

Impact Analysis Of Criteria For Maximising 'Employability' Amongst B-School Students In Pune Area.

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Key Words:

1. Employability
2. Conundrum
3. Core & Distinctive Competence

Abstract

The emergence and impact of globalization of economies, resulting in to a complex combination of developed & not so developed markets and related technologies have put tremendous strain on 'employability' of the youth across the world. Not so far in the past say just before 10-15 years it was possible for graduate engineer or one with business management studies could find a reasonably good job with prospects for career growth.

The skill gaps between business requirements and as available from university pass outs are terribly out of phase resulting in serious issues of 'Employability' for the fresher's from the colleges. At every stage of formal education starting from school level the need for catch up with current levels of competencies has reduced the students(as also the education Providers) as mere robotic creatures picking up things which creates a rat race for employability. The Research paper focuses on issues related to Employability criteria for freshers from B Schools.

INTRODUCTION

Pune is the second largest city in Maharashtra and has largest numbers of B-schools in the state next only to Mumbai. Pune as is known, is the Oxford of the east with one of the oldest and ranked University the University of Pune having nearly ----colleges affiliated to the university.

Since 1970's University of Pune and its affiliated Colleges have started providing opportunities for studies in Business Management subjects basically to fulfill the emergent needs of educated and trained manpower from the various large & medium size Industries in and around Pune, Prior to this the Industries had to conduct in house management training programs to their fresh graduates to enable them to understand the intricacies of management functions, This was not only found to be more expensive and time consuming the industries had to invest in infrastructures required for this purpose. And in many cases they still had to invite experts from University colleges for interventions in subjects such as Business economics/marketing & legal issues.

In view of the above it was felt by few Industrial units and the University colleges to introduce separate course of studies in Business Management subjects such that the students can have exclusive& focused understanding of

management subjects taught by expert faculty through a comprehensive syllabus and subject specializations. This would provide students duly exposed to business management topics as new entrants in industries and ready to take up assignments in business management functions of the industries.

The above has been in general the similar situation for the establishment of Business Management schools across the world.

For some years in the beginning of 1980's both Industry oriented Management training & Institutes providing Management Education were running in parallel. There were initially only few B-schools which started courses focused on few of the essential areas such as labor law, Principles of management& Production & quality management subjects. The number of colleges and number of students studying Management were very small in numbers & industries requirements were also not so rigorous since they were under regulatory restrictions on Products. Technology & markets. Perhaps there was no big gap in the expectations between the Industry requirements and B-School pass outs. This was also supported by many industry executives providing interventions at these B-schools as guest faculty since they were also comparatively free on account lesser work pressures then unlike the maddening rush at the work place for these executives.

It was around 1991-92 along with the liberalization & globalization of Indian economy a sudden rush of adreline was felt amongst Industrial units to look for newer technology for their products & processes and simultaneous



onslaught of foreign companies wanting to establish manufacturing units in India with their globally competitive technology & processes in Business Management. Many major industries from elsewhere in India & abroad shifted their bases to Pune which promised skilled & educated manpower, adequate Infrastructures and nearness to major markets.

THE NEED FOR THE STUDY

The above situation called for a major metamorphosis in the Management Education & technical Institutes within a span of 5- 10 years (By the year 2000.) the number of B-Schools in Pune increased from mere 10-12 to nearly 75 – 80 schools (Today we have nearly 250 B-Schools in & around Pune). There was an utter chaos and mad rush for admissions to these B schools, which in turn had to work very hard to provide the necessary additional infrastructures and Expert faculty in teaching specialized subjects newly introduced to meet specific expanded requirements from industries around, This was also a great challenge and opportunity for quite few who wished exploit the Industry requirements of management trained fresher's as a commercial proposition and made huge investments in establishing B-schools at every available location in Pune and surrounding areas.

The above resulted in a major shift in the approach towards Higher Education from the State & the Central authorities. The Regulating agencies such as the UGC , AICTE, DTE had frame newer & newer standards of Certification & approvals for B-Schools(& Technical Institutes) who started mushrooming all around in Pune ,Mumbai & other Cities.(DTE Report Oct 2012)

Around the same time came the onslaught of greater numbers of IT & ITES units establishing their operations in Pune. The requirement of training students in IT & ITES areas also became urgent and B-schools had to expand&establish necessary Infrastructure & Teaching & training facilities at the campus.

Between 2000 to 2005 Maximum number of B-schools came in to the Higher Education area or the existing schools expanded capacities to accommodate the exponentially increasing requirements from IT & ITES Industries.

In the process what gathered momentum amongst all stake holders in higher education especially in the parents& students is to exclusively focus on opportunities for higher education towards IT/ITES areas, which needed basic operational knowledge of IT Soft & Hard ware(mostly software). Courses such as BCA, MCM, MCA were developed and added to the course options at many B-

schools.

This attraction to opt for IT related Courses, which does not need special exposure to conventional science & arts subjects and other management related areas such HR made students develop themselves as specialists in IT/ITES related subjects and literally less or no focus on general development in Business Management Subjects. In fact operations such as BPOs(call centers) did not even insist for graduate level education where as a 12th standard pass could work in a BPO getting salary and perks more than the graduates & post graduates in Science/arts and social sciences. This had a cascading effect that the parents and students greatly ignored areas science, arts & maths and curtailed their potentials to mere bench work type careers in BPOs

Some where along the line, there has developed a disconnect between the real education for long term career and the traditional ways of teaching, testing & supporting the youth for growth as a capable employee of an organization. What started as an enormous opportunity has become a short cut for earning money and spending lavishly since you get highly paid for your physical (not so intellectual caliber) exertion and at an age when perhaps one is not grown up enough to understand terms such as long term Career growth & potential. The immediate & long term impact of this is loss of respect for 'values' so essentially required for personality growth and maturity levels for over all responsibility.

Besides getting more than adequate money at comparatively younger age, has lead to disturbed family life and the parents not being in a position maintain proper communication with their so called employed wards, who have by then become victims of Habits non congenial to harmonious family life.

Now considering the above as a very small aberration in the overall provision for higher education, the influx of World Class Management Processes (Rajan et al 2000P.23) in many Indian & Multi National Companies in India(Pune in fact is an epicenter for such Industrialization), is demanding world class levels of capability in its employees from entry level to senior executive levels. This is in contrast to the expectations of the students in B-schools who expect get better paid (as the BPO employees)and consider business management as mostly physical work- Time Keeping –Uniforms- & presentations skills, with little or no focus on knowledge of the Functions, ability to conceive & comprehend situations & issues in business(This tendency is quite obvious through reduced interests in class room lectures, assignments. tutorials.& internal examinations-



considering some how passing the university exam as great achievement & a passport for employment/employability.). The parents of these wards have little or no understanding of consequences of such attitudes, and in some cases they have resigned to the fate accompli and end up supporting their wards for the fear of family discord.

