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Framework for Competency Based Academic System for Indian B-Schools

Dr. D. N. Venkatesh

Professor, OB & HR Area, GIM, Goa, India

Pranuthi Bandaru

Independent Researcher, India

Abstract:

This research paper focuses on the earlier research on competencies and related literature and interprets that in the context of challenges and dilemmas faced by B-schools in general and b-schools in India in particular. The secondary research carried out as a part of this study had studied the various roles that b-school graduates are placed and will be working for the first 3-5 years of their career. Then research paper has identified critical and generic competencies that young managers are expected to possess to be successful in the early stages of their career. The paper then presents an integrated framework that b-schools in India could leverage upon to make sure that the learning system is fully integrated with the industry needs.

Keywords: *Competencies, managerial competencies, ROI, "Plug & Play", Ready to plug in (RPI)*

1. Introduction

The Education is B-Schools has become very competitive and market aligned in India due to various factors such as proliferation in the number of schools, changed business context due to which organizations are expecting better "ROI" and "Plug & Play" Talent, meritorious students looking for B-Schools which have aligned their systems to market realities and consequently help them to hone their skills that will give them "Differentiation" and "Competitive Edge" in the job market, post the completion of the course.

The B Schools have been taking conventional approach of recruiting students by assessing them on various personality dimensions. However the regular feedback that they receive from the recruiting organizations visiting the campuses for both summer internship and final placement is that they expect a stronger alignment of the B-Schools that will help them to have "Ready to plug-In (RPI)" talent. The concept of RPI talent has been gaining ground in India especially after the impact of Globalization in India. The globalized business context has made it imperative for the organizations to "do more with less". Further the loyalty of talent recruited from B-Schools hasn't been encouraging experience. As a consequence, organizations are preferring to recruit talent that are RPI aligned.

The question is here how B-Schools could approach this aspect of grooming and delivering PRI talent for the Industry. In order to do so it is important that B-Schools a) understand the kind of roles that the B-Schools graduates are recruited for and b) analyse the job deliverables and required skill sets (Competencies) for the roles and) look at aligning the educational systems for a holistic alignment. For the purpose of holistic and integrated alignment, it is needed that the through the various steps in the process starting from admissions, learning facilitation and grooming during the course of program, guidance for career preparation, tracking the competency development right from admission through the course at the time of placement and graduation. The student track record of competency can be shared with prospective employer. The track record can help to understand the development of students in identified competency areas. Such an integrated approach will help the win-win proposition for B-School, student community and more importantly the organization who are recruiters on the campuses.

This concept paper provides a holistic and integrated approach towards the above facets. The research papers explores the competencies that young managers in India are expected to have to meet the needs of the corporates. It then explores then proposes the competency framework that can be used by B Schools to for the education process end to end i.e., right from student selection process during admissions, to the student grooming during the course of the program both in the academic and non-academic learning initiatives.

2. Research Backdrop

The word competency has its roots in the word competence. The origins to the research on competency can be tracked to 1970s, when organizations started looking for talented people. The initial research of competencies was built on earlier research work on skills, abilities and cognitive intelligence (McClelland, Baldwin, Bronfenbrenner, and Strodbeck, 1958; Campbell, Dunnette, Lawler, and Weick, 1970) and it was preceded with research on emotional and social intelligence (Salovey and Mayer, 1990; Goleman, 1998, 2006)

The initial definition/interpretation for competency was that of a capability/ability (Boyatzis, 1982, 2008; McClelland, 1973, 1985). The word competence means the "ability to do something well or efficiently". The dictionary definition indicates "it refers to

cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or situation. Competence indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations". There has been lot of research on competency based education, competency based training and managerial competence related areas.

The major advancement in correlating competencies with performance came from complexity (based on research of Mc Clelland published posthumously in 1998) where he asked the interviewees as to how often they are required to display the behaviors to propel them into the league of superior performance. To be effective the development of work place and employee need to take cognizance the current and projected needs of the organization (Less, Picket, 1998).

In the research on competency based education (Boris et al, 2003) focussed on accounting professionals, the emphasis was on what outcomes should the employees deliver, rather than emphasizing on the knowledge and skills the employees possess. Based on the research on multiples leadership styles (Meredith & Mantel, 2012) have identified that managers to be effective need to have a combination of two or more skills (Intellectual, Managerial and Emotional). Siriwaiprapan (2000) in his research had proposed five domains i.e., Organizational Competence, Social Competence, Cognitive Competence, Self-Competence and Job Competence.

