



British Journal of Economics, Management & Trade
4(11): 1755-1771, 2014

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Changing Role of Management Education towards Managerial Skills Set

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

Review Article

Received 14th February 2014

Accepted 14th April 2014

Published 17th July 2014

ABSTRACT

This paper deals with the direction in which the management education moves in future. With this aim the problem statement, purpose of the study and structure of the study are presented. The purpose of the study is to determine the skills which are more critical for business leaders to adequately prepare managerial and professional for organizational success. The structure of the study is planned to conduct intensive study on managerial skills set. Under theoretical background, the contributions by management gurus were reviewed to get a clear view on the current status of management and management education. Technology played a vital role as an important driver of management education and creator of strategic options for program delivery while implementing the management curriculum. This paper further analyses the resource of business school that need to serve the requirement of the corporate world. In this connection, the history of management education, emergence of global markets with technological inspiration, the power shift of global economy from west to east with need for managerial skills set is taking place. Further, the present perspectives of business education are presented along with the role, impact and future of management education. In this descriptive research, a conceptual presentation, transformation of the managers role with managerial and organization effectiveness is presented. The paper analyses with the analysis of past contribution on managerial skills set along with major findings. The paper concludes that managerial skills set are emerging in the curriculum development of business school. While arriving the conclusion, a descriptive research of managerial skills set is introduced as a collective way for imparting training managerial skills sets which are in line with expectation of employers from the graduates of management.

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Keywords: Management; management education; managerial skills set; employers and graduates.

1. INTRODUCTION

Managerial talent requires different types of skills set. Shortages of skills remain one of the major constraints for the continued growth of any economy. While searching for managerial talent, the concerns that the employers address include the skills required to accomplish job demands, the extent of satisfaction the employees derive from the job and to bridge the skill set deficit to make the employees task effectively. To address these concerns, the employer evaluates at the training given by the management institutes. The imparting of training to the students goes a long way in nurturing them as well as transforming them as the best performing managers [1]. For this purpose, a theoretical framework of managerial skill set is presented by way of descriptive analysis of past literature.

1.1 Problem Statement

Srikant et al., (2010) identified declining enrollments in full time MBA programs [2] due to lack of skill among management graduates particularly soft skills. It is also reported that management graduates lack essential leadership skills, creative and critical thinking skills. Increasingly, the business schools are at a cross road and will have to take a hard look at their value propositions. This was true before the economic crisis, but it is even truer in its aftermath. It is time to test the kind of skills a management graduate should need to acquire. The “doing” components of management programs are skills, capabilities and techniques that lie at the heart of practice of management. Srikant (2010) et al., identified that these skills were not taught effectively [2].

Griffin et al., found that learning and training skills are correlated to superior academic performance [3]. Incorporating training skill sets into business curriculum is important for preparing participants to function effectively in a global work place with its complex informal networks, inter-cultural issues, team emphasis [4] and participatory leadership (Sigmar et al, 2012).

1.2 Purpose of this Study

The purpose of this study is to:

- a) Determine the skills business leaders find most critical to adequately prepare managers and professionals for organizational success.
- b) Focus on history of management education along with evolution of management education in global perspective.
- c) Identify the milestones in management education by highlighting evolution of business schools from the point of recent perspectives in business education.

1.3 Structure of this Study

Since the review of literature reveals the existence of limited literature on the importance of acquisition of skills by management graduates. In this study it is planned to conduct further study on managerial skills set. The structure of the study is confined to evolution of the business schools, recent perspectives of business education including global options for

business degrees and role, impact and future of management education [3]. While analyzing the structure, it is necessary to examine the reversing trend of mobility and migration of management students from emerging to developed countries due to speedier economic growth in emerging economies.

2. THEORETICAL BACKGROUND OF THE STUDY

The organizations also require the person with the talent who would be able to deliver the expected goals. Scarce evidence and dearth of research efforts reinforce that the content of the training is imparted to management graduates as a crucial factor. It is the deliverables and training that determine the outcome of the results. It is worth considering the fact that several institutes of management do have their unique imparting proposition. It is mandatory to know whether such efforts transform the student of a programme into an effective executive with suitable skills set. A modest attempt would be ideal to study specific institutions to bring out the effect of training on an experimental basis. It would be prudent to study specific institutes their preparation of training and the outcomes of such trainings before embarking on as a whole [2].

