



A Study To Find The Gap Between Industry Expectations And The Abilities Of Management Graduates

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ABSTRACT :

This project examines the gap between industry expectations and the skillset of management graduates, specifically through the focus of MBA students. Based on these objectives, secondary data was further collected in order to elicit key skills and competencies required by the industries of management graduates. The collected primary data was gathered through a questionnaire administered with MBA students to assess their self perceived preparedness in these areas. Results Analysis The gap between what the industries require and what the students believe they have learned was determined from the analysis of the results. Implications The study thus points out the areas in need of improvement: practical skills, leadership, and communication. Recommendations for the Gap Bridging Using the findings provided below, recommendations aim to bridge this gap through improving the fit between management education and industry requirements.

Key points: Skills, management Graduates , Industry Expectation.

INTRODUCTION :

In today's rapidly evolving business world, management graduates, especially MBA students, are expected to acquire a diverse range of competencies in keeping with the industry's needs. However, there exists a gap often between theoretical knowledge derived from academia and practical competencies demanded by the employers. Industry requirements are strong for hands-on experience, problem-solving abilities, communication skills, and leadership qualities that cannot be learned in the classroom, while academic programs often focus on foundational knowledge in management, strategy, and leadership.

This project will discuss the gap between the education management students receive and what industries expect from students. It examines secondary data on industrial expectations and gathers primary data through an MBA student questionnaire to determine how well graduates are geared to achieve these expectations. Findings will guide determination of the critical skills lacking in the curriculum for improvement purposes and, consequently, provide appropriate strategies to bridge this gap, thus contributing to making management education more relevant and effective for students' career success in the industry.

LITRATURE REVIEW :

1.Management graduates are expected to apply theoretical knowledge in practical skills such as problem-solving, decision-making, and leadership. Jackson & Chapman (2009) note that most employers complained of numerous graduate entrants who could not critically think or communicate effectively. Kelley et al. (2015) go on to state that industries require graduates to be flexible and adaptable in performing duties in situational environment. Industry surveys point out that graduates who can easily apply themselves without training immediately are always essential in the industry.

2.Most management degrees concentrate much more on theory rather than practical implementation. In this regard, Mourshed et al. (2011) argue that universities are unable to give adequate time on practical learning chances, such as internships and industry-based projects. The nature of the current business environment, Brewer & Movahedi (2020) claim, always keeps changing faster than it gets a chance to be updated within the academic curricula. This results in a notmatch between what graduates learn in institution and the skills needed in the workplace.

3.Soft skills, which include leadership, communication, and emotional intelligence, are essential skills for successful management but are typically underdeveloped in management learning. As Laker & Palan (2015) shows, such skills are important to address the challenges facing employees in the workplace and to lead and manage their teams. More and more, employers seek graduates who can collaborate and lead with empathy-the qualities that are often sadly absent from traditional management programs. Kouzes & Posner (2017) suggest that more experiential leadership training is needed to prepare students for these traits.

4. Experiential learning—the application of learning to real-life experience—thus provides one approach to helping bridge the gap between industry and education: internships, case studies, and live projects, for example. Gartner (2019) considers collaboration between educational institutes and industries as an opportunity that could provide students with real-world experience. Datar, Garvin, & Cullen (2010) suggest project-based learning as an effective way to give students practical exposure while solving real business problems. Incorporating these learning methods will help graduates have a better chance of applying theoretical concepts to actual work situations.

5. Cervai & Signori (2017) suggest that educational institutions closely collaborate with industry professionals to update curricula on education-industry gap issues. Through such collaboration, students are inclined to follow the newest trends and technological breakthroughs within the industry. According to Kapur (2019), management programmes should embrace digital skills and global business practices to ensure that students feel well-equipped for the new and technologically induced business diversity. Industry-relevant curriculum innovation can help create more employable management graduates.

6. The gap between educational offerings and industry expectations cuts across regions and national borders. Indeed, recent studies conducted in Europe by Cervai & Signori (2017) reported similar themes; employers typically complain about the lack of practical skills in graduates. Kapur (2019) observed that in Asia, employers increasingly look for graduates with cross-cultural competencies and digital skills, areas often covered up in traditional MBA programs. This global perspective suggests that management education needs to evolve to meet the growing and diverse needs of employers worldwide.

7. With technology woven into the fabric of operations in business houses, graduates from management institutes cannot afford to lack digital skills for too long. According to the Global Human Capital Trends report of Deloitte (2018), companies require graduates from management institutes who are proficient in data analytics, digital tools, and technology management. However, Mullins & Christy, 2020, state that traditional management programs have also failed to train them in these areas. Such curricula should include technology and digital literacy to provide students with better preparation for practicing in a tech-driven business environment.

OBJECTIVES :

- To know the industry Expectation of management graduates.
- To measure the skills of the MBA graduates.
- To analyse the gap between industry expectation and skills of MBA graduates.

DATA ANALYSIS AND INTERPRETATION

Z TEST

H0: There is no significance difference between skills of MBA graduates and industry expectation

H1: There is significance difference between skills of MBA graduates and industry expectation .

sample mean	3.397074
population mean	3.916667
Standard h0deviation	0.104946
SQRT n	3.605551
Z Calculated value	-17.8513
Z Critical value	0.95

Critical value is greater than calculated value so, H0 is accepted.

Therefore, There is no significance difference between skills of MBA graduates and industry expectation.

INTERPRETATION

Since the calculated value of Z is -17.8513 while the critical value of Z stands at 0.95, the null hypothesis, H₀ is accepted, and there is no significant difference between the skills of MBA graduates and the expected industry expectations. That means the skills of the MBA graduates are in line with the expectations of the industry.

FINDINGS FROM THE STUDY

- More or less, there is no great difference between the skills of MBA graduates and the expectations of the industry.
 - The null hypothesis is accepted, meaning that the skills of MBA graduates fit into industry expectations.
 - The calculated value for Z is -17.8513, which is less than the critical value 0.95 hence accepting the null hypothesis.
- MBA programs are in fact adequately preparing the students for the skills required in the industry.

- MBA graduates' skills are satisfying the expectations of the industry, which seems to reflect well-aligned education and industry needs.

SUGGESTIONS :

1. Let curriculums in the MBA programs reflect the latest trends in industry practices.
2. Include more of soft skills training such as communication and leadership skills.
3. Increase internships and real-world projects and spur the partnership in relation to industry.
4. Emphasize digital skills, data analytics, and AI.
5. Institutionalize a regular feedback loop between employers and universities.
6. Global business and cross-cultural communication should be included in the curriculum.
7. Encourage entrepreneurship modules to find innovations and leaders.

CONCLUSION :

This research study reveals that though a time gap between the training of MBA students and industry expectations exists, it is minimal. The internal report analysis demonstrates that MBA students are well prepared for the workforce, with skills that align with industry needs. Thereby, for the alignment to hold, educational institutions ought to frequently update their curricula, integrate practical learning experiences, and emphasize increasingly sought skills such as digital literacy and soft skills. Thus, MBA graduates will be better prepared to meet the evolving demands of the business world.

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