After a review of earlier literature it is observed that the earlier research has focused from a generic perspective, the research has not taken specific perspective of mapping the roles to that B-Schools grads and linking it to selection and learning process in the S-Schools. This research paper is focussing on this gap area and provide specific inputs w.r.to competency identification and grooming of youngsters by B-Schools. It proposes to study the existing processes at one of India' Leading B-Schools and present an integrated framework.

3. Objectives

The objectives of this concept paper are:-

- Study and Identify the competencies that industry (across sectors& Functions) is looking for from Junior Management Talent
- Survey &Select competencies that are common across industries
- Create a competency Framework with levels and definitions
- Create a "Competency Advisory" document for Student admission process
- Create a "Competency Facilitation guidelines" for Faculty that could consider in designing & implementing "Curricular" & "Co-Curricular" activities for the students during the program.

4. Industry Survey for Generic Competencies

As a part of research, the committee has looked at career opportunities across functions and industries adverted in various career websites such as IIMJobs.com, Naukri.com, and LinkedIn.com etc.

The spectrum of organizations covered for scanning the competency pre-requisites across functions are:-

1. Banks & Financial Institutions
2. Investment Research Organizations
3. Telecom Players
4. IT organizations (across categories)
5. E-Commerce & Internet Organizations
6. Start-up Ventures
7. Consulting Organizations (Nice/Boutique/large)
8. Consumer Organization (durable/non-durable/FMCG/Beverages)

The position dimensions and details such as Job Title, requisite experience and expected skills/competencies are captured in a tabulated format and presented function-wise below. The functions covered in the survey are:-

1. Banking & Finance
2. Sales & marketing
3. Consulting
4. IT & Systems
5. Supply Chain Management & Operations &
6. Human Resources

S. No	Job Title(s)	Experience	Generic Competencies/Skills
1.0	Associate Relationship Manager	1-5 years	<ul style="list-style-type: none"> • Drive for Results • Customer Focus • Interpersonal Effectiveness & Ability to Influence • Analytical Thinking • Team Effectiveness
2.0	Risk Model Developer	0-4 years	<ul style="list-style-type: none"> • Analytical Skills • Communication (Spoken & written) • Coding Skills
3.0	Project Manager	0-5 years	<ul style="list-style-type: none"> • Analytical Skills • Effective Communication Skills • Commercial/Business Orientation • Risk Assessment Abilities • Pro-active approach
4.0	Finance Control	0-3 years	<ul style="list-style-type: none"> • Relationship Management • Self-Starter • Interpersonal skills • Team Players • Customer Relationship skills • Ability to work under pressure
5.0	Analyst/ Sr Analyst	0-10 years	<ul style="list-style-type: none"> • Project Management • Interpersonal Skills • Eye for Details • Excellent Communication skills
6.0	Business Analyst	3-5 years	<ul style="list-style-type: none"> • Excellent written and verbal communication skills • Tactical Management of Senior Management • Exceptional Presentation skills • Self-Motivation
7.0	AM/DM- Financial Planning & Analysis	3-6 years	<ul style="list-style-type: none"> • Analytical Skills • Excellent Communication skills
8.0	Investment Research	0-5 years	<ul style="list-style-type: none"> • Analytical Skills • Interpersonal Skills • Excellent Communication Skills
9.0	Derivatives Analyst	0-2 years	<ul style="list-style-type: none"> • Strong analytical and statistical ability • Hardworking & Entrepreneurial • Team Playing • Ability to work under stress
10.0	Business Development Manager	2-5 years	<ul style="list-style-type: none"> • Interpersonal Skills • Relationship Management • Communication & Presentation Skills