Now the overall impact of the above scenario along with head load of compliance to regulatory requirements from State & central agencies(Sanders and de Grip-2004) which leaves hardly any time for the top managements of B-Schools, to look into, if not focus & follow up on Qualitative aspects of the process of education in their Institutes)and subject to intense competition to attract students & faculty- has made the Management worry more about admissions & compliances and unable to concentrate on issues arising out of dwindling attendance & attention of the students in the teaching programs. What takes priority is maintenance of various records faculty employed, infrastructural provisions, (besides class rooms& Library-gym, lifts& superior canteen facilities) for compliance essentials. They do not necessarily wish to know the ground realities bothering the Institutes management who in spite of best efforts are not feeling comfortable about achieving employability credibility for all the students. Incorporating practices such as Question Banks, Faculty Notes on the Syllabus topics only is the last resort , hoping that students at least make use of these additional props to pass through the university Examinations, This definitely falls short of the objectives of the management to continuously improve the quality& capability of the outgoing students from their institutes, perhaps they are rendered helpless because much of their time and energy gets spent on answering compliance questions and attract students for running regular classes for the subsequent academic year.

Thus the emerging picture of higher education which is the stepping stone for students to aspire for opportunities for Employment in industries of choice and a promising career ahead, looks extremely disheartening and disturbing.

The parents from their side only can expect that their wards who have gone beyond the value reach of the family expectations, of becoming formidable citizen and a promising perpetuator of higher individual & cultural values with adequate knowledge in the field of studies chosen and successful in career& life in general. But the realities do not offer any prospects for such hopes. Their children spending more time in loafing around with friends, less interested in studies, attracted to glamorous life styles, loosing all resemblance to family values contrasted by arrogance& disrespect.

The Teaching staff & the mentoring staff at the Institutional level get disappointed, since the students are not amenable to any knowledge sharing exercises through class room studies or assignments /tutorials and even bunking classes in preference to entertainment & fun fare.

Thus the so called Gurus feel frustrated that they have no disciple wanting to be tutored on structured knowledge sessions and exercises to inculcate values & soft skills considered so necessary for the students' future career prospects. Their jobs are reduced to mere observers of abnormal absenteeism, non compliance of assignments& tutorials, to prepare question Banks, reading notes on syllabi subjects and waiting for, and requesting the students to at least make use of this material as useful to their examinations.

The protagonist in the entire exercise the 'Student' appears least interested in what happens at his college or institute and perhaps even less concerned about his/her family member's expectations from him as he prepares himself for future career path. He/she as a student is more interested in knowing what package of remuneration will be offered after they manage to get a job after their completing the ordeal of completing the course duration of the studies. This however does not mean that there is only rot and no fruit amidst the students, there are of course on an average around 20-25% of the students in any selected stream of studies who appear to be seriously concerned about their studies & career prospects and seek regular guidance & help from the faculty for improvements necessary in them for securing good jobs but in a total strength their count does not reflect confidence in the situation overall.

They obviously have very poor assessment of real capabilities which any employer would expect from them before selecting them for any job. Here the Package takes preference over the CONTENT of the incumbent. Many of the students feel that the employers are obliged to offer them jobs since they have their passing certificates & they should be offered package as per the current market rates.

This is the real fact/source of today's problems faced by all the stake holders of in the entire exercise of 'Education leading to gainful Employment' or the crux of the Employability Conundrum which is main topic of this research paper.

LITERATURE REVIEW

"What is employability? 'Employability' refers to a person's capability of gaining employment. On the one hand person's employability depends on the knowledge, skills and attitudes of this person. On the other hand labor



market rules and institutions have significant impact on the ability of an individual to gain employment. Hence, a person with the knowledge characteristics might fare very differently in different national or regional labor markets.”(Pascale 1995; rajan 1997)”

Employability refers to a psycho-social construct representing a combination of attributes (dispositions, values, attitudes and skills) that promote proactive adaptability in changing environments and enhance an individual's suitability for employment and the likelihood of obtaining career success.

Employability remains a difficult concept to measure and define (Harvey, 2001). The issue has been largely framed by the perspectives of policy makers and employers. Similarly, the issue has tended to be approached in a way which focuses either on supply-side features of the labour market or the structure of labour market demand (Macquaid & Lyndsay, 2005). However, the discourse into employability continually overlooks the subjective dimension of employability; in particular, how it relates to not only the way individuals come to perceive and understand the labour market they are entering, but also the types of dispositions, attitudes and identities they develop around their future work and employability. This is an important issue given that much policy on employability continues to be built around human capital assumptions of individual behaviour around learning and the labour market (Fevreet al, 1999). There has therefore been a tendency to view students in 'universalistic' terms; that is, as rational investors in education who approach the labour market in uniformed and stereotypical ways (Rees et al, 1997). Such assumptions typically negate the different orientations and work-related identities learners develop in relation to their future labour market activities. This might be a crucial factor in the way they construct a sense of their own employability and place in the labour market.

The work of Holmes (2001) has been important in highlighting this issue and argues that employability should be conceptualised as a form of identity; it is relational, emergent and influenced largely by graduates' 'lived experience' of the labour market. Individuals' experiences of work are subjective, and this is likely to influence their actual labour market outcomes and further shape their propensity for employment. Employability in this sense may be seen to be value and identity-driven, relating to graduates' own dispositions and biographies. Much research has explored the way in which individuals orientate themselves to the labour market and the way in which work organisations can inculcate particular identities, values and actions around career development (Grey,

1994; Casey, 1995; du Gay, 1996; Sosteric, 1996). This work shows that individuals engage with the world of work in different ways which relate to their subjective frames of reference. Work is not purely a technical matter which individuals undertake: it is a personal matter which involves the location of self and identity in an on-going social process of engagement with the labour process within which they operate.

Giddens (1991) argues that identities have a reflexive and self-monitoring character: individuals are continually engaged in a reflexive process around issues of who they are and how they should go about managing their 'projects' of the self. Crucially, individuals draw upon various knowledge resources, both formally and informally channelled, which they use to negotiate social and economic structures. Similarly, Beck et al (1994) theory of 'reflexive modernisation' posits that personal identities and trajectories are becoming less patterned by grander institutional norms around class and gender. Individuals' biographies, experiences and life-trajectories are therefore becoming individualised and atomised. The labour market itself, particularly in the context of greater flexibilisation, may be one area of social life where such processes are played out. The crucial aspect in relation to higher education students' perceptions, attitudes and orientations to the labour market is how they begin to make sense of their own futures in the labour market.

