic of Essential Soft skills for success in the twenty-first-century workforce as perceived by business educators understanding the perception of educators of Alabama business about the importance of Soft skills for a successful workforce.

Gupta, Anita (2017), highlights that today's economy is known as a global knowledge-based economy where in adding up to technical abilities the efficiency of the knowledge worker depends on skills like analyzing and solving problems.

Ipe, Mary (2015) highlights that the evaluation and measurement of Soft skills are inclined towards the type of the skill and the situation under which it is being implied and the careful assortment of progress pointers. The paper describes soft skills, and argues about their rising importance for organizations, gauging soft skills training effectiveness by examining how the results can be measured.

Casey Ichniowski, Kathryn Shaw, and Giovanna Prennushi (1995) have described how human resource management practices improve worker productivity. They have studied how progressively more firms are considering the innovation of work practices. The research stated that many organizations have focused on the workforce or development of a workforce consisting of problem-solving teams and have tried improvising communication with workers, job security, job flexibility, multitasking, and a hike in incentive pay.

Kerr, C., Dunlop, J., Harbison, F. and C. Myers, (1960) hopefully expected that technological advancement would prompt to more complex sorts of work and subsequently rising levels of abilities and obligation. The study concentrated on the skill sets in the administration area, since a significant part of the underlying verbal confrontation on skill improvement and usage centered upon the effect of innovation on the manufacturing segment. The research re-takes a gander at the system of scripting client benefit associations as a way to enhance the nature of client connection.

Research Methodology

Studying this problem of what employers are expecting and what are skills possessed by management graduates is highly important as management is one of the prime education sectors chosen by many young aspirants. The cream crowd of any stream is absorbed by the prime organizations in India and abroad. India is known to provide quality managers to the outside world. However, the quality managers outsourced working with other nations or big brands of India are not the cause of concern but the larger chunk of management graduates who are unfit to the employers' expectations.

Objectives

1. To study the employability skills as required by the employers for recruitment and selection of management students
2. To study the employability skills possessed and absorbed by graduate management students through their management program
3. To study the gap in employability skills of graduate management for the service sector requirement
4. To analyze the data so collected and put up the findings and conclusion

Hypothesis

A statement of prediction is tested on employability skill sets consisting of specified skills of personal attributes, interpersonal skills, technical know-how, higher-order thinking skills, and problem-solving/decision-making skills to analyze the gap amongst graduate managers for the service sector requirement.

Null Hypothesis

H0 - There is no significant gap in the employability skill sets of students as against the service sector requirement

Alternate Hypothesis

H1 - There is a significant gap in the employability skill sets of students as against the service sector requirement

Sample Method

Primary Source

Primary Data is collected employing a well-thought-out and constructed questionnaire of the graduating managers of management colleges and other data is collected through another questionnaire of employer expectations related to recruitment and selection of management graduates.

Secondary Source

Secondary Data is collected for the last five years from sources like records of placements of management institutes to know the employers. Journals, magazines, publications from previous researchers, websites, and other literature available were studied.

There are two samples to be collected for analyzing the gap between employer expectations and skills possessed by graduate management.

For this data is collected from employers recruiting management graduates holding the position of Human resource executive, human resource manager, Senior Manager, General manager, etc. those who are in authority of recruiting and selecting an individual in their respective organization.

Limitations

The research is restricted to the Belagavi region. The branch of management is taken for analysis so that a focused study can be done on a specific branch of management students to employability skills. There was a limitation for time as respondents from companies took time to respond. Also, there is a constraint to the importance placed by employers while filling the questionnaire for a survey, because of which it takes a long to collect data. Only a few employers respond to the questionnaire due to which large employer expectation data cannot be collected. There was a limitation for time as it was not always possible to assemble students to fill out the questionnaire. The responses from the questionnaire circulated amongst students also took time to be collected as the respondents were requested several times to respond as well and the genuine of the students and their level of understanding of the questionnaire is a constraint.

Data Analysis & Interpretation

To test the hypothesis there is no significant gap in the employability skill sets of students as against the service sector requirement, an independent sample t-test is applied taking the type of respondents - corporate recruiters and students as grouping variables and qualities and skills of management graduates as test variables. The test is applied to all the 20 variables along with their mean and standard deviation.

