

## PhD in Management Work

### MANAGEMENT EDUCATORS AND STAKEHOLDERS ON HR EDUCATION IN B-SCHOOLS

A Thesis submitted in partial fulfillment for  
the award of Doctor of Philosophy Degree (PhD)  
in Management

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## Chapter 2

### Review of Literature

#### 2.0 : Introduction

The review of literature on the proposed research topic has yielded few relevant research studies and for the sake of easy understanding have been classified as per perceptions of HR students, HR Academicians and HR Practitioners and have been mentioned below.

#### 2.1 : HR student's perception of HR education

2.1.1 : Need and purpose of HR Management education courses.

2.1.2 : HR Management educational contribution as an outcome endeavor.

2.1.3 : Skills based HR Management courses

2.1.4 : Contribution of Management discipline to the HR graduate's competencies

#### 2.1.1 : Need and purpose of HR Management education courses

Rapid economic growth, global competition, downsizing, privatization, corporate mergers and the liberalization of global education have caused a surge in demand

for management degrees across the world. It has become the most prestigious managerial qualification for current and potential managers as it prepares them to take on new challenges and multiple management tasks. Management graduates from b-schools like Harvard, Wharton, Cambridge and Oxford Universities it seems are sought even before they complete their studies. Few can deny that those who graduate from lesser-known Asian Universities also have great leadership and business potential. The purpose of management education is to provide training in the theory and practice of business management. A survey of over a hundred organizations in Malaysia revealed that 67% had executives with management degrees in their employment while the rest cited demand for high salaries and company policy to promote internal staff as two main reasons for not doing so. About 73% said that they had no special preference for graduates from specific b-schools. Management graduates' with good work ethics, sound management and leadership skills as well as critical thinking and analytical abilities, are more likely to be hired. In future, employers expect more Management students with the ability to understand local, Asian and global business practices (PWC, 2011; McKinsey and Company, 2012).

Neelankavil (1994), in his article, supported by the Managing Director of Oracle Systems Malaysia, informs that companies hire management students, as they are generally equipped to solve problems in the businesses. The latter adds that the management students are informed, bright, self-motivated and pro-active. The main issue of today is to understand whether b-schools of today are relevant in their curriculum and delivery system so as to prepare future leaders for the dynamic changes in business, also the way forward for B-schools in Asia is to collaborate closely with corporations. Neelankavil (1994) demonstrated the importance with an input-output model, whereby b-school students form the input; education and training, the process; and the successful graduate, the output. The quality of an output, he emphasized, depends upon quality of its input, along with efficacy and effectiveness of its process. While b-schools and Universities should focus on recruiting the suitable candidates, corporations in turn should assist in the process of converting them into effective managers, so as to be hired in future.

Eberhardt (1997) found that, in spite of several criticisms hurled at management degree holders, firms are still hiring them. In his study of HR managers, he found that 78 per cent had employed Management students in their organizations across multiple functions. The remaining 22 per cent gave three important reasons for not doing so as: their company's policy to promote internal staff; definite lack of leadership training in among b-school students and insufficient work experience amongst them. Some Asian companies, especially family-owned ones, consider management students as luxuries in their organizations and hire those with bachelor degrees in business instead. However, several Western management consultant companies in Malaysia like Boston Consulting Group, Hay Management Consultants and others would pay the price for good Management students to join and work with their prestigious companies. Quacquarelli (1998) in his study confirms that the consultancy sector, has the most demand for management students because of the impact and also the significant market growth in their services. Taylor III (1998) informs that management consultancy only acts as a springboard for management students to become partners in new businesses and startups. He added that graduates from top b-schools in the late 1990s many a times looked for such companies that offered them stock option opportunities.

Quacquarelli, (1998) reports that major international banks like Citibank in Asia also consider Management students as important source of new and budding talents, while the ABN-AMRO Bank believes that they have sound knowledge of international management and financial principles. Porter (1997) thus recommends that companies and corporations must hire management students, as they are strong in their analytical ability, possess high motivation to work and have good knowledge of relevant management functions.

In terms of skills acquired after pursuing an management programme, Eberhardt (1997) established that employers were most satisfied with their leadership potential and least satisfied with their written communication skills. Kretovics (1999) noted improvements in the Management Students interpersonal relations, information gathering and analytical abilities. Baruch and Leeming (1996) defended MBA programmes as they enhance the learning skills, research enquiry and written presentation of individuals.

In an exclusive interview with CEOs, Shanker (1999) of Management Times highlighted several attributes that corporate leaders look for in Management students. The MD

of Smith and Nephew (Asia) for example, prefers executives with good management and interpersonal skills as well as positive work attitudes and a drive for achievement. He insists that paper qualifications such as MBA degrees are no substitute for hard work. The MD at Federal Express concurred that any staff equipped with an MBA only, without sufficient work experience, would not succeed in his organization. However, Management students do have an edge over other candidates for promotions at Novell Malaysia. According to its GM, Management students have good analytical skills, a network of contacts and are supporters of teamwork. The MD of Arthur Andersen finds them to be innovative, able to solve problems and write good business reports.

Having an MBA is perceived by many as a passport to senior managerial roles and a 'fast track' career. Prospective students are typically concerned with acquiring managerial competencies quickly and efficiently, and thus 'leapfrogging' peers and improving career prospects. Ascher (1984) studied graduates of four leading UK business schools in the early 1980s: Aston, Bradford, London Business School (LBS) and Manchester Business School (MBS). In that study, the reasons most frequently cited by candidates for undertaking the MBA course were: improved job opportunities, followed by a wish to change career direction, obtain general business knowledge, experience intellectual stimulation, improve earnings and increase self-confidence. Similar possible motivations are cited by Carnall (1992) about the MBA degrees are perceived as a 'ticket' to increased salary, enhanced career progress, advanced knowledge and skills, and sometimes even as a pre-requisite for joining upper managerial ranks. Luker, et al., (1989) have also cited attaining longer-term career objectives, including opportunities for advancement and remaining competitive in the labour market, as important motivations.

Increase in salary can be another important motivating element (MacErlean, 1993). Forrester (1986), in a study of 1,127 LBS graduates, reported substantial increases in salaries post-MBA, ranging from 24-45 per cent above pre-MBA salaries. More recent surveys, mainly of managers undertaking part-time MBA programmes, conducted by the UK Association of MBAs (Schofield, 1996) found that within 18 months, half of MBA graduates were promoted and half of those were promoted more than one step up. Hawksley (1996) reported that the most cited reason (88 per cent) for undertaking an MBA was improving job opportunities.

#### 2.1.2 : HR Management education contribution as an outcome endeavor

Hambrick and Mason (1984) suggests that by and large, companies are a reflection of their top managers. Building on this work, Finkelstein and Hambrick (1996) argued the importance of human element in strategic choice and their firm's performance. Infact, managers in particular represent a unique set of organizational resources (Daily, et al, 2000). The human element has grown in its importance, over the years, as knowledge has become a significant and critical ingredient to gain a competitive advantage in the industry, particularly in the new economy landscape (Grant and Spender, 1996). Carly Fiorina, former CEO of Hewlett-Packard, emphasized this point "The most magical and tangible and ultimately the most important ingredient in the transformed landscape is its Human Resources".

The literature on organizational learning, for example points out organizations, in and amongst themselves, do not create knowledge, but the people inside such organizations do (Argyris and Schon, 1978). Knowledge is created by individuals. An organization cannot create knowledge on its own without individuals. Individual learning and practice is a basic prerequisite for organizational learning and growth (Kim, 1993). Individual learning occurs simply by the virtue of being human. As individual learns, an increase in their human capital and the ability to create knowledge, that potentially forms a foundation for organizational level learning, along with knowledge accumulation. Knowledge stocks provide good foundation for understanding the role of human capital as a potential source of the firm's core competencies (Grant and Spender, 1996). The art of managing people, based on their human capital allows any organization to optimize and better the knowledge creation - whether of new product, ideas and services or of suitable changes and improvement in their business processes (Hitt et al, 2001; Lepak and Snell, 1999). Researchers have examined that, variations in HR processes and practices are often accompanied by differences in employment system as well as differences of human capital (Lepak and Snell, 1999). Through a series of unique HR practices and procedures, many firms may have found access to valuable human resources, that provide a good and abundant source of competitive advantage (Colbert, 2004).

Human capital theorists have typically argued that organizations can increase their human capital by internally creating and developing, the knowledge and practice skills of their existing employees and by attracting individuals with high knowledge and skill levels from the outside their organization. That is, organizations must make and buy human capital. Human capital grows in two ways; when the organization uses more of what people are aware of and when more people, know more of what is useful to their organization (Stewart, 1997; Sveiby, (1997), Abel and Dietz (2012). According to a resource based understanding, performance differences amongst its employees across any firm, can be attributed to the variance in firm's resources and capabilities. Resources that are important, unique and difficult to imitate, provide a strong basis for a firm's competitive advantage (Barney 1991). Organizations exist for a purpose and almost always is a deliberate arrangement of human and other resources, with a primary aim of being able to deliver the need and providing satisfying services and products as effectively and efficiently, which ultimately needs the platform of an optimal workforce planning that should exist in any organization.

### 2.1.3 : Skill based HR Management courses

Training and development of personnel, often tends to be a focal point in discussions concerning the development of human capital. Training of employees many a time, contributes to a definite increase in the capital stocks available to the economy. Training is closely related to innovation and creativity. It upgrades the skills and practice behavior amongst its employees. Human capital development is complementary to innovation and thereby growth. The main objective is to maximize the available knowledge by providing specialized and conceptual training that is specific to the need of any organization. Firm specific training programs will ultimately lead to an increase in the uniqueness of human capital in organizations, thus increasing the tacit knowledge or deep experience and understanding that usually cannot be easily found in an open labour market (Perrow, 1967). Several studies suggest that firm - specific experience (Becker, 1962; Becker, 1964; Pennings, et al, 1998) that is not readily available to competitors defies attempts at imitation of service offerings and thus may provide a potential source of increased performance (Snell, et al, 1992). Employees would always perform better, if they are exposed to more training and information about how the company works and by understanding its needs. It is fair to state that the best development and growth for making talent amongst employees can be possible through a process known as on the job experience.

Becker (1964) pointed out that under the norms of rationality, certain organizations prefer training programs that produce firm-specific skills that are non-transferable to other companies. Further, specific resources are unique and difficult to imitate (Barney, 1991). Specificity of skills is often associated with specificity of human capital. In other words it can be stated that human capital is most valuable and needed, when it is firm specific (Becker, 1962; Becker, 1964; Hatch and Dyer, 2004; Hitt et al, 2001). In order to capitalize and grow on such training investments, as well as encourage its employees to develop firm specific skills and practice behaviors, many theorists have suggested that organization should utilize promotion within, or internal labour markets, which is the very essential source. Koch and McGrath (1996) have informed that "A firm that pays for training and that subsequently fails to promote from within is arguably failing to capitalize on its investments".

### 2.1.4 : Contribution of Management discipline to the HR graduate's competencies

In terms of practice based skills acquired after pursuing a management programme, Eberhardt, et al, (1997) has established that employers were most satisfied with their leadership potential and least satisfied with their written communication skills. Kretovics (1999) noted improvements in the management students' issues of interpersonal relations, information gathering and analytical abilities. Baruch and Leeming (1996) have defended management programmes as they enhance the learning skills, research enquiry and written presentation of management graduates and thus future managers.

In an exclusive interview with CEOs, Shanker (1999) of Management Times has highlighted several attributes, that corporate leaders consistently look for amongst fresh management graduates. The MD of Smith and Nephew (Asia), prefers business ex-

executives to possess good management and interpersonal skills, as well as positive work attitudes and attributes and a drive for achievement, which should be consistent. He insists that paper qualifications such as management degrees are no substitute for hard work. The MD at Federal Express concurred that any employee equipped with an management degree only, without sufficient work experience, would not succeed in his organization. However, Management students do have an edge over other candidates for promotions at Novell Malaysia. According to its GM, Management students possess good analytical skills, along with network of contacts and are good supporters of teamwork. The MD of Arthur Andersen, finds management graduates to be innovative, able to solve problems and write good business reports.

