

**CAREER ADVANCEMENT OF MBAs:
A STUDY ON THE EFFECT OF PERSONAL,
PROFESSIONAL, ORGANISATIONAL AND
ENVIRONMENTAL VARIABLES**

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By

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DECLARATION

I, *Shri. D.Mavoothu*, hereby declare that this thesis entitled '**Career Advancement of MBAs: A study on the effect of personal, professional, organisational and environmental variables**' is a bonafide record of research work done by me under the supervision and guidance of *Prof.(Dr.) P.Ramachandra Poduval*, Former Director, School of Management Studies, Cochin University of Science and Technology. I further declare that the thesis has not formed the basis for the award of any Degree, Diploma, Associateship, Fellowship or other similar title.



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Chapter – 1

Introduction

This chapter introduces the background of the study detailing the popularity of the MBA programme, history and the current scenario of management education, and the theoretical framework of the topic. It also discusses the research on career advancement and the focus of the present study.

1.1.Popularity of MBA

Higher education - the area a young individual decides to graduate/post-graduate in - is perhaps one of the most important choices a person makes during his/her lifetime. A choice at this juncture determines the course of one of the largest investments in terms of time, money and commitment a person could make. Such an important decision needs considerable thinking on the part of the individual. 'Why do I want to do this educational programme?' is a question that needs to be answered. At a later point in life, some individuals may feel repentance on his/her wrong choice of higher education at the degree/P.G. level. The 'too-late' realisation with a feeling of disillusionment is a direct outcome of unconsidered early-life decisions relating to higher education and subsequent career/profession. When faced with the question of what to do in life, the result usually may fall into two categories: He/she may do what others want him/her to do or do what everybody around him/her seems to be doing. The compulsion to get into one field of study or another field of study usually comes from the individual's parents or / and people around him/her. This may happen especially in the case of professional courses.

If we ask any MBA aspirant why he/she wants to do MBA, the answers may follow predictable lines. Usually, everyone wants to work in a multinational/national company and earn a fat salary, or is preparing for it since friends are into it. A few may actually know what to expect from the profession. Almost everybody talks of a cousin or friend who has made it big in some company or the other. It may be noted that the average student and even people in other professions and jobs have caught the MBA bug. When earning money has become the central objective of life, people may not stick in a career of their own interest and aptitude.

Some people do engineering because their parents wanted them to, but later they find that higher positions in management are grabbed by MBAs. An additional MBA degree may give them the qualification to work at higher levels in multinational/national companies and live a decent life. In other words, an MBA degree in addition to engineering or other degree is a detour in career advancement. Thousands of students, including engineers from the premier institutes like the IITs, want to get into management for this reason. One often wonders why some of the brightest people in the country are opting for marketing profession, sacrificing their talent and years of hard work and education in a different profession.

Career growth, managerial skills and increased earnings are perhaps the most common reasons given for pursuing an MBA. An MBA degree may help to achieve a major breakthrough in one's career path accompanied with a jump in income. Many MBAs with engineering background may start with that ambition. A management qualification requires a enormous investment of effort and money. To maximise the return on that, one should think carefully about his/her own objective in seeking an MBA and the type of course that is most likely to enable one to meet those objectives.

Increasing business activity and the predominant shortage of well-trained managers for industry make the MBA tag a prestigious and a well-paying one. Advancement automatically comes with efficiency and a hard-working attitude. The reputation of a good management school can get him/her a challenging job in a good organisation; but to stay there and to move on requires a combination of professional and personal skills along with a need to develop emotional quotient (EQ).

But an MBA by itself may not guarantee high career advancement in the profession unless he/she has certain skills, attitudes, and ambitions and goal orientation to move up. An MBA without these qualities may get stuck in the onward journey and his/her contributions to the job may sadly be mediocre.

The MBA, however, may build up expectations and everybody thinks he/she is fit to work in a higher profession preferably in a multinational company. Not everyone may find such a job, and this may leave a trail of frustration behind. Ironically, it seems that

there is huge unemployment in the country and still it is difficult to find a good manager/executive.

Multinationals, or for that matter any employer, require people who can 'add value'. A diploma or a degree by itself does not add value. It is added by an understanding of the situation and taking intelligent decisions. Highly paid jobs require this more than anything else. A person who does not have talent for this is bound to be left behind.

Choosing and managing a career requires more serious thinking than many of us are willing to admit. First is the question of aptitude. It is necessary not to be overwhelmed by stories of high salaries that others are getting, since each profession offers the possibility to earn more than others. The most highly paid professionals in the country, for instance, may not be MBAs. A good doctor or a fashion designer or a cine actor would be able to earn more money. Some famous designers and cardiologists may earn more than most MBAs.

MBA graduates are a significant part of the talent pool for corporate leadership. Major corporations and firms compete to fill entry-level management positions with graduates of top-tier business schools. Campus recruitment programmes are characterised by student selectivity, reputation for quality among business school, programme directors, and placement strategies adopted by B-schools. Thus, the popularity of the MBA programme is not only based on the quality of education, but also other factors as mentioned above.

Kane(1993) found that recruiters prefer MBAs for corporate jobs. Companies are seemed to be very happy with the skills today's MBAs possess -- MBAs from good B-schools. Such MBAs have a rare mix of conceptual, technical, interpersonal and communication skills. Espey and Batchelor(1987) had identified in their study that MBAs improve a company's effectiveness in both the short and long-term. In this context, it may be noted that oft repeated complaints by the Human Resource selection specialists are relating to inadequate holistic development of skills or rather mix of skills of graduates and professionals. In 1997, Eberhardt found that, in spite of several criticisms hurled at MBA degree holders, firms are still hiring them. He found out that 78% of Human Resource

Managers had employed MBAs in their organisations. Also, he observed that employers were most satisfied with MBAs' leadership potential.

There seems to be mass migration towards management education, with mushroom growth of management schools churning MBAs out for managerial positions. The more the concentration in one stream of education, the greater may be the inefficiency and inequality among people who are not homogenous in quality. There are a number of failures who would have performed better had they chosen their career in rational way. It seems that the tendency to conform to the herd is now more pronounced in the choice of MBA for employment and career advancement.

Now-a-days there are large number of women MBA students. However this was not the case during 1970's and 80's in India. According to a joint study released in 2000 by Catalyst, the University of Michigan Business School, and the Center for the Education of Women at the University of Michigan, female enrollment at top business schools averages 30 percent, while it is 44% in medical and law schools. The study suggests that there are obstacles to more women taking advantage of the opportunity an MBA provides. This study indicates that the business school environment is better for women than conventional wisdom suggests, and this survey concludes that business schools and business careers are not perceived by many women to be in line with their personal and professional goals. In the present study, it may be noted that only 15% of women MBA students were there in the School of Management Studies, CUSAT, during the period 1973 to 1984. But today the number of women students in the MBA class in the School of Management Studies, CUSAT, is around 40%. This pattern observed in the School of Management Studies is likely to be the same in other B-schools too. Women account for 50% in the engineering colleges as well as in the software training sectors (Krishnan, 2005).

Male and female may have clear different reasons for obtaining an MBA degree. While both may pursue an MBA to increase earning potential, the commonality ends there. Men may obtain an MBA for networking and preparation for entrepreneurship and advancement while women may hope that an MBA will gain them additional career

opportunities and acceptability in the workplace. Simpson et al.(2005) say that men tend to gain the extrinsic benefits of increased salary and managerial status, women tend to gain the intrinsic benefits of enhanced confidence, credibility, and job satisfaction.

Additionally, long-term career goals for male and female MBAs may also differ. Men acquiring an MBA may aspire to become president or CEO of both public and private companies or to start their own businesses. Women MBAs, however, may rank management consulting, executive level vice-president positions and executive managers in not-for-profit organisations high among their career goals. The level of professional aspiration of women could be less than that of men even after their MBA(Heaton et al., 2000). Coe(1992);Rycroft(1989) have found those women tends to be concentrated into a narrow range of support functions such as administration, personnel management and education. In her study, Simpson(1995) found great differences between men and women MBAs, with men experiencing a greater swing in achieving senior positions.

For women, career advancement challenges still remain. A poll by www.careerwomen.com, a sister site to www.mbacareers.com, revealed that women at all levels in an organisation are still experiencing tough barriers to advancement in the workplace. The survey pointed out that corporate culture favoured men, excluded women from informal networks, perceived that family will interfere with work and consequences of all these there is a lack of women serving in Board level positions and in senior management. Work-life balance is difficult for women as children, aging parents, and home responsibilities all seem to be their life issues.

Now-a-days the work place seems to be a new world of its own with the focus on competition and sidetracking of those who are weak in their performance. The choice of moving up, standing still or moving out solely depends on the individuals. To have a sense of purpose in life, individuals need to draw up their definitions of success rather than becoming victims to the psychology of the herd. There is no denying that an MBA degree may open doors to a plethora of opportunities. For many purposes, an MBA may be the fastest road between where one is now and where he/she wants to go.

1.2. Historical background of Management Education: Worldwide

The first university level business school was established at Wurtemberg in 1782. In 1852, a B-school was founded in Antwerp(Belgium) which became the prototype for similar institutions in France and Italy(Varghese,1992). Antwerp's tradition of management education at university level dates back to 1852. One hundred and fifty years of pioneering, innovation and experience have thus ensured that University of Antwerp Management School's(UAMS) management training is firmly anchored in the local and international business community. The UAMS integrates all postgraduate and executive management programmes of the University of Antwerp (www.uams.be).

One of the oldest business schools in Europe is considered to be the Ecole Supérieure de Commerce in Paris(ESCP). ESCP was founded in 1819. Presently it is called as ESCP-EAP(also known as "European School of Management"). In Europe, although the Leipzig Graduate School of Management was founded in 1898, it initially taught at the undergraduate level only.

The MBA designation originated in the United States and became popular all over the world. Business organisations sought out professional approaches in managing their affairs. Master of Business Administration(MBA) is a P.G. degree in business management education. Scheme of studies and syllabi reveal that basically MBA degree is a multi-disciplinary academic programme directed towards professionalisation of management. Completion of MBA degree does not preclude admission to a doctoral programmes primarily catering to another profession, i.e. teaching. However, the main thrust is on the practice of professional management, which involves skills, attitudes and behavioural styles in addition to knowledge in several disciplines.

A business school is a university-level institution that teaches subjects such as accounting, finance, marketing, organisational behavior, HRM, business law, operations management, strategy and quantitative methods in addition to several specialised subjects within each functional or sectoral streams. The institutions imparting management education have different names that include schools of 'business', 'business administration', and 'management'. Most of the B-schools are labelled as 'Institute',

'Faculty', 'College', 'School', 'Department'(within university) or 'Centre' and teach predominantly business courses. The first such 'collegiate business school' was Wharton School founded in 1881 for undergraduate programme in the University of Pennsylvania(initially as an exclusive undergraduate programme specialising in finance). In North America a business school is often understood to be a university graduate school which offers Master of Business Administration(MBA) or equivalent degree.

