



PRACTICAL  
INTELLIGENCE IN  
**TOP B-SCHOOLS**  
IN INDIA

An empirical quantitative study

INTELLIGENCE



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# INTRODUCTION

Management education in India is facing a crisis with an increasing number of industry participants expressing their concerns over the pervading employability gap. The third INDIAN MANAGEMENT CONCLAVE held in New Delhi on 1st August, 2012, brought together nearly 300 policy makers, senior management academicians and recruiters to debate and chalk out solutions for B-schools on how to survive and thrive in the face of policy uncertainty and imminent market-driven shakeout. As is nearly always the case with increased prominence, the MBA program is now facing increased scrutiny. These concerns come not from the advocacy organization but from corporate practitioners, business media and faculty members themselves.

*“Quality of management education offered by the Indian B-schools is out of sync with the times and not addressing needs of the recruiting industry.”*

*“Quality of management education offered by the Indian B-schools is out of sync with the times and not addressing needs of the recruiting industry” – R.C. Bhargava, Chairman, Maruti Suzuki, said at the opening of the two-day Indian Management Conclave 2012<sup>1</sup>. He attributed this lack of quality to the mushrooming growth of B-schools, in the absence of a dedicated analysis to study the real demand for management graduates in the industry and a low industry–academia interface.*

*“Business schools face more competition and more criticism of the quality of their work than they had ever faced before. In time, that may lead to fundamental changes in the structure of the business-school market, and perhaps in what schools teach and how they teach it” – The Economist May 2004<sup>2</sup>. Even though nine years have passed, the issue*

seems to have been only aggravated with time. The waves of criticism of B-schools have reached every nook and corner of the industry, yet the Edupreneurs (Educational Entrepreneurs) fail to overlook quantity as the denominator of quality. Not to forget that the number of management schools in India has shot up from just 120 in 1990<sup>3</sup> to around 3300+ today. While the number of MBA seats has registered a 272.28% increase in last 5 years to touch 3.5 lacs in 2012<sup>4</sup> up from 94,704 in 2006-07<sup>5</sup>, the ‘National Employability Report, MBA Graduates 2012’, by Aspiring Minds<sup>6</sup> reveals that employability of the management graduates across functional domains is at a sub-10% level! The craze of business schools outside the top tier is fading with slowing economy and the sluggish financial sector besides the questions being raised on the quality of these institutes. Only 29% of graduates from Indian business schools - excluding those from the top 20 schools - get a job on completion of their course, compared to 41% in 2008<sup>7</sup>. The closure of 225 B-schools in 2011 and the expected closure of 140 B-schools<sup>8</sup> by year-end as large number of their seats remained unfilled bring out clearly the quality of these colleges, and the existing dilemma of B-schools and their governing bodies in India.

Based on most recent data of more than 16,000 students who completed their MBA in 2011, the ‘National Employability Report, MBA Graduates 2012’ identifies patterns in employability across different regions and

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kinds of colleges, analyzing in detail the distribution of employability among management students. Findings of the report agree in no uncertain terms that there exists a huge employability skill gap among students in majority of B-schools - a pointer to the quality of management education imparted.

In common parlance, 'management' is more about the application of experiential knowledge to real life situations than just the 'chalk and talk pedagogy'. It's not about memorizing the management concepts but rather applying them. But how to measure success or failure in the management field? If academic excellence were the only yardstick to measure one's success then all the graduates from the top notch institutes would have flourished in their careers but unfortunately that's not always the case. The reason for this probably lies in the lack of practical approach in programs offered, testing patterns and the assessment and training methodology adopted in the B-schools.

To correctly assess fresh management graduates on their practical intelligence and practical business knowledge (key skills for success in management roles apart from critically important domain skills) we tested the students on our internally designed test instrument called Situational Judgement Tests (SJTs). SJT tested them under strenuous and complex psychological situations which they are expected to encounter at their workplace. We ran a test of practical intelligence in business situations in three out of the top 10 MBA campuses in India. The performance of the freshers was then compared with those having corporate experience to see what and where exactly the gap exists. How the MBA students answered different questions were minutely analyzed to understand qualitatively where they lack and need to improve upon.

In a way, this empirical study attempts to answer questions like: Is practical business knowledge imparted in our B-schools? Is the aspect of practical intelligence really crucial in management roles? Do our MBA graduates exhibit any dark traits of personality in specifically threaded situations? Does experience help in acquiring practical intelligence and many other such questions. The present report brings in a different perspective to the ongoing debate about the quality of management education in India.

We sincerely believe that the findings and the insights derived by this report would be useful to educationists, policy makers and other important stakeholders.

Varun Aggarwal

Co-founder & CTO, Aspiring Minds

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## EXECUTIVE SUMMARY

The present report intends to address the role of practical intelligence and tacit knowledge in understanding how individuals learn from experiences and develop expertise in the area of management. The study reveals that Business Managers (BMs) with 3 to 5 years of experience in the corporate world in different work profiles performed significantly well compared to fresh management graduates from our top B-schools. Few captivating points that can be mentioned on the basis of the current analysis are:

***The Business Managers score better than the fresh management graduates in every aspect with significantly higher overall score and with greater consistency.***

This can be attributed to the 'experience factor' of the business managers. However, the real concern lies with the unexpectedly low average scores of the students of our premiere B-schools, which paints a grim picture of our management curriculum. This raises a vital question: whether our B-schools are matured enough to rise above the MBA literature and make an attempt to sharpen the practical intelligence of their students or not. Practical intelligence can help their students to successfully tackle the real-world situations and their complexities without staggering in their approach. Failure to teach the students more on the necessity and advantages of sustainable business approaches leaves them unprepared to tackle the business challenges of real-life situations.