In Eberhardt's, et al., (1997) survey, most of the Human Resource Managers said that on-campus recruitment was the most preferred method used in hiring management students. Advertising in local dailies and personal recommendation were a less used important media source. Price Waterhouse Coopers once had a Gold Rush programme whereby executives were paid between US\$2,000-\$4,000 for recommending friends with good management degrees (Taylor III, 1998). Today the Electronic Media and Job Placement Consultants, or "Headhunters", have become better means of recruiting Management students. Eberhardt's respondents also indicated their preference for graduates from reputable Universities.

According to the MBA career report by Quacquarelli (1998), companies tend to offer senior positions to those who graduate from top schools, while their colleagues from less well-established Universities become junior managers and occupy other lesser positions. On the contrary, Kagano (1996) reports, although Japanese corporations preferred foreign to local Management graduates, but those who returned from overseas experience are rarely appointed to senior positions in Japan. In a culture that places a high premium on seniority, many of such specialists at times end up as interpreters, though they were sent to foreign Universities to improve their English language proficiency, business judgment, awareness of international culture and to establish a good network of contacts.

Institutions offering Management programmes must respond to market needs (Baruch and Leeming, 1996; Shipper, 1999; Baruch and Leeming, 2001; MacNamara., et al, 1990). Those who are unwilling to change, according to Schmotter (1994), may experience dissatisfied students and faculty, as well as a low demand for their programmes. In commenting whether b-schools are delivering what business really needs, Louis L, the Dean, School of Management, Boston University, informs "the post WW II model of professional management education was adequate when most competitors were North American, but it is inadequate in a globally competitive environment". He reported that b-schools have not taught their Management students how to manage any type of a business, across its various general and specific business functions and also at regional and global levels. Carnall (1995) agreed that management problems generally require solutions drawn from different disciplines and b-schools must prepare Management students for that type of a work exposure. This had also prompted Porter (1997) to propose the removal of individual subject disciplines and he suggested that implementation of a cross-functional curriculum in b-schools would be good for both the students and the organizations and corporations alike.

Indeed, employers today are looking for skills that would allow Management students to handle global businesses, initiate and develop new businesses, manage flatter organizations and so on. Malaysia is aware of the explosive growth and competitiveness of international business that demands speed, flexibility and agility in responding to demands of its stakeholders. Any of such shortcomings perceived by practicing managers and functional heads should therefore be attended to immediately. Those who participated in Eberhardt's et al., (1997) survey raised concerns about the theoretical Management curriculum. They feel that classroom knowledge of Management students does not match requirements that the interpersonal and supervisory skills essential for managers and specialists of tomorrow.

Porter and McKibbin (1988) noted that some b-schools are not doing enough to develop the "soft skills" of managers. Hence had suggestions like specific courses in public speaking, conflict resolution, negotiation and teamwork techniques be offered in MBA programmes. In addition, a conscious move to integrate classroom understanding and analysis coupled with practical application of the concepts, along with company based internships would be necessary (Baruch and Leeming, 1996; Porter, 1997; Carson and Fisher, 2006). MBA students at Oxford University, e.g., spend six months at the end of their first year on assignments with organizations

located in countries other than their own, which supports them in fine tuning their knowledge and skill sets.

The perceived deficiencies of b-schools have resulted in the establishment of several organizational training and education centers (Carnall, 1995). Training Institutes of consultancy companies, for example, are said to provide technologically more superior management solutions than Universities. Their executives are able to solve management problems as soon as they leave the classrooms. Arthur D. Little School of Management was the first to set up a corporate University, to re-educate its senior executives, young recruits and such other professionals. It was the only corporate University then to have been accredited to award a Master of Science in Management (Arnone, 1998). Various corporations like the GE, Motorola and others have since established their own Universities to provide degree courses, train more individuals and thus save costs. They have succeeded in aligning the curriculum with their organizational objectives (Crotty and Soule, 1997). Since the dawn of IT mania, other resource rich corporations too are awarding their own in-company MBA degrees, with an emphasis on technology management and in other concerned areas of management (Dealtry, 2000). The main disadvantage of such corporate Universities are that their graduates have a narrow perspective and knowledge of business management practices that are specific to their corporations (Crotty and Soule, 1997). Brian (1993) commented, "It is like drinking your bath water, with no new culture or fresh perspective of the business world."

The purpose of management education is to provide training in the theory and practice of business management. The quality of an output, depends upon quality of its input, along with efficacy and effectiveness of its process in a b-school. Management graduates' with good work ethics, sound management and leadership skills as well as critical thinking and analytical abilities, are more likely to be hired. Economic growth, global competition, downsizing, privatization, corporate mergers and the liberalization of global education have caused a surge in demand for management degrees across the world.

Having an MBA is perceived by many as a passport to senior managerial roles and a 'fast track' career as in, improved job opportunities, followed by a wish to change career direction, obtain general business knowledge, experience intellectual stimulation, improve earnings and increase self-confidence. increased salary, enhanced career progress, advanced knowledge and skills, and sometimes even as a pre-requisite for joining upper managerial ranks. Knowledge is created by individuals. By and large, companies are a reflection of their top managers. In fact, managers in particular represent a unique set of organizational resources. Human capital grows in two ways; when the organization uses more of what people are aware of and when more people, know more of what is useful to their organization.

Institutions offering Management programmes must respond to market needs. B-schools have not taught their Management students how to manage any type of a business, across its various general and specific business functions and also at regional and global levels. The perceived deficiencies of b-schools have resulted in the establishment of several organizational training and education centers include corporate based Universities.

To summarize, this research study is an attempt to understand and analyze the perception of Higher education especially in management field in India, which is at crossroads. Without change, the traditional University structure of educating and training tomorrow's business leaders is likely to be surpassed and discarded in the increasingly diverse and technological global economy. It is an attempt to provide HR students with the talents necessary to compete in this marketplace, we must recognize, accept and work around the challenges. The HR educational curriculum has to meet the requirements of the industry and this is a need of the hour. So that changes could be recommended to provide a HR Education, which is vibrant and has a strong focus in practice. Hence the research study which has been planned will look at HR Education, holistically and looking at the internal stakeholder's perspectives, i.e., HR students perception, as on today and also from the future perspective.

## 2.2 : HR Academician's perception of HR education

### 2.2.1 : HR education in a state of Flux.

2.2.2 : Gap between management theory and practice.

2.2.3 : Impact of job satisfaction of Academicians on student satisfaction in B- schools.

2.2.4 : Preparation of Academicians to teach and train Management / HR students.

These are discussed below

2.2.1 : HR Education in a state of Flux

Human resource management (HRM) has been defined as “the policies, practices and systems that influence an employee’s behavior, attitudes and performance” (Noe, et al., 2011). Modern day HRM originated a few years before World War I under the name “personnel management” and was known as the “employer’s solution” to labor problems. This type of an early perspective, had used scientific principles to manage people, recognized the human factor in labor, and identified the primary cause of labor problems to be largely management-initiated (Kaufman, 1999). This field was stagnant for many years but rose in stature during the 1970s and 1980s. Several business and organizational trends influenced this change in its growth. First, the long-term decline of the unionized sector of the economy meant that organizations needed to use methods other than union contracts to manage their workforce. Second, changes in the way how people worked occurred, in which the technological advances and globalization created an information rich economy and changed how organizations maintained a competitive advantage. Third, the growth of employment laws and regulations in the United States (Civil Rights Act of 1964, Employee Retirement and Income Security Act 1974, and the Americans with Disabilities Act, 1990) required that those entrusted with an organization’s human capital, were aware as how to maintain compliance and keep the organization from being sued by disgruntled employees and individuals. Finally, there was a radical shift in the thinking, that organizations now perceived employees as organizational assets. Such management philosophy gave rise to high performance work systems and total quality management and called for using people to develop a strategic advantage (Kaufman, 1999). These were the three shifts that elevated the field of Human Resource Management in organizations and corporations. HRM professionals were expected to be experts in compensation and benefits, staffing, training, employee relations, and employment law.

Human Resource (HR) departments were common in all types and sizes of organizations. However, the 1990s and early 2000s were not kind to the field of HRM in organizations. HR managers were often seen as playing an administrative role primarily and because many of managers did not understand their business fundamentals, the work that they did was not viewed as critical and thus lead to the understanding that HR did not contribute to the overall success of the organization (Hansen, 2002). Since certification requirements did not exist back then, many in HR community were viewed as mediocre employees, who liked to work with people but didn’t understand how businesses worked (Barksdale, 1998; Sincoff and Owen, 2004).

An article in the Fortune magazine, titled “Taking on the Last Bureaucracy”, Stewart and Woods (1996) had labeled a typical HR department as sleepy and spending around 80% of its time on routine administrative tasks that could be done easily and more efficiently by outside organizations. It also describes the HR department as being experts on eliminating jobs that do not add value, except when it comes to their own HR jobs. They propose a solution for dealing with this organizational “waste” Baill (1999) and Lachnit (2001) called HR the “Rodney Dangerfield” of the business world because “it don’t get no respect”. Further, an article by Hammonds (2005) called HR “at best, a necessary evil and at worst, a dark bureaucratic force that blindly enforces nonsensical rules, resists creativity, and impedes constructive change”. During this time, many authors were calling for changes in the knowledge, skills and abilities that were needed to be a professional in HR. No longer could HR managers and departments be just an enforcer of rules, they now needed to be able to show how they contributed to the success of the business which meant HR had to become more strategic in how it operated. HR should not be evaluated by what it does but by what it delivered (Ulrich, 1998).

Traditional, functional basic HR skills (staffing compensation, benefits) were still needed but they needed to be supplemented with organizational development knowledge and had to be business savvy in their approach (Baill, 1999). Ulrich (1998) developed four roles that HR needed to fulfill in order to help an organization to initiate and achieve excellence. First, HR needed to become a partner with senior and line managers in strategy execution. Second, HR should become an expert in work organization and efficiency. The third role included employee champion or someone, who vigorously represented employee concerns to upper management. Finally, HR needed to become an agent for continuous transformation by creating a culture and processes that enabled organizations to meet competitive challenges to all its internal and external issues.

Losey (1999) called for more competent HR managers that needed more than an interest in people and smoke and mirrors. A survey of HRM executives resulted in a list of issues of concern to HR departments and professionals and roles that HR needed to fulfill in organizations. The top areas of concern for these HR executives included managing change, job satisfaction, loyalty and organizational commitment, performance, productivity, turnover and such areas. The top roles for HR included designing, implementing, maintaining, and evaluating HR programs and strategies, ensuring legal compliance, supporting line management, acting as a change agent, and motivating employees. Essential capabilities needed to successfully perform these new roles included consulting/advising, organizational development, business/financial analysis, business process improvement/redesign, downsizing, global awareness, team building and maintenance, coaching, facilitation, business savvy, human resource information systems, and change management (Barksdale, 1998; Hansen, 2002).

Educational programs, especially management oriented being run in Universities and colleges, during these years were structured to train individuals to be experts in these areas. Often, individual courses were developed in each of the above content areas (e.g. a course in compensation, a course in staffing, a course in employment law). These courses were required for all individuals in an HRM program and covered the skills that were expected of a new graduate in an HRM program. Most business and HR programs are modeled 'after a core' based on the Harvard University. The theory of this 'core model' is that knowledge is compartmentalized into courses and then those courses are integrated into a curriculum. A course typically focuses on one functional aspect or area. For HR, this would translate into a course in employment law, a course in compensation, another course in staffing, and so on. Many of the skills and capabilities listed above which were deemed important for future success of HRM professionals were very different from what Universities were teaching in the late 1990s and early 2000s. Often these new critical competencies were not covered in required courses in many HR curricula. Based on this discussion, academics began to call for changes in HR education. However, many felt that there was an absence of a clearly defined body of knowledge in the HR field, especially when the new competencies/proficiencies were considered. Educators needed to consider the development of HRM curricula strategically, which meant identifying the mission of programs and what accomplishments desired (Sincoff and Owen, 2004). Because the new HR had to have one foot in the present and the other preparing for the future (Losey, et al, 2005), HR educators had to emulate the same thing.