Table 4.1 Hypothesis Testing of the data

Type of Respondent		N	Mean	Std. Deviation	Std. Error Mean	Independent Sample t- test Sig. (2- tailed) value
Being disciplined and orderly	Corporate Recruiter	50	3.6000	1.03016	.14569	.000
	Students	600	2.4500	.80535	.03288	
Being flexible with plans	Corporate Recruiter	50	3.9000	.95298	.13477	.006
	Students	600	3.4500	1.11785	.04564	
Taking initiative and responsibility	Corporate Recruiter	50	3.7000	.64681	.09147	1.000
	Students	600	3.7000	1.05444	.04305	
Planning and organizing	Corporate Recruiter	50	3.6000	.80812	.11429	.313
	Students	600	3.4500	1.02433	.04182	
The ability to communicate effectively within the team and at large	Corporate Recruiter	50	3.4000	1.21218	.17143	.001
	Students	600	2.8500	1.10885	.04527	
The ability to function effectively in the capacity of a leader or a manager	Corporate Recruiter	50	3.3000	.90914	.12857	1.000
	Students	600	3.3000	1.05444	.04305	
The ability to function with multidisciplinary teams	Corporate Recruiter	50	3.3000	.90914	.12857	.002
	Students	600	2.9000	.88956	.03632	
The ability to resolve conflicts within the team	Corporate Recruiter	50	2.8000	.98974	.13997	.534
	Students	600	2.7000	1.10092	.04494	
The ability to design a system, component, or process to meet desired needs	Corporate Recruiter	50	2.9000	.95298	.13477	.000
	Students	600	4.1000	1.04490	.04266	
The ability to identify, formulate, and solve management problems	Corporate Recruiter	50	3.4000	.92582	.13093	1.000
	Students	600	3.4000	1.06860	.04363	

The ability to apply knowledge of management, practically	Corporate Recruiter	50	3.3000	.64681	.09147	.015
	Students	600	3.7000	1.14551	.04677	
Having in-depth technical competence in a Specific management discipline	Corporate Recruiter	50	3.5000	.81441	.11518	.039
	Students	600	3.7000	.64085	.02616	
The capacity for creativity and innovation	Corporate Recruiter	600	3.5500	1.07211	.04377	.747
	Students	600	3.5500	1.07211	.04377	
Strategic Thinking	Corporate Recruiter	50	3.7000	.90914	.12857	.013
	Students	600	3.3000	1.10092	.04494	
Understanding Professional and Ethical responsibilities, and getting committed to them	Corporate Recruiter	50	3.5000	.81441	.11518	.000
	Students	600	2.5500	.74055	.03023	
Understanding of social, cultural, global, and environmental responsibilities	Corporate Recruiter	50	3.5000	.81441	.11518	.075
	Students	600	3.2000	1.16716	.04765	
Managing information and documentation	Corporate Recruiter	50	3.5000	.81441	.11518	.757
	Students	600	3.4500	1.11785	.04564	
Problem identification, formulation and solution	Corporate Recruiter	50	3.0000	1.10657	.15649	.015
	Students	600	3.3500	.96387	.03935	
Willingness to take risks	Corporate Recruiter	50	3.2000	1.08797	.15386	.000
	Students	600	2.5500	1.20412	.04916	

The above table shows that the significance 2-tailed value of 8 variables i.e. *taking initiative and responsibility; planning and organizing; the ability to function effectively in the capacity of a leader or a manager; the ability to resolve conflicts within the team; the ability to identify, formulate, and solve management problems; the capacity for creativity and innovation; managing information and documentation; and the ability to pick up new skills and adapt to new situations* is more than the alpha value of 0.05, which states that there is no significant gap between these qualities possessed by students and expectation of corporates.

However, the significance 2-tailed value of 12 variables i.e. *being disciplined and orderly, being flexible with plans, the ability to communicate effectively within the team and at large, the ability to function with multidisciplinary teams, the ability to design a system, component, or process to meet desired needs, the ability to apply knowledge of mathematics, science, and management practically, having in-depth technical competence in a specific management discipline, strategic thinking, understanding professional and ethical responsibilities, and getting committed towards them, understanding of social, cultural, global and environmental responsibilities, problem identification, formulation, and*

solution; and willingness to take risk is less than the alpha value of 0.05, which states that there is a significant difference in the employability qualities of students as against the service sector requirement. **This negates the hypothesis.**

Hence, it is concluded that the hypothesis i.e. **there is no significant gap in the employability skill-sets of students as against the requirement is rejected** and the alternate hypothesis i.e. there is a significant gap in the employability skill-sets of students as against the industry requirement is accepted. This shows that there is a gap in the qualities possessed by students and expectations.

Conclusion

It is expected by the employer that the management graduate must possess planning and organizational skills. Employers need management graduates to have planning skills because they need students with the ability to break down the tasks assigned to them into manageable chunks. Regular training for students will upgrade the management students' upbringing skills like communication skills, managerial skills, and team activities will help in the upgradation of the students. Being able to organize a task is vital at all levels of employment. MBA graduates possess this special skill which is expected by the employer.

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