***The graduates lag behind the Business Managers in the areas of 'Client Engagement' and 'Work Management', where the dip in performance is considerably steeper.***

The performance of the graduates is worst in the 'Work Management' area followed by their performance in 'Client Engagement'. This suggests that our business graduates are not well equipped with the tools of so-called 'street-smartness' to tackle any emergency situation. Surprisingly, the area of 'Work Management', which can be well encountered with strong academics combined with a practical approach, emerges to be the most difficult area for the management students even among the best of the institutes. This is followed by Client Engagement – a profile that requires dealing with clients in a proficient manner, striking a balance between clients' and company's expectations.

***The fresh graduates perform at par with the Business Managers in the area of Team Management.***

Although the graduates do not score higher than the Business Managers, they managed to perform at par with them in this profile, which is commendable in itself. The difference in score and its dispersion comes out to be almost zero. Such strong performance in this profile, unlike the low performance in the previous two work areas, might hint at the aspect of a strong team building and leadership ability in the fresh graduates. Although they are freshers, they well understand the importance of a well-knit team & team-work along with healthy team-spirit which can greatly help them in their professional career ahead.

# AN OVERVIEW OF SJTs

Talking of the *assessment and testing methodology*, 'Aptitude Test' (Cognitive Ability Test) has been a universally accepted good predictor of both academic performance and job success with a criterion validity ranging between 0.35 and 0.5. However, it still leaves lot of variance unexplained. The universal acceptance of Big Five Personality Model accounted for that variance with the help of Personality tests, providing a correlation of up to 0.55, when put together with the aptitude test. Despite such significant improvement in correlation figures, 70% of the variance in the performance prediction is yet to be explained. With this backdrop, *SITUATIONAL JUDGMENT TESTS (SJTs)*<sup>9</sup> with its strong intuitive appeal coupled with a scientific approach, emerged as a strong predictor of job performance – beyond domain, aptitude and personality tests. Situational Judgment Tests, as the name suggests, is a psychological<sup>10</sup> aptitude test that assesses judgmental capacity required for problem solving in work-related situations. It presents candidates with hypothetical and challenging situations that employees might encounter at work, and may involve working with others as part of a team, interacting with others, and dealing with workplace problems. SJTs make a strong attempt to indirectly measure behavioral tendencies of an individual.

The SJTs have their base in the *Triarchic theory of successful intelligence*<sup>11</sup> by **Robert J. Sternberg & E. Stemler** which describes practical intelligence as 'the ability to adapt, shape or select the real world environment to realize their goals within a socio-cultural context'. It deals with recognizing and capitalizing one's strength to compensate for their weaknesses. The theory advocates 3 aspects of intelligence, viz. creative, analytical and practical. Here practical intelligence inculcates both cognitive (tacit and explicit knowledge) and behavioral profile of an individual. Successful intelligence is the best possible blend of all the above three aspects in apt proportions to deal with any real world situation.

SJTs have been found to provide an incremental correlation of .34 over aptitude and personality test, when adjudged from 102 different studies. SJTs, along with the other two tests, predict the job performance and its variance, to an extent of 80% with a higher correlation of .89. These favorable results and our intense study of the subject prompted us to come up with the SJTs designed for different levels of management. Management graduates across the country were tested on this test instrument. The test scores showed high criterion validity with both objective and supervisor-rated performance measures. To avoid any misjudgment and penalization on the basis of campus tier or quality of institutes, only the premiere B-schools were sampled to get the best of talent tested as an ideal case. This would help us to investigate and substantiate our observations on a larger platform for other B-schools in India.

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<sup>9</sup>[http://www.aspiringminds.in/researchcell/articles/going\\_beyond\\_apititude\\_and\\_personality\\_tests\\_for\\_hiring\\_decisions.html](http://www.aspiringminds.in/researchcell/articles/going_beyond_apititude_and_personality_tests_for_hiring_decisions.html)

<sup>10</sup>Paul Kline, The handbook of Psychological Testing, Second Edition Routledge Publication.

<sup>11</sup>Stemler, S.E. & Sternberg, R.J. (2006). Using situational judgment tests to measure practical intelligence. In J. Weekley and R. Ployhart (Eds.) Situational judgment tests: theory, measurement and application. Laurence Earlbaum Associates, Mahwah, NJ.



# METHODOLOGY: STUDY DESIGN

Situational Judgment Tests were conducted on 230 fresh graduates in 3 out of the top 10 B-schools in India to study their mid-level managerial skills and to gain insight into how these tests were responded. The tests sought to find out how industry-ready these MBA graduates are? And what's their level of practical intelligence? The results can also be extrapolated, if needed, for B-schools with lower ranking. However, that's beyond the scope of this report.

The SJTs conducted on the fresh management graduates was very context specific. Responses on 7 major aspects of business intelligence, i.e., Judgment, Commercial Savvy, Risk Taking Ability, Decisiveness, Ability to build leaders, Marketing & Communication and Personal Effectiveness were studied under three broad work areas:

- 1. WORK/OPERATION MANAGEMENT: It involves time-management, task prioritization and resource allocation to achieve optimized results.**
- 2. TEAM MANAGEMENT: It involves managing and coordinating team activities or inter-team management to get the desired results.**
- 3. CLIENT ENGAGEMENT: This area of management involves dealing and interacting with clients or customers to build a mutually beneficial long-term relationship.**

In an age when tough operating environments are the rules and expectations of the private sector even more demanding, managers must be well equipped to succeed and excel in their work areas irrespective of the challenges at work.