Hayton, et al., (2005) discuss those issues, that there appeared to be a disconnect between what businesses and employers want in HRM graduates and what the academics and University programs were providing. Based on their research, employers expected undergraduates to know the basics of the HR body of knowledge, employment law, and business knowledge. In addition, critical thinking skills, project management skills, and internships were deemed extremely important for new HR graduates (Carson and Fisher, 2006)..

To summarize, in response to the changes in the field and the cry from educators for a more defined core of HRM knowledge, in the year 2006, the Society of Human Resource Management (SHRM) issued the HR Curriculum Guidebook and Templates. The goal of the Curriculum Guidebook and Templates was to provide colleges and Universities a resource for tracking HR curricula against a common, minimum skill set needed by employers who seek to fill HR professional positions. The Guidebook contained thirteen content areas which included, the employee and labor relations, employment law, compensation, benefits and total rewards, history and role of HR, Organizational HR Strategy, HRIS, measuring HR outcomes and the bottom line, performance appraisal and feedback, recruitment and selection, workforce planning and talent management, HR mergers and acquisitions, Globalization in HR, and HR based



occupational health, safety, and security. These new curriculum guidelines gained the support of AACSB International (an accrediting body for b-schools), who then encouraged its members to use them to develop and reform HR degree programs (SHRM website). SHRM further enticed Universities to align their programs to the new guidelines by offering to "certify" the programs and list them on their website as programs that met the curriculum guidelines.

### 2.2.2 Gap between Management theory and practice

The following literature review briefly looks at the theory and its application gap, perceived to exist within the various facets in the discipline of management education. This review begins with the broad and key concept of the relationship between theory development and managerial practice. Wren et al.'s (1980, 1994, and 2007) longitudinal studies provide the launching pad for this study.

The paradigm of theory development and management practice relationship is recent in its origin, while management practice is ancient, the various aspects and the management discipline Per se, is comparatively young (Wren, 2004). Management practice has existed for centuries in the context of military, religious, and government groups. However, the growth of economically driven manufacturing businesses in the late 1800's and early 1900's had pressed the management discipline forward. Engineers played an important and pioneering role and industry specific journals began to be published. In this new era of business enterprise and management practice, the growing number of managers and those who aspired to manage their roles and organizations, increasingly demanded latest management knowledge. Hence, the management movement was launched with Practitioners sharing ideas about both good and bad management practices.

In the early 20<sup>th</sup> century, a distinction between management practice and management thought began to emerge. Management thought took on the separate role of collecting, organizing, testing, refining, and retaining the realities of management practice. Even though management thought became distinct from management practice, the two continued to be closely intertwined, with management practice often driving theory development. Koontz (1961) states, "no one could deny that the ultimate test of accuracy of management theory must be practice and management theory and science must be developed from reality". March and Simon (1967) demonstrated the nature of this early developmental pattern. In their landmark work, *Organizations*, they pointed out that much of the traditional business wisdom was based on the experience of Practitioners and applied common sense and that there is a need for those accepted ideas to be tested rigorously and empirically. One of their stated purposes in writing the book was "to take steps toward the empirical testing of current theories of organizations ...whether these assertions really hold up in the world of fact". This work is a classic illustration of the theory-practice relationship common in much of management theory development.

Though it was primarily the original Practitioners like, Frank and Lillian Taylor, the Gilbreths, and Daniel McCallum, who were amongst those people who provided the first insights, into building a body of management knowledge, the development of management theory became an iterative process between theorists and Practitioners. In the year of 1908, Henri Fayol had asked, "Is there a better way to learn to manage other than by experience?" The answer was, yes, by developing a body of knowledge that could be taught and by developing good and a sound theory, but that which should be refined through deeper study and experimentation (Wren et al., 2002). These answers suggests a cyclical or circular pattern, underlying management education that is at the heart of theory development and its practice. In other words, management theory is best developed in relationship with management practice. Raelin (2007) argues that "by merging theory and practice, we will end up with better theory, better practice, and better learning that will prepare us for both". He continues, "one of theory's main purposes is to inform practice, theory loses much of its vitality, if uninformed by reflection on practice" (Wren, 1997).

Review of literature provides support for this relational "circular" view (Starkey and Madan, 2001; Rynes et al., 2001; Aram and Salipante, 2003; Van de Ven, 2007), describing a circle, a two-way street, a cyclical pattern, a knowledge chain. Duncan (1974) offers a simple useful model of knowledge flow system, which shows the connections between research/development, practice, and consumption considering linking agents and environmental barriers. Aram and Salipante (2003) describe the cycle between the specific and the general which permits contextual knowing as well as quantitative data analysis. Tranfield and Starkey (1998) offer their dual ap-

proach to the production of knowledge, which includes stocks of knowledge, the world of practice, movement (trickle-up and back-fitting), as well as dangers in the extremes (academic fundamentalism and epistemic drift). Starkey and Madan (2001) describe "a virtuous circle of academics learning from managers, codifying information into blueprints for managerial practice, and managers learning from academics, developing and applying practically derived theories". Van de Ven (2007) proposes the concept of engaged scholarship, which is a "participative form of research for obtaining the different perspectives of key stakeholders (researchers, users, clients, sponsors, and Practitioners) in studying complex business problems". In Van de Ven's model (2007), the activities of problem formulation, theory building, research design, and problem solving are performed in any sequence, with many possible starting points and sequences, and with multiple iterations and revisions. Scholarship is "engaged with rather than for practice". As Raelin (2007) states, "one of theory's main purposes is to inform practice, theory loses much of its vitality if uninformed by reflection on practice". This circular pattern can be summed up as "a delicate balance of building theory, testing our theories for significance, making connections with Practitioners of the crucible of applicability, and providing the knowledge gained to those who are our consumers" (Wren et al., 2007).

Based on the preceding discussion, the assumption is that management theory development and testing are ongoing, complementary processes. Further theories are never absolutely and completely developed. In a circular fashion, ideas rotate around a second or third time in a new setting, that which requires finer testing, refinement, implementation and feedback, to complete the loop. To illustrate, a basic key in understanding a circle is to remember the obvious fact that a circle is not a straight line and has no observable starting point. As Van de Ven and Johnson (2006) point out, the cycle does not represent the "trickle down" view which says that knowledge is created, tested, taught, adopted, diffused and finally practiced. In a circle, there are no clear beginning or ending points. The sides are mutually dependent and cannot function well independently. In fact, the circle can operate as a circle only, when both sides recognize a need for connection and find ways to connect. Weatherbee et al, (2008) expand on Duncan's (1974) knowledge flow system by describing the relationships between "actors" (faculty, students, University and business school administrators, management Practitioners, consultants, etc.) and "linkages" (academic publications, conferences, trade publications, qualification development, experience, business media, executive education, etc.) in the context of Duncan's production, practice, and consumption categories. If the actors remain too insular, or if translation from one context to another fails, or if the linking mechanisms otherwise fail, then theory and application do, in fact, become polarized, and the dichotomy is real.

#### 2.2.2a : Basis of an unhealthy relationship between theory and practice

The relational circle of management theory development and management practice is held together by a number of crucial links, including managers, researchers, consultants, professors, and students (future managers and future researchers). However, the reciprocal relationship of the research and practice, so vital to the developing field of management, is jeopardized by weak connections, which leads those connections to become disjointed and antagonistic to each other.

The literature suggests a number of reasons for the weak theory-application connections, including differing perspectives on (1) Purpose of research, (2) Nature of management research, and (3) Nature of knowledge itself, as described in the following section. Ultimately, management scholars and Practitioners are pursuing the truth about how organizations and the people within them function, perform, behave, accomplish, interact, grow, and develop. The pursuit of truth involves research. However, the demands of rigorous research often and at times compete with the demands of relevant research (Benbasat and Zmud, 1999; Aram and Salipante, 2003). Further, it is hard to be both rigorous and relevant (Staw, 1995). Here, a double hurdle exists for management research - it must be of high academic quality and of high relevance to users (Pettigrew, 1997; Starkey and Madan, 2001). Ambidextrous mind-sets and attitudes are required of those who are producing and disseminating managerially relevant research for all those concerned (Markides, 2007). Differing viewpoints about the purpose of research explain the theory-application gap, at least in part. The purpose of research for scholars is to choose meaningful, interesting problems to study and to make fundamental contributions to theory development. The academic person values the carefully-crafted argument that builds upon the existing literature, is supported empirically through careful data collection

and rigorous analysis, and adds incrementally to the body of knowledge (Markides, 2007).

The research question that interests the researcher is not and may not be necessarily relevant to the Practitioner. The issue here is to create, not use the management knowledge (Weatherbee et al., 2008). Weick (1989) suggests that the contribution of social science lies in the discovery of relationships, and the connections among phenomena that had not been suspected previously. He informs that theorizing is not equivalent to problem solving; but rather, it is about making sense out of the observable world. He defends a pursuit of theory construction, which is "plausible, interesting, obvious, connected, believable, beautiful, or real". None of the above are immediately relevant, though they may ultimately provide outcomes, which may be quite relevant to the Practitioner. In any case, the researcher believes that defensible rigorous research is that which is robust across contexts, generalizable, and objective (Van de Ven and Johnson, 2006) the more context-free, the better.

On the other hand, the purpose of research for management Practitioners is to find pragmatic answers to problems regarding profitability and other organizational goals (Starkey and Madan, 2001; Weatherbee et al., 2008). The "context-full" research agenda suits the Practitioner because it offers solutions to business problems in specific situations. The Practitioner is much more concerned with practical knowledge that applies to the specific case and subjective experience than with generalized applications (Raelin, 2007). For managers, theories are valuable as tools for solving management challenges and problems not because they are scientifically valid. (Weatherbee, et al., 2008).

Spender (2005) states even more strongly that "there is no de-contextualized but still practice relevant knowledge". Differing purposes for research, can be described as different types of research. Tushman et al., (2007) shed light on the types of research using Pasteur's Quadrant, developed by Donald Stokes (Stokes, 1997). Stokes says that innovation almost always reflects a combination of pure basic research (for example, Bohr's discovery of the structure of the atom) and pure applied research (for example, Edison's invention of the phonograph), resulting in use-inspired basic research (for example, Pasteur's development of microbiology). Tushman et al. adapted Stokes' taxonomy for use in business school based research work. Because research is applied, does not mean that it is not also basic (Tushman et al., 2007). Basic and applied are not necessarily mutually exclusive. Just as the professional schools of law and medicine attend to academic rigor and practical relevance, so must the business school. Rigor and relevance can and must co-exist, placing such research in Pasteur's Quadrant. Similarly, Davenport and Markus (1999) had presented the idea of the "impact frontier" which suggests an optimally balanced combination of high science, applied theory, and practical research in the "target portfolio of research output".

2.2.2b : Differing perspectives on the purpose of research (vis-a-vis theory development)

Differing perspectives on the purpose of research implies differences in the needs of target audiences. Who needs the research and who are the people reading it? Certainly, other researchers and top level executives comprise two constituency groups who would appreciate traditional academic research or applied theory research. However, Davenport and Markus (1999) argue for practical research and point out that, "Our masters' and doctoral students are important research consumers. We should aim to produce practical research that is consumable by current students, thereby increasing the audience of reflective Practitioners".

A second and closely related contributing factor to the theory-application gap is the nature of management research. Tranfield and Starkey (1998) describe the development of management theory and practice as complex because it is fragmented, applied, soft, trans-disciplinary, and non-reductionist. Management research is interdisciplinary (Behrman and Levin, 1984; Wren, 1987; Starkey and Madan, 2001; Koontz, 1980; Aram and Salipante, 2003). It requires crossing communities (Tranfield and Starkey, 1998). It is complex and messy (Daft, 1983). It is context driven (Van de Ven and Johnson, 2006). It is an issue of dissemination across multitudinous barriers (Pettigrew, 2001; Rynes et al., 2001). It involves a diverse set of stakeholders (Anderson, et al., 2001; Starkey and Madan, 2001; Pettigrew, 2001). It is expected to work on problems that are wide in scope, limited in detail and

vague regarding assumptions (Weick, 1989). It is, after all, a jungle (Koontz, 1980).