Farkas (1993) indicated that curriculum update must be a continuing process, with educators remaining up-to-date with the changes and leading the changes. According to Purcell (1993), when writing curriculum, changes that have taken place in the past should be considered as well as changes that are likely to happen.

The higher education experience has tended to focus on preparing students for employment and their subsequent overall employability. The Leitch Review (2006) presented a vision of a highly skilled work force which would drive innovation, leadership and management enabling businesses to compete in a global economy. Knight and Yorke (2003) acknowledge that higher education is indeed in a state of flux and faces more demands than ever before. Graduates are increasingly expected to consider the demands of the labor market and to respond to an institutional imposed employment/employability agenda whether appropriate for them and their aspirations or not.

The boundaries between higher education and the economy have become unclear and the discourse on the university experience is heavily weighted towards the relationship between learning, skills development and



employability. Employment relates to having a job and being at work. Employability has been explained in different ways. Brown and Hesketh (2004), for example define employability as 'the relative chances of getting and maintaining different kinds of employment' (p.25), while Knight and Yorke (2003) see it as 'a set of achievements, understandings and personal attributes that make individuals more likely to gain employment and be successful in their chosen occupations'. (p.5)

The concept of employability emerged in the CBI's paper Towards a Skills Revolution (1989) where the importance of individuals maximizing their skills to match the demands of the labour market is stressed. In a report prepared for the Department for Education and Employment, employability combines a number of facets of a person's life

In simple terms, employability is about being capable of getting and keeping fulfilling work. More comprehensively, employability is the capability to move self-sufficiently within the labour market to realise potential through sustainable employment. For the individual, employability depends on the knowledge, skills and attitudes they possess, the way they use those assets and present them to employers and the context (e.g. personal circumstances and labour market environment) within which they seek work. Brown and Hesketh (2004) argue that there is a clear mismatch between individuals' expectations of employability and the realities posed by the labour market. They identify two ideal types of individuals entering the labour market. Those who will do anything to get a top job are classed as 'players' whilst those with more of a moral code are called 'purists'.

The development of mass higher education has intersected with the shift towards a so-called knowledge-driven or post-industrial economy (Drucker, 1993; Amin, 1994). The knowledge-driven economy is said to require individuals with the types of knowledge, skill and creative potential who can meet the challenges of a global economy characterised by rapid change. Increasingly, individuals can no longer expect a 'job for life', whereby their careers are anchored around single jobs and organisations (Arthur and Rousseau, 1996; Gee et al, 1996). Employees instead have to take a more flexible and proactive approach to their working lives, involving the management of their own employability.

As per Brown and Hesketh (2004) there are still inequalities amongst graduates in their labour market outcomes. They show that many graduates are not utilising their knowledge and skills from their higher education, that not all are able to 'cash in' on their investment in higher education, and that

there are still 'positional' differences between graduates on the basis of social class, gender and ethnicity

OBJECTIVE

The main objective of the research is to establish correlation between factors which influence Employability of the students in to the career plans selected or chosen as specialization building through course of studies. Hence the area or the scope of the research covers almost all areas of higher studies from basic engineering & technology to specific fields such as Finance, Marketing & operations including all the specialties in IT/ITES

The factors which basically differ between the disciplines are those which have potential employment & career growths.

'Employability' as a criteria is relatively simple or measurable in areas such as IT&ITES where in the knowledge and interpretative capabilities of the students are well defined and help decide their suitability to a job opportunity. The employment capability or suitability in case of specialized aspects in certain branches of engineering & medical studies pre decides the eligibility for employment supported by the merit displayed by the candidates in their internships & practical examinations. These disciplines also do not offer much of flexibility/leniency towards suitability criteria for employment (Gattiker and Larwood 1986:78, Prasuram 1990 Nabi 1999)

The major problems for employability are encountered in disciplines of business management subjects where in much of the job related knowledge is acquired after employment gets only roughly scrutinized initially is the flare, interest, core knowledge of the area of operations besides capabilities in communication and suitability to organizational culture etc.

It is very difficult for the recruiter to decide on the suitability or employability of such students merely based on their certificates and their makeup for the interviews. Employment decisions have to be based on the consistency of merit in the examinations, the candidate's ability to grasp and answer effectively the questions which help in ascertaining the basic suitability & the minimum time the candidate will take to learn in and start contributing on the job.

THE GAPS

It is therefore very necessary that all the elements involved in creating this capability for employment, (The maximum being from the students themselves) understand the fundamentals which need to be strengthened during the



process of education for employment. No amount of puppeteering, or window dressing is likely to help create employment capabilities unless the fundamental & specific needs of the Industries who provide employment are clearly understood and are inculcated as reference points & as a major parts of the curricula and assessment tools for capability building through formal business management studies. Periodical interventions from industry experts to evaluate the process and progress of capability creation exercise (MBA Studies for eg.) is essential to understand the critical gaps and initiate corrective steps in time to avoid wrong or unsuitable product reaching the market & getting rejected by the employment markets.

The research project as its main objective intends to focus on the current and future scenario of the processes of capability creation in all disciplines of higher education vis a vis the major expectations from the employment opportunities

International Status ('Employability' improvements related to growth in higher education in Europe, USA & Japan

The educational attainment of the working age population (15-64 year olds) has improve considerably since 2000 (**Dr Guzman M, Dr Patricia V Mexico - June 2013**) The share of population with at most lower secondary education iedown by 5.3%, and the share with tertiary education is up 3.6%. Yet almost 108 million

people ie the age bracket 15-64 still have low educational qualification, below upper secondary level – onethird of the EU working age population