Table 1: Banking & Finance

S. No	Job Title (s)	Experience	Generic Competencies/Skills
1.0	AM/Manager – Digital Marketing	2-5 years	<ul style="list-style-type: none"> • Analytical Skills • Excellent communication skills • Self-Starter • Ability to work Independently
2.0	AM/Manager – Territory Marketing	1-5 years	<ul style="list-style-type: none"> • Analytical & Decision Making Skills • Team Management • Communication Skills • Negotiation Skills
3.0	Area Sales Manager	3-6 years	<ul style="list-style-type: none"> • Strategic Planning • Decision Making • Effective communication skills • Attitude & Aptitude for Sales • Team Player
4.0	Associate Product Manager/Content Strategist	1-3 years	<ul style="list-style-type: none"> • Excellent verbal and written communication skills • Market Research skills • Excellent analytical and problem solving skills • Eye for detail
5.0	AM- Digital Media Sales	2-7 years	<ul style="list-style-type: none"> • Relationship Management • Excellent communication • Presentation skills •
6.0	AM-Social Media Marketing	0-3 years	<ul style="list-style-type: none"> • Social Media Savvy • Excellent communication • Interpersonal skills
7.0	AM – Logistics Solution Sales	1-5 years	<ul style="list-style-type: none"> • Strong Problem solving • Response Ability • Extraordinary communication and presentation skills
8.0	AM- Consumer Marketing	3-7 years	<ul style="list-style-type: none"> • Data Crunching & Analytical Ability • Creative thinking • Eye for detail • Good communication skills • Team working ability
9.0	Product Manager – Insurance	1-8 years	<ul style="list-style-type: none"> • Customer Connect • Creative Thinking • Excellent Communication Skills • Interpersonal Skills
10.0	Category Expert	3-7 years	<ul style="list-style-type: none"> • Negotiation Skills • Excellent Communication Skills • Presentation skills

Table 2: Sales & Marketing

S. No	Job Title(s)	Experience	Generic Competencies/Skills
1.0	Junior /Management Consultant	2-5 years	<ul style="list-style-type: none"> • Strong Analytical Skills • Interpersonal Skills • Excellent Communication Skills
2.0	Consultant – Analytics	3-6 years	<ul style="list-style-type: none"> • Strong Analytics skills • Excellent Communication Skills • Team Leading Ability
3.0	Business Analyst	0-3 years	<ul style="list-style-type: none"> • Ability to update & work with Technology • Excellent analytical problem solving skills • Excellent Communication skills • Eye for detail
4.0	AM- Sales Intelligence & CRM	2-3 years	<ul style="list-style-type: none"> • Strong Business acumen • Research Orientation • Self-Starter • Team Playing
5.0	Data Analyst	2-5 years	<ul style="list-style-type: none"> • Analytical Skills • Excellent Communication Skills
6.0	AM – Predictive Analytics	2-4 years	<ul style="list-style-type: none"> • Analytical Skills • Problem solving skills • Excellent Communication skills
7.0	Research Associate	0-2 years	<ul style="list-style-type: none"> • Strong analytical abilities • Excellent communication skills • Strong Report Writing Skills • Ability to work under pressure • Research Orientation
8.0	AM – Sales Consulting	1-3 years	<ul style="list-style-type: none"> • Relationship Management • Excellent Communication • Analytical Skills
9.0	Data Modelling Analyst	2-6 years	<ul style="list-style-type: none"> • Strong Analytical Skills • Excellent Communication Skills
10.0	Knowledge Analyst	3-6 years	<ul style="list-style-type: none"> • Strong Analytical Skills • Excellent Interpersonal Skills • Excellent Communication Skills

Table 3: Consulting

S. No	Job Title(s)	Experience	Generic Competencies/Skills
1.0	Product Manager	1-5 years	<ul style="list-style-type: none"> • Business Orientation • Strong Analytical Skills • Strong communication skills • Creativity & Innovation
2.0	Analytics/Sr Analytics Consultant	3-6 years	<ul style="list-style-type: none"> • Problem Solving • Analytical Skills • Strong Communication skills
3.0	Analyst – Big Data	3-6 years	<ul style="list-style-type: none"> • Strong Analytical Skills • Excellent Communication skills • Business Orientation
4.0	Analyst – Business Intelligence	3-6 years	<ul style="list-style-type: none"> • Intellectual and analytical curiosity • Strong Communication skills • Ability to work in fast working & Dynamic Environment
5.0	Technology Architect	2-8 years	<ul style="list-style-type: none"> • Problem solver and hands-on execution orientation • Ability to deliver the product within strict timelines • Excellent Communication skills
6.0	AM/Manager – Content Research	3-8 years	<ul style="list-style-type: none"> • Analytical and logical thinking • Organized and systematic way of working with high attention to detail.