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

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

2.1 History of Management Education

Since the days of pre-historic, ancient and medieval civilization, several books and articles were published which are described as “mirrors for princes”. These books aimed to advice new monarchs on how to govern. Chanakya (300 BC) gave a detailed account of features of managing a government in his celebrated book on ‘*Arthashastra*’. Various management theories, methods and techniques were derived from military science. Some ancient military texts have been cited as lessons that can be learnt by civilian managers. Chinese general Sun Tzu (6th century) identified the strength and weaknesses of both a manager’s organization and a foe’s organization in his book on “*The Art of War*”.

The growth of management involved plentiful attempts at getting to know the celebrated authors about industrial life during 18th, 19th and 20th century. Adam Smith (1776) laid a solid foundation on private ownership and capitalism to witness a great future of management. John Stuart Mill (1850) provided a theoretical background on resource allocation, production and pricing issues. Fredrick W. Taylor (1911), Henry L. Gantt (1919) and Frank Bunker and Lillian Gilberth (1948) devised the body of principles known as scientific management theory which arose in part from the need to increase productivity of traditional industrial organizations. The only way to expand the productivity was to raise the efficiency of the workers. Taylor contended that the success of the principles of the scientific management required a complete mental evolution on the part of management and labour [5].

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

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

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

The well-known international economist Charles Kindleberger (1986) introduced contingency approach to management. The contingency approach or situation approach was developed by managers when highly effective methods in one situation failed to work in another situation. The advocates of contingency approach have a logical answer to such difficult questions. Followed by contingency approach, the system's approach was introduced. The system's approach gave managers a way of looking at the organization as a whole and as a part of large external environment. The best example for system's approach was "total production system by Toyota". Gullick introduced the functions of management as POSDCORB namely planning, organizing, staffing, directing, coordinating, reporting and budgeting.

In the context of various approaches Peter Drucker (2001) created history in re-writing the principles of management He found that management was a child of 20th century and child was growing very fast to become a major at the end of 20th century. He described "management is people", and he also predicted the future of the management in 21st century consisted full of challenges, turbulences and threats which may be tactically solved by the managers by team work [6]. On the one hand, more and more concepts of management are emerging and on the other hand, a slow and steady growth and development of management skills have taken place. These skills would play a dynamic role in application of the skills to solve the ever mounting problems of business and corporate world.

The strategies to develop people in management will be different according to designations. The good organization recognizes this and will offer training and development opportunities, perhaps linked to career development and performance management so that individual is

supported from one type of managerial position to another managerial position. According to treatises on management managers should have conceptual, technical and human skills. One such factor is to train managers with limited work experience, and also to find out whether such training imparted has any sequential level over a period of time after the competition of the training.

2.2 Emergence of Global Markets with Technological inspiration

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

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

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

Effective business processes support successful companies in all major industries and influence the growth of companies and economies at the local, regional and global level. As expansion takes place, the need for individuals with domain specialization in business fields such as marketing, operations, human resources, finance, economic analysis, strategy and accounting also increases. Furthermore, the innovation of products, processes and technology become more competitive that requires effective performance of management teams (Global Foundation for Management Education 2008) [1].

2.3 The Power Shift of Global Economy and Need for Managerial Skill Set

The graduates of business schools have been fulfilling numerous roles since 19th century, when the first school of business, the *Ecole Supérieure de Commerce of Paris* was established in 1884. Over the course of past century, business schools all over the world have successfully established a strong presence within universities. The tradition began in 20th century is carried on by thousands of business schools around the world. The Association to Advance Collegiate of Business (AACSB. 2002) reported that business education worldwide saw an erosion of its share of undergraduate enrolments during the second half of 1990s [7]. Thus business schools have been playing a vital role in fulfilling the

various needs of management education. During the 21st century, series of interventions shape management education. The most important among them are developing the virtuous managerial characteristics with the help of acquisition of skills that employers expect the graduates to peat in job situations. These facets shape, strengthen and signal the content as well the delivery of management education.

