

Changing Role of Management Education towards Managerial Skill Set

ABSTRACT

This paper deals with history of management and management education since pre-historic days. 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 present perspectives of business education are presented along with the role, impact and future of management education. The paper concludes that managerial skill sets are emerging in the curriculum development of business school. While arriving the conclusion, a theoretical framework of managerial skills set is introduced as a collective way for imparting training many managerial skills sets which are in line with expectation of employers from the graduates of management.

Keywords: Management, Management Education, Managerial Skill 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. The objective of the research is to determine the skills business leaders find most critical to adequately prepare managers and professionals for organizational success. Griffin et al., (2013) found that learning and training skills are correlated to superior academic performance. 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 and participatory leadership (Sigmar et al, 2012).

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.

The shift from the earlier training approach by institutes of management has significantly vary 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. 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.

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 behaviour and to systematize it by introducing division of labour, 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, coordination, 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. 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.

3. EVOLUTION OF MANAGEMENT EDUCATION: A GLOBAL SCENARIO

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 signalled 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 recognised 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 programme delivery in areas such as distance learning. An increasing demand pattern for management education drives market growth and, with reduced government funding and privatisation 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).

4. EVOLUTION OF BUSINESS SCHOOLS

The graduates of business schools have been fulfilling these 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. 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. The resources of business school need to serve the requirements of the corporate. 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

193 employment was done by industrialists, entrepreneurial individuals, the government and
194 larger organizations.

195
196 The second stage was from early 20th century to 1970s. This stage clearly shaped the
197 government schools. The US model played a vital role and becomes imitative factor for the
198 other parts of the world. The brand image and identity of a business school became very
199 clear. In this stage the employment was provided by national governments, universities,
200 industrialists and larger corporations.

201
202 The third stage is from 1970s to 1990s where in the dominance of US business school
203 model continues. There was an evidence of growing strength of national champions such as
204 Harvard, Wharton and Kellogg Business Schools. The expectation of the industry is a
205 dominant design in shaping the curriculum besides internationalizing the process of
206 management education. Issues of image and reputation were considered as most important
207 dimensions. Many agencies introduced ranking exercises on management schools. Several
208 yardsticks were established on research ranking and citation, globalized performance,
209 national performance and international accreditation.

210
211 The fourth stage commenced from 1990 to 2005 where in strong evidence of European
212 business school model was noticed. There was a mounting criticism of US business school
213 model and more emphasis was laid down on internationalization and public management.
214 There was a slow and steady growth of large one year management institute model backed
215 by strong executive education and experience. The beginning of a push for softer skills and
216 linkages to the role of business and government in the society were perceived. The birth of
217 full-fledged European Union gave a strong impetus for the growth and development of the
218 management education in Europe and its former colonial countries.

219
220 The present era is called fifth stage which commences from 2005. Here there was a strong
221 range of global a model in which globalization was stressed in emerging markets particularly
222 Asia, Eastern Europe and Latin America. A power shift of global economy is taking place
223 from west to east. Number of corporate scandals such as Enron, Tyco, WorldCom, and
224 General Electric surfaced leading to increased criticism and blame attached to the business
225 schools which were described as teaching ambassadors of market capitalism. Here again
226 there has been a slow and steady adoption of the business school models to different
227 cultures and political and economic systems. Due to the above developments, current study
228 concentrates on the management education which imparts managerial skills as training skill
229 sets.

230

231 **5. BUSINESS EDUCATION RECENT PERSPECTIVES**

232

233 Srikant, David and Patrick (2010) documented that, management or business management
234 graduates from top tier business schools set the standards for cutting edge business
235 knowledge and skills. The business environment is dynamic. The authors reported that
236 managers and recruiters were questioning conventional business education and increasingly
237 demand that management programs are not offering students the enhanced levels of cultural
238 awareness and global perspectives. It is also reported that management graduates lack
239 essential leadership skills, creative and critical thinking skills. Increasingly, the business
240 schools are at a cross road and will have to take a hard look at their value propositions. This
241 was true before the economic crisis, but it is even truer in its aftermath. It is time to test the
242 kind of skills a management graduate should need to acquire. The “doing” components of
243 management programs are skills, capabilities and techniques that lie at the heart of practice
244 of management. Srikant (2010) et al., identified that these skills were not taught effectively.