			<ul style="list-style-type: none"> • Innovation & Creativity
7.0	Data Scientist	2-8 years	<ul style="list-style-type: none"> • Problem Solving • Analytical Skills • Business Orientation
8.0	Product Analyst	1-3 years	<ul style="list-style-type: none"> • Ability to logically reason & justify design choices to key stakeholders • Taking ownership • Decisiveness & intuition • Excellent communication
9.0	Business Development – AM/Manager	3-8 years	<ul style="list-style-type: none"> • Good Communication skills • Business Orientation • Relationship Management
10.-	Functional Consultant	3-7 years	<ul style="list-style-type: none"> • Business Acumen • Excellent Communication skills • Interpersonal Skills

Table 4: IT & Systems

S. No	Job Title(s)	Experience	Generic Competencies/Skills
1.0	Operations Manager	0-3 years	<ul style="list-style-type: none"> • Initiative taking ability • Excellent interpersonal skills • Strong communication skills • Result Orientation
2.0	Procurement Manager	3-6 years	<ul style="list-style-type: none"> • Negotiation Skills • Business Orientation • Interpersonal skills • Decision Making • Leadership
3.0	Manager – Channel Partner Development	2-5 years	<ul style="list-style-type: none"> • Good communication skills • Strong interpersonal skills • Result Orientation • Self-Starting Ability
4.0	Supply Chain Manager	2-4 years	<ul style="list-style-type: none"> • Negotiation Skills • Interpersonal skills • Excellent Communication skills • Result Orientation
5.0	Inventory Control Analyst	1-5 Years	<ul style="list-style-type: none"> • Flexibility • Good Communication • Team Playing
6.0	Manager – Business Delivery	3-5 years	<ul style="list-style-type: none"> • Result Orientation • Excellent Communication • Team Leading
7.0	Store Manager	3-8 years	<ul style="list-style-type: none"> • Team Leading • Result Orientation • Excellent Communication
8.0	Assistant Manager – Demand Planning	2-7 years	<ul style="list-style-type: none"> • Analytical & Forecasting skills • Report Writing • Interpersonal Skills • Result Orientation
9.0	Manager – Order Fulfilment	3-8 years	<ul style="list-style-type: none"> • Team Management • Result Orientation • Quick Thinking • Problem Solving • Decision Making
10.0	Corrective Action & Preventive Action Specialist	1-4 years	<ul style="list-style-type: none"> • Analytical Skills • Problem Solving • Influencing skills • Communication Skills

Table 5: SCM & Operations

S. No	Job Title(s)	Experience	Generic Competencies/Skills
1.0	Consultant – HR Service Delivery	3-6 years	<ul style="list-style-type: none"> • Strong analytical/problem-solving • Interpersonal skills. • Cross Functional • Client Servicing
2.0	Sr Executive/ AM – Recruitment	2-4 years	<ul style="list-style-type: none"> • Service and client-oriented • Ability to work independently • Project Management & Result Orientation • Excellent Communication
3.0	Senior Talent Scout	3-10 years	<ul style="list-style-type: none"> • Interpersonal Skills • Excellent Communication Skills • Relationship Management
4.0	Dy Manager/ Manager – Employee Engagement	2-4 years	<ul style="list-style-type: none"> • Positive Orientation • Creativity Thinking • People Connect • Ability to interact with Strangers • Quick Solutioning
5.0	Dy Manager/ Manager – Employee Relations	3-5 years	<ul style="list-style-type: none"> • Leadership Ability • Problem Solving • Coaching Skills
6.0	Analyst – Instructional Design	2- 6 years	<ul style="list-style-type: none"> • Strong analytical skills • Integrated Business Perspective • Exceptional Communication skills • Cross Cultural Competence
7.0	Leadership Recruiter	2- 6 years	<ul style="list-style-type: none"> • Interpersonal skills • Relationship Management • Good Communication Skills • Result Orientation
8.0	Dy Manager – Business HR		<ul style="list-style-type: none"> • Interpersonal Skills • Exceptional Communication Skills • Counselling Skills
9.0	SOP Coordinator	2-3 years	<ul style="list-style-type: none"> • Strong analytical and logical skills • Excellent relationship-building skills • Report Writing/Drafting Skills
10.0	AM – HR Generalist	1-7 years	<ul style="list-style-type: none"> • Interpersonal Skills • Communication skills • Convincing skills

Table 6: Human Resource

5. Competencies for Students @ Indian B-School

The committee has analysed the competencies /skills that were indicated across sectors & functions and has identified the following competencies based on the following criteria:-

1. Industry Context and emerging trends
2. Emerging profile of jobs that B-School students are interested in.
3. Expectations from business on profile of students during selection process regarding learning and their career aspirations.
4. The profiles of students who take admission
5. The Job Profiles and levels at which students are placed.