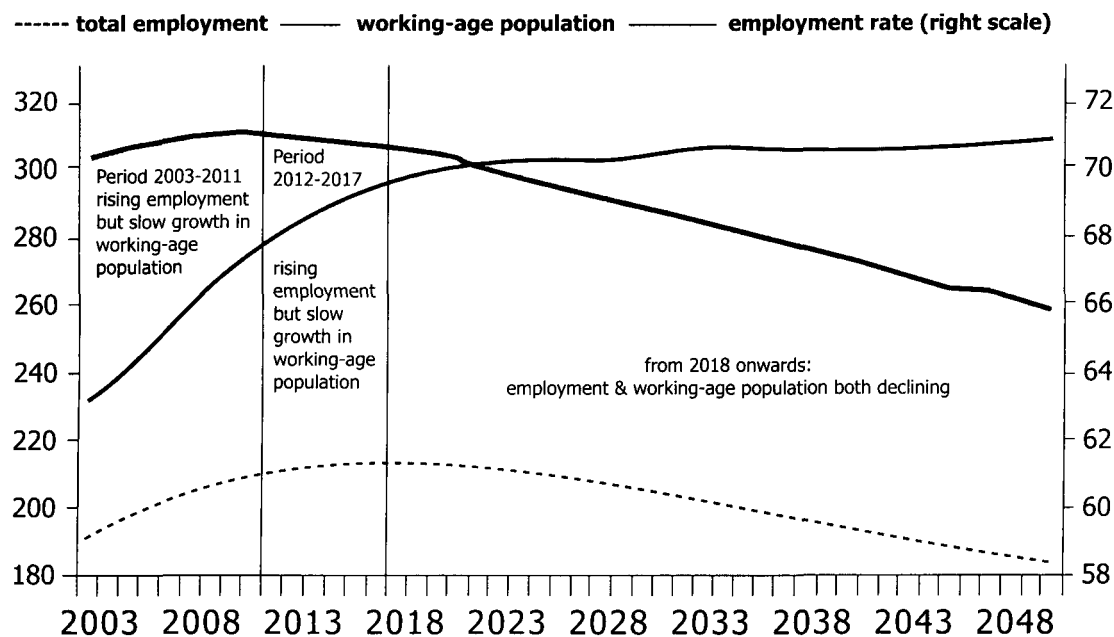
There is a wide variation in the share of the working age population with high educationa attainment, from 9.9% in Romania to 29.7% in Cyprus. In 10 Member States, BelgiumDenmark, Estonia, Ireland, Spain, Cyprus, the Netherlands, Finland, Sweden and United Kingdom, more than 25% of the working age population have high educational attainment Ireland, Denmark and Spain have experienced the strongest growth in high attainment.(Aranya et al 1981)

Higher educational attainment partly explains the improvement in the EU employment rate sinc2000.

The share of 25-64 year-olds with high educational attainment in the EU, which is at 23 %, is farbehind the 40% of both the US and Japan.

According to recent projections, in 2015, around 30% of jobs are expected to require qualifications on the level of higher education and almost half will require at least medium level qualifications at upper secondary education levels.Percentage of population with higheducational attainment in different age groups. 2007

Source:(EUROSTAT(LFS)



The National Scenario & Significance Of The Study

India to face huge skills gap due to low employability' (WEF 2011)

A World Economic Forum in its report said that India will face huge skills gaps in some job categories due to low employability over the next 20 years and also warned of a looming global labor crisis.

The report said that increasing mobility among countries will be a key part of the solution.

Despite high unemployment, the global economy has entered a decade of unparalleled talent scarcity, the report added. If left unaddressed, it will put a brake on economic growth in both developed and developing countries, the report said.

The WEF report further said that, 'Stimulating Economies through Fostering Talent Mobility' made in collaboration with The Boston Consulting Group -- demonstrates the magnitude of an impending global labor crisis by analyzing talent shortages across 22 countries and 12 industry sectors and argues that talent mobility can stimulate economies in both developed and developing countries.

The WEF report said that the workforces of India and Brazil will grow by more than 200 million people over the next two decades. By 2030, the developed world will need millions of new employees to sustain economic growth, the report said. Of these, the United States will need 26 million employees, and western Europe will need 46 million employees.

"Today's high unemployment rates mask longer-term talent shortages that may affect both developing and developed countries for decades," said Piers Cumberlege, senior director, partnership, at the World Economic Forum.

The global population of 60 years and older will exceed that of 15-years-old or younger for the first time in history by 2050. But, the talent crisis will start much sooner. Barring technological breakthroughs, the United States, for example, will need to add 26 million workers to its talent pool by 2030 to sustain the average economic growth of the two past decades, the report reiterated.

In most developing countries -- not affected by demographic shifts -- strong economic growth and the limited employability of the workforce will lead to large skills gaps in some job categories.

Nations and industries will be particularly challenged by the shortages of highly skilled talent. "In today's global and fast-changing business environment, access to highly skilled people -- not just top talent, but also people who possess essential expertise -- is crucial to succeed and

grow," noted Hans-Paul Burkner, global chief executive officer and president of The Boston Consulting Group, Germany. Some industries, such as business services, IT and construction, are likely to experience significant skills gaps, regardless of geography. At the same time, certain countries, such as Japan, Russia and Germany, will face shortages of highly skilled employees in many industries.

Increasing the mobility among countries will be a key part of the solution, the report argued. "The message here is that migration not only works -- it is the only solution," said Angel Gurr a, secretary-general of the Organization for Economic Co-operation and Development, Paris. Contrary to conventional wisdom, greater mobility can benefit not only nations that receive talent, but also sending countries, especially large ones such as India. In addition to fuelling their countries of origin with remittance funds, many expatriates eventually decide to return home armed with skills and business acumen developed abroad. Receiving countries benefit from the contribution of highly skilled migrant workers to their economies. The report calls on governments, companies, educational institutions and international organizations to collaborate systematically to address talent shortages and increase talent mobility.

Countries need to prepare for demographic shifts and a fast-changing labour market environment by defining adequate education and migration policies. Assess current and anticipate future skills shortages through strategic skills planning. Governments and industry associations should analyse capacity and productivity risks for each job type, such as mechanical engineers, and develop policies to mitigate anticipated shortfalls. Develop skills recognition mechanisms for native-born and migrant workers. Governments should invest in workforce development and ensure migrants are properly employed given their skills and work experiences. Design inclusive and comprehensive migration policies from students to experienced workers. Governments should ensure the proper integration of migrants, provide them with employment and language support and facilitate the portability of pension and social benefits. Integrate migration into development strategies of sending countries. Hosting and sending countries must collaborate to design policies that encourage talent circulation and ensure the transfer of migrants' skills. Develop global talent management processes. Companies should make talent planning and management a priority and invest in global leadership development and management training.