A third confounding component in the theory-application relationship is the nature of knowledge and how it is generated, learned, shared, and disseminated. As in all healthy relationships, give-and-take is required, and responsibility lies with both researcher and Practitioner in the process. Given that the scholar seeks the generalizable and the Practitioner tends towards the specific, it follows that the Practitioner's specific understanding and use may fail to resemble the scholar's generalized theory. Aram and Salipante (2003) credit this scholar-practice debate as the difference between academic knowledge and practical knowledge, with practical knowledge being a matter of context.

To summarize, Practical knowledge applies to the specific situation and to the experience of the Practitioner whose knowledge is "inherently social as well as transactional, open-ended, and prospectively useful" (Raelin, 2007). Rodriguez-llusema and Bailey (2005) further this line of thought by describing a set of knowledge distinctions, that of theoretical and practical knowledge. Theoretical knowledge aims to develop an understanding of concepts with use of models. By contrast, practical knowledge relies on action to maneuver using those concepts. The Practitioner can use objective scientific knowledge only by placing it in a context, boundaries and all. There is really no way of knowing business apart from practicing it.

### 2.2.3 : Impact of job satisfaction of Academicians on the students satisfaction in b-schools

Extensive expansion in the Institutional capacity in higher education across various disciplines, have enhanced the enrolment ratio from less than 1% in 1950 to about 15% in 2012. Further, the phenomenal growth of Indian industry over last two decades has resulted in the increasing demand for efficient business managers across various functionalities from b-schools. The higher educational institutes throughout the country are suffering from acute shortage of faculty is a known fact. Students for no fault of theirs suffer the effect of high faculty attrition. Teaching has become an unattractive profession today, and because of which young talents prefer hefty paid salaried jobs and career options apart from teaching.

India is striving to compete in a globalized economy in areas that require highly trained professionals, and thus made the quality of higher education to become increasingly significant in the eyes of many. Experience, which the students will derive from higher education, is by and large based on the performance of the faculties of such organizations. The faculties have played a major role in student learning. Today more than ever before in human history, the wealth or poverty of a nation depends on the quality of the higher education. India has one of the largest Higher Education (HE) systems in the world. There are three levels of qualifications within the degree structure of Indian HE system; the bachelor/undergraduate level, master's/post-graduate level and doctoral/pre-doctoral level; also included are diploma courses, which could be pegged as being just below the undergraduate level. Management institutes a part of higher education system, determine the career paths of the youth and in turn the future of the country. Students, parents, teachers, staff and society in general are the stakeholders of these institutes.

Faculty members, the core approximate eighty percent human resource of any management institute, have the potential and power to transform the future generation of a region and thus a country. The most valuable information to have, regarding an employee in an organization is a validated measure of that employee's level of job satisfaction (Roznowski and Hulin 1992). Behavioural and social science research suggests that job satisfaction and job performance are positively correlated (Bowron and Todd 1999). A better understanding of job satisfaction and the factors associated with it, is helpful to guide all its employees' activities in a desired direction. Job satisfaction is significantly linked to factors like employee motivation and performance (Ostroff, 1992), employee absenteeism (Hackett and Guion, 1985) and turnover (Griffeth, et al., 2000) and positively influences organizational citizenship and to an extent the employee commitment to the organization also. Satisfaction in the job, is a relevant measure because many studies have demonstrated that other factors being equal, satisfied individuals are likely to be willing to exert more effort than unsatisfied individuals (Bryant, 2009; Özgüngör, 2010). The same holds true for satisfied faculty members and students as well in education institutes.

According to the Department of Higher Education, Ministry of Human Resource Development MHRD (2014), educational sector has witnessed a tremendous increase in its Institutional capacity since independence. Over the past few years, the number of management institutes for higher learning has increased tremendously; but this growth in the number of institutes and enrollment of students has not been supported by proportionate growth in number and quality of the faculty. Most of the higher educational institutes throughout the country are suffering from acute shortage of faculty, not to mention good quality faculty members in terms of research, training and consultancy. To face faculty crisis, educational institutes opt for ad hoc, part time or visiting faculties who teach only for couple of hours a day or at maximum a few hours per week. These faculties are least committed towards the institute; as they work in multiple places to make a living. They thus seem to be possess differing attitudes and not be motivated in their work.

There is need to identify the issues associated with faculty job satisfaction and retention and pave out proper solutions for the same. In an attempt to increase the Gross Enrolment Ratio (GER) in higher education to 21% by the end of the 12th five-year plan period from the current 13.5%, MHRD has formulated an action plan to achieve this target. Raising the GER would entail an additional enrollment, to over 26 million in higher education and almost one million school teachers by 2020. For faculty attraction and retention, the ministry is mulling Human Resource Planning and Management (HRPM) centers at the University level to assess teacher requirement and plan their professional growth research and faculty development programmes such as seminars, training, workshops, incentives and award schemes.

Students' satisfaction surveys are many a times relevant in ascertaining whether colleges and Universities are fulfilling their mission and vision. Satisfied students are more likely to be committed and continue their studies (as measured by a higher retention rate) than unsatisfied students. These students are likely to be less willing to regularly attend classes, and are more likely to quit their studies. Institutes have assessed students satisfaction for many reasons. Some have measured the levels of student satisfaction in order to examine accountability reporting and self-improvement process across departments and colleges; others have examined student satisfaction to determine if satisfaction ratings of college programs and services are associated with the satisfaction of the overall college experience. Still others have investigated student satisfaction items related to issues such as student retention and attrition (Jamelske, 2009).

Hoy and Miskel, (1996) assumed that the interaction of variables such as task characteristics, organizational characteristics, and individual characteristics influences job satisfaction. Three theoretical frameworks of job satisfaction can be identified in the literature framework one is based on content theories of job satisfaction.

Oshagbemi (2000), said that the job aspects that are usually related to low satisfaction include pay, University policies, resource availability, work environment. Further stated considering that professors are paid roughly 25% to 30% less than they are paid roughly similarly educated professionals, there is cause to worry that an increasing number of faculties may leave to join the other work sectors. Gazioglu and Tansel (2002) believed that job satisfaction is not only an indicator of overall individual well-being but also a good predictor of intentions or decisions of employees to leave a job.

Lorange (2003) informs that the quality and achievements of academic complements determine the quality of management education programs, management research, and the perception of schools in academic as well as business environments. Nicholls (2004) summarizes how work suggests that the scholarship of teaching: This could be found in refereed articles and papers required to write and publish papers and articles; is practiced by excellent and quality teachers; is associated with the knowledge of the expert teacher and focuses on teachers' experience-based knowledge and existing skill sets. Rosser and Daniels (2004) stated that balancing work and family is a prevalent problem in the academia and is a major concern for many a faculty of all disciplines. Gary (2005) stated Quality in teaching and learning can only be enhanced if the faculty members are satisfied and content. Peng and Samah (2006) that attempted to discover factors of education service contributing the most to students' satisfaction level, identified the faculty as significant affecting factor in this regard. Venkatraman (2007) has proved that faculty has a major impact on students' learning and is the main strength in an educational Institu-

tion. (Billups, 2008) Stated that College students' satisfaction has been conceptualized in various ways as "satisfaction with college experience".

Hogan (2007) summarized in Britain, a survey by the University of Buckingham found that 30 per cent of British teachers who left teaching that year had been in the profession for less than five years. Toutkoushian et al. (2007) shows an unexplained wage difference in favour of men in both the general labour market (19.2%) and academia (6-8%), depending on Institution type.

Many studies have found that work-conflict has a significantly negative effect on job satisfaction, as in Malik, et al, (2011) found that work itself accounted for 63% of the variance in overall job satisfaction of University faculty members at one University. Further, Bozeman and Gaughan (2011) found that men faculty who are tenured had higher job satisfaction than women and the untenured. Academic advising is clearly a key factor in challenging and supporting students in making a successful transition to college, feeling a part of their Institutions, and achieving their educational goals.

#### 2.2.4 : Preparation of Academicians to teach and train Management / HR students.

With public Institutions in higher education area are cutting budgets as much as possible before reaching the elimination of personnel, many public colleges and Universities now must turn to the difficult task of cutting faculty and staff positions. These lean circumstances and an recession which has brought many students back to postsecondary study make it imperative that professors are able to manage higher class enrollments due to staff cuts, and administrative tasks linked with accreditation and other duties, along with the core focus on research and service. Boya and Robicheaux (1992) surveyed over 600 faculty members in management to find that faculty members' views placed research as the most important, followed by teaching in second place, then service, and then consulting regarding areas of importance in their careers. However, these marketing professors did confirm that they spent the most amount of time engaged in teaching responsibilities. This movement away from teaching to greater research has long been documented (Boyer, 1990; Anderson, 1992; Pederson, 2000) as to how prepared are college and University teachers, are for handling larger enrollments and expanding duties is a subject of concern particularly in the field of business, as many new business school graduates trained by business teachers will soon inherit the task of dealing in the public and private sector with an ongoing recession.

This is an attempt to shed some light on the amount of formal training and experience needed to teach those graduate students; also those Academicians who recently earned a broad based business doctorate degree, and their perceptions of how they are faring in their teaching duties. It was hypothesized that many of these relatively newer doctorates have had graduate teaching assistantships during the completing their PhDs. However, research is scant on how much formal training professors received to teach at the collegiate level, or how much experience they gained before taking their first teaching post after leaving the doctoral Institution. The literature could also be augmented by greater insight into professors' holistic perceptions of the quality of their teaching skills. Therefore, the purpose here is to determine business professors and other faculty's levels of preparation to deliver the business courses at the collegiate and higher levels (Pederson, 2000).

Much of the research involving quality of teaching in business subjects at the postsecondary level revolves around student perceptions, with scarce literature covering teachers' formal training to teach and perceptions of their own skills and abilities in the classroom. Not surprisingly, many of the researchers have noted that various other factors than teaching ability were major determinants of students' views of instructor skill, including biases relating to age, gender, major, and many more factors (Boyatzis and Renio, 1989; Lammers, et al, 2005; Ulrich, 2005; Whitworth, et al, 2002).

It has also been asserted that students' views of how "easy" or "hard" the professor is when grading has a large influence on student views of quality (Boysen, 2008; Addison, et al., 2006), though students really do believe that doing teacher evaluations improves the instructor's teaching of the course (Chen, et al, 2006). In the business and science classrooms, factors such as "knowledgeable in subject," "easy to understand," and "enthusiastic" ranked near the top in importance;

“dress,” “have a doctorate degree,” and “humor” were last of factors, which have the greatest impact on student perceptions of teaching effectiveness (Bahi and Ahmad, 2013). Student ratings of the high importance of teacher knowledge, clarity, and enthusiasm is certainly not new, as backed up by Feldman (1976).

However, Porter and McKibben (1988) have lauded the importance of having a doctorate degree for the benefit of students, despite an ongoing discussion at the current time of the rise of the executive teacher and more Practitioners teaching in the classroom with PQ status for purposes of AACSB (Porter and McKibben, 1988; Clinebell and Clinebell, 2008; Trank and Rynes, 2003). The large amount of executive teachers as well as graduate assistants seems to magnify the call for more instruction of teachers on goals and performance measures for the classroom. In fact, formal training for graduate teaching assistants (GTAs) has not been around that long. “University wide GTA instruction programs began to develop in the early 1980s” (Butler, et al, 1994).