The competencies short-listed by the committee for the admission and academic processes along with behavioral dimensions are tabulated below:-

S. No	Competency	Dimensions
1.0	Communication Skills	<ul style="list-style-type: none"> Clarity in communication Ability to communicate(Oral/Written) to other person about his thoughts/opinions Ability to influence the other person Ability to listen and appreciate the thoughts/opinion and perspectives of others.
2.0	Interpersonal skills	<ul style="list-style-type: none"> Ability to relate to other person Ability to empathize and connect with other person Ability to build & nurture a positive working relationship Ability to share thoughts/opinions and resolve differences amicably
3.0	Learning Orientation	<ul style="list-style-type: none"> Understanding the need for learning in life especially in student life Aptitude to learn new aspects in different areas that can help the student in personal and professional lives Ability to learn with co-learners in a shared learning context Ability to look for learning opportunities on own and do self-learning Aptitude and attitude to reach to sources that can provide opportunities that can help the student either in terms of knowledge and skills.
4.0	Logical Thinking	<ul style="list-style-type: none"> Able to think logically &holistically in a given context Ability to see inter-relatedness of various perspectives in a given context Ability to appreciate contrarian views and discuss. Ability to arrive at common ground in case of difference of opinion in case of non-convergent thoughts and opinions.
5.0	Result Orientation	<ul style="list-style-type: none"> Be able to understand the goals/deliverables expected from him/her. Be able to plan for achieving the planned goals/targets Be able to work with other and ensure delivery of targets/goals within expected time frame and expected/agreed quality.
6.0	Leadership Ability	<ul style="list-style-type: none"> Be able to join new and diverse groups without extra effort Be able to relate to team members Be able to communicate/discuss and sign-off with team members on goals/targets Be able to motivate & guide the team members to work towards set goals. Be able to resolve team differences amicably

Table 7

6. Competency Framework for Students @ B-School

6.1. Level – Wise Behavioral Differentiation

The committee the after identifying the generic competencies which could be guiding aspects has identified the following levels that be used both for student selection process and learning facilitation during the course. The levels and behavioral dimensions competency-wise are placed below:-

Competency	Level – Wise Behavioral Differentiation			
	Level 1 (Unsatisfactory)	Level 2 Learner Level	Level 3 Threshold Level	Level 4 Implementer
Communication Skills	Can't Listen and Communicate well	Fosters Two way Communication	Adapts to Context	Is able to communicate complex messages
Interpersonal Skills	Can't connect with People or experiences difficulties in relationships	Has to make an effort to interact and connect with People	Can connect and relate to people effortlessly	Can successfully build and nurture positive relationships
Learning Orientation	Feels lost or doesn't demonstrate learning aptitude	Has keen learning orientation	Makes successful learning efforts	Learns successfully and shares collaborates with others in learning process
Logical Thinking	Thinks in-coherently	Can connect the dots with assistance/guidance	Thinks logically and articulates well	Is able to think logically and can convince others
Result Orientation	Hasn't been successful in planning and achieving goals	Needs guidance in planning and achievement of goals	Can plan independently and can successfully achieve them	Can help others in planning & achieving results as well
Leadership Ability	Is withdrawn and comes across as an strong introvert	Needs effort to open up and take responsibility	Come forwards pro-actively and assumes responsibility	Has confidence to pro-actively take responsibility, motivate others towards take up projects/responsibilities

Table 8

6.2. Competency & Level – Wise Behavioral Dimensions (Indicative)

Level	Behavioral Dimensions
Level I	<ul style="list-style-type: none"> • Tends to get confused or feels shy in articulating/communicating the thoughts • Fails to communicate(Oral/Written) to other person about thoughts/opinions • Tends to leave the other person clueless/confused about his/her thoughts/opinions • Fails to listen or distorts due to perceptual factors and take a hard/rigid stand and thus rubs others on wrong side with his/her e thoughts/opinion and fails to appreciate perspectives of others
Level II	<ul style="list-style-type: none"> • Needs prodding/support from others in articulating/communicating the thoughts • Partially communicates(Oral/Written) to other person about thoughts/opinions • Needs clarifying questions from opposite person to understand his/her thoughts/opinions • Needs patient listening and expects the other person to first appreciate his/her thoughts.
Level III	<ul style="list-style-type: none"> • Clearly articulates /communicates his/her thoughts • Has good oral/Written communication skills • Is able to engage the other person in a meaningful conversation.
Level IV	<ul style="list-style-type: none"> • Clearly articulates /communicates his/her thoughts • Has good oral/Written communication skills • Is able to engage the other person in a meaningful conversation. • Is able to appreciate divergent views and able to arrive at mutually agreeable perspectives on thoughts/opinions