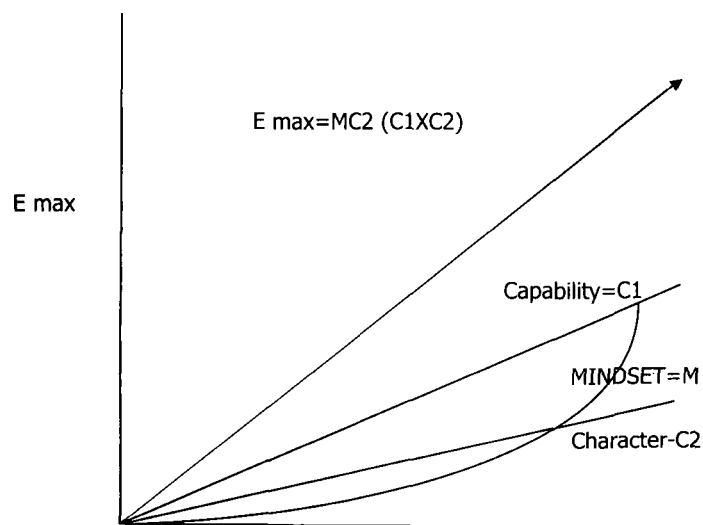
Employability as a very major criteria for any graduate or post graduate level applicant from any discipline(For the purpose of this research project restricted to business



Management Studies) is mostly dependant on variables such as applicants credentials aligning with the employers expectations of Mindset(approach alignment), Overall character(Cultural Alignment) & capability(Qualifications & experience aligning with job required.The impact of the later two factors of character & capability being exponentially variable compared to the aspect of mindset which remains to be a variable needing periodical interventions to ensure approach alignment" To some extent extraneous factors including local-regulatory requirements influence employability. Since these will be common for any applicant are not included in the purview of this research project."

Concept $E=Mc^2$ (Ref: Einstein's theory of relativity)

1. E=employability / execution /empowerment/engagement.
2. M=mindset-(attitudes-inhibitions-conditioned/Innt behavior.)
3. C1= character-(values-beleifs-culture-heritage)
4. C2= capability-(physical,mental,intellectual.)



Employability Conundrum(Dr Guzman Miguel, Dr Patricia Valdes, Prof Jakulkarni -June 2013)

CLARIFICATION OF MAJOR ASSUMPTIONS

'Aptitude Vs Employability'

What is Aptitude?? : We normally come across references to the word 'Aptitude' as a characteristic of the individual concerned referring to the 'natural tendency' or inclination of the person. The person looks for an opportunity to

participate and involve oneself in a long term activity influencing his/her fulfillment/achievement of the natural desire to learn/exhibit/grow by utilizing the inherent competence of the individual.

Aptitude on many occasions is influenced greatly by inherited qualities, capabilities passed on from generations, and encouraged /promoted by the society as an expectation from the individual to possess these attributes of competence. For example talents such as in particular arts & crafts/professions are said to be passed on by inheritance of these capabilities. Naturally this becomes a very strong mental preference/aptitude while seeking a opportunities for higher education/specialization / employment for career prospects.

Now when we look at the shades of aptitudes required for available opportunities for different types of occupations, we tend to relate both the aptitude & attitude compatibility to ensure better 'fit' for job decisions. Where as we have said that attitude is derived fro the mindset- trilogy, to make the aptitude & attitude to match up to requirements (incase there is no natural combination of these attributes in an individual) formal training or practice of attitudinal change programs becomes all the more essential to ensure compatibility in employability. It is likely that employability gets influenced both aptitude & attitude, unless there are factors in the work situations which can effectively accommodate slight misalignments in the interest of optimum utilization of either the preferred attitude or aptitude.

Aptitudes aligning with the work environment create synergic effects in the quality of contribution from the individual to his/her assignments & employability sustenance. And this if is supported by the right type of attitude leads to overall excellence in performance.

On the other hand a severe mismatch between the attitudes &the aptitude would lead to detrimental consequences in the quality of performance and eventually in sustaining employability. Hence one needs to constantly exercise constraints& moderate interactions leading to poor overall performance/contribution. This is more so critical in employability criteria calling for team work & project management.

However in the present day world of high degrees of specializations in products & processes in each and every field of activities in business & industry, it is very difficult for many to choose and select a line of studies & training in areas suiting to ones aptitude & attitudes. As we see the enormous pressure exercised right from schooling to higher education by the parents on to the children to develop their

wards towards 'employability' criteria lead by preferred professions many times totally disregarding the aptitude & attitude orientation in the individuals. This has been further accentuated by the onslaught of cybernetics (Born through cybernetics-grown through cybernetics – educated and trained through cybernetics – work through cybernetics-reach end of life situation through cybernetics). This has reduced severely any humane interactions so naturally available to everyone.

ATTITUDE VS EMPLOYABILITY

How does an employer choose the right person from thousands of fresher applicants all with the same class of degrees are purely based on his or her employability? They say "we recruit for the attitude and then train them for skills".

After being recruited, employers want Engineers, MBAs as well as other graduates and post graduates who can hit the ground running, adding value soon after they start working. They also seek high level technical skills and domain knowledge as well as high degrees of capabilities such as teamwork, leadership, problem solving, decision making, communication, conflict resolution and finally to add value. Leaving college or university with a good degree is a pre-requisite in the employment market, but this alone is not enough to secure a first job or to retain and grow in professional career. It is true that institutions and universities in India do impart high quality education. What is missing though is the lack of systematic approach in employability skill development and building on whatever education one receives that's essential to help land and retain jobs.

Each year, India contributes almost twice the number of engineers brought out by the US and a little less than twice of all that Europe brings out. It is great to note that India has one of the world's largest most qualified pools of technical manpower. However, when we look at the employability factor, we are far behind.

The McKinsey Global Institute study on emerging global talent market has pointed out that the multinational companies in India find less than 25% of the engineering students and 10% of other graduates and post graduates who graduate every year as falling in the 'employable' category. Statistics show that at this rate, India is certain to face a 'talent gap' of more than 5 million by 2012. Whom to blame for this and who will correct them? Is it the Indian education system, universities, institutions, academicians or ourselves? The question is how these 25% of the engineering graduates and 10% of the other graduates and postgraduates are employable?

Nobody is born with employability skills. Individuals develop them in themselves over a period of time with the help of their own initiative, learning abilities and being open to improve. Many of the unemployables do not feel that they need to change due to their mindset and many feel that high scores in the exams are enough to be successful in life but the real story is different.

During the campus placements we often experience students with very average merit and marks receive early placements while meritorious students with high marks are being rejected by the companies. Currently, there are 500 million jobs in India and as much as 92% of these jobs are skill based, 7% are knowledge based and 1% both knowledge and skill based. It is estimated that about 90 million jobs will be created in the next 5 years of which over 50% are expected to be in the service industry. It is evident that freshers with some amount of skills and right attitude will have lot of job opportunities.