University administrators surveyed many years ago claimed that 33% of their graduate teaching assistants were not formally made aware of any mission regarding teaching, nor were any teaching goals shared with them (Burkholder and Stevens, 1987). In a 1992 study of doctoral b-schools as identified by the AACSB directory, 26% revealed that they had no formal teacher training for graduate teaching assistants. However, 62% of these same GTAs claimed they were made aware of the teaching mission, 62% again got “relevant information” about syllabus construction, and 60% “were provided with relevant information” regarding lecturing and leading class discussions (Butler, et al, 1994). The study never really identified exactly how formal the information actually was, though, and from what level it came. In specific business disciplines, economics and marketing are some of the few fields that have seen recent research conducted to determine information about teacher training for professors.

To summarize, teacher training is becoming a larger issue, as some Universities are increasing the numbers of teaching assistants for a variety of reasons, especially in b-schools (June, 2011). In the years to come, it seems that a potential avenue for exploration is greater faculty development programs on campus to assist faculty in working more efficiently (Camblin and Steger, 2000; Ginsberg, 2010). The following are some of the issues -

- HR Education is in a state of flux.
- The gap between the Management theory and its practice in the field is enlarging by the day.
- There are no concrete steps taken to fulfill these gaps.
- Academicians' job satisfaction has crucial bearing on the HR students satisfactory stay in b-schools.
- Need to evolve common means and mechanisms for all the HR stakeholders (students, Academicians and Practitioners)
- HR Academicians must give priority to research and publishing of papers / articles in Journals.
- The commitment amongst the HR Academicians towards their subjects, students and b-schools (that they are working for), to be recognized and worked around for the holistic development of all concerned.

The present research work attempts to understand and analyze the needs of the HR Academician with link to HR Students, HR subjects and b-schools, so that the outcome could bring in a positive change, growth and development amongst all the stakeholders.

## 2.3: HR Practitioner's Perception of HR Education

### 2.3.1 : Perception of HR Competencies

### 2.3.2 : Impact of HR Management education on the Industry

### 2.3.3 : Industry sponsored HR Management Education for employees

#### 2.3.4 : Promoting Employability of HR Students in Industry

These are briefly discussed below.

##### 2.3.1 : Perception of HR Competencies

Majority of students now a days are affected by different factors (economic, cultural, social etc.) during their course of higher education, depending on the time and place in which they live. Any study programme should enable students gaining competencies to use their knowledge, skills abilities, etc. to obtain suitable employment. Programmes within human resource management are no exception, they are preparing students to engage in human resource careers (Baruch and Peiperl, 2000; Boyatzis and Renio, 1989). Competency is a complex concept that includes not only acquiring adequate knowledge, skills, and abilities, but also maintaining these throughout one's career (Bradley, et al, 2012). The role of HR has been elevated from clerical to administrative, administrative to managerial, managerial to executive, and executive to strategic partner (Venkataratnam and Srivastava, 1991; Budhwar, 2009). If the HR function is to fulfil its aims, HR professionals need to possess the competencies required to perform their responsibilities (Srimanarayana, 2013). Competencies for HR professionals may be defined by the view of senior managers and other employees or by an empirically tested conceptual framework (Ulrich, et al., 1995). They generally focus on the knowledge and abilities of HR professionals and the extent to which they can exploit HR knowledge to create business success (Ulrich, et al, 2008). The objective here is to present the perception of HR competencies of HR students and their willingness to develop the competencies that have been cited as valuable by researchers and Practitioners (Boyatzis and Renio, 1989).

Competence is a multidimensional construct characterized by the attainment, maintenance, and preservation of critical knowledge, skills and attitudes (Rubin, et al., 2007). Boselie and Paauwe (2004) define competence as the requirements for an individual to work, with an emphasis on the final result instead of attempts or contributions.

Most authors (Kröl, 2003, Diskienė and Marčinskas, 2007) claim that performance of working duties currently requires a combination of qualifications, knowledge, approaches, motives, values, abilities and other constituents of competences, could be done via the setting of a systemic, dynamic, cognitive and holistic framework for building management theory, the competence perspective has integrated and extended some fundamental ideas developed over the last several decades under various banners, including 'resource base', 'dynamic capabilities' and 'core competences perspectives' (Sanchez, 2004). Barney (1991) claimed that the final requirement for a firm's resource to be a sustained competitive advantage is that there must be no strategically equivalent valuable resources that are themselves either not rare or imitable. Nelson and Winter (1982) proposed that business success is found in organizational routines, which are the common activities a firm develops in its use of specific resources available with it. Rumelt (1994) proposed that competencies become widespread across products or businesses, by changing more slowly than the products they make possible, by embodying 'collective learning' in the firm, and by embracing competition to acquire the best skills and capabilities.

A professional competence combines the knowledge and skills that are related to the employee's particular field of work; it also encompasses all the characteristics, abilities, and experience employed in the everyday activity as specialized knowledge; social competence is the ability to communicate with other people in a group; personal competence is the ability to learn, analyze and develop personal characteristics, and learn from personal experience, as well as cognitive abilities, analysis, and the ability to find solutions in critical situations; managerial competence is the ability to inspire, motivate, control stress and conflicts, and the ability to be in charge of the work of others; methodical competence is the ability to organize one's work, plan, adapt and prioritize (Druteikiene et al., 2010).

Since the 1980s, the shift from 'personnel management' to 'human resource management' has required treating people as a key resource (Armstrong, 2009). Armstrong claimed that human resource management puts greater emphasis on business functions, rather than problem-solving and mediation. The most popular version of human resource management roles can be attributed to Ulrich (1997), and it has been understood that it is necessary for HR professionals that they assume certain roles if they are about to make a contribution to the business. However, managing human re-



sources during organizational change is not an easy task. HR professionals are supposed to have a crucial role in managing change in an organization. Their roles must be related to the organizational needs. With the increase in general competition, organizations must become more adaptable, resilient, agile and customer-focused in order to succeed (Ullah, 2012). The roles of HR professionals are not only important for managing organizational change but also for establishing changes in a business area. (Ullah, 2012). Globalization and information technology have been important for the HR professionals and their work (Brockbank, 1997, Bawa and Ali, 1999 and Caldwell, 2003). As one of the pioneers in researching the emerging impact of workplace change on personnel practice, Storey (1992) proposed four personnel roles: advisors, handmaidens, regulators, and change makers.

Change makers' role as personnel managers is to face the marketing area and make strategic moves through soft HR interventions in order to enhance employee motivation and commitment. HR professionals retain a key role in providing expertise and advice, and in ensuring that managers follow disciplinary procedures and thus avoid possible damaging situations (Harris, et al., 2002). The professional HR perspective is the best example of consistency, rule compliance and statutory management (Gilmore and Williams, 2007).

Competencies for HR professionals may be defined from different aspects by using an empirically tested base (Ulrich et al., 1995). Chanda and Kabra (2000) stated that the competency of HR professionals is a part of knowledge, skills, attitudes, and values. Ulrich et al., (1995) defined competency in conjunction with business, but more likely as the competitive advantages of business. Long and Ismail's, (2010) HR model combines different views of competencies, which are divided into four domains: knowledge of the business, personal credibility, HR expertise and management of change. They argue that the management of change is critical, as an organization's external rate of change must be matched by an internal rate of change if the organization is to remain competitive. The second most important element, personal credibility, deals with the extent to which HR professionals embody the values of the firm and act with proper attitudes when dealing with HR issues in their efforts to create results.

HR professionals, by virtue of their knowledge of human performance, are well positioned to exercise strategic leadership and contribute significantly to a firm's competitive advantage (Long and Ismail, 2010). In high-performing companies, HR professionals are a part of business at a strategic level. They may manage the culture, change, communication, decision making and connectivity (Boselie and Paauwe, 2004). Graham and Tarbell (2006) represented the employee's view regarding the credibility of HR professionals. Based on the study conducted on European companies, Boselie and Paauwe (2004) suggested that personal credibility and the HR function have a positive effect on the importance of HR function and its professionals.

As previously mentioned, competences integrate knowledge, skills, attitudes, and values. At the same time, the meaning of competence-based education should be explored. Competence-based higher education is a type of study that focuses on the competences that are achieved and assessed during the study programme (Lambrechts, et al., 2012). Competence-based higher education enables students to obtain the relevant knowledge, skills, values and attitudes that they will require in their future professional and personal lives (Lambrechts et al., 2012). Rychen (2002) claims that the use of competences contributes to an improved process of assessing students, regarding the abilities they acquire to face study challenges, but also to setting the important educational goals that improve education systems and lifelong education. For measuring the views of students on current and future professional competences in the field of HR, a list of competencies of Slovenian managers of human resources was used. Further the same researcher, identified fifteen competences within the HR professional field, viz., leadership, strategic thinking, teamwork, communication, change management, decision-making and responsibility, creativity and innovation, professionalism, people-orientation, results-orientation, business knowledge, time and work organization, accuracy, analytical thinking, and the use of ICT.

### 2.3.2 : Impact of HR Management education on the Industry

Broadening this HR configuration, in which the impact of HR Management education has on the industry, supportive acts of performance by the top management of the organizations are also espoused to facilitate employee development. One way to generate firm specific resources is human capital development (Lepak and Snell 1999). Although performance appraisal can focus on administrative as well as developmental functions, it is the developmental aspect that is most expected to influence learning and skill enhancement. Learning is being positioned as key strategic element in an organization's success, and much more than a tactic aimed at improving job performance. Senge described a learning organization as one, "where people continually expand their capacity to create the results they truly desire, when new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together" (Senge, 1994).

Compensation systems, particularly those associated with skill and knowledge based pay, are also likely to play a significant role in motivating employees to increase their human capital. Treating the employees fairly in all respect without any discrimination, specifically providing skill based pay helps organizations in motivating and retaining employees. When companies link their employee pay to the knowledge, skills, and abilities of their workers, they hope to direct the attention of their employees to developmental opportunities and to encourage skill - seeking behaviour (Murray and Gerhart, 1998).

The impact of human resource management (HRM) policies and practices on performance of the firm is an important topic in the field of human resource management, industrial relations, and industrial and organizational psychology. "The use of high performance work practices, including comprehensive employee recruitment and selection procedure, incentive compensation and performance management system, and extensive employee involvement and training, can improve the knowledge, skill and abilities of firm's current and potential employees, increase their motivation, reduce shirking, and enhance retention of quality employees while encouraging non performers to leave the firm. Today, competitive advantage depends on intangible assets especially human capital. People and their efforts are what make one organization different from its competitors but the management of man" is a very important and challenging job, because it is a job, not of managing 'men' but of administering a social system (Boudreau, 1991; Jones and Wright, 1992, Margulies and Kleiner, 1995).

Varma and Gopal (2011) discuss about the managers of 21st century envision that information systems will have a major influence on their style of decision making. The objective was to identify the challenges associated with the implementation and maintenance of e-HRM systems and also to offer recommendations for enhancing the effectiveness of e-HRM systems. The paper presents a comparative picture between the services vs manufacturing sector with respect to the adoption of e-HRM systems in Indian companies. The broad framework of the research design incorporates aspects pertaining to the possible drivers for introducing e-technology to the HR systems; the barriers to progress in the e-HRM journey; usage of e-technology for HR functions; usage of HR service delivery tools; perception of respondents regarding their company's position in the e-HRM journey and opinion of respondents on various aspects of the e-HRM functioning. Any e-HRM installation exercise, if taken up in the right perspective, keeping all the challenges in mind, can take an organization a long way towards success and manage better the company's most important resource, its people, who take of the company

### 2.3.3: Industry sponsored HR Management Education for employees

Some organizations / employers offer their executives scholarships to attend consortium MBA programmes, generally co-sponsored by three to six companies in the same industry. Key managers from the participating companies would get together with faculty members of b-schools to design the MBA curriculum for their employees (Crotty and Soule, 1997). Mintzberg (1996) of McGill University, Canada is credited with setting up such a programme by inviting companies from Canada, France, Germany, Japan, Norway, Switzerland and the UK to participate. The problem with this mode of programme delivery is getting everyone to agree on the course content.

The popular executive MBA programme (eMBA) mixes the best elements of part-time modular and consortium curriculum to develop executives (Crotty and Soule, 1997). It combines theory and work experience, thus providing individuals with a general

University education and the necessary professional credentials. The University of Chicago was the first to have established an eMBA, to attract older or veteran managers with lots of hands-on managerial experience.