Table 9: Communication Skills

Level	Behavioral Dimensions
Level I	<ul style="list-style-type: none"> • Not able to relate or has difficulty in relating to other person • Cannot empathize/appreciate the other person • Experience(or has experienced) difficulties with failed interpersonal relationships(both personal and official)
Level II	<ul style="list-style-type: none"> • Has to make a conscious effort to relate or build a relationship • Needs support to empathize/appreciate the other person • Recognizes difficulties in interpersonal relationships and make an attempt to resolve them positively
Level III	<ul style="list-style-type: none"> • Builds and nurtures relationships easily • Needs support to empathize/appreciate the other person • Recognizes difficulties in interpersonal relationships and make an attempt to resolve them positively
Level IV	<ul style="list-style-type: none"> • Effortlessly builds and nurtures positive and fruitful relationships • Empathizes and appreciates the views of other person in relationships • Is able to work upon and resolve conflicts in interpersonal relationships

Table 10: Interpersonal Skills

Level	Behavioral Dimensions
Level I	<ul style="list-style-type: none"> • Had learning challenges through his academic life and has poor academic performance (< 60) • Has narrow view towards learning and has only exam centric view/focus. • Has very little knowledge/ignorant on issues on aspects either related to the world of business of current affairs and makes no attempt to update. • Views the B-School education only for job placement
Level II	<ul style="list-style-type: none"> • Had OK academic performance in the past. (60-70%). • Restricts learning attempts to what is required for course completion/exam. • Has taken initiative to participate in few co-curricular activities. • Has some knowledge on issues on aspects either related to the world of business of current affairs and makes an attempt to update. • Looks at B-School education for learning and knowledge development.
Level III	<ul style="list-style-type: none"> • Has good academic performance in the past. (70-80%) • Looks to explore learning opportunities beyond course with guidance from parents/faculty. • Has taken initiative to participate in lot of co-curricular activities. • Has good knowledge on issues on aspects either related to the world of business of current affairs and has been able to articulate his views. • Looks at B-School education for learning and self-development
Level IV	<ul style="list-style-type: none"> • Has excellent academic performance in the past. (>80%) • Has planned approach towards learning beyond the course requirements and has focus on career on own without much of guidance or support. • Has taken initiative to particulate and lead co-curricular activities in past academic life. • Has excellent knowledge on issues on aspects either related to the world of business of current affairs and has been able to impress others with in-depth views and analysis on issues. • Reaches out pro-actively to co-learners and engages in shared learning.

Table 11: Learning Orientation

Level	Behavioral Dimensions
Level I	<ul style="list-style-type: none"> • Can't think or articulate logically about issues. • Has very narrow view on issues/aspects • Can't reason and relate to divergent views and goes off-handle and becomes aggressive with others.
Level II	<ul style="list-style-type: none"> • Needs guidance and support to channelize the thinking process in a logical direction. • Appreciates different dimensions on issues/aspects • Needs guidance to understand/appreciate multi-dimensional view.
Level III	<ul style="list-style-type: none"> • Can think independently and logically on issues • Is able to articulate the logic behind the views convincingly to others. • Is able to see the inter-relatedness of issues and keep in them in perspective while articulating his/her views/thoughts/opinions. • Can
Level IV	<ul style="list-style-type: none"> • Is Able to think logically & holistically in a given context • Ability to see inter-relatedness of various perspectives and be an advocate for the same. • Is able to appreciate contrarian views and discuss with logic and coherence. • Is able to arrive at common ground in case of difference of opinion in case of non-convergent thoughts and opinions.