Tuck School of Business, a part of Dartmouth College, was the first graduate(MBA) school of management in the world. Founded in 1900, it was the first institution to confer advanced degrees(Masters) in commercial sciences, the forebearer of the modern MBA. Dartmouth College founded in 1769 is the ninth-oldest college in the United States. Harvard University followed suit in 1908, with a programme titled Master in Business Administration. Since then, B-schools in United States have largely dominated management education. The University of Chicago Graduate School of Business was the first business school to offer a Ph.D.(Wikipedia,2006).

In 1881 the Chamber of Commerce and Industry of Paris founded École des Hautes Études Commerciales(HEC) as one of the first business schools in France. In 1969, HEC started the HEC MBA programme. In 1898 the University of St.Gallen was also founded as one of the first business schools in Europe. As the US MBA model emerged at the turn of the 20th century. Europeans developed centres of excellence in business, such as at the universities of London and Manchester. Elsewhere in Europe, companies started management programmes, such as Cass Business School, London, Henley Management College and Ashridge to provide management training for promising employees.

France pioneered one-year MBA programmes, with INSEAD MBA in 1959. University-based French business schools were created since then (mostly in the 1990s) their own 12 to 24-month MBA programmes, but with a much lower emphasis on internationalisation and diversity.

MBA programmes in the UK differ from those in the United States, in that students typically have significantly more work and managerial experience than their American counterparts. Because of this, many full-time MBA programmes in the UK typically last

one academic year. London Business School was established in 1965, is an international business school providing postgraduate degrees in finance and management, including MBA(Master of Business Administration) programmes, as well as non-degree courses for business executives.

Few people are aware that South Africa was home to the first MBA outside of the USA. The Graduate School of Management at the University of Pretoria(GSM) was founded in 1949 and two years later, 25 graduates received their MBA degrees – the first to be awarded by a non-American university. In 1968, the Asian Institute of Management was founded in Manila.

In earlier days the focus of business education was more vocational rather than professional. Former businessmen constituted the faculty, and their classes were more about learning from their own stories rather than science based academic theories. As the economy grew more complex and the demands on business corporations increased, there was a push towards gearing MBAs with more 'science' believed locked in theories and models. Conversely, today, there is criticism that professors teaching MBA courses lack real-world experience in their field of teaching - that their theorems and scientific hypotheses fail to reflect what's demanded in today's market(Ching,2005).

MBA schools also known as B-schools vary in their orientations, approaches, teaching methodologies and popularity. No wonder that there is considerable competition among the B-schools of today. Rating and ranking have become a popular game among magazine publishers, fuelling a spirit of unhealthy competition among the B-schools. Some MBA programmes are being amended to move with the times. Others are remaining very still. Knowing which is doing what would be a good idea for any potential enrollee(Ching, 2005).

In the United States, by one estimate, the average cost of earning an MBA via an accredited full-time programme (excluding room and board) rose from \$124,000 in 1993 to \$162,000 in 2001(Davies and Cline,2005). The bulk of the cost is in the form of foregone earnings(\$109,000 in 1993 and \$139,000 in 2001). Accounting for the decrease in expected unemployment as well as the increase in expected wages and expected wage

growth, the financial benefits in holding an MBA degree are equivalent to an 18% rate of return on the cost of the degree(Davies and Cline,2005).

U.S. has currently 1600 B-schools, producing, 1,00,000 MBAs every year. Management education industry is \$800 b industry in USA. Economists believe the growth in management education is a barometer of growth in economy(Sinha,2004). In North America and Europe, the central theme of change in many of the business schools is the internationalisation of management education(Philip,2004).

Maldives and Bhutan have recently established Management Development Institute(MDI) but they are yet to establish graduate B-Schools(Sinha,2004).

1.3. Management education in India

Indian management education system is the second largest in the world today, next only to that of U.S. But here again, in terms of number of B-Schools it has already caught up with the U.S., overtaken Europe, and is slowly inching towards catching up with U.S., in terms of MBA production. Its growth in the last 40 years has been phenomenal. Many of us who grew up with the Indian management education system feels proud at its achievement, recognition and popularity(Philip,2004).

Founded in the early 1960s under the leadership of Prof. A. Dasgupta, The Department of Business Administration of the University of Delhi was the first institute in the country to offer a three year Post Graduate Diploma in Management on a part-time basis for senior and middle level executives. This department has its origin in 1954 in the Delhi School of Economics. Andhra University was the first University in the country to start a full-time Master's Programme in Business Administration(MBA) in 1957 in its Department of Commerce.

The first 'B-School' in India was the Indian Institute of Social Welfare & Business Management(IISWBM), Kolkata (at inception known as All India Institute of Social Welfare and Business Management) was set up in 1958 and headed by Prof.D.K.Sanyal. It was created through a resolution adopted by the Syndicate of the University of Calcutta on April 25, 1953. IISWBM introduced the first programme on management education in India. The foundation stone was laid by Pandit Jawaharlal Nehru, the first

Prime Minister of India. It was created in response to a strongly felt need of independent India. The Institute had, as its midwives, the Ministry of Scientific and Cultural Affairs(Government of India), All India Board of Technical Studies in Management(Ministry of Education), Government of West Bengal, Bengal Chamber of Commerce and Industry, Indian Chamber of Commerce, Bharat Chamber of Commerce, and Bengal National Chamber of Commerce and Industry. Initially, IISWBM offered a three year part-time Diploma in Industrial Management(DIM) for employed technical personnel, and a three year part-time Diploma in Business Administration(DBA) for employed non-technical personnel on the recommendation of All India Board of Technical Studies in Management. Now, the institute, apart from Masters in Business Administration(MBA) and Master in Human Resource Management(MHRM), runs courses on Public Systems Management (PSM), P.G.Diploma in Business Management(PGDBM), P.G.Diploma in Sports Management (PGDSM), P.G.Diploma in Transport Management(PGDTM), P.G.Diploma in Environment Management(PGDEM), P.G.Diploma in Energy management(PGDEM), P.G.Diploma in Hospital management(PGDHM), P.G.Diploma in Travel & Tourism Industry Management(PGDTTIM), P.G.Diploma in Enterprise Software and Management System(PGDESMS), and P.G.Diploma in Bio-Informatics(PGDBI) along with Management Development Programmes(MDPs) and Entrepreneurial Development Programmes(EDPs).

Government of India established the Administrative Staff College of India (ASCI) in Hyderabad in the year 1956 on the recommendation of All India Council for Technical Education. This institute became the first of its kind in the country for training top level officers and managers of India. Ever since it was established in 1956 at the initiative of government and the corporate world, ASCI has synthesised managerial theory and practice to equip corporate managers, administrators, entrepreneurs and academicians to effectively respond to the ever-increasing complexity of managerial issues confronting government, industrial enterprises and non-government organisations, rather than end up as victims of outcomes. For over four and a half decades, ASCI's synergistic blend of management development [training], consultancy and research has set the pace for professionalisation of management in India. Also, it offers a post-graduate training

programme in hospital administration in collaboration with Hinduja Foundation and MBA in collaboration with Manchester Business School through distance learning.

In addition to IISWBM, Kolkatta and Delhi University, four universities viz. namely Bajaj Institute of Management(Bombay University), Panjab University, Madras University, and Kerala University(Present SMS, CUSAT) were also given approval for starting the part-time programme in management in their University Management Departments. All these departments were functioning in full swing till these diploma programmes were converted into three-year part-time MBA programme along with two-year full-time MBA programme.

The IIMs were not the pioneers of management education in India; they were preceded by Department of Commerce of Andhra University (for full-time MBA in 1957), the four metropolitan universities of Bombay(Mumbai), Delhi, Calcutta(Kolkatta) and Madras(Chennai). The best known of these are the Faculty of Management Studies in Delhi University and the Bajaj Institute of Management in Bombay. The Indian Institute of Management Calcutta(IIM-C) was established as the first national institute in November 1961 in collaboration with Alfred P. Sloan School of Management(MIT) and with the supports of Government of West Bengal, The Ford Foundation and Indian industry. The Indian Institute of Management(IIM) was set up at Ahmedabad in 1961 as an autonomous body with the active support of the Government of India, Government of Gujarat, and industry. During its formative years IIM-A had academic collaboration with Harvard Business School. IIM-A, under the influence of HBS, pioneered the case study methodology of teaching in India. The IIM-C and IIM-A started diploma programmes in management with the duration of one year with the intake of experienced candidates as students. Later, the duration of the PGDM programme was made two years, and all graduates were given opportunity for admission after going through the rigorous selection procedure. Other four IIMs--Bangalore(1973), Lucknow(1984), Kozhikode(1996) and Indore(1998) - were started in due course.

Xavier Labour Relations Institute(XLRI) was founded in 1949 by Fr.Quinn Enright, S.J. in the Steel City of Jamshedpur. Over many years XLRI has developed its own identity.

It started training programmes for Management personnel and trade unions from 1949 onwards. A two-year full-time course in Industrial Relations and Welfare in 1953, and two-year part-time programme in Business Management in 1966.

Thomas Hill, Warren Haynes and Howard Bomgartel(1973) wrote a book 'Institution Building in India' which evaluated Indo-US collaboration in building management education institutions. The study focused on IIM-A, IIM-C, and ASCI(Sinha,2004).

Institute of Rural Management, Anand(IRMA) is an autonomous institution with the mandate of contributing to the professional management of rural organisations. It was founded in 1979 at the initiative of the National Dairy Development Board and, the support of Government of India, Government of Gujarat and Swiss Development Co-operation. Ever since its inception, IRMA has been working closely with Co-operatives, NGOs, Governments, and National and International agencies. It offers Post-Graduate Programme in Rural Management(PRM) along with MDPs and consultancy.

Today, India has nearly 1,400 B-schools offering both MBA and PGDM programmes producing more than 1,00,000 graduates. Institutes offering PGDM programmes are autonomous with freedom to design the courses and examination systems, whereas MBA awarding institutions(Universities/Colleges affiliated to universities) do not have such freedom. So, it is quite natural that autonomous PGDM institutions are rated high by the surveys conducted by several agencies. This fact is often ignored by many in the popular ranking/rating exercises conducted by authorised/unauthorised agencies. However students are often guided by such popular ranking and wide publicity through media by private enterprises in business education.

Master's Programme in Management(MBA) was launched by the Banaras Hindu University in 1968. In 1990 it launched the Master of International Business Administration (MIBA) Programme. Table No. 1.1 shows the growth of B-Schools in India. At present there are around 1400 B-Schools in India.

Table 1.1
Growth of B-schools in India during 1959-2006

Year	No. of B-Schools
1958	09
1968	14
1978	58
1988	87
1998	682
2000	744
2002	847

(Source: Sinha, 2004)

1.4. Management Education in South India

The contribution of the southern states to the development of management education is commendable. Many of the pioneer management institutes are in the south. Both university management departments(UMDs) and other management institutes were/are playing a significant role in spreading the management education. The origin and growth of management education in each south Indian state is briefed below:

Andhra Pradesh:

Andhra University was the first University in the country to start a full-time Master's Programme in Business Administration(MBA) in 1957.