245

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. 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. 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 behaviours change, organization within society must be ready to offer products and services needed to complement the lifestyle and behaviour which will benefit all.

6. ROLE, IMPACT, AND FUTURE OF MANAGEMENT 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. 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, rigour, 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.

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). 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. Recently, the analytical perspective came into picture to dominate and take charge of behavioral marketing sides as well.

The mission of business school is educating practitioners and creating knowledge through research. (Dru Hanson, 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. (Davar & Mike, 2010). 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 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.

7. 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 whether in a real or simulated situation. Mintzberg strongly feels that the management school need 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. 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 students into genuine professionals armed with a skill set that allows them to make contributions 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.

8. A THEORITICAL FRAMEWORK OF MANAGERIAL SKILL SETS

In the context of acquiring managerial skill 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. 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 (2002) 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.

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

410
 411 It is interesting to assume that the transformation does take place during the course work,
 412 would which change the students as effective management professionals at the global level.
 413 Hence an attempt has been made to study the impact of the inputs given during the
 414 education programme and the effect of such inputs at the time of exit from the programme.
 415 In this endeavor the researcher aimed at studying certain characteristics as to how they are
 416 developed over a period of training that has enhanced the managerial skill sets expected by
 417 the employer. It is planned to collect data at the time of entry and at the time of exit in order
 418 to find out the extent of management skills equipped changing the levels of characteristics
 419 among the participants at the time of entry and at the time of completion of course work.
 420 Such data collected before and after the imparting of the management skills from the same
 421 set of students are to be subjected to a comparison. These datasets are then analysed to
 422 find out whether any significant difference in terms of the entry and exit levels to arrive at a
 423 plausible conclusions.

424
 425 It is observed that performance of graduates of management education is derived from
 426 specific skill set to reflect the managerial characteristics. Performance is defined as an
 427 accomplishment of a given task against pre-set known standards (Business Dictionary,
 428 2012). Houthoofd (2009) observed that performance is to be measured with perceptions of
 429 the people who are to be evaluated. Pistieau et al., (2009) described performance as the
 430 'best practice' frontier technique by which it is measured by the productive efficiency. As a
 431 recognized accomplishment, performance is an act of performing or doing something
 432 successfully using knowledge as distinguished from merely possessing it.

433
 434 Global management education varies widely from one region of the world to another. The
 435 developmental curriculum includes mature country markets such as the US and UK as well
 436 as nascent regions including Eastern Europe, South America, India & China. Inherent
 437 developmental differences across countries and within regions are both challenges and
 438 opportunities for global management education.

439
 440 In an environment with concerns over quality, it is important to have a system in place that
 441 can accurately, honestly and aggressively benchmark standards of excellence particularly in
 442 building managerial skill set. Selective admission standards can offer protection to program
 443 with a commitment to quality ensuring the acquisition of knowledge and skill and their
 444 effective application in real business situation.

445
 446 Growing number of companies and intensified competition meant business schools were in
 447 demand to equip managers with skills to answer managerial problems. The broad socio-
 448 political forces of commoditization and capitalism meant that business is central in most
 449 societies. In terms of developing management skills, business schools have been better at
 450 ensuring their own performance than they have at developing a purpose and this created
 451 demand for management education as well as 'international managers'.

452
 453 Khurana (2007) has observed that a manager's role has shifted from one dedicated to
 454 'higher aims' as professional stewards of a firm's resources to that of 'hired hands' operating
 455 only on the basis of contractual relationships. 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.

The key determinant of organizational success depends upon skilful 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, behaviours, 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. Either they are complex sets of activities in which many managers must be involved or their cognitive activities that are not behavioural in character.

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 in implementing them. 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 organizations.

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. We list them one by one. Firstly, managerial skills are behavioural. They are not attributes or tendencies. They consists of identifiable sets of actions that individual perform to achieve certain outcomes. Secondly, managerial skills are controllable. The performance of this behaviour 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. Thirdly, managerial skills are developable by which performance can be improved. Fourthly, 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. Fifthly, 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.