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

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

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

The fourth stage commenced from 1990 to 2005 where in strong evidence of European business school model was noticed. There was a mounting criticism of US business school model and more emphasis was laid on internationalization and public management. There was a slow and steady growth of large one year management institute model backed by strong executive education and experience. The beginning of a push for softer skills and linkages to the role of business and government in the society were perceived. The birth of full-fledged European Union gave a strong impetus for the growth and development of the management education in Europe and its former colonial countries [8].

The present era is called fifth stage which commences from 2005. Here there was a strong range of global model in which globalization was stressed in emerging markets particularly Asia, Eastern Europe, and Latin America. A power shift of global economy is taking place from west to east. Number of corporate scandals such as Enron, Tyco, WorldCom, and General Electric surfaced leading to increased criticism and blame attached to the business schools which were described as teaching ambassadors of market capitalism. Here again has been a slow and steady adoption of the business school models to different cultures and political and economic systems. Due to the above developments, current study concentrates on the management education which imparts managerial skills as training skill sets.

2.4 Emerging Perspectives of Business Education

Srikant, David and Patrick (2010) documented that, management or business management graduates from top tier business schools set the standards for cutting edge business knowledge and skills. The business environment is dynamic [2]. The authors reported that managers and recruiters were questioning conventional business education and increasingly demand that management programs are not offering students the enhanced levels of cultural awareness and global perspectives

The survey carried out by Graduate Management Admission Council (GMAC, 2012) highlighted education quality and value, job market preparedness, employment offers, job search methods, internships, success rate by industries and reputation. The findings further revealed that the decision to pursue graduate management education is often made with strong consideration about one's past, current and future employment opportunities. Business schools create learning environment but established their own informal networks of community and culture that student can use to achieve their ultimate career goals [1]. Increasing differentiation among providers of business schools is worldwide a significant phenomenon today. Generally, three broad categories of providers do exist namely, traditional university based business schools, business schools with profit motives and business schools providing executive development program and consulting.

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

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

Students are increasingly considering a range of global options for their business degrees intensifying competition among providers. Social system plays a vital role for the growth and development of global management education market. In terms of policy, the importance of higher education is a critical priority for a growing number of countries. The benefits of higher education are reaching broader segments of society. Business schools are beginning to see an influx of younger applicants by seeing a shift in the distribution of age of Graduate Management Aptitude Test (GMAT) examinees [1]. Generation Y brings a transforming mix of core managerial characteristics that stem from shared experience now fully enabled by training skills set. When societies and behaviors change, organization within society must be ready to offer products and services needed to complement the lifestyle and behaviour which will benefit all.

2.5 Challenges and Opportunities Facing Business Education

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

Drucker, Porter and Prahalad (Howard et al., 2013) have viewed that management education is under turmoil. Such turmoil influences students, faculty, curriculum design, exchange programs, partnerships and even skill development [6]. A survey carried out by Graduate Management Admissions Council (2008) indicate that the student analyses a variety of factors including the employment track record of business schools, program accreditation, local reputation, the quality of current students, faculty and school's spiritual values, rigor, most of which can be influenced by a school's decisions and strategies. The training is influenced by all the above factors.

The natural business cycle in management education will be sandwiched between stability and expansion resulting in both challenges and opportunities (GMAC 2008). Countries and governments do respond to market cycles in different ways. Business schools will need to deepen their understanding of different talent pools and are prepared to develop flexibility in responding to these changes [7].

A foundation of business education was to raise the business schools from low academic status to higher levels of training and development (Harold J. Leavitt, 1989) [9]. The curriculum and decision analysis would play a leading role. The mechanism of choice was empirical research, quantitative and analytical research. It is believed that research would enhance the quality among faculty and students, and academic respectability, and a leadership role in the business community. Perhaps even some real contributions to the professionalization of management are not discounted. In this context, it is imperative to understand and enforce behavioral, cognitive and strengthening of deeper analysis on self-monitoring, spiritual intelligence, self-description including problem solving and creativity and communication abilities.

The mission of business school is educating practitioners and creating knowledge [10] through research. (Rabbitts et al. 2008). Business schools shifted their focus from former to the latter and thus management became a science rather than profession. The profound implication of this shift that professors are rewarded by business schools for publishing their research in academic journals and the curriculum began to reflect the narrow focus of the faculty. This leads to disconnection of practicing managers and leaders with business school professors. A re-emphasis was called by the critics to make number of changes in the curriculum to restore balance between academic rigor and everyday usefulness. Due to this development, there has been a change in the mission statement of top business schools which claim to convert the present day students into future leaders.