Osmania University's Department of Business Management has been conducting a two-year post-graduate programme in Business Management since 1964. It runs the MBA full-time course since 1971. Now, it also runs MBA part-time and P.G.Diploma in functional areas.

Department of Commerce and Business Administration of Nagarjuna University started the MBA full-time course in 1978.

Sri Krishnadevaraya University's management department 'Sri Krishnadevaraya Institute of Management' was started in 1982 to offer MBA full-time.

Department of Commerce and Business Management of Kakatiya University started the MBA full-time programme in 1983.

The School of Business Management of Sri Venkateswara University, Tirupati, was started in 1983 to offer MBA full-time course. Now the School also runs MSIS(Master of Science in Information & Systems Management) and MSBM(Master of Science in Business Management) as part-time courses .

The Centre for Management Studies of Jawaharlal Nehru Technological University was started in 1989 to offer MBA full-time Programme.

The ICFAI Business School(IFS), Hyderabad, was established in 1995 by the Institute of Chartered Financial Analysts of India(ICFAI). IBS has a strong and growing presence at the all India level with campuses located at fourteen cities namely Ahmedabad, Bangalore, Bhubaneswar, Chandigarh, Chennai, Dehradun, Gurgaon, Hyderabad, Indore, Jaipur, Kochi, Kolkata, Mumbai and Pune. IBS offers the two year full-time PG Programme in Business Administration and the three year part-time P.G. Programme in Business Administration. It has campuses in abroad also.

The School of Management Studies, University of Hyderabad, was inaugurated in August, 1999. The School offers two-year full-time residential MBA programme.

The Indian School of Business(ISB) established in 2001. The First Post Graduate Programme in Management was launched in July 01, 2001. The ISB is born of a partnership with Kellogg School of Management, The Wharton Business School, and London Business School. Its distinctiveness stems from its unique origin, innovative and model academic programmes, and world-class overall value proposition. The ISB has been funded entirely from private corporations, foundations and individuals.

Goa:

The Department of Management Studies of Goa University was started in 1988 to offer MBA full-time programme.

Goa Institute of Management(GIM) was founded in 1993. The autonomous school is governed by a Board, and offers a full-time PGDBM programme (2 year full-time) and executive programme (3 year part-time).

Karnataka:

The Department of Management Studies, Indian Institute of Science, established in 1948, is one of the oldest management schools in the country. The Department offers an MBA programme exclusively for engineering graduates since 1999.

The University of Mysore started offering MBA course from 1974 onwards and the task was entrusted to the University's Commerce Department. Now the course is run by the Department of Studies in Business Administration.

Karnataka University's(Dharwad) management department 'Kousali Institute of Management Studies'(KIMS) was established in 1976 to start the full-time MBA programme.

T.A.Pai Management Institute(TAPMI) was established in 1980. Its PGDM programme is recognised for its innovative curriculum and academic rigour. TAPMI's autonomous status enables this flexibility. The Association of Indian Universities(AIU) has recognised the TAPMI's PGDM programme as equivalent to an MBA.

The Department of Business Administration of Mangalore University was started in 1981 to offer full-time MBA programme.

The Xavier Institute of Management & Entrepreneurship(XIME), Bangalore was established in June 1991. It offers a full-time PGDBM programme.

The Canara Bank School of Management Studies of Bangalore University was established in 1998 to start the full-time MBA programme.

Pondicherry:

The Department of Management Studies(formerly School of Management), Pondicherry University – a central university- was established in 1986 with special support from UGC. The department offers full-time residential MBA programme since 1986. This Department, under its unit ‘Department of Tourism Studies’ runs MBA(Tourism) providing for a sectoral(viz. Tourism) focus since 1991 with financial support from the Union Ministry of Tourism and Civil Aviation.

Tamil Nadu:

The Department of Management Studies, University of Madras, is one of India’s oldest B-schools. It was established in 1960s. The Master of Business Administration(M.B.A) course(both full time and part time) was started in early 1970s. Research Programmes of the department began in 1975-76.

Thiagarajar School of Management(TSM), Madurai has established in the southern part of India as one of the premier B-Schools. TSM was founded in 1962, initially to provide quality management education for working executives and entrepreneurs. The success of this programme resulted in the inception of a part time MBA programme in 1972 followed by the full time MBA programme from 1986 onwards.

Annamalai University’s(Chidambaram) Department of Business administration was established in 1978 to offer full-time MBA programme.

The Department of Management Studies(DOMS), NIT, Trichy, was started in 1978 with a M.E. programme in Management. The MBA programme was started in the year 1982.

The Department of Management Studies(DOMS), Madurai Kamaraj University, was started in 1980 to offer full-time residential MBA programme.

The Department of Management Studies, Anna University, was started in 1981 to offer full-time MBA programme. The Department, apart from MBA, offers B.E(Industrial Engg.), M.E.(Industrial Engg.), and PGDQM.

India's first ever Management Institute that housed inside an industrial giant was born in August 1984. Bharathidasan Institute of Management(BIM) - School of Excellence of Bharathidasan University, Trichy. BIM enjoys a unique symbiotic relationship with Bharat Heavy Electricals Limited(BHEL) in terms of academic inputs and continuous industry exposure.

Bharathiar School of Management and Entrepreneurship Development(BSMED) was established in 1984. BSMED is located in the industrial town of Coimbatore, within the confines of Bharathiar University. The school offers MBA(FT) programme since 1984.

Amrita School of Business(ASB), earlier known as Amrita Institute of Management, started in 1996 by the Mata Amritanandamayi Math is a constituent of Amrita Vishwa Vidyapeetham(A Deemed University). The MBA Degree Programme(earlier termed as Post-Graduate Diploma in Management or PGDM) is a fully residential two-year programme at the Coimbatore campus of Amrita Vishwa Vidyapeetham.

The Department of Management Studies of Manonmaniam Sundaranar University, Tirunelveli, was started in 2001 and offers full-time MBA programme.

1.5. Management Education in Kerala: The story of School of Management Studies(SMS)

School of Management Studies(SMS), under the University of Kerala, Ernakulam Centre, was started in 1964 as one of the management institutes on the recommendations of the Ramaswamy Mudaliar committee of All India Board of Management Studies. The founder Director of the school was Padma Bhushan Emeritus Prof. (Dr.) M.V.Pylee. Initially, P.G.Diploma in Business Management(PGDBM) and P.G.Diploma in Industrial Management(PGDIM) were started for practising managers only. In 1971, the Ernakulam centre of University of Kerala was converted into University of Cochin comprising of SMS, Dept. of Hindi, Dept. of Law, Dept. of Physics, and Dept. of Marine Sciences. MBA(Full-Time) was started in 1973, and the first batch came out in 1975 under the University of Cochin. The three-year part-time P.G.Diploma programmes were subsequently converted into three-year part-time MBA programme. University of Cochin was renamed as 'Cochin University of Science and Technology'(CUSAT) in 1986. The

intake of first batch of MBA(FT) was 30. The first entrepreneurial training programme in India was started by SMS. The first young executive programme in India for the management trainees of FACT was also introduced by SMS. SMS was in the forefront among the University Management Departments(UMDs) during the 70s. During its long history, SMS had introduced innovative academic programmes. Master in Bank Management(MBM) and Entrepreneurial Development Programme(EDP) were the first of its kind in India. SMS was one of the early management institutes like Bajaj, FMS, and UMDs of Madras and Punjab universities. The uniqueness of SMS students were:

- Width and depth in knowledge
- Freedom with sense of responsibility
- Feedback/Counseling through psychological test
- Action-oriented learning of management through organisation and management of event managements such as the annual Talentime.

SMS offers a 4-semester full-time and a 6-semester part-time MBA programme in addition to a 4-semester full-time Masters' programme in International Business(M.I.B.). All these programmes provide considerable options to specialise in different functional areas. Currently the School offers specialisation in the areas of Marketing, Finance, Systems, Operations and H.R.M. The School also offers M.Phil(Commerce) and Ph.D. programmes.

Over the years, the School has kept its ears open to the pulse of the market and has pioneered several programmes such as EDP(Entrepreneurship Development Programme), SIMAP(Small Industries Management Assistance Programme) etc. to name a few, apart from serving as a centre for management development, research and consultancy.

1.5.1.Other University Management Departments(UMDs) in Kerala:

Department of commerce in University of Calicut was started in 1972. The MBA Programme was started in 1982 by the department and then the name of the Department of Commerce changed as 'Department of Commerce and Management Studies'.

The Institute of Management in Kerala(IMK) was established under the University of Kerala in the year 1991. The Institute is located in the capital city of Kerala, Thiruvananthapuram. The Institute provides Masters as well as Doctoral Programmes in Business Management.

School of Management and Business Studies of Mahatma Gandhi University, Kottayam, was started in 1999 and runs full-time MBA programme.

Department of Management Studies in Kannur University was established in 2000. It runs full-time MBA and research programmes.

1.5.2.Other Management Institutes in Kerala:

School of Communication and Management Studies(SCMS) is a business school established in Cochin in the year 1976. The Post Graduate Diploma in Management (PGDM) is offered by SCMS.

The College of Engineering, Thiruvananthapuram, is the pioneering management institution in Kerala University. The MBA programme was started in 1985 as a part time programme to cater to the needs of managers. The department started the full time MBA programme in 2000.

TKM Institute of Management(TIM), Kollam, has been conducting a fully residential, two year MBA programme, affiliated to University of Kerala since 1995.

Rajagiri School of Management(RSOM) was founded in 1995. It runs full-time MBA and MHRM courses.

Berchmans Institute of Management Studies(BIMS) was established in 1996 under St.Berchmans College, Changanacherry, to offer full-time MBA course.

Another known management institute in Kerala is D.C.School of Management and Technology, Vagamon, Idukki district. This institute is unique in terms of its location – amidst an isolated high range location where the faculty and students are exclusively engaged in training and development.

There are more than 15 colleges affiliated to different universities in Kerala offering MBA programmes.

1.6. Unique nature of MBA course

MBA study may or may not bring basic changes in attitude and skills. But MBAs are often perceived as polished and innovative in comparison with other post-graduates.

The way the programme is structured and the faculty and student interactions that make the difference as the most sought-after course across the globe. Generally, the B-school atmosphere generates a hunger to do things differently and better than the guy next door.

‘A good B-school curriculum is tuned to make the students look at things differently. The curriculum is aimed at inculcating a holistic problem-solving and managing orientation, capable of judiciously balancing the ‘hard’ and ‘soft’ factors,’ says Dr. Unnikrishnan Nair(2003), Associate Professor for organisational behaviour at IIM-Kozhikode.

A well blend of marketing, economics, finance, operations management, strategic management, statistics, organisational behaviour, business law, information technology and human resource management, with courses on foreign languages and cross-cultures form the curriculum to give a well-rounded worldview to the participants - a training which holds them in good stead for fairly the rest of their lives(Govil,2003).