The major problem area among most of the freshers is in their CVs and Cover letter. I often come across freshers complaining about not receiving interview calls. In most of the cases, it's the unimpressive CV and cover letter, and in many cases there is no cover letter!

Unlike the colleges and universities in Asia and beyond, Indian colleges and universities do not have strong career development activities like CV writing classes, job search training, etc., and in absence of it we ourselves need to have a change of attitude and level of initiatives.

FACTORS INFLUENCING CAPABILITY

(COMPETANCE) Vs EMPLOYABILITY (CAREER OPPORTUNITY)

1. Personality (Long term Vision, Mission for career/life)
2. Listening/speaking/writing/responding (Clarity/appropriateness)
3. Project Management (System Orientation)
4. Decision Making (Strategic alignment)
5. Leadership and motivation (influencing response)
6. Problem solving (Analytical Skills)
7. Quality management (Tolerance)
8. Organizing
9. Delegating
10. Planning and goal setting
11. Result orientation
12. Financial management
13. Time management
14. Technical knowledge
15. Negotiating
16. Personal adaptability
17. Administration



- 18. Project Acquisition
- 19. Creativity
- 20. Risk Taking
- 21. Empathy & concern
- 22. Valor & disposer
- 23. Discretion

THE METHODOLOGY

To establish through Questionnaire and personal interviews the current levels of:

The Mindset b) The Character & c) The Capability criteria of business requirements for new recruits as also for subsequent career prospects for the B-school students from Pune area. Considering the vast numbers industrial units in Pune the Study would focus on Auto & auto Ancillaries & few IT/ITES Setups.

To assess through questionnaire and personal interviews the current levels Employability criteria as seen from the evaluation of students from B-Schools in Pune

To develop a correlation chart of Employability parameters between the Industry expectations and students of B-schools and identify major gaps.

Develop with the involvement of industry representatives and B-school management a parity diagram to evolve a set of recommendations and likely action plans to address critical gaps as indicated in the correlation Chart

To Conduct a thorough Literature survey for secondary data and analyse the same for correlation with results of primary data analysis results.

ANALYSIS OF SURVEY RESULTS

Note: The survey was conducted jointly between ASM group of Institutes Pune India and CETYS University Mexico who are academic partners of ASM) the survey reports . their analysis and conclusions are included in tables 1.2&3 below

Table 1: Contains Analysis of results of ASM Group Of Institutes Pune

- 1. IBMR- Institute Of Business Management & Research
- 2. IIBR - Institute of International Business & Research
- 3. IPS – Institute of Professional Studies
- 4. ASM -Overall Group Averages

Table 1: The following table no 1 while including the details of the survey also gives an analysis of criteria wise analysis of the data. since the questionnaire for the survey was developed through the joint efforts of ASM & Cetys Mexico there are certain language anomalies ,

which need to be understood in the correct context, for arriving at conclusion and comments in relation with the main hypothesis of research project.

There were 52 questions in the standard questionnaire (ref column 1 of table 1) related to the survey topic on 'competency evaluation' sent to 105 students at ASM Group of Institutes (The hard copies of the survey reports are retained for reference) and about 25 students in CETYS.

(CETYS basically has executive MBA with nearly 75 are from Industries enrolled to complete MBA studies as sabbatical assignment.

Table 2: Competency Evaluation- (Developed In work-competency developed while in service Developed in School- competency gain during studies)

Table 3. Percentage in each condition of generic competencies, for ASM Group and CETYS University, by Institute, Academic Status, and Job Status.

Table 3, shows the percentage of cases in each condition of specific competencies for ASM Group and CETYS University, for Institute (campus), academic status and job status.

In ASM Group, regarding competencies developed in work is observed 20.6% from IPS, 25.5% from IIBR and 32.7% from IBMR. Related to academic status, 18.7% was reported by students while, 76.3% by graduates. About job status, 17.9% was reported by those who worked before study, 33.1% by those who work and study and, 41.1% by those who worked after studying.

Regarding competencies developed in school, there was 48.3% from IBRM, 51.2% from IPS and, 54.7% from IIBR. Related to academic status, the percentage reported by the graduates was 15.8% while, the students is 58.7%. Regarding job status, 37.8%, was reported by those who worked after study, 39.9% from those who work and study, and 61.5% by those who worked before study

In respect of successfully applied competencies, it is observed 25.5% from IPS, 32.7% from IIBR and, 33.1% from IBMR. Related to academic status, 28.6% was reported by the students, while 45.4% was reported by graduates. In respect of job status, the percentage reported by those who worked before study was 22.9%, for those who work and study, 32.3%, and those who worked after studying, 33.3%.

Related to those competencies that should be improved, there was 46.3% from IPS, 47.2% from IBMR and, 48.3%



| Generic competencies | % Developed in work | | | | % Developed in school | | | | % Applied successfully | | | | % Need to improve | | | |
|---|---------------------|-------|------|------|-----------------------|-------|------|------|------------------------|--------|------|------|-------------------|-------|------|------|
| | IB MR | IIB R | IP S | AS M | IB MR | IIB R | IP S | AS M | IBM R | II B R | IP S | AS M | IB MR | IIB R | IP S | AS M |
| Capability for analysis and synthesis | 12.1 | 16 | 8 | 12 | 66.7 | 68 | 68 | 67.6 | 30.3 | 20 | 16 | 22.1 | 48.5 | 64 | 60 | 57.5 |
| Capability for applying knowledge in practice | 24.2 | 28 | 12 | 21.4 | 69.7 | 48 | 84 | 67.2 | 48.5 | 32 | 52 | 44.2 | 45.5 | 44 | 44 | 44.5 |
| Planning and time management | 18.2 | 28 | 12 | 19.4 | 75.8 | 60 | 72 | 69.3 | 48.5 | 36 | 48 | 44.2 | 45.5 | 52 | 36 | 44.5 |
| Basic general knowledge in the field of study | 15.2 | 8 | 12 | 11.7 | 72.7 | 80 | 84 | 78.9 | 39.4 | 36 | 48 | 41.1 | 48.5 | 52 | 48 | 49.5 |
| Grounding in basic knowledge of the profession in practice | 21.2 | 24 | 12 | 19.1 | 66.7 | 68 | 80 | 71.6 | 30.3 | 40 | 48 | 39.4 | 57.6 | 52 | 44 | 51.2 |
| Oral and written communication in your native language | 6.1 | 4 | 24 | 11.4 | 84.8 | 80 | 64 | 76.3 | 63.6 | 60 | 64 | 62.5 | 27.3 | 24 | 24 | 25.1 |
| Knowledge of a second language | 6.1 | 16 | 8 | 10 | 78.8 | 72 | 76 | 75.6 | 51.5 | 28 | 52 | 43.8 | 33.3 | 60 | 32 | 41.8 |
| Elementary computing skills | 15.2 | 20 | 16 | 17.1 | 78.8 | 72 | 72 | 74.3 | 60.6 | 32 | 28 | 40.2 | 33.3 | 60 | 60 | 51.1 |
| Research skills | 15.2 | 28 | 16 | 19.7 | 66.7 | 52 | 68 | 62.2 | 30.3 | 32 | 32 | 31.4 | 51.5 | 48 | 52 | 50.5 |
| Capability to learn | 9.1 | 12 | 20 | 13.7 | 87.9 | 80 | 68 | 78.6 | 66.7 | 52 | 40 | 52.9 | 30.3 | 40 | 48 | 39.4 |
| Information management skills | 24.2 | 20 | 16 | 20.1 | 66.7 | 72 | 84 | 74.2 | 42.4 | 36 | 44 | 40.8 | 48.5 | 56 | 56 | 53.5 |

