



Career Rediness Management Graduates

D. Haripriya

Department of Management (DOM), Aarupadai Veedu Institute of Technology paiyanoor Vinayaka mission research foundation (Deemed to be university)

Mail. id haripriya5292@gmail.com

ABSTRACT :

providing valuable insights into the perspectives of construction industry employers regarding the work readiness of project management graduates. The findings have practical implications for universities in terms of aligning their educational programmes with industry needs to better prepare graduates for the workforce. Furthermore, the research highlights the need for increased collaboration between universities and employers to enhance graduate work readiness. Overall, this paper provides a valuable contribution to the understanding of the work readiness of project management graduates in the Australian construction industry.

INTRDOUCTION :

of construction industry employers in Australia on the work readiness of project management graduates and identifying the competencies that they consider essential for graduates to possess the paper aims to provide valuable feedback to universities on whether their education programmes align with industry needs and to highlight the importance of collobaration between universities and employees in enhancing graduates work readinesson the work readiness of project management graduates. The study aims to address this gap by providing insight into the perspective of construction industry employees in Australia the work readiness of project management graduates the article contributed to the existing literature on project management education by highlighting the areas in which graduates Excel and the areas in which they need to improve this information can be used by universities to align their educational programs

LTERATURE REVIEW:

Project management skills, as defined by the Project Management Institute (PMI), are those skills required to initiate, plan, execute, monitor and control, and close a project In addition to these technical project management skills, employers have identified a range of transferable or soft skills that are important for successful employment in the project management field. These include communication skills, teamwork and collaboration, problem-solving and critical thinking, adaptability and flexibility, leadership, and interpersonal skills (Ahsan et al., 2013; Chipulu et al., 2013; Gruden and Stare, 2018).

The construction industry, in The construction industry, in particular, has been identified as a sector that requires a high level of project management skills and work readiness from graduates (Walker and Lloyd-Walker, 2019). A study of the Australian construction industry found that employers expected project management graduates to possess not only technical project management skills, but also communication and interpersonal skills, the ability to work in a team, leadership skills, and a proactive and flexible

RESEARCH DESIGN :

and interviewees (Kvale and Brinkmann, 2009). An interview guide with open-ended questions was used to explore the employers 's perceptions of work readiness among project graduates the interview questions were designed to elicit detailed response about expectation of project project management graduates ' competencies in relation to work interview were conducted in person at the participants workplaces or over the telephone all interview Were recorded and transcribed verbatim the transcript were analysed using thematic analysis (Braun and Clarke 2006) the analysis involved multiple readings of the transcripts to identify patterns and themes within the data intial codes were generated which were the organized into broader these themes were refined through constant comparison

RESULT:

graduates who had experience working in the industry or had pursued related studies had an advantage in terms of technical knowledge from our perspective if we can find somebody who has experience in the construction industry or related studies a huge asset. It's something that we can build on and we that they have basic of employees also emphasized the importance of graduates having a willingness to learn and overall employees valued a combination of communication skills ; passion for the industry and technical knowledge as key components of work readiness in the construction should prioritizes the development of coaching

Discussion:

the transition into their organizations, employers often mentioned the importance of interpersonal skills such as communication, empathy and the ability to build rapport with stakeholders. These skills are crucial in project management, as projects involve diverse stakeholders with varying perspectives and interests. Therefore, it is essential that project management graduates are equipped with these skills in order to effectively communicate, manage conflicts and build strong relationships with stakeholders. Additionally, the employers' emphasis on passion for the industry aligns with the concept "engagement" in project management. Engagement refers to the extent to which an individual is invested in their work and committed to achieving project objectives (Kanabar and Warner, 2019). Passion for the industry is likely to increase engagement and motivation to perform at a high level, leading to better project outcomes. Therefore, it is important for educational programs to foster this passion and sense of purpose in students. The role of education and training The findings of this study have important implications for education and training programs that aim to prepare new project management graduates for the construction industry. The emphasis on interpersonal skills and passion for the industry suggests that educational programs need to move beyond the traditional focus on technical skills and knowledge and include a range of "soft" skills that are essential for effective project management. The employers' emphasis on empathy and the ability to build rapport with stakeholders indicates a need for educational programs to provide students with opportunities to practice their communication skills and develop emotional intelligence. This can be achieved through simulations, case studies and experiential learning activities that require students to engage with stakeholders from different perspectives and develop an understanding of their needs and interests.