The major factor in the programme is the very stakeholders - the students and faculty. The faculty are the dons in their respective fields and the students are the cream of talents and a wide variety of profiles, some with work experience, the exchange of foreign students who bring with them the needed cultural diversity. All these things put together, it becomes the ingredients for a ready mix. This is the best possible recipe for augment people skills and to instill a leadership initiative. International students may enrich the cultural and intellectual environment of a university and foster understanding between different cultures. MBAs form a large part of this postgraduate market and according to Quacquarelli(1998), overseas participants can be as high as 90% in some leading UK Business Schools.

The invaluable learning in MBA programme comes from live field projects, informal interaction with classmates, professors and the visiting faculty, computer lab, and the storehouse of knowledge in the form of library. The very ambience in a B-school generates a must for tall achievement and creates a passion to move on and do rather bigger, better and more resourcefully than others. A management degree does make a difference to any career. The structured programme, the faculty and student interactions, and the very atmosphere that a good B-school generates, all combine to provide the right mix of talents required on the global stage, says Govil(2003). According to Cameron(1991), MBA programme has been traditionally aimed at increasing a manager's ability to take good strategic decisions. It covers the analysis of problems and appreciation of their context; the use of appropriate conceptual tools and analytical and evaluative techniques; and often the development of consultancy skills. Eberhardt (1997) confirms that the consultancy sector has the most demand for MBAs because of their analytical skills so important for counseling services. Porter(1997) found that corporations hire MBAs as they have strong analytical ability, high motivation to work and good knowledge of relevant management functions. Baruch and Leeming(1996) indicated that MBA programmes enhanced the learning skills, research enquiry, and written presentation of individuals. Major international banks like Citibank also consider MBAs as sources of new talents, while the ABN-Amro bank believes in recruiting MBAs because they have sound knowledge of international management and financial principles (Quacquarelli,1998). Kretovics(1999) noted improvements in MBAs' interpersonal relations, information gathering and analytical abilities.

What is really taught in a B-school? A method. A method of looking at the world, for taking a problem and searching one's vast mental file drawer of examples to see which ways this problem is similar to any of them. A method of using examples that are similar yet by no means the same, to extrapolate what a solution might be to the problem at hand.

Management study and training programmes come with a variety of names - MBA (Master of Business Administration), MMS(Master of Management Studies), PGDBM (P.G.Diploma in Business Management), PGDBA(P.G.Diploma in Business Administration), and PGDM(P.G.Diploma in Management). During the course, there

are prospects of organisational internship providing a glimpse into the operations of an organisation. There is ample scope for role-play and other simulations to develop skills in relevant areas. This type of programme forms the basis for mutually supportive networks throughout one's career. The B-schools generally have the facility of a placement cell that co-ordinates and facilitates campus recruitment by national and multinational organisations.

1.7. Management Education: Current Scenario

Management education in the country can roughly be divided into four groups. At the top are the reputed institutes and some university departments, which have maintained the high quality of education. The second rung institutes are those started by industrial houses, which offer some surety of a job after the course. The third rung are university departments which have not been able to impart quality education but can provide jobs in regional industrial groups. The fourth rungs are those institutes, which have neither the advantage of low fees of a university nor the backing of an industrial house. In recent times, a number of academics, retired people, politicians and others have started such institutes which remain essentially money making ventures.

The competition among the top institutes is intense as, everybody wants to do the MBA from one of them. There is no surety of getting in. Full-time courses from the most reputed institutions are usually expensive ranging from Rs.50,000 to Rs.2 lakhs per annum approximately. Of course an MBA from an American or European management school would multiply that figure many times so an MBA from India is comparatively cheaper. But working alongside studying for a full-time MBA in India is not possible, though some enterprising students have been able to work out a sponsorship for the programme from a prospective employer.

Usually, the two-year management programmes can be taken up after successful completion of a degree in any discipline. Graduates with a minimum 50 per cent (some institutes 45 per cent) marks are eligible to apply for admission to management programmes. They have to go through a selection process that includes

entrance/admission tests, followed by group discussions and interview of candidates declared successful in the written entrance test.

The aim of the entrance test is to evaluate, under stress, a candidate's general verbal, mathematical and analytical abilities critical for successful completion of MBA programme of studies. The management entrance test calls for a superior command over the English language, as well as quantitative prowess and a sharp, perceptive mind. An MBA admission test is not really a managerial aptitude test. It is rather a test to measure the potentiality of students for successful completion of the MBA programme. However, the group discussion and interview are linked with behaviour competence of future managers, especially relating to communication and leadership skills.

One has to assess the market value of an MBA student as the primary motive of management education is to a managerial position, and to move on to higher positions. If the industry is not aware of the worth of the MBA programme, then the very purpose of such programme is defeated. Specific requirements of specific industries have resulted in a new breed of MBAs. An MBA linking with agriculture, information technology, banking, petro-chemicals, etc. are example. Under-graduation in specific area is also insisted upon for admission to such MBA programmes. All these trends are in addition to the traditional functional specialisation in marketing, finance, HRM, systems and operations.

The spirit of MBA programme may be the integration of all relevant knowledge for practical application. Extreme specialisation in MBA is likely to dilute this spirit of general approach with focus on proper integration and co-ordination of knowledge from different disciplines. If specialisation is the order of the day, then management may be described as specialisation in general things.

The wide variety of subjects taught in MBA classroom – economics, psychology, mathematics, statistics, law, IT, sociology, etc - is a true reflection of this 'general approach'. It also may be noted that MBA students are taught as if they are going to be the general managers rather than a specialist in a staff department. It is true that the young MBAs are not likely to be general managers immediately and for immediate

placement they need to have specialised knowledge in functional or sectoral area. This is the rationale for the structure of MBA scheme of studies.

Historically the expansion of MBA is Master in Business Administration, with more focus on industrial enterprises. But today the concept 'Management' has become more popular with connotation of effectiveness and efficiency for maintenance and growth of all social organisations. 'Post Graduate Diploma in Management' is now becoming a popular Diploma than the traditional 'Post Graduate Diploma in Business Administration'.

While the demand for management education will continue to grow with the growth of Indian economy, the quality demanded will undergo a shift. Functional B-schools, sectoral B-schools, condensed MBA for one year or of shorter duration, modular MBA, net based online MBA, executive MBA, etc. will provide new models of higher education in management. It is likely that large corporations and growing industry may ask for customised MBA and B-schools may respond to it. In India steel, power and oil industry have already established excellent executive education centres; they will evolve into promising B-schools(Sinha,2004).

Even after more than five decades of the first management institute being set up in India, most B-schools continue to use American textbooks for practically all the subjects. Philip Kotler's 'Marketing Management' is the best example. Lack of good Indian text books leads to students getting a very 'American view' of management. The lack of appreciation of an Indian context remains one of the biggest banes of management education in India. The American view of management is too bureaucratic, confrontational and rigid - with too much emphasis on the individual. Philip(2004) says that the relevance of what is taught and the methodology used is another critical issue to be looked at. There was a time, particularly in the 60's and 70's that we depended almost exclusively on foreign material and MNC cases. But that has changed substantially. Whether it is textbooks, cases, research studies and other learned articles and publications, we have plenty of such materials in the country. However, in the surge for self reliance, we should not neglect to use foreign material in good measure, recognising the fact, that business management is

no more limited by the geographical boundaries of a country, but by the pulls, pressures and developments in the international markets.

Institutions offering MBA programmes must respond to market needs(Baruch and Leeming,1996). Porter and Mckibbin(1988) noted that some B-Schools were not doing enough to develop 'soft skills' among MBA graduates. Prof.Sterling Livingston in his classified article 'The Myth of the well Educated Managers' demonstrated the lack of relationship between grades at the Harvard Business School(HBS) and subsequent success in management jobs. He argued that business schools need to access intuitive skills and common sense not just academic ability(Sinha,2004). Herbert Simon, the first management professional to receive Nobel prize, suggested that if you wish to develop a star athlete, you must begin with someone who has the natural endowment, and then through practice, learning and experience, develop that into a mature skill. B-Schools should teach students who are endowed to use them purposefully(Sinha,2004).

The AICTE, which also looks after management education may not be able to do full justice to the discipline. AICTE budget spent for management is only 4%. Ninety-nine per cent of its staff is from engineering discipline. AICTE has so far not been able to give significant attention to management education(Sinha,2004). Management is a multi-faculty discipline; AICTE treats it as a single subject. One can't blame the AICTE, which sees technical education, not management, as its core(Sinha,2004). So, it may be prudent to establish an All India Management Council(AIMC) with the sole purpose of enhancing the quality of management education. AIMC, which can take a comprehensive view on the development of the management education(Sinha,2004).

Dharni P. Sinha(2004), in his book "Management Education in India", summarises the following issues in management education in India:

- MBAs are ill-equipped to cope with or meet the challenges of a dynamic global environment
- B-schools faculty lack necessary business experience
- MBA curriculum is largely theoretical

- Over emphasis on quantitative subjects, while development of people skills is neglected
- Linkage between B-schools and major stakeholders like industry is inadequate.
- High cost of management education
- Unemployment among MBAs
- Lack of indigenous contents in curriculum
- Negligible attention to research in management
- Producing graduates more suitable to business and industry, not suited to social sectors such as public system, rural development, education system, etc.

1.8. Problems, Issues, and Prospects of Career Advancement of MBAs

One may want to gain a position of greater responsibility in his/her current field or he/she may want to switch from one area of business to another--from marketing or sales to strategic planning or finance. One could be looking for a change in his/her career path altogether. Using an MBA to switch career focus is a typical strategy. Many people seek a management position after acquiring expertise in a different field altogether--such as nursing, teaching, performing arts, or engineering--because they want to shift to a management position in their area. An MBA can help him/her make a major break or leap in his/her career path--with a concomitant leap in income. He/she may aspire to a higher position that requires an MBA as an entry-level eligibility. An MBA signals a prospective employer that he/she has got the knowledge and skills in a demanding job requires, as well as persistence, energy, and even time-management skills to handle it.

There are many instances of sponsoring of candidates by industrial/business organisations and this trend reflects that employers are also equally concerned with educational credential for the organisational positions. Many MBA students are aiming at becoming business entrepreneurs or self-employed in service sectors that implies that they value the training even more than the degree. While age and rank may be the most important factors determining MBA payback, one's industry and previous degree may also figure

in. It seems that there is an increasing demand for MBAs in the human resources, public relations, communications and digital technology sectors. Also there seems to be a trend towards sectoral MBA degrees.

It can be noted that the business contacts formed during the pursuit of an MBA are an invaluable part of the process. What they pay is for the network. The more they pay, the more prestigious and valuable the network. Here it can be added that MBA students learn how to market themselves--a skill absolutely essential in the new economy. But in the end, the leadership skills of an individual MBA candidate make-or-break the onward journey.

There are many, who have been able to climb to the position of CEO by the time they are in their mid-thirties. However, the size of the organisation, the volume of business and the work profile and provision of learning on-the-job are important considerations for the assessment of advancement possibilities or career progression.

1.8.1. Training for the corporate world

Clearing the entrance test and joining the course are the immediate hurdles and it is commonly believed that once a person gets in he will most certainly become an MBA. Contrasted with courses for Chartered Accountant or Company Secretary, where some people get caught in the trap of repeating groups of papers, the MBA is a safe option.