| | | | | | | | | | | | | | | | | |
|---|------|----|----|------|------|----|----|------|------|----|----|------|------|----|----|------|
| Critical and self-critical abilities | 24.2 | 20 | 20 | 21.4 | 66.7 | 60 | 72 | 66.2 | 36.4 | 16 | 44 | 32.1 | 54.5 | 64 | 48 | 55.5 |
| Capability to adapt to new situations | 27.3 | 24 | 36 | 29.1 | 63.6 | 72 | 60 | 65.2 | 48.5 | 52 | 44 | 48.2 | 42.4 | 44 | 52 | 46.1 |
| Capability for generating new ideas | 27.3 | 20 | 32 | 26.4 | 66.7 | 76 | 60 | 67.6 | 45.5 | 52 | 48 | 48.5 | 48.5 | 44 | 44 | 45.5 |
| Problem solving | 18.2 | 12 | 20 | 16.7 | 78.8 | 76 | 76 | 76.9 | 69.7 | 40 | 32 | 47.2 | 27.3 | 48 | 64 | 46.4 |
| Decision-making | 9.1 | 20 | 24 | 17.7 | 87.9 | 72 | 72 | 77.3 | 60.6 | 32 | 32 | 41.5 | 36.4 | 60 | 64 | 53.5 |
| Ability to work in an interdisciplinary team | 21.2 | 16 | 32 | 23.1 | 66.7 | 76 | 56 | 66.2 | 36.4 | 24 | 28 | 29.5 | 51.5 | 68 | 60 | 59.8 |
| Interpersonal skills | 24.2 | 16 | 16 | 18.7 | 72.7 | 80 | 68 | 73.6 | 42.4 | 28 | 32 | 34.1 | 54.5 | 68 | 52 | 58.2 |
| Leadership | 18.2 | 12 | 24 | 18.1 | 78.8 | 76 | 68 | 74.3 | 57.6 | 32 | 24 | 37.9 | 39.4 | 56 | 68 | 54.5 |
| Ability to communicate with non-experts in the field | 36.4 | 56 | 44 | 45.5 | 30.3 | 24 | 36 | 30.1 | 24.2 | 40 | 36 | 33.4 | 42.4 | 40 | 44 | 42.1 |
| Appreciation of diversity and multiculturalism | 72.7 | 64 | 60 | 65.6 | 15.2 | 24 | 20 | 19.7 | 60.6 | 72 | 56 | 62.9 | 27.3 | 16 | 24 | 22.4 |
| Ability to work in an international context | 51.5 | 40 | 24 | 38.5 | 48.5 | 60 | 76 | 61.5 | 57.6 | 40 | 60 | 52.5 | 42.4 | 60 | 40 | 47.5 |
| Understanding of cultures and customs of other countries | 24.2 | 8 | 16 | 16.1 | 60.6 | 60 | 72 | 64.2 | 24.2 | 36 | 24 | 28.1 | 60.6 | 32 | 64 | 52.2 |
| Ability to work autonomously | 39.4 | 24 | 32 | 31.8 | 54.5 | 56 | 56 | 55.5 | 36.4 | 32 | 16 | 28.1 | 57.6 | 48 | 72 | 59.2 |

| | | | | | | | | | | | | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Project design and management | 36.4 | 52 | 72 | 53.5 | 30.3 | 32 | 12 | 24.8 | 24.2 | 4 | 48 | 38.7 | 42.4 | 40 | 36 | 39.5 |
| Initiative and entrepreneurial spirit | 60.6 | 68 | 60 | 62.9 | 15.2 | 16 | 24 | 18.4 | 48.5 | 5 | 48 | 49.5 | 27.3 | 32 | 36 | 31.8 |
| Ethical commitment | 78.8 | 60 | 40 | 59.6 | 21.2 | 40 | 60 | 40.4 | 42.4 | 4 | 48 | 44.8 | 57.6 | 56 | 52 | 55.2 |
| Concern for quality | 21.2 | 20 | 12 | 17.7 | 78.8 | 72 | 76 | 75.6 | 60.6 | 4 | 56 | 52.2 | 39.4 | 52 | 32 | 41.1 |
| Success willingness | 21.2 | 12 | 8 | 13.7 | 69.7 | 80 | 84 | 77.9 | 54.5 | 4 | 52 | 48.8 | 36.4 | 52 | 40 | 42.8 |
| Social responsibility and civil compromise | 39.4 | 32 | 48 | 39.8 | 24.2 | 24 | 8 | 18.7 | 33.3 | 2 | 36 | 32.4 | 30.3 | 28 | 20 | 26.1 |
| Use of information and communication technologies | 60.6 | 68 | 80 | 69.5 | 3 | 8 | 8 | 6.3 | 27.3 | 4 | 32 | 33.1 | 36.4 | 36 | 56 | 42.8 |
| Compromised with environment preservation | 54.5 | 44 | 44 | 47.5 | 45.5 | 56 | 56 | 52.5 | 63.6 | 6 | 60 | 62.5 | 36.4 | 36 | 40 | 37.5 |
| Compromised with socio-cultural environment | 21.2 | 12 | 20 | 17.7 | 63.6 | 76 | 76 | 71.9 | 33.3 | 2 | 28 | 29.8 | 51.5 | 60 | 68 | 59.8 |
| Average | 28.9 | 27.4 | 27.9 | 28.1 | 59.3 | 59.6 | 61.1 | 60.0 | 45.5 | 3.8 | 41.1 | 41.8 | 42.8 | 48.2 | 47.9 | 46.3 |

| Statistical differences | | IBMR | IIBR | IPS | ASM |
|-------------------------|---------------------------------------|------|------|------|------|
| T test | Developed in work/developed in school | 0 | 0.01 | 0.01 | 0 |
| | Applied successfully/need to improve | n.s. | 0.01 | 0.05 | n.s. |

| | | |
|-------------------|-----------------------------------|------|
| Anova test | Developed in work, by institute | n.s. |
| | Developed in school, by institute | n.s. |
| | Applied successfully by institute | n.s. |
| | Need to improve by institute | n.s. |