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

2.6 Empirical Studies on Managerial Skill Sets

Mintzberg (1976), while describing the educator's job stated that management schools should begin the serious training of managers when skill training takes a serious place next to cognitive learning. In other words, the graduates are taught a skill through practice plus feedback in a real or simulated situation [11]. Mintzberg strongly feel that the management school needs to identify the skills to be used by managers and select students who show potential in these skills so as to enable the students to practice these skills in a simulated situation.

Jonathan and Mintzberg (2004) opined that companies and business schools must work together to re-invent management education, rooting it in the context of manager's practice experiences, shared insights and thoughtful reflection. They further opined that MBA programs rely on self-selection and managers do need more prescription [11]. Prescription in general is the problem. Managers need description, illustration of alternative ways to understand their world. This observation of the above celebrated authors prompted us to identify the managerial skill set for the future managers. This necessitates towards a new partnership between companies and business schools that would enhance the depth of conversation on both sides of the equation.

The better part of this 20th century, the classic writers – Henry Fayol and Lyndell Urwick, kept telling that good managers are essentially controllers. John C Beck (2013) rightly found that time has come to transform [12] students into genuine professionals armed with a skill set that allow them to make contributions the right away. In his meeting with a partner of a top global consulting firm, he found that the consulting firm is moving away from hiring management graduates for the primary reason that they are not ready to do significant work on graduating. The consulting firm has to make the fresh graduates human. For this purpose lot of time and money is spent with no return. The consulting firm felt if the student came out with the right kind of skill set, the firm would not have to waste much time on training them. In short, the consulting firm wants management graduates in two words: "soft skills". This trend made the researcher choose a topic on managerial skill set.

Another trend was emerged by Tapscott and Williams (2007) who introduced seven business models namely peer pioneers, ideagoras, prosumers, new Alexandrians, platforms for participation, global plant floor and wiki workplace [13]. All these models share one thing in common enabling firms to harvest external knowledge, resources and scale that are previously impossible.

3. RESEARCH METHODOLOGY

This is a descriptive research with qualitative approach. The emphasis is the establishment of a launching pad for managerial skills sets. It is a step in the right direction for future researchers on managerial skills set. This research methodology consists of following stages:

- a) A conceptual presentation
- b) Transformation
- c) Managerial and organizational effectiveness
- d) Analysis of past contributions on managerial skills set

3.1 A Conceptual Presentation

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

Late Sumantra Ghosal (2005) has posited that “Bad Management Theories Are Destroying Good Management Practices”. In order to overcome such hindrances business schools should play the role of stewardship in developing collective efforts to reshape the structure, delivery, content and context of management education [14]. He observed that ethical and responsible management practices are the undercurrent to be passed on to the students of graduates of business schools. Further the possible perceived opportunity is that education imparted is likely to stretch beyond equipping them to face the challenges of the “real world” and transforming them as “effective managers” at the global level.

The participants of the management education show little interest to such course works like business ethics or corporate social responsibility. The view that the participants cherish is that such course works are far away from the requirements of the “practical world” (Donaldson 2002, Pfeffer& Fong, 2002). Pfeffer et al. adds to saying that business schools are not very effective – neither the degree earned produces great leaders nor does it lead to gigantic leaps for the graduates based on their career aspirations [15,16].

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

3.2 Transformation

It is interesting to assume that the transformation [17] does take place during the course work. This would change the students as effective management professionals at the global level. Hence an attempt has been made to study the impact of the inputs given during the education programme and the effect of such inputs at the time of exit from the programme.

In this endeavor the researcher aimed at studying certain characteristics as to how they are developed over a period of training that has enhanced the managerial skill sets expected by the employer. It is planned to collect data at the time of entry and at the time of exit in order to find out the extent of management skills equipped changing the levels of characteristics among the participants at the time of entry and at the time of completion of course work. Such data collected before and after the imparting of the management skills from the same set of students are to be subjected to a comparison. These datasets are then analyzed to find out whether any significant difference in terms of the entry and exit levels to arrive at plausible conclusions.