Table 12: Logical Thinking

Level	Behavioral Dimensions
Level I	<ul style="list-style-type: none"> • Doesn't have a track of successful achievement of results or hasn't been able to provide evidence of doing so. • Hasn't been to provide a structured approach/plan towards a task/project assigned • Is not able to see through the relationality between plan and results. • Lacks self-motivate and "fire in the belly" for achieving the results.
Level II	<ul style="list-style-type: none"> • Had taken support in the past in planning and achieving results while working on projects/task assigned • Needed support in preparing a plan/execution road map for a task assigned. • Prepares a structured approach/plan towards a task/project assigned which needs fine tuning and refinement. • Needs assistance in connecting the linkage between plan the consequent impact on results.
Level III	<ul style="list-style-type: none"> • Has proven track record of delivering results both in academic and personal life context. • Has been able to present a plan/execution road map for a task assigned. • Is able to plan for realistic results and is prefers to meet the results without a miss. • Has been to present the plan/road map towards a given target/task to the satisfaction of stakeholders.
Level IV	<ul style="list-style-type: none"> • Has proven track record of delivering results that exceeds expectations in all facets of life (academic/Personal and professional spheres) • Is able to demonstrate skills in planning & execution of projects/tasks that exceed expectations • Is able to positively influence and get buy-in of stakeholders both towards execution plan and results targeted. • Has been able to present/demonstrate the motivation/coordination of involved team towards delivering the results.

Table 13: Result Orientation

Level	Behavioral Dimensions
Level I	<ul style="list-style-type: none"> • Feel shy and inhibited among a group of people • Prefers to take a back seat and be led by others. • Is not able to communicate confidently to others. • Prefers initiative to be taken by other to get connected • Prefers to go along group (influenced by "Group Think")
Level II	<ul style="list-style-type: none"> • Is able to open up and connect with team/group after initial hesitancy • Demonstrates behaviour of joining in deliberations or seconding opinions/views of others during discussions. • Is able to engage in conversation in dyads and triads and self-limits with larger groups.
Level III	<ul style="list-style-type: none"> • Is able to open up and connect with team/group without hesitation right from the word go. • Demonstrates behaviour of intervening and adding/sharing original views during team discussions. • Is able to facilitate group dialogue and intervene in the event of disconnect between members.
Level IV	<ul style="list-style-type: none"> • Is able to clearly set the tone for group/team behaviour • Is able to articulate and establish a group consensus on behavioral norms for interaction and working on a project/task/assignment or for a discussion. • Is able to get buy-in of members for the proposals initiated by him/her. • Be able to communicate/discuss and sign-off with team members on goals/targets • Be able to motivate & guide the team members to work towards set goals. • Be able to resolve team differences amicably.

Table 14: Leadership Ability

6.3. Competency Based Admission Process – Guidelines

The process of integrating and basing the admission process of students are given below:-

6.3.1. Benchmarking the Evaluation

➤ Perspectives:

The benchmarking criteria for evaluation of applicants for the admission are devised based on the following perspectives:-

- a) The world of business needs employees who are of varying competencies and there are different set of careers/roles available for students graduating.
 - b) The students aspiring for entrepreneurial direction will have a differing set of orientation.
 - c) The competency levels of students varies across competencies
 - d) From a class diversity perspective, it is advised that selected list will have a mix of students with differentiated levels of competencies
 - e) Provide weightage for each of the competencies to ensure that there is due consideration for all competencies
 - f) Identify “Critical Competencies” where low scores will have to weighed/evaluated with care to ensure quality intake of students. These critical competencies are identified based on the profile and expectations from B-schools graduates. The threshold presence of these competencies will help the students to have a fruitful learning experience during the program and more importantly help them to excel in personal and professional life. The identified critical competencies are:-
 - i. Communication Skills
 - ii. Interpersonal Skills
 - iii. Learning Orientation.
 - g) Have numerical linkage (convert competency level assessment to marks) to competency levels to provide for objectivity in assessment.
- Points Conversion: The conversion criteria for competencies and threshold levels for Selection or otherwise of applicants are:-

Competency	Level I &Points	Level II &Points	Level III &Points	Level IV &Points
Communication skills	5	10	15	20
Interpersonal Skills	5	10	15	20
Logical Thinking	5	10	15	20
Learning Orientation	5	10	15	20
Result Orientation	5	10	15	20
Leadership Ability	5	10	15	20

Table 15

- a) The maximum points for each competency is 20 points
- b) The maximum Points across all 6 competencies are 120 points for each stage i.e. Group Discussion and Interview stages.
- c) The threshold levels for the identified critical competencies are level II and presence of competencies below the indicated level can lead to rejection of applicant from the admission process @GIM.
- d) The threshold total points across competencies for an applicant to be short-listed for admission @ GIM are 90points (45 points for Group Discussion and 45 points for Interview). Any score below this level can lead to rejection of applicant from admission process.
- e) The committee is advised to look for consistency in behaviours across both GD and PI (Personal Interview). In case wide variance then it is suggested that the aspect be discussed.
- f) Any exceptions for the above needs to be evaluated by admissions committee. The admissions committee can evaluate the candidature of applicant and submit its recommendations to the Director, GIM for his consideration.