The sense of achievement of an MBA student is very high. The course becomes one huge ego trip. Many students do not spend as much time on their training as they should, thinking that the MBA stamp will take them through jobs. This is only partially true. No company takes a person for his/her label alone, but for what he/she can contribute. The MBA is chosen for his/her professionalism and his/her training, his/her skills and his ability to manage. The two years of training, therefore, are to be spent in acquiring these skills.

How are these skills acquired? First, it requires gathering knowledge and gaining insight. Students have to change their study culture at their undergraduate classes where notes are given and answers to questions are mugged up for the examinations. The management course is different from other traditional courses. Application of knowledge and not mere

bookish knowledge is emphasised. That is why good B-schools are insisting on case discussions and group assignments.

The MBA student must learn everything that may be required in business situations. In addition to good academic comprehension and insight, he/she is to be groomed as an effective, efficient and impressive person with compassion for ideas and people. Unfortunately, many lower-rung institutes and university management departments do not have facilities for personal development of students or teachers trained for that purpose. The result is a stunted MBA which no good company would like to touch. The hallmark of a B-School is its focus on the dual objectives of academic performance and personal development of the students.

The ordinary B-schools do not insist on hard work simply because they are committed to the MBA course and not to the practice of professional management. To hide their shortcomings, they have collaborations with fancy sounding foreign universities and introduce exotic courses like yoga, spiritualism and 'Eastern Management'. One institute advertises a golf course and swimming pool on its campus. The corporate sector is usually not impressed by such gimmicks.

Many students come to grief when they find that their expensive diploma/degree is not good enough to get a professional position or to move up in the ladder. In many institutes, the toppers get the good jobs but the average students have to accept lower offers. Youngsters who believe that an MBA label is a ticket to the good life face serious adjustment problems. The MBA, in fact, should be treated only as a pre-professional programme to prepare for the challenging corporate world.

1.8.2.Managing career expectations

Many MBA students have a myth that they will become senior managers the moment they complete their MBA. This could be the result of teaching MBAs from the General Managers' points of view. Certain companies have found that expectations and ambitions of MBAs are difficult to meet and such organisations have taken policy decisions not to hire fresh MBAs. Though the MBA is a coveted degree, it becomes important to keep a level head and keep one's expectations realistic. According to the hype, an MBA is a

senior manager, but fresh MBAs are usually taken at the level of management trainees. Initially, some low and tedious work may have to be done by the MBAs in order to be familiar with all aspects of the organisation. Roth(1990) says that graduates from top B-schools in the late 1990s looked for companies that offered them stock-options. If a student is not reconciled to this, frustrations are bound to arise. Job hopping is common, which ultimately hurts the career of the youngster.

After all, the company too has its expectations from the management graduate to whom it is paying a high salary. Somewhere and somehow this expectation-reality gap is to be reconciled for a better career advancement.

1.8.3. Qualities to be acquired

A good B-school puts pressure on the students to be on their toes and update their subjects on a continuous basis. MBA students report that in certain semesters they get very little sleep, so hard is the pressure to perform. Tests are announced at the last moment when the students are preparing to sleep, so that a person must update in all subjects at all times. Case studies enhance the applicability of concepts and theory to real life situations. The outcome of this is professional competence. Ultimately, the MBA must be seen as training for entry into the corporate sector.

Managerial position in a company requires a person to make presentations and to convince others. A person must, therefore, learn presentation skills and be a natural leader. Ability to take good decisions under pressure is also required. Many skills, such as quantitative analysis, are learnt from books but analysis of business situations is also required. This is done through case studies.

The summer organisational internship is another method of using the knowledge in real life situations. This training should be used as an opportunity to prove oneself and some meaningful work should be done. Professional competency is rewarded when the summer training results in an offer of a permanent job on completion of the degree. In this way, many students find jobs during their summer training, much before the actual completion of their course.

Getting selection in a reputed B-school is a big achievement. However, the real achievement is yet to come after two years of training in the B-school. The two years in the institute should be utilised to learn the skills in the best possible way. If the student is not busy enough, his/her MBA degree will be worthless even though it may have a fancy look.

1.8.4. Opportunities in Management

Marketing, Finance, Production, and HRM are the four major areas in management with each having several sub-branches. Marketing Management includes sales, purchase, international marketing(exports-imports), advertising, marketing strategy, consumer behaviour, market development and marketing research. Financial Management includes all the aspects relating to finances, investments, financing decisions, portfolio management, working capital management, international financial management, etc. Production Management takes care of Production methodology, operations research, quality management, materials management, stores and inventory management, etc. HRM deals with the most complicated aspect of management. It looks after the areas of Human resource procurement, development(HRD), HRM, industrial relations management, employee welfare and benefits, organisational development, management of change and general administration.

A degree of Master in Business Administration(MBA) is considered to be the gateway to careers in management. While choosing the area of specialisation in management, the candidates must gauge their aptitude for a particular aspect of management. Candidates with commerce background usually go in for financial management and the technical graduates with science or engineering degrees usually choose operations management/quality management/systems management/stores and inventory management, etc. Rest of the candidates chooses marketing management or HR Management, depending upon their aptitudes and flairs.

Rapid expansion of Industries in India has opened new vistas for excellent opportunities of careers in management. New Economic Policy of liberalisation and decontrols has increased the demand for managerial personnel in the corporate sector. Advent of multinational companies, which has just begun, may further increase the quest of the

industrial sector in all fields of management like Finance, Production, Marketing, Personnel and Administration.

The careers in management offer one of the best remuneration packages in the country, particularly in the private sector. In addition to the best of the salaries offered by this career, it offers outstanding developmental opportunities to enable the competent and dynamic managers to rise to the level of Chief executive. Several Indian professionals today are working as Managing Directors in many multi-nationals. Management professionals from India are also in good demand in international market. Private sector today offers rapid advancement to result-oriented professionals. Excellent perks are offered which may include free accommodation, free conveyance/attractive conveyance allowance, CPF, leave travel concession, medical allowance/reimbursement, etc.

Those who prefer Public Sector Undertakings(PSUs) may join these undertakings at several levels. The managerial hierarchy and pay-structure in most of the PSUs is pre-determined and also includes some perks, though not as attractive as offered by the private sector.

1.8.5.Career Prospects

The increasing number of B-schools and prospective students implies that Indian management education has reached a level of maturity. MBAs enter the job market with high intellectual ability and personal skills. They are widely perceived to have skills honed for managing a business, and to bring in valuable insights. Today, Indian companies have embraced buzzwords such as liberalisation, globalisation, and re-engineering with a vengeance. The corporates in their accelerated drive for the all-important competitive edge believe that management graduates with their macro vision and analytical minds can hold on by their own strengths.

MBA as a three-letter qualification has become almost mandatory for entry as well as advancement in a wide range of industries. Top companies - multinationals, foreign banks, foreign financial institutions, public sector undertakings, and apex financial institutions, blue chip IT companies, in effect the whole corporate sector -- offer golden opportunities to management graduates. The 'employability' of MBA is much better

than most other professions. It is estimated that in a year's time practically every MBA graduate gets placed in a suitable or near suitable job(Philip,2004).

In top management institutes, campus recruitment is an annual event, when the best companies attempt to woo students with pre-placement talks and lucrative job offers to attract the best talents. Students, while deciding on the relative merits of job offers, need to look for certain pointers, such as:

- The operational strengths of the company and its future capability to maintain its position in the market place.
- Role and job profile offered.
- Training programmes and systems in the company which are essential for advancement.
- The overall business policy, ethics and value system the company has portrayed.
- Qualifications and background experience of the top management in the company.
- Organisation structure, reporting systems and systems of promotion in the company.

All these information cannot possibly be gathered when the companies come to the campus, but a concerted attempt by the students in advance can obtain such data.

Remuneration packages of MBAs are among the highest in the country with foreign financial institutions going up to such an extent that the larger Indian companies are being forced to hike their compensation packages to stay in the race. Entry level remuneration packages vary with the reputation of the management institution. Average MBA salaries tend to be in the region of Rs.2.5 – Rs.3 lakhs per annum though we may hear of people with double the amount or even half. Increasing business activity and the predominant shortage of well-trained managers for industry make the MBA tag a prestigious and a well-paying one. MBA graduates today

undoubtedly win the race for the best and the most remunerative jobs in general as well as in specialised branches. Management consulting and financial services have always been the traditional routes to top jobs and high salaries for MBA graduates. However, one thing is certain that there is a serious shortage of good managers, although the entry to management jobs remains very competitive. Indeed, employers today are looking for skills that would allow MBAs to handle international business, develop new businesses and manage flatter organisations(Sinha,2004).

1.9. Concept of Career, Career Planning, Career Path, and Career Advancement, and Career Management

1.9.1. Concept of Career

An individual joins an organisation not just for a job but for a career, that is, where he/she will be at the fag end of his work-life through a series of progression in responsibilities and reward for such a responsibility. It is common to find out that after the initial excitement in a job, executives/managers tend to lose interest and begin to feel that there is no career in a particular organisation. This implies that career advancement has not taken place as expected by them after a certain period of time. This mismatch between a manager's expectations and his/her actual career advancement experience may prove very shocking to both managers and the organisation. However, much of this problem can be overcome by proper career strategies by the individual and the organisation(Prasad,2005). The above phenomenon of stagnation and meaninglessness in the current job is often termed as 'burnout'.

Greenhaus has defined career as 'the pattern of work-related experiences that span the course of a person's life'(Prasad,2005). This definition includes both objective events, such as jobs, and subjective views of work, such as the person's attitudes, values and expectations(Greenhaus et al.,2000). Therefore, both a person's work-related activities and his/her reactions to those activities form part of the person's career. This definition is consistent with the notion that career develop over time, and that all persons have careers, regardless of their profession, their level of advancement or the stability of their work pattern(Naidoo,2004).

Geber(1992) has identified four distinct explanations for a career, namely a career as advancement, a profession, a lifelong sequence of jobs, and a lifelong sequence of role-related experiences.

- **A career as an advancement**

A career can imply a vertical movement; in other words, upward mobility in an organization. It means that a person moves onwards in this work life, by means of a promotion, a transfer or a new job in a higher position in another company. It may also involve a lateral move with more responsibilities. A career in this sense refers to basic advancement, for example, a sales representative who advances through the ranks of the sales department to become a sales manager(Geber,1992).

- **A career as a profession**

This concept refers to those careers where a person has to follow a certain route during his/her career path; in other words, there is a clear pattern of advancement. The legal profession is an example of such a career. In such a profession a person starts his/her career as a law student, becomes a clerk in a law firm once he/she has completed his/her articles, an associate and then a partner, once a sufficient level of experience or expertise has been achieved(Geber,1992).

- **A career as a lifelong sequence of jobs**

This refers to a series of positions held during a person's work life. There is no mention of a specific profession or any mobility, but it refers purely to any jobs held by the individual during his/her working life(Geber,1992).