It is observed that performance of graduates of management education is derived from specific skill set to reflect the managerial characteristics. Performance is defined as an accomplishment of a given task against pre-set known standards (Business Dictionary, 2012). Houthoofd (2009) observed that performance [18] is to be measured with perceptions of the people who are to be evaluated. Pistieau et al., (2009) described performance [15] as the 'best practice' frontier technique by which it is measured by the productive efficiency. As a recognized accomplishment, performance is an act of performing or doing something successfully using knowledge as distinguished from merely possessing it.

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

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

Growing number of companies and intensified competition meant business schools were in demand to equip managers with skills to answer managerial problems. The broad socio-political forces of commoditization and capitalism meant that business is central in most societies. In terms of developing management skills, business schools have been better at ensuring their own performance than they have at developing a purpose and this created demand for management education as well as 'international managers' [16].

Khurana has observed that a manager's role has shifted from one dedicated to 'higher aims' as professional stewards of a firm's resources to that of 'hired hands' operating only on the basis of contractual relationships [17]. A key consequence of this demoralisation and de-professionalization of managers is that the self-interest of relevant parties has replaced a proper ethical and moral scope and that the principle of trust that was central to the operation of market free enterprise has been abandoned.

3.3 Managerial and Organizational Effectiveness

The key determinant of organizational success depends upon skilled managers who are competent in the management of people in organizations. In this connection, numerous studies have been conducted across industry sectors, international settings and organization types. Will these studies differentiate more effective managers from less effective

managers? What skills ought to be required and what skills are crucial for organization success? To answer these questions, the management structure is filled with endless list of attributes, behaviors, orientations and strategies for enhancing successful performance.

Many authors identified key practices associated with managerial and organizational effectiveness to ensure employment security, and selectively in hiring people, foster decentralization and self-managing teams. Many tools were identified by past studies for organizational success. They included strategic planning, pay for performance, strategic alliances, customer satisfaction measurement, shareholders value analysis, mission and vision statements, benchmarking, cycle time reduction, agile strategies, self-directed teams and groups. Though these lists are useful, they do not identify managerial skill sets. Instead of managerial skill sets, these lists itemize organizational strategies, personality orientation, philosophical approaches and their implementation [19,20].

Some of the findings enumerate personality characteristics or styles, organizational practices and performance in strategic planning. The effectiveness of these attributes depends upon managerial skills implementation. This means that a manager should be competent in fundamental managerial skills to become an effective manager in order to achieve organizational success. Managerial skills portrays as drivers of vehicles by which management strategy, management practice, tools and techniques, and work style to produce effective managers in an organization.

While reviewing the past studies, one more question arises; how good are the managers in acquiring, implementing and retaining the managerial skills? A set of management skills is required to solve the problem arising from day to day activities, delegation of work, formation of team, selection of team members, understanding of team dynamics, moderator / facilitator role, conflict resolution, motivation of people, correction of significant mistakes, communication to internal and external public. Sometimes despite their best efforts there are problems with individual performance of a manager. As a manager he has to deal with this promptly. The impact of his poor performance will be reflected in the outcome of the task performed. Here a set of managerial skills will play a leading role to rectify this gap. On the other hand, managerial skills are building blocks upon which effective management rests.

Several defining characteristics demonstrate managerial skills and differentiate them from other kinds of managerial characteristics and practices. They are:

- a) Managerial skills are behavioral; they are not attributes or tendencies. They consists of identifiable sets of actions that individual perform to achieve certain outcomes.
- b) Managerial skills are controllable. The performance of this behavior is under the control of the individual. Unlike other organizational practices such as selective hiring, skills can be consciously demonstrated, practiced and improved by individuals themselves.
- c) Managerial skills are developable by which performance can be improved.
- d) Managerial skills are interrelated and overlapping. Past studies proved that it would be difficult to demonstrate just one skill in isolation from others that is why this study concentrates on set of skills.
- e) Managerial skills are sometimes contradictory or paradoxical. The core managerial skills are neither soft nor hard. A variety of skills are typical of the most effective managers.