Each of the offered situations aimed to test one or more traits of practical intelligence in different work areas. The candidates were provided with a 24-item situational judgment inventory designed by expert psychometricians, in a proctored computerized environment. They were asked to select the 'Best' and the 'Worst' options among the 4 response strategies. Efforts were made to analyze the endorsement rates for the best and the worst options against the 'correct best' and the 'correct worst' options selected consensually by Subject Matter Experts (SMEs). The deviations while selecting the '**CORRECT BEST**' and '**CORRECT WORST**' options were studied to understand the probable reasons. On the basis of the endorsement of different options by candidates, the dark traits were also highlighted. To drive a deeper understanding of the issue, their scores in different work areas were compared with those of experienced mid-level Business managers of a multinational company, who went through the same test. This was done to gain a true picture of the global industry practices and the shortcomings in the decision-making capacity among the fresh management students.

Before advancing to the main excerpts of the report, it would be imperative to mention that all the comparisons in this report have been made in terms of z-scores. Z-score indicates how far a candidate's score is, above or below the mean score of the total population. The mean of the population is zero. A positive z-score indicates that the candidate has scored above the population mean while a negative z-score indicates that he/she has scored below the population mean.

# PRACTICAL INTELLIGENCE IN TOP B-SCHOOLS

When the fresh graduates from the premiere B-schools were presented with situations gleaned from critical incidents and other job-analytics, each accompanied with some probable ways to tackle them, they were expected to perform well in the test. Since the scores of these management grads will serve as an upper-cap for all the other B-schools in India, it was obvious to expect a high average score throughout the samples in all the categories. On the other hand, the corporate business managers, bearing years of experience, were expected to positively score high in the test.

However, it would be interesting to examine and compare the performance of the two pools. Figure 1 shows the mean of the total 'Z-scores' of both the pools along with their dispersion (standard deviation). As expected, the aggregate mean z-score for business managers was found to be significantly higher than those of the MBA graduates with a slightly lower dispersion in scores, i.e., there exists a slightly higher consistency in scores of the business managers having 3 to 5 years of experience, which is not very surprising. But it would be intriguing to investigate some other related issues such as:

- Which are the work-areas in which the graduates performed the worst and the best?
- How do they perform in different work areas with respect to the corporate/business managers?
- Are the scores of two pools, comparable in any of the work area?
- The scores in which area showed the maximum variance in both the pools?

And many other such questions have been tried to be exemplified in the following analysis

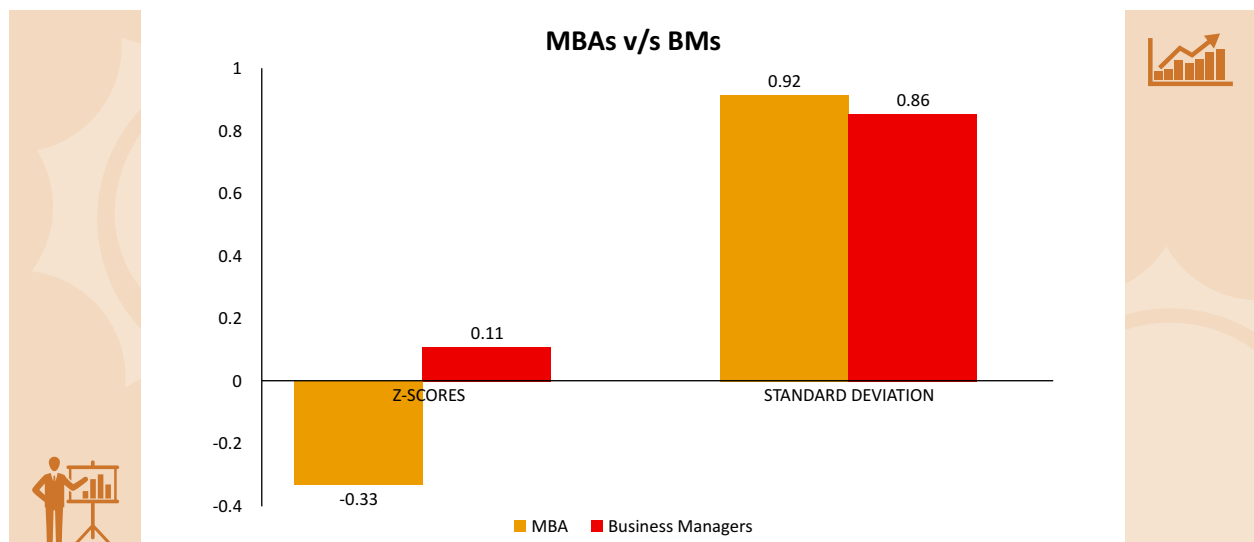


Figure 1. Z-Score comparison between MBA Graduates and Business Managers

As mentioned earlier, the report has been classified into 'practical intelligence' in three broad work areas of management, i.e., Work/Operation Management, Team Management and Client Engagement. In the first section, attempt has been made to gauge the intelligence level of the management graduates in the area of Work/Operation Management along with illustrative examples. Efforts have been made to bring out the dark traits, if any, endorsed by the candidates basis the endorsement rates of different options by them.