- **A career as a lifelong sequence of role-related experiences**

This refers to the way an individual personally rotates his/her job functions and gains experience. It is more of a personal experience(satisfaction, changing aspirations and attitude changes) [Geber,1992].

From the above, it is clear that a career can be seen as a two-fold process consisting of individual factors(such as the individual's likes, identity, self-image and interests) and

job factors (being part of an organisation, work relationships and work lifestyles) [Naidoo, 2004].

1.9.2. Career Planning

According to Rao and Rao (1990) career planning is the process by which one selects career goals and the path to these goals.

The career initiatives taken by both the individual and the organisation are referred to as 'career planning' (Naidoo, 2004).

Schein (1978) has defined career planning as

- a deliberate process of becoming aware of the self, opportunities, constraints, choices, and consequences;
- the identification of career-related goals;
- a programming of work, educational and related developmental experiences to provide the direction, timing and sequence of steps required to attain a specific career goal.

Career Planning Process

Figure 1.1 shows the Career planning process as given below:

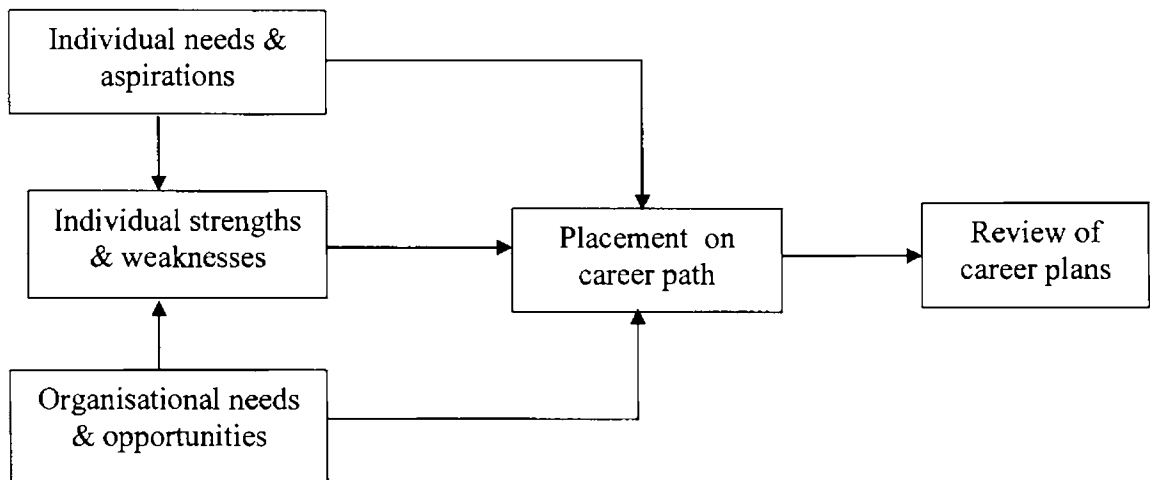


Figure 1.1. Career planning process

[Source: Rao and Rao (1990)]

1.9.3. Career Path

Rao and Rao(1990) have defined career path as 'it is the sequential pattern of jobs that forms a career'. Career path is the logical possible sequence of positions that could be held by an individual based on how he performs in the organisation(Prasad,2005). Career path consists of two elements: line and ladder. Line is the field of speciality in which an individual is placed like production, marketing, finance, HRM, etc. Within each line, there are various positions arranged in hierarchical order. Placing an individual on a career path indicates how the individual will progress to those positions. This placing is essentially determined by the alignment of individual needs, his strengths and weaknesses, and organisational opportunities(Prasad,2005).

1.9.4. Career advancement

Career success is defined as extrinsic or objective and intrinsic or subjective accomplishments of individuals in their work lives(Judge,Cable,Boudreau,and Bretz, 1995). In extrinsic terms, careers are evaluated with the use of external reference points or norms; while in intrinsic terms, careers are evaluated by individuals themselves using personal subjective definitions of success or failure(Gattiker and Larwood,1988).

- Unlike extrinsic career success, intrinsic career success is primarily associated with personality; with no consistent effects of general mental ability and with very weak experiential effects(Bozionelos,2004)
- The link between intrinsic career success (satisfaction with one's career) and extrinsic career success (pay, promotions, job level) has been demonstrated in numerous studies(Judge et al.,2004).

Career advancement is often defined in terms of promotion within managerial ranks, the level of management ultimately reached and the level of pay received(Naidoo,2004). Career advancement is defined as the accumulated positive work and psychological outcomes resulting from one's work experiences(Seibert and Kraimer,2001). Seibert et al.(1999) defined career success as "positive psychological or work related outcomes or achievements that the individual accumulates as a result of work experiences". Researchers often operationalise career advancement in one of two ways. The first

includes variables that measure objective or extrinsic career advancement(Gutteridge, 1973). These include indicators of career advancement that can be seen and therefore evaluated objectively by others, such as salary attainment and the number of promotions in one's career(Judge et al.,1995). The second way that career advancement is operationalised is by variables that measure subjective or intrinsic career advancement (Judge et al.,1995). Such variables capture individuals' subjective judgments about their career attainments, such as job and career satisfaction(Burke,2001).

1.9.5.Career management

Career management can be described as an 'ongoing process' in the sense that an individual gathers relevant information about himself/herself and the world of work, develops realistic career goals, develops strategies, implements the strategies, and obtains feedback regarding the achievement of the set career goals(Naidoo,2004).

Career management can be defined 'as an ongoing process of preparing, implementing and monitoring career plans undertaken by the individual alone or in concert with the organisation's career system'(Schein,1978).

According to Rao and Rao(1990), career management is the process of designing and implementing goals, plans and strategies to enable the organisation to satisfy employee needs while allowing individuals to achieve their career goals.

Career management may include activities that help individuals to develop and carry out career plans, but the focus is on taking actions that increase the chance that the organisation's anticipated HRM needs will be met(Naidoo,2004).

At its most extreme, career management is largely an activity carried out by the organisation. An example of such an activity is succession planning, which is typically carried out in secret by senior management to determine which employees can and should be prepared to replace people in positions of greater responsibility(Naidoo,2004).

Career management and career planning activities can be complementary and can reinforce each other. For example, it is difficult to monitor the career plans of an individual who has not made specific plans to be monitored. A balance between the two

can make for effective career development. The organisation can support actions at any point on the spectrum, assisting the employee with career planning, as well as conducting career management activities, and thus play a role in effective career intervention (Desimone, Werner and Harris,2002).

According to Hall(1986), the various activities fit into the career planning and career management spectrum include:

1. the amount of influence exerted by an individual;
2. the amount of information provided to the individual;
3. the amount of influence of the organisation; and
4. the amount of information provided to the organisation.

Career motivation(London,1983) is a multi-dimensional concept consisting of individual and situational characteristics, reflected in the individual's career decisions and behaviour. It encompasses a person's motivation to do his/her present job and to meet expectations related to various managerial roles. It consists of three dimensions:

- Career identity factors reflecting career decisions and behaviour;
- Career in-sight (the extent to which the individual has realistic career perceptions); and
- Career resilience (the ability to overcome career setback).

1.10.Career advancement barriers

Swanson and Woitke(1997) defined career barriers as “events or conditions, either within the person or in his or her environment, that make career progress difficult” . Elevated qualifications and economic fluctuations combined with internal(psychological) and external(environmental) interferences can make career advancement problematic(Smith,2004). Career advancement barriers explain the continuing ability–attainment gap in the occupational choices of people(McWhirter,1997).

The following are the potential career advancement barriers:

- **Dual career families**

In dual career family, one of the members might face the problem of career advancement due to transfer of the spouse, over-work load, etc.(Rao and Rao,1990). Conflict with work and family responsibilities and desire to spend more time with family were the most common barriers to career advancement of women(Campbell,1999). Indian women continue to bear the burden of household responsibilities regardless of their employment status(Bharat,1992; Ramu,1989). According to Desai(1996), Indian women tend to impose restrictions on their career aspirations or personal achievements for family reasons.

- **Low ceiling career**

Some careers do not have scope for much advancement inspite of a good career plan and development(Rao and Rao,1990).

- **Lack of career guidance**

Lack of career guidance and minimal provision of training and education programmes for junior managers may lead to gaps in some career development initiatives.

- **Flat organisational structure**

Organisations creating a flat organisational structure may lead to lack of opportunity for promotion.

- **Ethnic reasons**

Ethnic minorities perceived greater barriers to finding a job, job performance, and career balance than non-minorities(Smith,2004).

1.11.Career advancement strategies

Individual and organisation have to respond strategically to the perceived barriers to career advancement. The following are the potential strategies to overcome the career advancement barriers:

- Educate the people to discover their own talents, needs and motives(Rao and Rao,1990). Taking more personal responsibility for developing career seems to be a common theme among professionals(Craig,1998).
- Facilitating the people for career switching. Facilitators to career advancement included accepting an increase in job responsibilities or taking on new assignments, moving to a different department or service, and changing jobs which required learning new skills(Campbell,1999). Moving employees laterally and helping employees find new challenges in their current jobs are becoming more accepted career development alternatives(Craig,1998). Volunteering one's skills for any assignments that might lead to the position he/she wishes(Craig, 1998).
- Imparting necessary educational facilities(Rao and Rao,1990).
- Initiating career counseling(Rao and Rao,1990).
- Introducing more flexible reward and promotional systems(Rao and Rao,1990).
- Developing network. The value of a network of professional colleagues cannot be overlooked. Recruiters and placement professionals agree that developing a professional contact network should be part of any strategic career plan. It is important to have visibility with people outside the current institutions(Craig, 1998).
- Providing supportive measures. Positive correlations were found between the number of career facilitators and social support(Campbell,1999).

1.12.Theories on Career Advancement

1.12.1. How does career advancement occur?

It is important to understand how career advancement occurs for managers. There is a need to advance to higher levels for those who are most effective. Lack of performance by managers leads to failure; and a good performance leads to profitability(Erwee,1988). Ways to advance to high positions in today's organisations differ from those two decades ago(Kotter,1996). Earlier, the career advancement was based on job ladders, seniority,

and tenure. But, presently, positions are fewer, structure is flat, and more decentralisation. This changed the way the career advancement occurs(Naidoo,2004). Selection and promotion practices are now more structured and less subjective than a decade ago (Kotter,1998). Equal employment opportunity, diverse applicants for managerial positions, more applicants from ethnic groups and races(Kotter,1998) are the features of the present scenario in career advancement.

1.12.2.Career mobility

Career mobility refers to the 'movement by an individual to advance his/her own career'(Naidoo,2004). The two prominent theoretical perspectives that examine career mobility are; (1)the contest-mobility perspective, and (2) the sponsored-mobility perspective(Turner,1960). Research on upward mobility is relevant to career advancement because those who are able to move up the societal or organisational hierarchy are typically regarded as successful and are more likely to view themselves as successful. According to Turner(1960), there are two systems of upward mobility in society: contest-mobility and sponsored-mobility. A contest-mobility system reflects the central belief that all people can compete for upward mobility; in contrast, a sponsor-mobility system permits only those who are chosen by the powerful to obtain upward mobility. Although these perspectives are fundamentally different, they are not necessarily mutually exclusive(Rosenbuam,1984; Wayne et al.,1999), i.e. a society or an institution may have an upward mobility system that reflects one perspective more than the other but not necessarily to the point of exclusion.