ASM Group Institutes PUNE

CETYS University Mexico

Table 2.

| Developed In Work Improve | Developed In School | Applied Successfully | Need to Improve | CETYS University | Developed In Work Improve | Developed In School | Applied Successfully | Need to Improve |
|---------------------------|---------------------|----------------------|-----------------|---------------------|---------------------------|---------------------|----------------------|-----------------|
| 32.7 | 48.3 | 32.7 | 48.3 | Ensenada | 50.8 | 34.4 | 41.2 | 44 |
| 25.5 | 54.7 | 33.1 | 47.2 | Mexicali | 57.8 | 33.8 | 55.5 | 36.1 |
| 20.6 | 51.2 | 25.5 | 46.3 | Tijuana | 58.3 | 33 | 43.7 | 47.5 |
| 18.7 | 58.7 | 28.6 | 48.8 | Current student | 58.2 | 33 | 46.7 | 44.5 |
| 76.3 | 15.8 | 45.4 | 46.7 | Alumni | 55.1 | 36.7 | 53.7 | 38.2 |
| 17.9 | 61.5 | 32.3 | 47.1 | Worked before study | 60.5 | 29.5 | 44.7 | 45.3 |
| 33.1 | 39.9 | 22.9 | 50.2 | Worked while study | 56.6 | 33.5 | 47.5 | 42.6 |
| 41.1 | 37.8 | 33.3 | 45.6 | Worked after study | 51.8 | 45.6 | 55.3 | 42.1 |

from IBMR. In terms of academic status, the percentage reported by graduates was 46.7%, while 48.8% was reported by students.

CETYS- CETYS University Mexico (Tijuana, Mexicali, Ensenada are three different campuses of CETYS university)

DISCUSSIONS

The students as admitted to management studies at CETYS are mostly from the 'employed category' or with prior Industry experience (as an eligibility criteria for admittance to MBA program) and who choose higher education in management studies, basically for improving their competence levels by undertaking studies in special courses in business management aspects as offered by the University.

There are no exceptional differences between competence levels at different geographical or institutional/campus locations in the same country. It is likely that the university/group depending on its strategy may allocate different specializations at different campuses for e.g. Mexicali campus may focus on operations related programs and other locations such as Ensenada & Tijuana may offer programs in IT & other areas such as finance & marketing specializations. This obviously is indicated by the difference in competence ratings at these locations.

At ASM however, at present there are no such preferences at its campus for the MBA programs. The same is indicated through the data analysis of ASM group institutes students; there is not much variation between competence levels observed at IIBR, IPS or IBMR Campuses.

In respect of data analysis of survey reports from alumni, the students who have joined organizations after the program of higher studies as offered by the respective University/Institute the results indicate much higher levels of competence both at CETYS & ASM which confirms that employment & experience has an exponential impact on competence development.

It is assumed based on interactions between CETYS & ASM that the social values and family pressures & learning environment at all levels of education/career opportunities are greatly influenced by US Systems' higher levels of competence in the students. This is reflected in the difference observed in the competence levels between CETYS & ASM Students.

It is expected that with the implementation of the new revised syllabus at ASM group of Institutes (Wef 2013-15 Batch) which imposes a paradigm shift of focus from

'Knowledge' to 'DO IT' model of education

It is also important to note that besides higher education & Industry experience the aspects of emotional intelligence (EQ) and the value systems (governance) play equally important roles in development of 'conglomerate competence' levels (Including cross cultural interactions). Hence the DOIT model needs to be inclusive of focus on Emotional Intelligence & Values (Governance/ Character) as essential courses in the Education model.

(In fact ASM group is independently working on a research project titled "Impact Analysis of Criteria for improving 'Employability'" of B-school students of colleges affiliated to University of Pune, which is at the feasibility assessment stage at present.

CONCLUSIONS

A cursory overview of the research emphasizes the following

Competence as a basic ingredient exists in all across the population of B-school students irrespective of the country / B-Schools under study.

Competency gets converted into core competence (say >50 to 60%) based on the strategic options available to the students (Like entrepreneurial & employability opportunities at market place)

The demand & supply rules for competence creation/development are governed by the Strategic objectives of the Education System (Higher Education Models) & regulatory/governance standards set out by host country and the global situations.

Factors such as social (familial, cultural & educational compulsions) economic, technological & political (PEST) factors have greater impact on the need for, and provisions of competency creation opportunities in the host country.

The results of the primary data analysis clearly bring out the influence of current & potential capabilities of the students including the graduate students (alumni) which again are based on factors mentioned in D above.

Global business (career related) opportunities call for distinctive competence levels (among the B-school students) to be an essential part of the vision of the Education System (Strategy) and its effective implementation including periodical evaluation of competence levels. This is obvious from the data analysis report that an education model based on emphasis on "Do it" over "Knowledge Building" (as is adopted at CETYS University since the year 2000-01) supports the results of higher competence levels amongst students covered by the



survey at CETYS University.

In comparison the education model adopted at ASM Group draws its objectives from its affiliations which till recently did focus on 'Knowledge building' over 'Do it' model.

RESEARCH LIMITATIONS

The Above research paper includes assumptions of economic stability as a criteria and a constant while analyzing other variables impacting the general employability requirements, but common sense tells that major aspects other than the parameters considered in this research primarily the economic situations in a country or global economy as a whole set aside the results.

The political stability also plays a major role in investments in the country, this to a great extent influences job creations & retentions, these put heavy limitations in the research assumptions

The situations including major natural and manmade calamities need to be accounted for besides issues of trade barriers etc could disturb the research conclusions.

The latest technological developments such as cloud computing in IT in particular call for latest knowledge & experience as essential criteria which may not be accessible in all locations this could act as a major barrier for the global mobility of employment opportunities.

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