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

3.4 Analysis of Past Contributions on Managerial Skills Set

The following table testifies many contributions of various authors towards selected managerial skill set. This table would help to enrich any further studies on managerial skill set.

Table 1. Contributions by various authors on managerial skills set [21, 22, 23, 24, 20, 19, 25, 26 and 27-33]

Author and Topic	Managerial skills set dealt with in the article	Findings
Afriyie et al., (2012), Internationalization and value-creation performance of Latin American multinationals: the case of outbound Foreign Direct Investment	A set of managerial skills on corporate strategies that leverage internal resources and capabilities	Provides evidence on internal management capabilities in deploying resources that help to explain variation in market value
Hoffman, R. C., & Shipper, F. M. (2012). The Impact Of Managerial Skills On Employee Outcomes: A Cross Cultural Study	Cultural values and managerial skills on two outcomes namely employees attitude and work group effectiveness	Greater effect of cultural values on a less skilled manager than a high skilled manager
Hysong, Sylvia J. (2008). The role of technical skill in perceptions of managerial performance	Technical skills in managerial performance for first tier managers	Better leverage of technical skill by technical manager in the managerial performance
Hoover, J. D., Giambatista, R. C., Sorenson, R. L., & Bommer, W. H. (2010). Assessing The Effectiveness Of Whole Person Learning Pedagogy In Skill Acquisition	Communication skills, team work, leadership / initiative, decision making & planning / organizing	Guidance of these skills for implementing pedagogy innovation into the curriculum of management education
Khan, Sanaullah; Hafeez, Abdul; Saeed, Mehran. (2012). The Impact of Problem Solving Skill of Heads' on Students' Academic Achievement	Problem solving skills	Training of problem solving skills for effective school management and better student achievement

Author and Topic	Managerial skills set dealt with in the article	Findings
Chen, Ziguang; Takeuchi, Norihiko; Wakabayashi, Mitsuru. (2005). Managerial skill utilization: work environment, gender, and training incentive	The interactive effect of managerial skill utilization with work environment	Positive influence of managerial skill utilization in supportive work environment
Bizzi, Lorenzo; Soda, The Paradox of Authentic Selves and Chameleons: Self-monitoring, Perceived Job Autonomy and Contextual Performance	Self-monitoring skills	Significant prediction of opinion leadership through self-monitoring and perceived job autonomy
Joseph, C., & Lakshmi, S. (2011). Spiritual Intelligence At Work	Development of skills such as intrapersonal and interpersonal, goal attainment, motivation, commitment, responsibility, self-awareness, team spirit, stress management, time management, leadership and transformation for the significance of spiritual intelligence	Evidence of more spiritual intelligence at the work place
Doostar, Mohammad; Chegini, Mehrdad; Godarzvand; Pourabbasi, Sita. (2012). Survey of Relationship between Spiritual Intelligence and Organizational Citizenship Behaviour	Interrelation between spiritual intelligence and organizational citizenship	Testification of significant relationship between spiritual intelligence and organizational citizenship behaviour
Beheshtifar, M., & Ziaadini, M. (2012). To Promote Job Involvement Via Talent Management	Three levels of self-concept namely social work behaviour, organization based role set in work place and career satisfaction and achievement	Representation of self-concept in knowledge structure, beliefs, social roles and goals

4. CONCLUSION

In this research, the purpose and structure of the paper were presented to indicate the direction in which the study is moved. An analysis made on the history of management education and evolution of management education from global perspective. This was further supported by evolution of business schools and recent emergence of business education. To contribute further the role, impact and future of management education as well as empirical studies on managerial skills set were discussed in detail. A theoretical framework of managerial skills set is also introduced to identify key management practices through managerial skills set. In view of the arguments adduced above, managerial skills are means through which managers translate their own style, strategy and favorite tools and techniques into practice. Many managerial skills have recently been included in the concept of emotional intelligence. This consists of self-awareness, self-regulation, self-concept, self-control, motivation, the ability to understand others emotion and behavioral cues. With this

beginning, there is a need to identify as to what specific skills or characteristics of the most effective managers are required. In this study, it is necessary to identify the skills that separate extraordinarily effective performers from the rest of the organization. In view of the multiplicity of standards of quality in management education, there is a need to study the impact of managerial characteristics; before and after imparting training skills set.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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