# WORK AREA: WORK/OPERATIONS MANAGEMENT

The subject mainly deals with management of one’s own time and work. It checks the candidate in areas like work and operations management, work-prioritization, time and resource allocation, effectively meeting the deadlines, multi-tasking ability and others. One needs to maintain his/her composure while operating in pressure situations for better disposal of one’s roles and responsibilities.

The question below which involves work/operations management has been taken from the lot of questions that are used to examine the performance of the fresh management graduates. Later, an aggregate analysis of this work area was done, taking all the questionnaires which deal with work/operations management into account.

### Situation Statement:

For one of the customers, there are regular internal and external audits for the process. Recently, many non-compliance issues have surfaced. Your team has been assigned to eliminate these issues by fixing the process, which will then be implemented by the operations team. You clearly see that these defects can only be eliminated by automation through technology and not through further process. You face resistance from the operations team to comply with the new process and they suggest numerous changes and simplification. What will you do?

### Option Statements:

1. I will incorporate the changes in my scheme as suggested by the operations team to get their buy-in.
2. I will be assertive and authoritative towards the operations team to adhere to the new technology driven process.
3. I will escalate the situation to the customer and get customer's buy-in to convince the operations team.
4. Escalate the situation to the higher management and let them intervene.

**Traits to Be Explored:** Decisiveness, Personal Effectiveness

**Correct Best Option: 2**

**Correct Worst Option: 3**

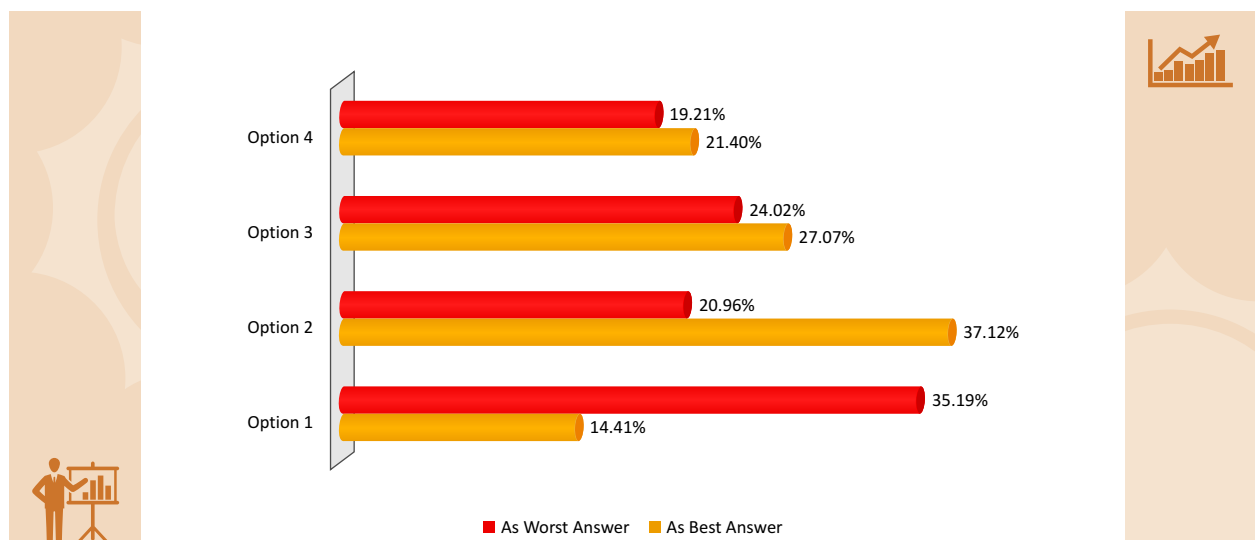


Figure 2. Situation-Response Analysis – Work/Operations management

### Observation/Inference:

Making a decision may seem daunting when one considers the long list of impacts one's decision will have. The situation above intends to explore the much desired trait of decisiveness in the candidates and demands for an assertive and authoritative approach. A simple but careful analysis of the option clearly brings out option 1 and option 3 as absolutely wrong, as exposing internal conflicts to the client surely doesn't lie within the domain of healthy & intelligent business practice. On the other hand, incorporating the changes and simplifications in plan, even while knowing well that underlying defects can only be eliminated by technical automation, is indicative of lack of conviction to drive changes and deal tactfully with challenges and resistance. But still 14.41% endorsed option 1 while 27% endorsed option 3 as the best, which is, by all means, incorrect. Also, almost 40% of the candidates didn't endorse either of these two incorrect options as worst which is again, a matter of worry!

Looking for the best options, again, either option 2 or option 4 can be the one, depending on different contexts and parameters which have not been explicitly mentioned in the situation statement. Only 58% of the total candidates chose either of them. However, option 4 can't be the correct option as escalation of the issue even to the higher authority of one's own organization implies one's inability to openly face the challenge effectively with confidence and clear conviction, rather than opting an easy way out by inviting the higher authority to intervene. So, the subject matter experts selected option 2 as the best where the person takes an assertive and authoritative approach rather than complying with the changes suggested by the operations team, as the situation statement specifically points out that the person is well aware and confident of the fact that automation is the only way to tackle the issue. But then, 21.40% opted to go with option 4 as the best while the rest 37.12% endorsed the best option correctly.