1.12.3.Contest-mobility perspective

The contest-mobility perspective says that what makes the greatest difference in getting ahead in an organisation is performance on the job and adding value to the organisation. One can only go up on the basis of one's own abilities and performance. People compete with each other in an open and fair contest for advancement, and success comes to those who demonstrate the greatest accomplishments. One's human capital should be highly relevant for predicting career advancement because human capital is highly rewarded in the labor market(Becker,1964). Human capital predictors include the number of hours worked , work centrality , job tenure , organisation tenure , work experience , willingness

to transfer, international work experience, education level, career planning, political knowledge and skills, and social capital. Cable and Murray(1999) found that publication records in graduate school was a significant predictor of job offers received and salary. It shows that the contest-mobility perspective can be an effective measure to predict the career advancement. Further, this perspective says that those in power (established elites) cannot necessarily determine who will finally achieve upward mobility. Metaphorically, this perspective suggests that those who start off slowly are still able to succeed in the end by devoting the required time and energy.

1.12.4.Sponsored-mobility perspective

The sponsored-mobility perspective says that people in power(established elites) pay special attention to those employees who are deemed to have high potential and then provide sponsoring activities for helping them to win the race. Organisational sponsorship predictors include career sponsorship, supervisor support , training and skill development opportunities, and organisational resources. This suggests that those who have early successes are more likely to receive sponsorship, and those who do not are likely to be excluded from such sponsored activities. Once they are identified as potential elites, then the chosen persons are given favorable treatment to make them even better and are even differentiated from the potentially non-elite group. Metaphorically, this perspective suggests that, these potential elites start the race earlier, gain momentum more quickly, and are more likely to be declared as winners. Kanter(1977) says that socio-demographic characteristics, such as gender and race ,are often used as the criteria to allocate sponsorship. Tharenou(1997) observed that employers assign individual women to lower level positions. Non-Whites may be viewed as less competent and not worthy of organisational sponsorship compared to Whites(Greenhaus et al.,1990). Married individuals may be allocated sponsorship as they are more stable and responsible than singles(Pfeffer and Ross,1982). Finally, it leads to a conclusion that sponsorship activities may be disproportionately allocated to those who are more skilled and experienced, and both experience and organisational savvy accumulates with age(Ng et al.(2005).

By using these two perspectives, Ng et al.(2005) identified four sets of variables that have been frequently used as predictors of career success. These predictors are human capital, organisational sponsorship, socio-demographic status, and stable individual differences. They say that traditionally, human capital predictors (such as amount of work experience or knowledge) have been used to examine career success using the contest-mobility lens. Human capital refers to individuals' educational, personal, and professional experiences(Becker,1964) that can enhance their career advancement and is often examined as a predictor of career success(Judge et al.,1995; Wayne et al.,1999). The broader variables of human capital include the number of hours worked, work centrality (i.e., job involvement), job tenure, organisation tenure, work experience (i.e., number of years worked), willingness to accept transfer, international work experience, educational level, career planning, political knowledge and skills, and social capital (i.e., quantity and/or quality of accumulated contacts)[Ng et al.,2005].

By the same token, organisational sponsorship and socio-demographic status have been typically used to examine career success using the sponsored-mobility perspective. Turner's(1960) model did not include stable individual differences and they do not appear to be more closely allied to one perspective than to the other. Nonetheless, they included stable individual difference variables because they have often been examined in previous research on career(Ng et al.,2005). Stable individual difference variables include extroversion, pro-activity, internal locus of control, and cognitive ability.

It is true that the sponsored system essentially creates a shorthand method for managers to use to identify their rising stars quickly. This approach is appropriate for any firm in the start-up period and in an environment of labour shortages. However, the sponsored system has at least two drawbacks. First is the pitfall of selection errors occurring when capable employees are mistakenly eliminated at an early stage; these employees will not have much chance subsequently to demonstrate their abilities. At the same time, employees who are aware in advance that they are being considered for the highest positions do not need to consider the long-term consequences of their behaviour. They will not have to make the kind of effort they would have to put forth in a situation of competitively based promotion, in which there are no guarantees(Rosenbaum,1984).

Second, if future managers have already been pointed out at an early stage of their career tracks, the motivation of those not so identified, a significantly larger number, is likely to decrease. No matter how much effort non-selected employees put in, they are not promised further opportunities for advancement. This can lead to less efficient uses of human resources on the whole(Wailerdsak and Suehiro,2004). Therefore, the sponsored system seems inappropriate for a long-established, reputable company with a pool of well-trained employees(Wailerdsak and Suehiro,2004).

1.12.5.Objective Vs. Subjective career advancement

Researchers have viewed career success primarily from the perspective of the individual employee. More precisely, career success has been assessed either using the individual's past, tangible accomplishments or the individual's own perceptions of satisfaction with his or her progress(Callanan,2003). Empirical research on career success has tended to use the objective measures, although there are studies that utilise both objective and subjective assessments(Greenhaus, 2003; Poole and Langan-Fox,1993). Objective indicators of career success include such factors as total compensation, number of promotions, and other tangible accomplishments. Objective career advancement says that people who earn higher salaries and are promoted faster are typically regarded as more successful in their careers, whereas the subjective career advancement focuses on intangible factors like career satisfaction, recognition, etc. Objective and subjective career advancements are positively correlated(Judge et al.,1995). One's objective career advancement(tangible career achievements) may lead to greater satisfaction(intangible career achievements) with one's career later. Obtaining a higher salary level and more promotions relative to others is likely to enhance one's perceptions of advancement. Because wealth and social standing are valued in a society, tangible career achievements may lead to feelings of greater career satisfaction. Here, it must be noted that the objective career advancement alone is not an indicator of subjective career advancement.

Certain socio-demographic groups face wage and promotion discrimination(Greenhaus et al.,1990). Personality is closely related to perceptual variables such as subjective career advancement(Bell and Staw,1989).

Organisational sponsorship is likely to generate higher levels of career satisfaction and a stronger sense of career advancement (Salancik and Pfeffer, 1978). Ng et al. (2005) expects that human capital factor to be stronger predictors of objective than subjective career advancement.

The highest objective career success was reported by employees with a high level of education, who worked in larger organizations with well-structured progression ladders and invested considerable effort in their work role. In contrast, the highest subjective career success was reported by employees who were high on work centrality, who worked in organisations with well-structured progression ladders and employment security, and who networked frequently yet reported a lack of ambition (Nabi, 1999).

1.13. Approaches to career choice

- Beginning their work in the late 1930s to 1950s, the pioneers of career theory—known as the Chicago School - developed the notion that careers are comprised of both objective and subjective elements (Dobrow, 2004).
- A career is commonly defined as a person's movement through a sequence of jobs over his or her life (London and Stumpf, 1982). The organisational context for career progress includes key aspects that facilitate managers' careers: performance evaluation, promotion systems, training systems, salary and incentive systems and career development programmes. Gilley and Egglund (1989) define career development as an organised, planned effort comprising structured activities that will result in a mutual planning effort between employees and their organisation. Similarly, Graen and his associates (1997) define career progress as the speed of the flow of individuals along a monotonically more valuable sequence of jobs. An important feature of career progress is that a corporation and its employees are partners, which means that employees are responsible for planning their own careers and that corporations should support them in their endeavour (Firkola, 1996).

Career theory has a rich history which dates back nearly 100 years. Major theories and approaches evolve at different stages are:

1. The Social theory
2. The Individual trait theory
3. The Social learning theory
4. The Career stages theory
5. The Individualistic Approach
6. The structured Approach
7. The Human Capital theory
8. The Systems theory

Brief explanation on each of the above theories and approaches are summarised below.

1.13.1.Social theory

This theory has its origin in 1890s. Focus was on the relationship of social status to career attainment. It demonstrates that there is a relationship among parental occupation, education, and wealth and the occupational status and income attained by the children. But it is still unclear exactly why this relationship exists. I.e. it is more a descriptive theory than an empirically supported one with explanations on the relationship.

1.13.2.Individual trait-factor theory

This theory was in vogue in 1920s. It grew out of a long search for explanations of individual differences despite common externalities. The matching of individual characteristics with vocational choices was an important concern even in traditional societies. Although trait theory rests on the assumption that people do change and develop at least during childhood, it still assumes that adults and their occupational environments are relatively static. Traditional trait-factor theories of career choice and development overlook too many pertinent influences on career decision-making, such as change and chance events.

1.13.3.Social learning theory

This theory assumes that everything is learned by experience. People acquire their preferences through a variety of learning experiences, beliefs about themselves and the nature of their world emerge through direct and indirect education experiences. They take action on the basis of their beliefs using learned skills. Altman(1997) says that social learning theory views early experiences as a basis for developing career self-efficacy and interests as well as career goals and choices throughout life.

1.13.4.Career stages theory

Career stages theory says that there are five stages in a person's entire career life. They are: Exploration, Establishment, Mid-career, Late career, and Decline.

In exploration stage(5-20 years), the choice of the career is made which is determined by the factors like relatives, teachers, friends, films, interests, and financial resources of the parents and individuals.

Establishment stage(26-40 years) includes getting the first job, being accepted by peers, learning the job, and gaining the first tangible evidence of success or failure in the real world. At this stage, individuals are not given risk assignments that carry great power or high status.

Mid-career stage(41-55 years) gives most people severe career dilemmas. At this stage individuals continue their prior improvements or performance level begins to deteriorate. To those who make successful transition get greater responsibilities and rewards. For others, it may be a time of reassessment, job changes, adjustment of priorities or the pursuit of alternate life styles such as making a major geographical move or go back to college. The phenomenon of 'burnout' is often observed at this stage.

Late career stage(55-70 years) is a pleasant time for those who continue to go through the mid-career stage. In successful late career, one is allowed the luxury of relaxing a bit and enjoys playing the part of the elder statesman. It is a time when one can rest on the laurels and bask in the respect given by younger employees. Here, learning is no longer expected, nor one is expected to out perform his/her past performance.

For those who have stagnated or deteriorated during the previous stage, the late career brings the reality that they will not have an everlasting impact or change the world as they had once thought. It is a time when individuals recognise that they have decreased work mobility. One begins to look forward to retirement and the opportunities of doing something different.

The final and decline stage(after 70) is the time for retirement. Individuals are forced to step out of the lime-light and give up a major component of their identity. For the modest performers or those who have seen their performance deteriorate over the years, it may be a pleasant time. The frustrations that have been associated with work will be left behind. The work related recognition is no longer there. Responsibilities will be fewer and life will be less structured. As a result, it is a difficult stage for any one to feel a sense of comfort and achievement.