Furthermore, educational programs could foster passion for the industry by providing students with exposure to real-life construction projects or site visits, and by highlighting impact of construction on society and the environment. This can help students develop a sense of purpose and motivation to pursue a career in the construction industry. Finally, educational programs should emphasize the importance of ongoing learning and adaptability, as the construction industry is constantly evolving. Graduates need to be able adapt to new technologies, processes and approaches to project management in order to remain competitive and successful in their careers.

Conclusion

This study provides valuable insights into the work readiness attributes that construction industry employers value in new project management graduates. The findings suggest that combination of interpersonal skills, passion for the industry, and technical knowledge are essential for work readiness in the construction industry. Educational programs should therefore focus on developing these skills in students to better prepare CONcIn conclusion, this study sheds light on the work readiness of recent project management graduates working in the construction industry, from the perspective of employers. The study identifies critical areas of weakness and strengths in graduates' work readiness, highlights ways in which graduates can enhance their work readiness, and provides valuable feedback to universities preparing project management students for careers in construction. The study also recognizes the importance of active involvement between universities and employers in ongoing and topical discussion to enhance graduate work readiness. Overall, this research can serve as a foundational step towards enhancing the work readiness of project management graduates in the construction industry, benefiting both universities and employers, and contributing to the practical preparation of future project management professionals.

In conclusion, this study sheds light on the work readiness of recent project management graduates working in the construction industry, from the perspective of employers. The study identifies critical areas of weakness and strengths in graduates' work readiness, highlights ways in which graduates can enhance their work readiness, and provides valuable feedback to universities preparing project management students for careers in construction. The study also recognizes the importance of active involvement between universities and employers in ongoing and topical discussion to enhance graduate work readiness. Overall, this research can serve as a foundational step towards enhancing the work readiness of project management graduates in the construction industry, benefiting both universities and employers, and contributing to the practical preparation of future project management professionals.

REFERENCE:

- Gupta, M. and Shaughnessy, K.C. (2018), "Graduate skills and employability: perceptions of IT employers and graduates", *Journal of Education and Work*, Vol. 31 No. 4, pp. 371-391.
- Hartung, P.J. and Taber, B.J. (2008), "Career assessment and the millennial generation: ready or not, here they come", *Journal of Career Assessment*, Vol. 16 No. 2, pp. 198-211.
- Hirschi, A., Nagy, N., Baumeler, F. and Johnston, C.S. (2018), "Workplace well-being, burnout, and career engagement among future hospitality professionals: a moderated mediation analysis", *Journal of Hospitality and Tourism Research*, Vol. 42 No. 1, pp. 98-127.

-
- Hirschi, A., Nagy, N., Baumeler, F. and Johnston, C.S. (2019), "Career competencies and job crafting: how proactive employees influence their well-being at work", *International Journal of Human Resource Management*, Vol. 30 No. 18, pp. 2635-2661.
- Jennings, P. and Beaver, G. (2017), "Graduate employability: a review of conceptual and empirical themes", *International Journal of Management Reviews*, Vol. 19 No. 4, pp. 412-432.
- Ladkin, A. and Taylor, S.S. (2010), "Enacting the 'true self': towards a theory of embodied authentic leadership", *Leadership Quarterly*, Vol. 21 No. 1, pp. 64-74.
- Levesque, C., Lamarche, M. and Ellinger, A.D. (2013), "Conceptualizing and measuring graduate employability skills", *Education þ Training*, Vol. 55 No. 7, pp. 681-704.
- Majewski, G. (2019), "Shaping workforce skills of the future: a study on education and skills mismatch and anticipation in Poland", *International Journal of Training and Development*, Vol. 23 No. 4, pp. 337-352.
- Maree, K. and de Bruin, G.P. (2019), "Career construction in the 21st century: a review of theory, practice, and research", *Journal of Career Assessment*, Vol. 27 No. 1, pp. 6-27.
- Meredith, J. (2012), "Using quantitative analysis of job postings to identify industry-specific IT management competencies", *Journal of Information Technology Management*, Vol. 23 No. 3, pp. 44-54.
- Ng, E.S. and Gossett, C.W. (2013), "Assessing the employability of MBA graduates: a stakeholder perspective", *Journal of Management Development*, Vol. 32 No. 6, pp. 603-622.
- Pillay, H. (2008), "A conceptual framework for graduate employability", *South African Journal of Higher Education*, Vol. 22 No. 5, pp. 1097-1109.
- Rajendran, D. and Anitha, S. (2017), "Competency mapping for project managers in the software industry: a review of literature and an empirical study", *International Journal of Management in Emerging Markets*, Vol. 9 No. 2, pp. 184-200.