Nearly 40% of the total endorsed these two options as the worst while 42% endorsed option 1 and 3 as the best. This raises a question mark on the teaching pedagogy of these top B-schools and gives thrust to the belief that MBA schools in India are more academic and have less practical orientation. The overall score analysis of the MBA graduates vs. experienced business managers effectively proves this. (See Figure 3)

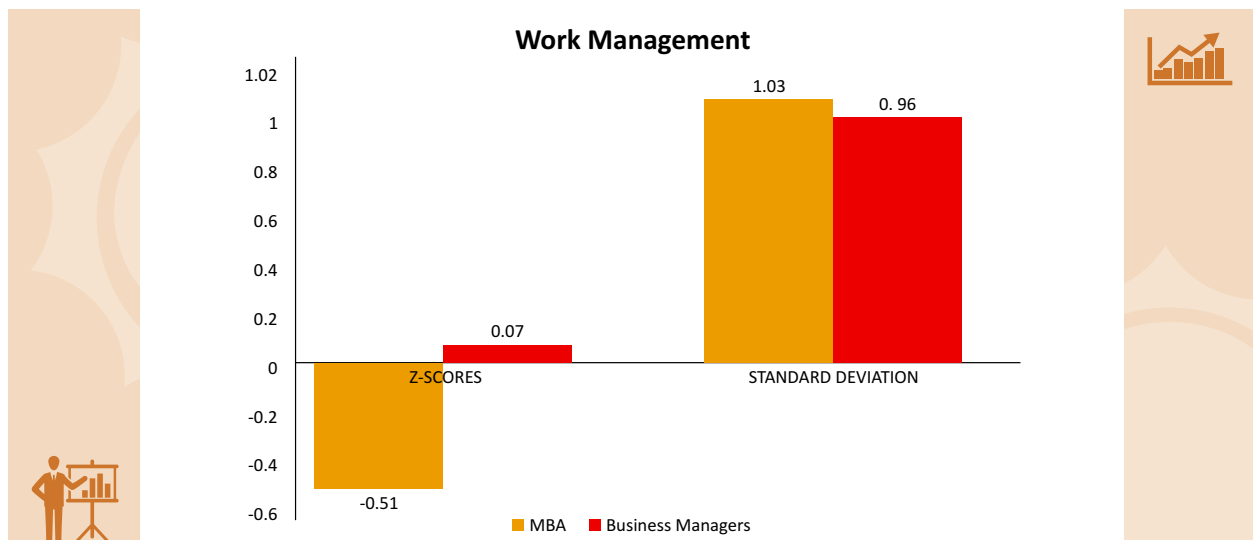


Figure 3. Comparison of Z-scores of Graduates and Managers in Work management profile

The corporate managers scored better than the graduates in work management profile. The difference between mean z-score is maximum for this profile among all the three work-areas, which is unsettling to infer. Considering the fact that though client engagement requires experienced hands, work-management is subject matter of fundamental business knowledge which can be acquired through proper training at B-schools but still the results are even more skewed on the negative side in this domain.

The next section of this report sheds light on the team management aspect of the management domain. It illustrates how the fresh graduates responded to questions involving team management and brings out the weak and strong areas of these MBA graduates.

# 2

## WORK AREA: TEAM MANAGEMENT

Team management refers to techniques, processes and tools for organizing and coordinating a group of individuals working towards a common goal, i.e., a team. A team must be managed effectively to get the best output from the team members. The team leader plays an essential role in managing his team well. For effective team management, it is important that the team leader to become more of a mentor to his team members than acting as a strict boss. He has to ensure that each and every team member willingly participates in team discussions and everyone is aware of his roles and responsibilities in the team. The team members must be motivated on a regular basis. Loose talks, blame games, dirty politics should find no place in the team. It is easy to create a team but it is actually difficult to bind the team members together and even make them work. Team management techniques help in strengthening the bond among the employees and create a work-friendly environment. People actually become friends and start working together as a result of team management activities.

The art of team management is not as easy as it seems. It's rather complex and delicate because analyzing and handling people to produce the desired result requires a sharp understanding of team psychology and people management. There must be an intuitive ability to be an efficient leader with effective communication skills to glue the team together. It would be interesting to assay, how the fresh management graduates who are at the verge of entering into managerial roles performed in this profile of team management.

### Situation Statement:

Your company has just bought out a smaller company, and you are going through the transition phase. The new company's managers are complaining; they do not like the manager you appointed. You know they do not like him because he is forthright and honest with his insight and assessment of the situation. He is the best you have. What will you do?

### Option Statements:

1. Contact the new company's managers and tell them that you will find a replacement manager to make this transition go smoothly.
2. Start looking for a replacement as quickly as possible to avoid any major issues in this takeover and let the transition go smoothly.
3. Explain to the managers that your manager is the best you have and show evidence for your statements.
4. Have a meeting with the managers to address and listen to their complaints. At the end of the meeting, explain the reason behind keeping the manager.

