

# What Corporate World Looks For From MBA's?

By **M.P. Sinha**  
Executive Director, GHRDC

## WHAT CORPORATES HAVE TO SAY

We specifically aimed at what recruiters look for in a new MBA graduate, how they make hiring decisions, what qualities they value most in MBA employees and what skills and abilities they want MBAs to have.

While analysing the data collected, it was found that five most important characteristics recruiters look for in a candidate are—

- Strong Communication skills and Interpersonal skills.
- Proven ability to perform.
- Cultural fit within the company
- Evidence of adaptability.
- Qualitative knowledge and technical skills acquired in the MBA programme

These five characteristics are found to be so significant that if these qualities were lacking in a candidate, the candidate's skills and knowledge would not make up for the deficiency. In other words, the absence of these valued qualifications can prevent an MBA graduate from being hired by top recruiters.

Further, most of the recruiters shared with us that management institutes must produce MBAs with the following attributes and qualities.

## HIGH ATTRACTION - HIGH NEED OF DEVELOPMENT

- Ability to think strategically.
- Creative Problem Solving Skills.
- Oral and Written Communication Skills.
- Interpersonal Skills.
- Ability to change / adapt to new situations.
- Ability to think analytically.
- Quantitative Skills.
- Ability to integrate information from a wide variety of sources.
- Information.

## NEW INITIATIVE / INNOVATIVE PRACTICES IN LEADING B-SCHOOLS

### Skill Development:

Based largely on the corporate views and interaction with the alumni of leading B-Schools, holding key positions in big corporates, the curriculum and pedagogy should be reviewed and redesigned in such a way that these:

**A. Help the students acquire the analytical skills needed to run a business—**

- i. Problem Solving Skills.
- ii. Decision Making Skills.
- iii. Risk Management.

**B. Help students develop the practical skills necessary to lead an organisation—**

- i. Effective written and oral communication skills.
- ii. Powerful presentation skills.
- iii. Leadership skills
- iv. Interpersonal, teamwork and collaborative skills.

**C. Make the students learn to apply analytical and practical skills to craft innovative solutions to complex business issues—**

- i. Apply and integrate practical knowledge to business processes within and across industries.
- ii. Manage the functional and strategic level of an organisation.
- iii. Develop innovative theories and examples by solving real World Business problems.
- iv. Understand and react to the challenges of a global marketplace.
- v. Learn how to leverage technology to resolve business challenge.

**D. Help strike a balance between Emotional Quotient and Intelligence Quotient**

Difference between IQ and EQ :

- IQ has been the traditional measure of 'intelligence' i.e. technical skills.
- EQ means—how well a person can perform in a particular job. It is the capacity to recognise our own feelings and feelings of others, to motivate ourselves, and to manage our emotions and our relationships. EQ has two major dimensions of competence:

1. Personal Competencies
2. Social Competencies

## PERSONAL COMPETENCE (How well we manage ourselves)

- There are three components of Personal Competence.
- I. Self-Awareness
- II. Self-Regulation
- III. Motivation





### I. Self-Awareness

- Know one's own strengths and limitations
- Focus on professional and personal improvement.
- Look for opportunities to improve a development area.
- Seek feedback from staff, at all levels.
- Acknowledge strengths, personal attributes as well as areas for improvement.
- Be capable of showing restraint when working under conditions of stress, frustration and tension.
- Maintain a balance between one's professional and personal lives.
- Know when and how to say "No".
- Be open to candid feedback, continuous learning and self-development.
- Thirst for constructive criticism.
- Present oneself with self-assurance.

### II. Self-Regulation

- Manage impulsive feelings and distressing emotions during stressful situations by staying calm and composed.
- Build trust by demonstrating reliability.
- Admit one's own mistakes and assume responsibility for them.
- Take tough, principled stands, even if they are unpopular.
- Follow through on promises and commitments.
- Tactfully confront other colleagues, if their behaviour is less than ethical.

### III. Motivation

- A passion to reach goals with energy.
- Maintain a result-oriented, high drive in order to meet standards and objectives.
- Make sacrifices and contributions above and beyond the call of normal duty to meet larger organisational goals.
- Take pride in and be passionate about your own work.
- Deviate from established rules and procedures, when necessary, to get the job done.
- Mobilise others, through extraordinary, enterprising efforts.
- Persist in reaching goals, despite obstacles and setbacks.

### SOCIAL COMPETENCE

It has two competencies—

- I. **Empathy** - Understanding others' feelings and concerns and treating them accordingly.
- II. **Social Skills** - Ability to find common ground and building rapport to induce desirable responses in others.
  - I. **Empathy**
    - Be attentive to emotional signals, listen well, be sensitive and understanding of others' perspectives.
    - Offer to help out based on an understanding of others' needs and feelings.
    - Give timely and regular guidance/ coaching.

- Seek ways to increase colleagues' satisfaction and loyalty.
- Respect and relate well to individuals of varied backgrounds.
- Understand diverse work views and be sensitive to group difference.
- Generously and gladly offer appropriate assistance.
- Challenge others' biases and intolerances.
- Understand a colleague's perspectives and act as a trusted advisor.

### II. Social Skills

- Develop skills at influencing and winning people.
  - Seek mutual understanding.
  - Welcome the sharing of information, plans and resources with other colleagues.
  - Deal with difficult issues in a straightforward manner.
  - Foster open communication, stay open-minded to positive as well as negative news.
  - Be a model of the change one expects from others.
  - Seek out relationships that are mutually beneficial.
  - Build rapport, and keep others in the loop.
  - Maintain a balance between one's professional and personal lives.
  - Handle difficult people and tense situations with diplomacy and tact.
- Most of the B-Schools are far behind in applying the right teaching techniques and methods for imparting these soft skills. Therefore, there is lack of quality MBAs in our country.