Tymon, et al (2011) in a paper attempts to examine how the support managers provide to employees' affects the employees' sense of intrinsic reward, personal commitment, perceived career success, and retention. The results were that, the managerial support of employees had significant direct and indirect effects on perceived career success and retention one year later. Intrinsic rewards and personal commitment mediated these relationships. Practical implications - Managers may play a much greater role in employee retention than the literature often suggests. Key manager practices include showing personal interest, holding career discussions, acknowledging employee contributions, and using a system of empowerment, and celebrating milestones and successes. Employees can improve their perceived career success by balancing their long- and short-term goals, improving their competence, and communicating openly with their managers.

To reduce turnover, HR professionals can provide better manager support training, hold managers accountable for retention, enhance the career management and HR systems by developing more non-monetary rewards, and learn from those that leave. Originality/value - Manager practices in support of their employees were studied across a large and diverse set of national, international, and global firms operating in India. Findings highlight the importance of the managerial role in reducing turnover and enhancing perceptions of career success in a culture known for high power distance among managers and employees.

Doh, et al., (2011) discuss the issues responsible for the Leadership and also the role of responsible leadership--for each leader and as part of a leader's collective actions--is essential to global competitive success. Failures in leadership have stimulated interest in understanding "responsible leadership" by researchers and Practitioners. Research on responsible leadership draws on stakeholder theory, with employees viewed as a primary stakeholder for the responsible organization as had been elicited by various researchers. Strong associations were found among these variables suggesting that responsible leadership--employee perceptions of the support they receive from managers, the HR practices, and corporate socially responsible actions--may be an overarching construct that connects them to the organization, thereby reinforcing need for systematic training in HR and other concerned areas.

As human capital refers to individual's knowledge, skills, and expertise, the concept is of paramount importance in any discussion of intellectual capital. Knowledge intensive firms place most importance on human capital as opposed to physical or financial capital. In a knowledge economy people are considered as revenue creators rather than costs. Knowledge of people's competence is sources of wealth creation. Human capital is valuable to the extent that it contributes to a firm's competitive advantage by improving efficiency and effectiveness, exploiting opportunities or neutralizing threat (Barney, 1991; Lado, et al., 1992). They are the only assets that appreciate with use. Human capital is the ability of the employees to do things that ultimately make the company work and succeed. Human capital begins with human resources in the form of knowledge and skills embodied in people. The human resources of a company act as a surrogate indicator of its competence and credibility affecting the ability to attract and develop other types of resources and capabilities needed in the innovation, development and growth process (Bartel and Lichtenberg, 1987; Florin, et al 2003; Pennings, et al., 1998).

#### 2.3.4 : Promoting employability of HR students in the industry

Christopher (2010), in his project "Employability and emotional intelligence of the individual within the school-to-work transition phase" has investigated the relationship between the employability (as measured by the Southern African Employability Inventory) and emotional intelligence (as measured by the Assessing Emotions Scale) of individuals within the school-to-work transition phase. He infers that there is a positive relationship between employability and the emotional intelligence to the graduates giving the clue that, in addition to the regular marks card, certain other skills have a role to play in deciding the employability of graduates. Maxwell, et al., (2009), in their study of "Employers as stakeholders in postgraduate employability skills development" intended to raise the important is-

sue of the gap between the skills developed on postgraduate programs and employers' stated needs of postgraduates and to narrowing the gap. After the study they found out Placement employers of full-time, pre-experience students prioritize "communication", "independent working" and then, equally, "problem solving", "personal learning and development", and "teamwork", while employers of part-time, post-experience students prioritize "communication", "problem solving" and "decision making" core skills are required to cater the needs of the employers which can be achieved if there is input from the employer in curriculum as well as work place. This places more emphasis on the involvement of the employers than just the contribution from the Institutions.

Gracia (2009), in her research "Employability and higher education: contextualizing female students' workplace experiences to enhance understanding of employability development", intended to study higher education's use of Supervised Work Experience (SWE) as a mechanism of employability skills development through exploration of female students' experiences of accounting SWE, and its subsequent shaping of their views of employment. Findings of this study suggest that female students' participation within the socio-cultural field of professional accounting employment through SWE exposes them to a range of work-based gendered experiences. It was also found that skills development should have the gender touch as females will face a different set of problems after their graduation.

Wilton (2008), in his study of "Business graduates and management jobs: an employability match made in heaven?" drawing on data drawn from a questionnaire survey of 1999 graduates, four years after graduation, and a program of follow-up qualitative interviews, reported on the experiences of recent business and management graduates. In particular this article explored the relationship between skills developed on undergraduate program and those subsequently used in employment, particularly in managerial careers. Finally he could suggest that management education providers might well benefit from greater engagement with recent graduates about their experiences in the workplace and the relevant skills that should be developed at undergraduate Business and Management program. Such engagement might offer a more focused template for skills training on undergraduate Business and Management program programs, especially to prepare graduates for managerial work (Baruch and Peiperl, 2000; Pederson 2000; Carson and Fisher, 2006).

Moreau and Leathwood (2006), in their study of "Graduates' employment and the discourse of employability: a critical analysis" of UK Universities, drawing on a study of 'non-traditional' graduates from a post-1992 inner-city University in England, offered a critical appraisal of the discourse of employability. In contrast to assumptions of a level playing field in which graduates' skills and personal qualities are the key to their success in the labour market, social class, gender, ethnicity, age, disability and University attended all impact on the opportunities available. The researchers have observed that international labour market is not a level playing ground and these graduates obviously do need to develop and effectively present the kinds of personal skills and qualities demanded by employers if they are to stand a chance. Hence, there is a need for both the graduates and the Universities to come together, to the required level of the corporate world.

Mantz (2004), in his paper "Transition into higher education: some implications for the employability agenda", suggested a need for the change in the curriculum as it is insufficient to cater the needs of the employers. Rushforth (2003), in the notes "Higher education and employability", through extensive survey of UK Universities, has pointed out that the employability benchmarks are being localized to adjust to the ever changing labour market. Donald and Susan (1981), in their study of "Career Education in Colleges and Universities" have tried to study necessity of career education in professional colleges of Europe. Finally they could find that career education in colleges and Universities can strengthen the employability, productivity and competence of their graduates. Most college students of all ages need assistance with career development, and within their limited resources, most Institutions would welcome the chance to meet the needs of their students.

To summarize, the above literature survey has revealed that there is a gap between the education system and the requirements of the business world. This gap may be linked with the faculties and facilities provided by the various types of Institutions. Hence it is binding for the Institutions and the University to look forward towards providing the faculty and the facilities that enhance the employability of the students of the future.

## 2.4 : Perceptions of Professors and Eminent thinkers at Universities / UGC on higher education

### 2.4.1 : Globalization and academic profession

### 2.4.2 : From modernization to globalization

### 2.4.3 : Implications for research and knowledge

### 2.4.4 : The future scenario

The perceptions of Professors and Eminent Thinkers at UGC and other national bodies have been studied in an article by Chanana (2007), where in the situation amongst the academic profession in the Indian tradition, vis-a-vis its modernization, globalization and its implications for research and knowledge is discussed per se. These issues have been presented as follows.

#### 2.4.1 : Globalization and academic profession

From public to private good Governments all over the world are trying to expand higher education and allow the private sector to establish educational Institutions. Simultaneously, they are trying to cut down costs, increase efficiency, profits and accountability in the economy. They are following this model across-the-board and higher educational Institutions are not left untouched. Higher education is moving away from its cultural and public good functions as well as from promoting social justice and social trust between higher education, state and society (Slaughter and Leslie, 1997).

This has affected the structure and organization of the profession, namely, the way academic staff are employed, academic profession as a career, quality, academic freedom, autonomy, relationship between teaching and research, etc. Universally, the status of the profession seems to have declined. In the modernization phase the major budget expenses were on the staff salaries considered necessary for providing security to the professors. In this phase, reducing the budget on staff salaries is receiving maximum attention. According to Altbach, (2005) colleges and Universities are faced with 'severe environments'. These changes challenge the traditional position of the professors as the Guru but also as the 'modern' professor and his intellectual autonomy. In other words, the cultural values and expectations associated with being a University teacher are under threat.

For purposes of discussion, the Universities in this phase can be divided into three categories, namely the central Universities, the state Universities and the private for profit Institutions.

#### 2.4.1a : Status in the Central Universities

1. The working conditions in the central Universities have not changed much after globalization. If there is any change, it is for the better. The age of retirement of faculty is higher in the central as compared to state Universities. These Universities get full financial support from the University Grants Commission for introducing new academic programmes and courses, for hiring prominent faculty and also for infrastructure development.
2. There is thus no pressure to procure funds, at least not for survival, as is the case with the state Universities. There are varied sources of funds for attending international conferences and for research projects thereby increasing the visibility of professors and their chances of promotion.
3. Consultancy and committee work and membership, not only within the Universities (perhaps less so in the Universities), in the government, national and international NGOs have become prestigious and are grounds for expanding networks and increasing visibility. The time spent on them is taken out of teaching and supervision of research without any apparent ethical dilemma or pressure from students to meet their professional obligations.
4. It is assumed that the professors who are good researchers, publish internationally or nationally in peer reviewed journals and are well known in acad-

emic world contribute more to the progress of their students than by teaching.

5. Since the faculty enjoy visibility and clout and have large-scale national and international networks they are also successful in procuring research funds more than ever before for themselves and for their students. GSP is now more relevant because faculty are not only a conduit for networks for the students to better educational and occupational opportunities in a dwindling market but also help in procuring funds for international travel and research etc.
6. So the area of the influence of the guru has increased in the central Universities. However, accountability of faculty in the central and state Universities is still not on the agenda though assessment of Institutional quality has been introduced on a voluntary basis (Rajini, 2009).

#### 2.4.1b : Status in the State Universities

1. Most of the state Universities are not hiring permanent faculty since 1991 and are running the system with contingent faculty. The state governments are now reducing expenditure on staff salaries in order to balance their budgets. The nature of appointments has radically changed.
2. While the working conditions for the permanent faculty remain the same as in the modernization phase most of the post 1991 appointments are short term, contractual/temporary/ad hoc with very low salaries for a fixed term. Handy (1994) divides the academic community into a few core staff who have tenure track positions, freelancers and contingents or more broadly the permanent and contingent ones. The proportion of the permanent one is decreasing and in the near future may dwindle to being very insignificant.
3. Thus, teaching is limited to the regular full time faculty and the contingent faculty in the state Universities. The quality of teaching and research, already not of good quality, has been affected adversely. Academic freedom and autonomy are in greater jeopardy.
4. Research production and publications are also declining in quality. Consultancy and committee work is also very important here for a few professors who can emulate those in the central Universities. The GSP interaction has become more dominant because the permanent faculty are more powerful as regular jobs dwindle in higher education. Therefore, in a narrowing space for jobs and career the influence of the permanent faculty has increased while the contingent faculty are left out of the loop as faculty. They become part of the GSP as researchers under the permanent faculty (Rajini, 2009).

#### 2.4.1c : Status in the Private - for profit institutions

1. Most of the expansion in professional education has taken place in the private for profit Institutions which are very expensive.
2. Privatization has increased the size of the professoriate and provided an alternative model for faculty recruitment but marketisation determines its direction, e.g., interest only in teaching centered undergraduate programmes with the narrow perspective of job placement of their students in the corporate world.
3. In fact, the academic profession in the private for-profit higher educational Institutions is seemingly acquiring some of the parameters of professional culture. Some of these are: student evaluation of staff is being introduced; accountability and efficiency; monitoring of teaching and the full-time workload.
4. On the other hand, it is moving away from it, as for example, contingent service and lack of security of tenure; almost no emphasis on research; very

high student teacher ratio. Merit is sacrificed in recruiting faculty because they do not hire the best. In order to reduce costs, they hire a few retired faculty. Neither is tenure guaranteed nor is any kind of job protection available. Most of the faculty are young who are either doctoral students or those who have just finished PhD. In fact, the best scholars do not apply to these Institutions because there is no transparency about conditions of tenure and salary.