**Traits to be explored:** Team building ability, communication skills

**Correct Best Answer:** 4

**Correct Worst Answer:** 1

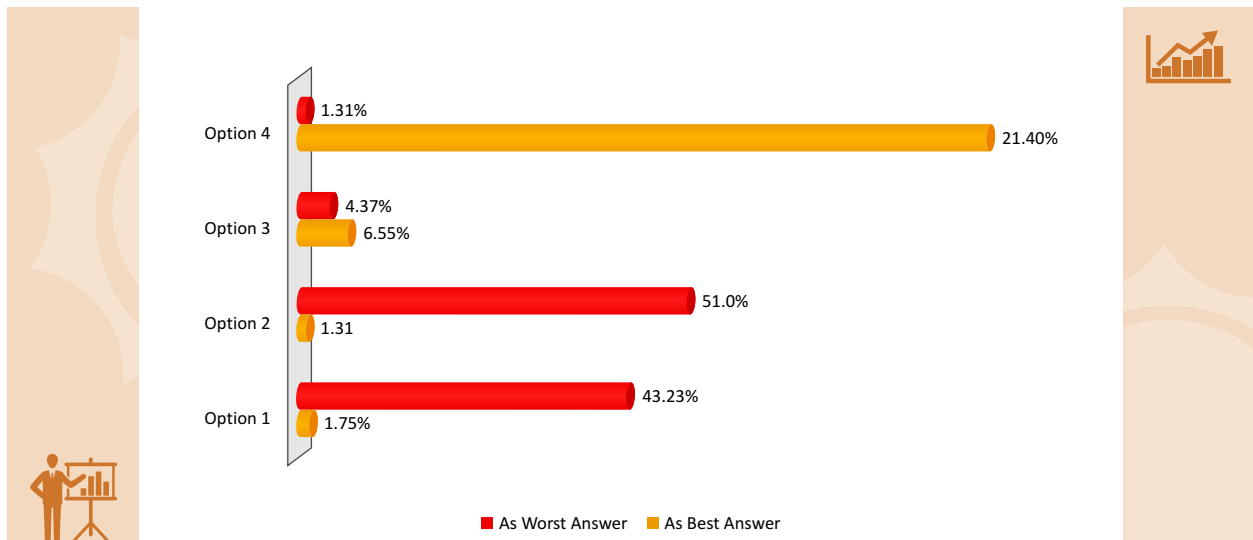


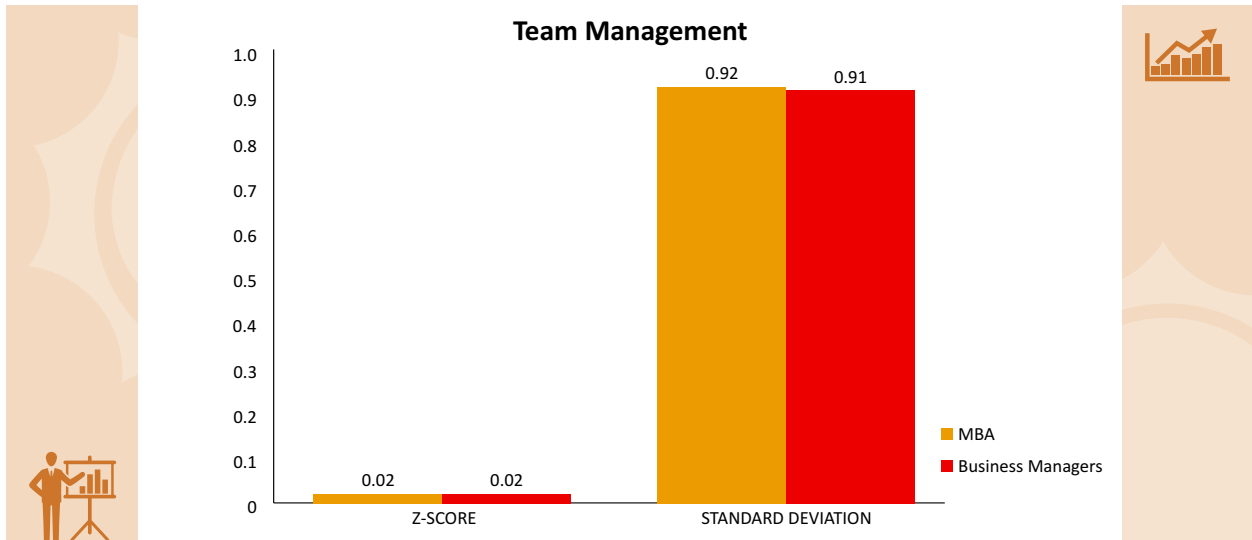
Figure 4. Situation-Response Analysis - Team Management

### Observation/Inference:

The sample question at hand addresses an issue which is very generic in nature and intends to check the students' team management skills and communication skills. The situation demands for clarity of thought & action and conviction to solve the issue tactfully and impartially to avoid any wear and tear in the team spirit and team morale. A careful overview of the options brings out option 1 and 2 as out-and-out incorrect. A company chief can't afford to solve such issues of internal friction by blindly replacing one of his/her forthright and honest employee just because of some unrest among the managers despite knowing that he/she is best-fit for the job. In such a situation, one should rather be prepared to resolve the issue through appropriate communication ensuring justice to one and all. The students seem to comply with all the above arguments as 94% of them endorsed them correctly, as worst. This suggests that they believe in professionalism rather than settling with the improper demands of their managers.

Now, of the remaining two options, option 3 can't be the best as it doesn't imply a professional approach to the issue at hand. Being the owner of the company, one is not necessarily bound to show any kind of evidence for his/her action. But such adamant approach may lead to further friction. It would be fairly appropriate for him/her to have a face-to-face meeting with the managers in order to listen to their concerns and address them. After listening out to them, he/she should explain to them, the reasons behind retaining the manager. So, the SMEs chose option 4 as the best option which will ease out the existing friction efficiently without any unnecessary attrition. This, in turn, will enhance trust and proper communication between the team members and team manager/leader. Getting to the nerves of the situation correctly, 90% of the total population correctly endorsed option 4 as the best.

To conclude, the MBA students not only did quite well in not choosing the WRONG answers as BEST unlike the previous situation, but also showed proper understanding of the situation by endorsing the best option correctly.