6.3.2. Merit Round application Screening

The team involved in application process especially the applications for “Merit Round” to use the framework across the various stages of screening process i.e., a) Application Screening b) Group Discussion and c) Interview process.

6.3.3. Evaluation of Group Discussion

The faculty committees while evaluating the Group Discussions are advised to have the framework and the guidelines handy before assigning marks to the applicants. In case of need for further probing or querying for borderline or doubtful candidates, the same need to noted by the committee members. During the interview process, the Committee members to probe and then arrive a consensus decision.

6.3.4. Evaluation during Interview Process

The committee involved in the interview process are advised for the following :-

- a. Have the framework handy for reference
 - b. Adopt Behavioral Event Interview (BEI)/Probing technique to elicit/substantiate their assessment of the candidates.
 - c. In case of varying/divergent assessment, the committee can discuss and arrive at a consensus decision.
 - d. The aspects that can be explored/probed to assess by asking the candidate/applicant to provide real life instances where he/she has demonstrated the said behaviors.
 - e. As far as possible the committee can prod the candidate with real life behaviours. In case of lack of consistency as a last resort, the committee can provide a situation/ spot task during interview process and assess the candidate.
- Pointers/guidelines for GD/PI/BEI: The pointers that the committee members can use for assessment especially during the interview process: -

Competency	Pointers/Guidelines for Probing
Communication Skills	<ol style="list-style-type: none"> a. Ability to listen to others b. Clarity of Speech c. Language & Sentence of construction d. Communication of his/her thoughts clearly e. Able to relate to context and articulate f. Ability to interpret and discuss on complex and multiple aspects
Interpersonal Skills	<ol style="list-style-type: none"> a. Body Language(Comfort/discomfort/shyness etc) b. Be able to establish a connect and communicate with others c. Be able to empathize and appreciate views of others d. Be able to resolve difference of view/perspectives with others during discussion and debate e. Provide evidence of building and nurturing positive and fruitful relationships
Learning Orientation	<ol style="list-style-type: none"> a. Academic Score b. Ability to discuss on topics beyond what he/she has learned as a part of their curriculum c. Being updated with world of business and current affairs with knowledge to discuss and articulate. d. Involvement in co-curricular activities e. Evidence of helping/collaborating with others in learning process. f. Evidence of regular Updation in his/her area of study.
Logical Thinking	<ol style="list-style-type: none"> a. Is able to think coherently in the context and articulate b. Is able to link related aspects and connect the dots c. Is able present his view in a logical and convincing manner? d. Ability to analyse diverse views with logic and reason
Results Orientation	<ol style="list-style-type: none"> a. Is able to demonstrate ability to planning and working towards goals in the past (personal/professional/academic lives) b. Has provided evidence of working independently without guidance from others in planning and achieving results. c. Provided evidence of motivating & leading others towards goals/results
Leadership Ability	<ol style="list-style-type: none"> a. Understands what it takes to be a "Leader" b. Provides evidence of self-development efforts towards nurturing leadership skills in him/her. c. Displays behaviors of comfort of betting along with people/team d. Demonstrates behaviors of leading other during team discussion e. Provides evidence of leading a team in the past f. Is able to discuss in depth the context or a situation where he/she has displayed leadership abilities

Table 16

7. Competency based Learning & Grooming

In order to provide structured approach towards student grooming, the following approach is suggested:-

- 1) The competency assessment of students be documented along with developmental feedback by the committee.
- 2) The documented feedback be maintained a master MIS by PGP office
- 3) The documented feedback be shared with Faculty Mentors who mentor the students during the program
- 4) The Faculty could consider evaluating the students on these competencies as a part of course assessment and sharing with the students.

- 5) The possibility of giving weightage to the competencies could be considered by respective faculty. This will help the students to have regular feedback on the competencies and help them for self-development.
- 6) The documented Competency Track Records (right from admission till the graduation) could be provided to the students and also to the recruiters/employers. This will help in demonstrating a strategic and structured approach that the B-School takes in facilitating learning and grooming of future Leaders/Entrepreneurs. This will also provide a distinct and competitive advantage to B-School.
- 7) The Faculty could explore peer feedback in their assessment.
- 8) The assessment can be extended various co-curricular activities like community Services etc.

8. Scope for Further Research

The suggested framework can be implemented B-Schools in India for 2 academic years and feedback can be taken industry to assess if the talent is matching with their requirements.

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