5. In the private for-profit Institutions, there are contradictions between the old and the new values and assumptions, e.g., between accountability, on the one hand, and academic freedom and autonomy, on the other.
6. While in the modernization paradigm academic freedom and autonomy became a handle not to implement accountability of professors now it is the other way round. In the name of accountability academic freedom and autonomy of the professor are being constrained or impinged upon by the private managements. Since the whole entire process lacks transparency merit also seems to be in jeopardy in the admission process. Therefore, in the private sector while accountability is important, academic freedom and autonomy have been eroded along with security of tenure and the environment for nurturing GSP and research is also not there (Rajini, 2009).

#### 2.4.2 : From modernization to globalization

Worldwide there are attempts to redefine the full-time faculty role, that is, full-time positions are created which no longer require the 'integrated and the costly Humboldtian model' (Finkelstein, 2003) expecting the teacher to perform teaching, research and service. Now full-time faculty can be divided as 'teaching only', 'research only' and those who perform 'only administrative' roles (Enders, 2001; Yamanoi, 2003; Finkelstein, 2003). The issues here are -

1. Academic profession is no longer collegial and professional-it is increasingly managerialised. In India, too, the redefining and revaluation of the faculty role with the concept of faculty tenure is receiving maximum attention (Chait, 2002) although it is a silent change because there has been no meaningful nationwide discussion on this change.
2. Restructuring of higher education has meant 'reconfiguration of faculty work and faculty role' due to the changing technology and economy. According to Twigg (2002) there were major historic differences in the function of the University in general and scholarly activity in particular in the two phases. For example, as per the modernization paradigm, the creation, presentation, dissemination, and preservation of knowledge were based on the transaction of the book in the classroom.
3. New methods and technologies for delivery of instruction are being used to supplement face-to-face instruction. Moreover, the full time professor was concurrently expected to teach, undertake research and render Institutional and professional service (Boyer, 1990). All these have been affected through restructuring and reform.
4. Further, the traditional value in the modernization paradigm is that a scholar and a professor is known for his scholarship, dedication and reputation and should not have to sell or market his knowledge and expertise.
5. In this day and age, when the ability to negotiate for salary and to procure funds for research is an important criterion for recruitment and promotion there are scholars, especially of the older generation, who adhere to the traditional and modern thinking, that is, they do not publicize their work or negotiate for better terms and are reluctant to make themselves visible for consultancy, etc. Those who do not, even if talented, are being left out of the race because the current situation demands repackaging one's expertise and qualifications in the market.

#### 2.4.3 : Implications for research and knowledge

1. Research has been considered critical in the functioning of modern Universities and the quality of major Universities has been adjudged mainly by their research output. To achieve this, the Indian government had made provisions for pursuing research, even though to a limited extent, in select Institutions in the modernization phase. However, quality of research suffered in the modernization phase because of the influence of the values and behaviour patterns emanating from the GSP tradition as well as due to collective (parochial) and political affiliation. Universal affiliation and individualism could not achieve primacy in the profession. In the globalization phase distance between teaching and research Institutions is increasing and research and knowledge creation are taking a back seat in the public and private Institutions.
2. Again, permanent appointments with security of tenure, availability of research funds, ample time to do research with accompanying academic freedom along with teaching were expected to generate an environment for research and knowledge creation in the second half of the 20th century. The ideal conditions still did not generate knowledge as was anticipated due to the interface of the professional and traditional culture. Now that the professional culture is moving away from these ideal conditions of research and knowledge production what will be the future of higher education and the academic profession in India?
3. The central Universities have and are most likely to maintain the traditional staffing patterns. In comparison to the state Universities, the central Universities have ideal conditions of work. Faculty are able to procure the essential research grants. Others have to adjust to or become prepared to market their scholarship and expertise. Although quite a few have adjusted very well and changed their profiles as well as behaviour to suit the changed academic environment, there are still many who are unable to do so. Again, faculty are not yet ready for assessment either of themselves or of the Institutions and GSP remains strong.
4. The case of a large number of state Universities is less clear. The state Universities are transiting from a fully tenured faculty to a contingent one. In the absence of senior and experienced faculty members, the future of research is uncertain. Good scholars are reluctant to join as contingent faculty. At this rate, in the very near future, they may be in the same position as are the private for profit Institutions.
5. Private for-profit Institutions are not expected to contribute directly to research and knowledge. They may do so indirectly through their undergraduates who are likely to join the corporate sector. Right now, research is not a priority for them.

#### 2.4.4 : The future scenario

One of the important refrains in the education-economy interface discourse is the need for Universities which can meet international standards to produce not only world-class graduates for the service and IT led economy but also be leaders in knowledge creation and production through research. The issues here are as under,

1. Additionally, the University Grants Commission is following the principle of differential funding. Universities are rated according to quality and if they are identified with 'potential for excellence' they are given extra grants for conducting research.
2. The government is also thinking of starting new Institutions of excellence. It means that the existing Institutions of higher education will continue to be neglected and will be short of funds to undertake any worthwhile activity, leave aside undertake research.
3. There are two simultaneous trends which are impacting the academic profession. On the one hand, the difference between teaching and research is widening. On the other, research is increasingly becoming more important than teaching. For example, what counts at the time of recruitment and selection in the elite central Universities is international visibility, i.e., the number of foreign conferences attended and papers presented, papers published (not necessarily in refereed journals), number of conferences



organized, committee work, etc-- all of which depend on research. Teaching and research supervision are generally not given weightage. Therefore, more and more faculty are spending time abroad, or outside the University or even when on the campus spend less time on teaching. The time spent on interaction with the research students while grooming them as future researchers is becoming minimal.

4. Low salaries and casualisation of the profession have a very negative impact on the quality of teaching and research. In the absence of ideal working conditions created under the modernization paradigm, on the one hand, and also of the social relationships under the GSP paradigm, on the other, the brighter and intellectually oriented scholars do not see adequate compensation, intellectual and financial in the profession. Therefore, they move to other professions which provide a better deal. Moreover, most of the young research scholars no longer perceive teaching in higher educational Institutions as a lifelong career. Additionally, they are unlikely to have loyalty to the professor and the Institution.
5. The world over, casualisation of work leads to its feminization. Given the fact that gender influences recruitment and selection, how are women and men distributed across Universities and disciplines? Are women located in Institutional settings which are considered elite and exclusive or are they encamped "on the margins or the marginalia of knowledge production" (Mazawi, 2005) questions that have to be looked into now.

### Summary

While demands are placed on the Universities to be the instruments of social change they are limited by the local cultural contexts and history which impose constraints on their capacities to change society and to change themselves. (Brennan and Naidoo 2005). In the early seventies, Edward (1972) had divided the international knowledge system into the centre and the periphery. He asserted that in the hierarchy of academic knowledge, the research Universities of the industrialized Western developed countries were at the centre while the research Universities in the developing nations were on the periphery. It is because standards of research are set by the former and the latter manage, at best, to emulate them and somehow never reach those standards. While Shils was referring to the modernization phase. Altbach has applied these categories to research and knowledge in the globalization phase. Altbach (2005) carries this argument forward and says that now that the academic world and community is more interdependent the earlier hierarchy has been further reinforced. In other words, those on the periphery are being pushed further into marginality.

Caught between the changes in the larger social, economic and political context, on the one hand, and the higher education system and the Universities, on the other, academic profession has to carve out a new identity for itself. How will the Indian academic profession readjust to its cultural context in this rapidly changing situation and still contribute to research and knowledge? Will the new developments in globalization succeed in moving it away from GSP in shaping the contours of the academic profession?

What Birnbaum (2005) said about the Japanese situation may be applied to India. For example, it will be critical to reinforce the cosmopolitan character of the professor in the Institutions which compete with international Institutions, that is, making the Guru more like a professor. On the other hand, the professors in the undergraduate Institutions should behave more like a Guru, that is, emphasizing their commitment to teaching per se and commitment to their students.

## 2.5 Management education in India

### 2.5.1 Present socio - economic scenario vis-à-vis Management education in India.

#### 2.5.2 Rationale / justification of present research work

These are detailed below.

### 2.5.1 Present socio - economic scenario vis-à-vis Management education in India

Recently and particularly during the last some, years the country has witnessed a tremendous growth in the founding of management Institutions, most of them in private sector offering management programs in different functional areas of management. Majority of the management education intuitions are accredited by NAAC as A,B,C or D grade. In this context it becomes essential to re-examine the entire structure, content, purpose and pattern of management education.

Few situations that have arisen in India post liberalization are as under -

1. Shifting of Agriculture workers to industry sector
2. Urbanization -People are shifting from rural to urban areas
3. Opening up of trade market -export import boom
4. Big open saturated market for products
5. A growing market for high quality and low price product
6. Gradual increase of organized retail chain
7. Growing number of Merger and Acquisitions
8. Lucid license policies for overseas Multinational Corporation
9. High growth rate is showing economic prosperity in India

But there are certain negative impacts occurred aftermath the globalization impact in India, which are as follows -

1. Unequal distribution of wealth disparity in income
2. Rapid privatization, government driven public sector units are on sale
3. Uneven growth in respect of different sectors
4. Extreme mechanization is reducing demand for manual labors
5. Both employee and consumer exploitation are on rise by private sector

By integration above two aspects, some of the common feature of most of the management/business education courses, in which quality important is regard can be summed up as - Poor coverage of Indian business and socio- economic environment with less global perspective; More emphasis on theoretical aspects; Use of out-dated case-material; Least institute-industry linkage; Lack of research base; Poor admission procedure; Inadequacy of resources and infrastructure; Age old pedagogical system and Traditional evaluation system. Management education in India was initiated just after independence with establishment of Indian Institute of Management since then various changes, challenges issues and implication has been pointed out, by studies conducted by Sahney, et al., (2004), pointed Indian educational system has been subjected to fast, radical, and even revolutionary change over recent years.

Panandiker (1991), pointed out that Knowledge and knowledge-creation will be far more central to the management education of the future rather than technology. He further added that humans will live not by bread and car alone but far more by knowledge, wisdom and ideas. This fundamental transformation of management education is both inevitable and necessary because the present consumption patterns of mankind can only take him thus far in its evolution and no further. We are therefore going to experience in the next decade altogether different focus of organizations and management systems. It will, therefore, be necessary to anticipate and study some of their contours so that we design appropriate system of management education as early as possible.

Sahu (1991) emphasized that values are of utmost importance and are inseparable irrespective to any form of education. Management education should produce persons with such value orientation, who, through example of dedicated hard work in a spirit of service, can change the attitude of the people they manage towards work, and towards each other to ensure quality of life and of work life. They have stressed on action learning in management education as management institutes are often criticized for focusing more on theory and on quantitative analysis while neglecting interpersonal relationship and quantitative finding. It is often stated that management education should be experience-based, active, problem oriented and modified by feedback and action learning serves the purpose.

Gill (2003), emphasized due to globalization and advancement in information technology the role played by management education in enhancing country knowledge base has been placed under a sharper focus thus it has become imperative to look at management education from the market oriented perspective and take a strategic view to better align business education with the requirement of the global market. Sharma and Roy (1996) pointed out that internationalization of management has been promoted along several dimensions such as curricula challenge, research activities

with both contents and outlet being relevant and executive development programs. It seems that educational Institutions and supplementary providers of management education have no choice but to rise to the challenge of global competition. Management education in India is at cross roads with the dawn of new millennium there has been exceptional growth in management institutes, to upgrade their competencies the financial autonomy will be the key and academic autonomy the major drivers. Management education can be more meaningfully viewed as a process, rather than a programme with twin objectives first, change in role behavior and second, effective influence of individual practicing managers upon their organization. Management education in India today has acquired the characteristics of a commodity, to be bought and sold in markets like other commodities.