**Figure 5. Comparison of Z-score of Graduates and Managers in Team Management profile**

In aggregate, it was figured out that along with the business managers the MBA candidates too performed particularly well in this profile despite the involved complications. The difference between the scores and the standard deviations in this profile was found to be almost negligible. Hence it is quite evident that MBA graduates are able to respond correctly in team management situations. This can be partly attributed to the fact that they face several team management situations during their post graduation experience either in the form of academic team projects or through managing team during cultural and technical events.

In the last work area of management ahead, proficiency and practical intelligence of the candidates in the area of 'client engagement' has also been duly analyzed.

## WORK AREA: CLIENT ENGAGEMENT

Client engagement involves dealing and interacting with clients, managing the relationship with them throughout project durations and acting as the main point of contact between the client and the organization. The client engagement managers need to ensure that the services delivered by the organization conform to what has been contractually agreed between client and vendor and monitor the delivery of the services against agreed schedule, quality, scope and budget. They are responsible for managing the vendor resources planning and addressing resource performance issues, managing the financial aspects of the contract, acting as the escalation point when issues arise with vendor's resources/services and managing any dispute or conflict, reporting internally within vendor organization on project performance (service delivery, progress, economics, etc.) and several other functions.

Such large array of responsibilities needs highly polished client engagement and negotiation skills along with a strong business and practical intelligence to handle pressure and complexity. Since this is one of the most sophisticated and delicate area of management, it would be improper to expect an unprecedented performance from the fresh graduates. However, the candidates tested hailed from top B-schools and so were expected to show up a good performance in the tests.

### Situation Statement:

You are the incumbent service provider to a client who has been very satisfied with your services. Without any prior information, they release an RFI (Request for Information) to a set of vendors including you for the same set of services. You do not know why the customer has released the RFI. What will you do?

### Option Statements:

1. Handle the situation professionally and respond to the RFI with the same services and price, as we do now.
2. Handle the situation professionally and respond to the RFI with a revised proposal with our current best solution, different from that being currently implemented.
3. Since this must be a price negotiation strategy, we will re-work a competitive bid according to our current understanding of the market and respond to the RFI likewise.
4. We shall engage with the customer and impress upon it as to why as an incumbent, it does not make sense for us to respond and that we can offer a counter-proposal to the best they receive.