9. CONCLUSION

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 skill sets.

REFERENCES

- Datar, S. M., Garvin, D. A., & Cullen, P. G. (2010). Rethinking the MBA: Business education at a crossroads. Harvard Business Press.
- Drucker, P. (2001). The Next Society. The Economist, 52.
- Everett, L. A., Glaser, B., Beck, J. C., Idol, J. R., Buchs, A., Heyman, M. A., ... & Green, E. D. (1997). Pendred syndrome is caused by mutations in a putative sulphate transporter gene (PDS). Nature genetics, 17(4), 411-422.
- Fayol, H. (1949). 1916. General and Industrial Management.
- GFME(2008), The Global Management Education Landscape. Shaping the future of business schools, EFMD
- Ghoshal, S. (2005). Bad Management Theories Are Destroying Good Management Practices. Academy Of Management Learning & Education, 4(1), 75-91.
- Ghoshal, S. (2005). Bad Management Theories Are Destroying Good Management Practices. Academy Of Management Learning & Education, 4(1), 75-91.
- Griffin, R., MacKewn, A., Moser, E., & VanVuren, K. W. (2013). Learning Skills and Motivation: Correlates to Superior Academic Performance. Business Education & Accreditation, 5(1), 53-65.
- Houthoofd Noel, Business definition and performance implications: the case of the Belgian construction sector. . Construction Management & Economics, Jul2009, Vol. 27 Issue 7, p639-652, 14p
- Jackson, Linda A.; Yong Zhao; Witt, Edward A.; Fitzgerald, Hiram E.; Von Eye, Alexander; Harold, Rena. (2009). "Self-Concept, Self-Esteem, Gender, Race, and Information Technology Use " Cyberpsychology & Behavior. 12(4), 437-440.
- Mill, J. S. (1991). Collected Works Of John Stuart Mill: Indexes. 33 (Vol. 33). University Of Toronto Press.

- 561 • Mintzberg, H. (1996). Managing Government, Governing Management. Harvard
562 Business Review, 74(3), 75.
- 563 • Newell, A., & Simon, H. A. (1972). Human Problem Solving (Vol. 14). Englewood
564 Cliffs, Nj: Prentice-Hall.
- 565 • Pestieau, Pierre, and Henry Tulkens. Assessing the performance of the public sector
566 activities: some recent evidence from the productive efficiency viewpoint. No.
567 1990060. Universitécatholique de Louvain, Center for Operations Research and
568 Econometrics (CORE), 1990.
- 569 • Peter B. Darmody, PSP, Henry L. Gantt and Frederick Taylor:The Pioneers of
570 Scientific Management, 2007 AACE International Transactions PS.15
- 571 • Pfeffer, Jeffrey, and Christina T. Fong. "The end of business schools? Less success
572 than meets the eye." Academy of Management Learning & Education 1.1 (2002):
573 78-95.
- 574 • Rabbitts, J. A., Nuttall, G. A., Brown, M. J., Hanson, A. C., Oliver, W. C., Holmes, D.
575 R., & Rihal, C. S. (2008). Cardiac risk of noncardiac surgery after percutaneous
576 coronary intervention with drug-eluting stents. Anesthesiology, 109(4), 596-604.
- 577 • Rakesh Khurana, From Higher Aims to Hired Hands: The Social Transformation of
578 American Business Schools and the Unfulfilled Promise of Management as a
579 Profession (Princeton, N.J: Princeton University Press, 2007), passim but esp. p.333
- 580 • Rezanian, D., & Henry, M. (2010). Management education: Classifying business
581 curricula and conceptualizing transfers and bridges. International Journal of
582 Business and Management, 5(5), P44.
- 583 • Sigmar, L. S., Hynes, G. E., & Hill, K. L. (2012). Strategies for Teaching Social and
584 Emotional Intelligence in Business Communication. Business Communication
585 Quarterly, 75(3), 301-317.
- 586 • Smith, A. (1937). The Wealth Of Nations (1776). New York: Modern Library, 740.
- 587 • Why Management Education Matters, A Report from an AACSB International Task
588 Force of the Committee on Issues in Management Education, 2005. www.aacsb.edu