Management education in India has seen a meteoric growth during the past four to five decades. In comparison, the annual student intake in 2011-12 has increased by three times, as contrasted with 2006-2007, as in IIM-A, celebrated their Golden Jubilee, proclaim that they have produced nearly nine thousand Management graduates who have dominated Global Markets. To illustrate, the IIM - A, (like other Management Schools in India) has increased its annual student intake by 10% in 2009-10, almost taking a cue, in support of the Government of India's ambition to increase the Gross Enrolment Ratio to 30%, which is currently at 12.4% in India compared to world average of 23.2%, 36.5% for the developing countries and 45% for the first world countries, have fuelled the Private sector entrepreneurs in creating vast market space and capacities for aspiring Management graduates.

But, despite these efforts by the Government of India and the Private Sector, nearly 50% of the seats have gone abegging even while a large number of students are aspiring to joining management courses. This issue, has created two poles, on the one end of the pole, we have capacities is underutilized causing loss in revenues and on the other, the industry is deprived of skilled management graduates, leading us to a situation wherein, it shows that there is excessive thrust on quantity, rather than quality of management education.

#### Demands on Management Education

Increasing economic integration will have several important implications for management education.

1. For now, we devote attention to just two important implications: the increased demand for management education and the need for greater emphasis on global perspectives in education and skills development.
2. Integration and job growth in market economies will increase the demand for management education, as previous experience has shown that skilled, better-educated workers have the most to gain from globalization.
3. Indirectly, there is a belief that employment volatility due to market dynamics in open economies will drive demand for continuing management education.
4. It is also appropriate to think about these demand increases as driven by market imperatives and purposeful investments, rather than just as a consequence of globalization.
5. Education and training are key drivers of economic competitiveness. Countries must invest in developing human capital, creating new knowledge, and spurring innovation – all crucial roles for higher education in general (Kapur and Mehta, 2007).

Management education, in particular, is viewed as essential because in market economies, management and entrepreneurial talent create, finance, and grow the demand for knowledge and innovation.

#### 2.5.2 Rationale / justification for the research work

Today, the Indian higher educational system is one of the largest in the world, not only in size, but also in the varieties of courses offered and in the levels of attainment in different sophisticated subjects. Every eighth student enrolled for higher education on the globe is an Indian (Sharma, 2008). The growth of higher education has been exponential and as impressive as in any other field of national activity such as agriculture, industry, banking, and transport.

Indian higher education is riddled with many contradictions. It is both large and small. "In terms of absolute enrolment - around 11 million students - it is the third largest system in the world, but in terms of gross enrolment ratio, it is small - just around 11 percent. By taking the Universities and colleges together,

there are around 18,000 higher educational Institutions in India. This is more than the rest of the world. Yet the number of degree granting Institutions is merely 350". The Government spends merely 0.37 percent of the Country's GDP on higher education compared to 1.41 percent in the U.S., 1.07 percent in the U.K., and even China spends 0.5 percent of its GDP on higher education. Only countries such as Japan and Korea, where more than 80 percent of students are in largely unsubsidized private Institutions, is government spending at a level similar to India's.

It has been observed by several educationists and academics that though the number of higher educational Institutions has increased by leaps and bounds, the qualitative expansion has not been accompanied by quantitative progress, rather the standards have declined enormously. The fate of higher education in Karnataka is not different from that of the Country. Karnataka has laid high emphasis on quantitative expansion in terms of number of Institutions, students and teachers. Deterioration of standards is the main criticism leveled against the system of higher education in the State.

The National Policy of Education (NPE), 1986 (Department of Education, Ministry of HRD, Government of India), gives special emphasis to the Human Resource Development in higher education in the nation. While much systematic work is being done in the direction of HRD in the fields of industry and business, educational Institutions dealing mostly with human resource, has unfortunately neglected the subject of management and especially HR education. Here lies the importance of the present study.

#### 2.5.2a : Gaps in the research work

The future of b-schools, not only holds exciting opportunities, but also poses serious challenges for the very existence of b-schools, as in,

1. Without change, the traditional University structure of educating and training tomorrow's business leaders is likely to be surpassed and discarded in the increasingly diverse and technological global economy.
2. To provide our students with the talent and skills necessary to compete in this marketplace, we must recognize and accept the challenges before us today. Internationalization of the business school curriculum is no longer a luxury.
3. The existence of an Institution shall depend upon the quality of education and training offered. In future fittest will survive for which quality product service will be the key aspect. If we, as academics, accept the challenges before us today, there is no reason we cannot retain our position as the pre-eminent provider of high-quality educational services for decades to come. So, it is an immediate requirement to shape the management education in accordance with the global changes to improve competitiveness with the total quality management.
4. How will we accommodate future growth in light of resource constraints and quality concerns?
5. How do we balance global aspirations against pressing local needs?
6. How will we assure quality, given tremendous pressures to cut costs?
7. How will we continue to align programs and curricula with the ever-changing needs of organizations?
8. Less research work has been conducted, in the area (HR education).
9. A comprehensive study involving all the stakeholders, from the drawing boards of the University to the practice of HR and Management Education in the Industry; may provide us with HR and Management education models, which could pronounce all the needed changes at every level, in turn the solutions could be disseminated to all concerned in the area of HR Management Education.

Knowledge for its own sake is not beneficial for civil society. Professional b-schools are a catalyst in this knowledge process, through education and training, nation building and service to the community, which is the threefold mission of professionally oriented b-schools. Knowledge gained this way originates from direct societal needs and evolutions. Universities, under which these b-schools operate, also have a greater role to play in nation building and its economy.

#### 2.5.2b : Present methodology of HR Education in b-schools

Considerable diversity exists in the pedagogical approach among b-schools as enunciated by Natarajan (2003), viz ;

1. The traditional b-schools, curriculum is influenced by the traditional syllabi-oriented academic pedagogy.
2. The faculty rushes through topics with a view to complete the course, and delivers lectures using the material given in the books.

3. There is often only a limited emphasis on the development of critical and analytical reasoning and a sense of scientific inquiry, observation, problem diagnosis, and problem solving.
4. Consequently, these graduates show deficient technical and social skills; and demonstrate a theoretical and self-oriented attitude.
5. Many companies have been concerned that graduates lack a sense of social citizenship and service.
6. Most organizations / companies had to put "re-education" programs in place, to reorient the graduates to the industry they were recruited to. Guided by the mindset in commerce-oriented programs, it was traditionally assumed that quality might be enhanced by tougher examinations, where they are asked to prepare with large number of topics.
7. However, in reality, evaluators typically lower their expectation and award marks liberally so that the proportion of students scoring different grades more or less remains constant.
8. The case-based and experiential approach is not universally used.
9. Recently, there is an increased focus on trying to also test on critical application competencies, such as one involving project work.
10. Examinations remain an important element of the curriculum, guided by a philosophy that every worthwhile activity must be reviewed, monitored, appraised, and feed-back to increase efficiency and effectiveness (Saxena and Jain, 2013).

Further, it can be summed up, as under

1. Poor coverage of Indian business and socio- economic environment with less global perspective.
2. More emphasis on theoretical aspects and more of class-room instructions.
3. Use of out-dated case-material.
4. Least institute-industry linkage.
5. Lack of research base.
6. Poor admission procedure.
7. Inadequacy of resources and infrastructure.
8. Age old pedagogical system.
9. Traditional evaluation system.

Moreover, 80% of the students being fresher's makes the case still worse, as relating the concepts to actual work place is too difficult. Hence this research study, which has been planned, which will look at the Management Education, especially HR Education, holistically; i.e., looking at all the internal stakeholder's perspectives from their individual stand points of view as on today and also from the future perspectives. So that changes could be recommended at all levels, to provide Management Education specifically HR area, a vibrant and a strong focus in Higher Education.

#### 2.5.2c : Focus on HR education : Limitations of Management education

The limitations of management education are felt and observed in shifts in age distribution of the population, particularly in the areas of demand management, program development, and business school staffing.

- All else being equal, countries with growing younger populations will experience rising demand for business education.
- The risk in these countries is that bulging youth populations will overwhelm educational infrastructures. In first world and aging economies, the strategic challenge is to discover ways to import students and retain graduates to accommodate work force needs.
- Although these implications sound simple and unambiguous, we should point out that demand for business education is also a function of other factors such as secondary level graduation rates, political stability, and economic conditions, and that sometimes the impact of demographics is more subtle. For example, younger populations are associated with faster productivity growth and, as a result, indirectly increase demand for educated workforces.
- Business school programs and curricula development will be affected by changing demographics. Economies will experience shifts in consumption patterns, resulting in opportunities for new business school programs.
- In some countries with rising dependency ratios, we expect more women to enter the workforce and people to delay retirement, creating interesting opportunities for continuing management development programs (Kaul, 2006).

#### 2.6 : Summary

To summarize, knowledge for its own sake is not beneficial for civil society. B-schools are a catalyst in this knowledge process, through education and training, nation building and service to the community, which is the threefold mission of professionally oriented b-schools. Knowledge gained this way originates from direct societal needs and evolutions. Universities, under which these b-schools operate, also have a greater role to play in nation building and its economy. Career development is a process extending over an entire life span in which work becomes part of a person's total lifestyle. There are some semantic problems in the definition of career education, but in its simplest terms, it means everything formal education system can do, to facilitate the career development process in students. If this is an acceptable definition, then colleges and Universities have a career education responsibility. How well are they carrying it out? and such others. A comprehensive study involving all the stakeholders, from the drawing boards of the University to the practice of HR and Management Education in the Industry; may provide us with HR and Management education models, which could pronounce all the needed changes at every level, in turn these models could be disseminated to all concerned in the area of HR Management Education. Proper and Systematic approach to HR Management Education, would pave the way for better Governance and Regulations, both on the part of the Employer and the Employee.

Unemployment is one of the core problems in modern societies. However, political perceptions like what causes unemployment and which strategies are appropriate vary in time and differ between countries. The current emphasis on the national skills agenda and development of employability skills is not a new preoccupation for educational providers or policy makers. Indeed, the subject is now a firmly established policy item for governments and Higher Education Institutions (HEIs) and it has possibly never been more important.

The importance of employability skills is well documented in an era, which demands a value-added approach. Emphasizing an urgent national need for improving the skills base, many studies have highlighted that employability skills are not only essential to business competitiveness but also for prosperity and fairness. Of late media has been highlighting that management graduates are lacking in employability skills and the role of the educational Institutions in setting right these lacunae. The design of the Management Education should be that it not only meets the needs of the students but also match the outlook of the corporate world, but one of the biggest challenges is, how to build up ethical and human values of Management concepts without prejudice. The other challenging issues of the Management Education system in today's challenging environment are as follows: Institute's Quality and its management education imparting design; Stringent reassessment of course; Retention programmes for competent teaching body; Lacuna of Industry orientation in course Deficiency of industry exposure faculty Pedagogy style; Low PST (Per Student Teacher); Gaps in packages leading to faculty's lackadaisical attitude for creativity and adoption of newer ways for improving teaching which may lead to better understanding (Saxena and Jain, 2013).

Gaps in knowledge of concepts to real life situations. This needs more emphasis on memory power versus knowledge leading to one night stand for concepts thereby no role of education. Most of the Management colleges are one man army with no forces support. Management education institutes, once considered to be a temple of knowledge are now being considered as temple of money. Many of the Institution hardly give respect to the overall development of students by adopting new methodology, new or revised syllabus according to the need of the real world. The result is that what we are taught in college is different from the real life situations. They miss in inculcating the ability to apply conceptual knowledge to the real world. They come as graduates, leave the college with a degree of Management with no change in their personality to become future business leaders who meet the requirements of the Industry.(Saxena and Jain, 2013).

The overall objective of the study is to understand and analyze the perspectives of the stakeholders in HR education. Based on which certain provisions could be made to re-work and change the actions, so that the resultant thoughts be aligned to suit the needs of all the stakeholders. This helps HR as a discipline to grow and enhance itself per se. To summarize, the proposed research study aims to study the perceptions of the stake holders involved in management education. Hence, the study has been so designed and titled as "Management educators and stake holder's view on HR education in B-schools", which would help us in addressing the requirements of the stakeholders, tomorrow and in the future.