**Traits Explored:** Commercial savviness, ability to explore opportunities

**Correct Best Option:** 4

**Correct Worst Option:** 3



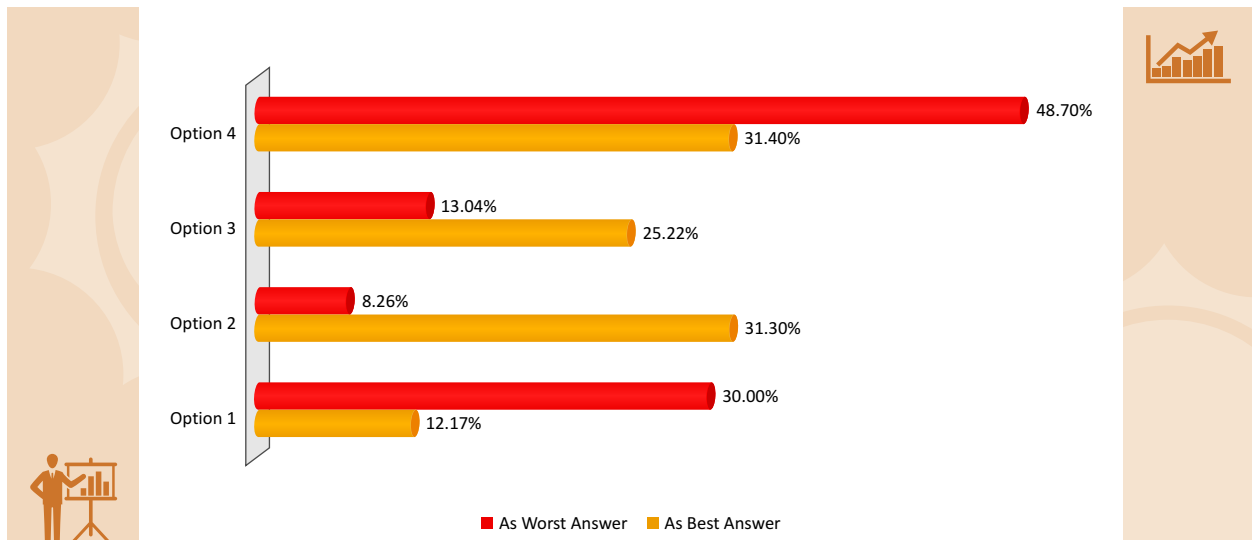


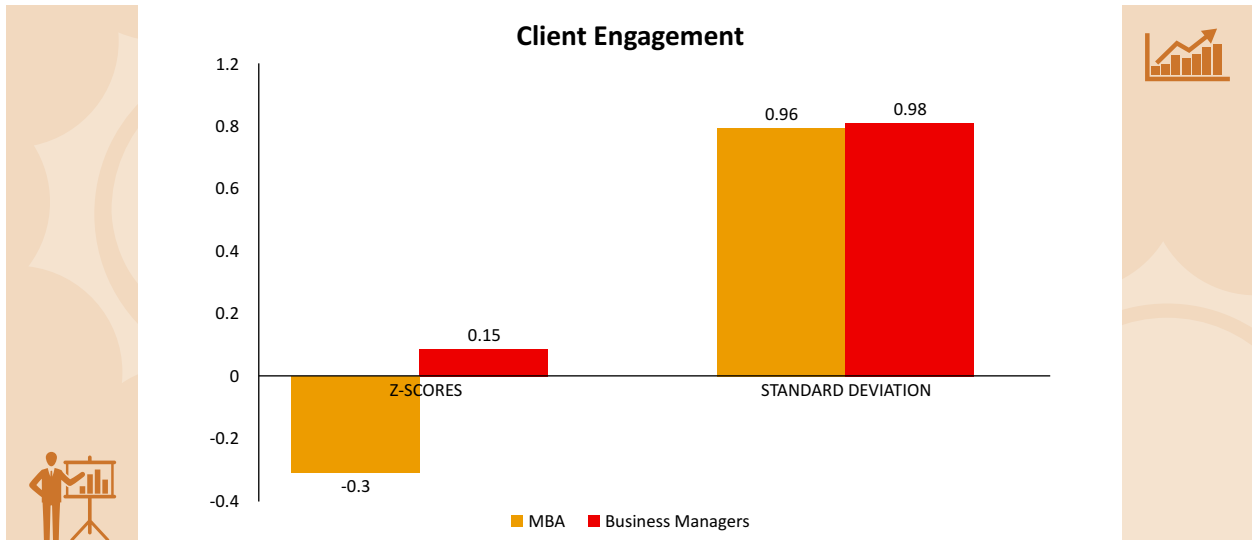
Figure 6. Situation-Response Analysis – Client Engagement

### Observation/Inference:

The given situation, picked out of a lot of questions used to examine the performance of the fresh management graduates, intends to explore the traits of commercial savviness and decision making in the candidates. Any unexpected call of action from the client side must be dealt calmly and efficiently without compromising the organization's image. The situation asks for a well-weaved contingency plan as a response to the RFI from the client. A careful analysis of the options clearly reveals option 2 and 3 as outrightly wrong because such lines of action imply that the service providing company has a better solution and a cheaper cost to offer but currently it is not offering them to the client. This in turn will dilute the current proposition too. In spite of this, option 2 has been endorsed as best by 31.30% of the candidates while option 3 has been endorsed as best by 25.22% of the freshers. On the contrary, putting together both these options, 21.30% endorsed them as worst which is expectedly high.

When it comes to selecting the best choices, both option 1 and option 4 can be the contenders, depending on different contexts and parameters which have not been explicitly mentioned in the situation statement. But option 1 can't be the best under given circumstances, as the client already has the given information. So, the SMEs selected option 4 as best where the person is trying to engage the client and develop a long-term relationship. However, option 4 has been endorsed as best by 31.30%, while 12.17% of the candidates endorsed option 1 as best, which may be attributed to their inability to foresee the negative consequences of the current course of action. And hence, only 31.30% of the total candidates got the Best Option correct, with almost 50% endorsing the best option as the worst which is a matter of deep concern!

In brief, 56% of the total candidates ended up endorsing the wrong options as best, which shows their lack of confidence and inability to identify opportunities and strategically pursue them, among these graduates. Lack of conviction and short-term objectives seem to drive their decision making. Hence, the analysis brings out that the fresh graduates are not very comfortable with the functionality of client-engagement. As the area of client engagement and negotiation needs a critical circumspection of the business and an intelligent anticipation of client's behavior which is an ability acquired and refined with experience, this doesn't come as a surprise. This is commonly seen when the scores of graduates are compared and analyzed against those of experienced business managers as shown in Figure 7.



**Figure 7. Comparison of z-scores of Graduates and Managers in Client-engagement profile**

The cumulative study shows that the mean absolute score of business managers is almost 20% higher than that of the fresh graduates. Also, their mean Z-score is significantly higher (0.44) than the amateur MBA candidates. But if we look at the dispersion in the score of the two pools, it's almost similar; indicating similar deviations in score in case of experienced corporate managers too as in the case of fresh management graduates, and thus explaining the complexities and intricacies involved with the related work area.

## CONCLUSION

**O**n a more important note, as per our analysis, it can be inferred that the graduates performed much better in the profile of team management compared to the other two profiles of work management and client engagement. The scores in this profile show a much lower dispersion and a much greater proximity with the performance of the corporate managers with years of experience, which is really encouraging. However, the results in other two profiles call for some scrutiny in the teaching methods and techniques of the B-schools.

Also, the outcomes of the MBA graduates in the other two profiles were significantly lower than those of the business managers. Such low scores from the skimmed business minds of India doesn't yield very positive vibes because this may give rise to an idea that management institutes other than top 20 business schools in India are in a process of producing management graduates far inefficient in quality and performance. This is because they are likely to be judged against these performances and the ranking of the B-schools. Hence it becomes critically important to understand the value of sharpening practical intelligence of the management students rather than just imparting academic excellence in these premiere campuses. This, in turn, might trigger a series of efforts among all other business campuses in India giving a strong impulse to the quality of managers they produce. Though numerous commercial and pedagogical (teaching) models have emerged with the help of latest revolutions in convergence technology based on Internet, microwave and satellite transmission, the institutions are yet to realize that the mission should be to provide quality education at minimum non-profit basis.

We, at Aspiring minds, will continue to commit ourselves to the task of annual national talent auditing in line with our mission of reviewing higher education, similar to what we did for the engineering, hospitality and management sectors. We aim at bringing out some hitherto unexplored aspects of management education in India and helping students across the Nation with feedback on their skill gaps and connecting them to matching jobs.

  
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