1.13.5.The individualistic approach

The individualistic approach contends that career aspirants are the main agents for determining their careers which involves knowing their strengths and interests, but not much about the organisation's career system. As noted by Rosenbaum(1989), the individualistic approach finds its most eloquent expression in the human capital theory. As the labour market represents an open opportunity to all employees, an employee's career success is contingent upon effort, ability, education, and training(Becker,1964).

1.13.6.The structured approach

The structured perspective on the other hand, contends that instead of individuals controlling their own human capital, organisational practices, as defined by the career system, constraints their human capital. It takes into account the internal labour market(i.e., labour within the organisation) and the mechanisms by which assignment and promotion decisions are made.

1.13.7.The human capital theory

The human capital theory says that individuals invest in human capital by way of training and education to improve their competencies and future careers. Thus, the amount of human capital possessed by an individual would influence his or her level of performance

and consequently, receipt of organisational rewards like status and income(Becker,1964; Mincer,1974). Human capital includes education, training, and work experience.

1.13.8.Systems theory

The systems theory recognises the important historical and political influences that have led to the current emphasis on self-determination. It examines the common forces of influence and explore the various ways that an individual client may have retained original culture while simultaneously adopting practices from the dominant culture. As a relatively new formulation in the field of career development, the systems theory acknowledges the complex array of influences and the recursive nature of many of those influences.

The theory provides a framework for understanding why career trajectories are not exactly repeatable, how relatively minor changes in subtle variables can lead to major changes in career path and how realistic and constructive approaches to career decision-making may be reconciled within a unitary framework.

1.14.Research on Career Advancement

Organisational researchers have tested relatively comprehensive models of career advancement. Some specific findings are that human capital variables(education, years in the workforce, experience in multiple organisations, and career interruptions), demographic variables(gender, marital status, and spouse employment status), and organisational characteristics(organisation size, metropolitan location, and industry sector), have effects on salary, promotions, and/or career satisfaction(Judge and Bretz, 1994; Judge et al.,1995; Kirchmeyer,1998; Seibert et al.,1999; Wayne et al.,1999).

Further, it is observed that there is only limited ranges of variables were examined as predictors of career advancement in the past researches. Thus, there is a need to identify a larger and more heterogeneous set of predictors. To develop a useful theoretical perspective on career advancement, the identification of additional predictors is warranted. Some personal and other key variables may facilitate the career success. A lot of research findings are available on personal and other variables' influence on career success of managers in general. [Review of research findings on various variables that

influence career advancement is given in the next chapter titled as 'Reivew of Literature'].

1.15.Focus of the present study

MBA as the top management qualification enjoys a considerable amount of popularity. However, doubts exist about the success of the course for managerial advancement. Only a limited number of research projects which aimed at studying the potential returns of an MBA programme in terms of career advancement.

As yet, little systematic research has been conducted into the fate of MBAs in the Indian labour market. Although a significant amount of research has focussed on how individual-level variables affect managerial and executive career success(Hamori,2004), a more comprehensive research has not been done.

This area of research can go some way to answer the question about the experiences of MBA graduates in the labour market. For example we know that MBA managers are younger and are more highly educated than their counterparts. Many of the MBA managers too experience career barriers that may be linked to some personal, professional, organisational, and environmental variables.

But not many studies are available on the influence of personal and other key variables on career advancement of MBAs as such. As we know the MBAs are one of the major chunks of corporates managers, studying the influence of some of the key variables on career advancement of MBAs will be a useful contribution to enrich the existing theoretical perspective on career advancement. This research may partially facilitate to develop person-organisation fit, which may lend useful insight to predict people in their career advancement.

Chapter - 2

Review of Literature

This chapter is exclusively for 'Review of Literature'. It discusses the various findings available from the existing researches on the influence of different independent variables on the dependent variable 'career advancement of managers in general as well as of MBAs'.

2.1.Introduction

A management degree does make a difference to a career. The structured programme, the faculty and student interactions, and the very atmosphere that a good B-school generates, all combine to provide the right mix of talents required on the global stage, says Govil(2003).

The MBA degree is viewed by many as a valuable investment, and the increase in the number of MBA programmes is indicative of the perceived benefits of that degree. Many men and women see the MBA to be a passport to success in terms of increased pay and enhanced career growth(Business Week,1997).

Baruch and Peiperl(2000) suggest that many see this qualification as a prerequisite for many senior management positions. The most popular reason for taking the MBA is to improve job opportunities(Simpson et al.,2005). One strategy men and women adopt to move into the higher levels of management is to equip themselves with an MBA(Burke,1994;Goffee and Nicholson,1994;Simpson and Altman,2000). Boyatzis and Renio(1989) suggest that doing an MBA programme add value on a number of abilities related to effective managerial performance. However, according to Shipper(1999), the MBA programme does not provide an advantage in key managerial or leadership skills over those who possess only a bachelor's or some other master's degree.

According to Collin(1996) the initial motivation for undertaking an MBA varied, of course, between the individuals involved and included concern for career prospects, for a move into management, promotion, or improved job performance; the desire for

stimulus, challenge and job satisfaction and, the wish to 'break the mould' set early in life by low school expectations and social class.

Both the motives of men and women in embarking on an MBA seemed remarkably similar. The reason cited most frequently by both men and women is 'to improve job opportunities'. Similarly, the second most popular motive for men and women is 'to obtain a business qualification'. Together, these two reasons account for a majority of both men and women(Heaton et al.,2000). In terms of career benefits, popular choices are greater marketability, enhanced job prospects, enhanced salary or status, and enhanced credibility and confidence. In terms of skills, the two most popular choices are the ability to handle and analyse complex data and negotiation skills(Simpson et al.,2005).

Almost all of the interviewees believed that they had progressed in their careers after completing their MBAs and that they had benefited from acquiring a set of hard skills, particularly financial and data analysis skills. However, intrinsic benefits, such as increased confidence and credibility, emerged as highly important for the majority of the research participants. The most crucial benefit of the MBA, acknowledged by all interviewees, was an increase in self-confidence(Simpson et al.,2005). Several reported that the acquisition of the MBA had given them better business confidence and self-confidence(Heaton et al.,2000).

The majority of the interviewees reported improved team-working skills as a result of doing the MBA. This was acknowledged to be a consequence of the emphasis on group work in the course, an experience that was sometimes painful and difficult(as individual groups did not always work well) but was in general beneficial(Simpson et al.,2005).

Collin(1996) reports that MBAs have a sense of increased enthusiasm and a greater ability and readiness to challenge others. Most of them learned a great deal in terms of knowledge, understanding and the ability to use a broader conceptual framework as the basis for questioning individual perceptions and organisational patterns. However, Mant (1979) says that MBAs rarely apply anything of substantive usefulness but they almost invariably return more confident from the experience. What that confidence is difficult to

determine, but its importance ought not to be underestimated. Also he acknowledges that MBA degree increased their social status.

The transformation achieved through the MBA degree may lead on to further transformation. Both male and female MBAs have almost similar level of feeling about what extent their MBA helped their career(Heaton et al.,2000). They conclude that a majority of woman MBAs' careers had been boosted by their MBA qualification and that this was backed up by the objective facts of promotion.

The traditional career(where salary, status, and a secure career ladder within a single organisation are exchanged for loyalty and commitment) may be giving way to new responsibility for their own career management in a more uncertain environment(Hall and Mirvis,1996), where career paths go beyond the boundaries of a single organisation (Hall,1996) and where there is an emphasis on portable skills and on meaningful work (Hall and Mirvis,1996).

According to Simpson et al.(2005), from the new boundaryless career perspective, the MBA may have a pivotal role for men and women in facilitating career development and as a means of acquiring a range of portable skills that are essential in the new boundaryless career environment. As it has seen, career development for men and women may differ post-MBA, and there may be differences in the range of skills men and women bring to the workplace, including skills acquired from the MBA.

In a study by Simpson et al.(2005), the majority of both men and women had a bachelor's degree as their highest qualification prior to the MBA, with the largest concentrations in business/management(41.3%), followed by science/engineering(34.6%) and arts/humanities(24%). Male respondents were much more likely than females to have studied engineering, for example, while female respondents were much more likely than males to have studied arts or humanities. Clearly these differences in primary degree subjects may themselves be influential in terms of the sectors and functions in which respondents are employed and in terms of career progression(Heaton et al.,2000).

Most management graduates from premier Indian management institutes are engineers. Still they don't prefer manufacturing sector. Possibly because of less career progression opportunities in manufacturing sector. Management graduates say that the pay is comparatively low in manufacturing firms and career growth is slower than in other sectors(Krishnan,2005).

Statistics indicate that in 2004, 28 per cent of all IIM students preferred to be in the BFSI (Banking, Finance, Securities and Insurance) sector, while 29 per cent preferred jobs with IT companies. Another 11 per cent took up consulting assignments, while the others preferred to work in marketing functions. An approximately 70 per cent of all IIM graduates in 2004 were engineers(Krishnan,2005). A study by Kotter(1995) of Harvard Business School(HBS) showed that MBA students were taught how to market products like Procter & Gamble and not how to build products like Ford. He further says that the placement process and the on-campus lecture series had more non-manufacturing representatives than the curriculum. Fewer MBAs began their jobs in manufacturing. Only around 20% MBAs are in manufacturing. The biggest single concentration is in finance--commercial banking, investment banking, investment management, and trading-accounting for about 31%. Another 10% are in consulting and 7% are in real estate. About 5% are in distribution. The trend away from manufacturing is interrelated with the trends to small business and entrepreneurial situations(Kotter,1995).

For both men and women MBAs, the finance and accounting modules were regarded as the most beneficial, with marketing ranked second. The next most useful subjects were human resource management and organisation studies(Heaton et al.,2000). Support areas such as administration and training, the functions from which progression into senior management is notoriously difficult(Heaton et al.,2000).

MBAs are employed mainly in general management, marketing, corporate strategy and IT. In a study about MBAs by Simpson et al (2005), the largest concentrations worked in finance(32.8%), consultancy(16.4%), computing(11.4%), and manufacturing(12.4%).

Women make up an increasing proportion of the full-time workforce and of managers around the world(Wirth,2001). Yet, they are still under-represented in management in

most countries and in senior management everywhere (Davidson and Burke, 2004; Wirth, 2001). One potential vehicle for women to secure more senior management positions may be the pursuit of management education, through a master of business administration degree or MBA. "Partnerships among business schools and businesses are critical to attracting more women to the MBA" said Carol Hollenshead (2000), Director, Center for the Education of women at the University of Michigan. According to her, "the key strategies include aggressively recruiting women to business schools, providing additional financial aid, developing more inclusive business and business school culture, and addressing work/life balance issues" She further says that an important strategy may be the need to increase the number of female professors and women involved in recruitment. Fewer women are entering MBA programmes, thus reducing the pipeline for career advancement, despite the efforts of MBA schools to attract more women students. Coe (1992); Rycroft (1989) have found that women tend to be concentrated into a narrow range of support functions such as administration, personnel management and education.

The benefits of the MBA programme to the graduates, in terms of relevance, knowledge gained, behaviour changed and outcomes achieved were to be substantial. The MBA is seen as a significant factor in career change and development (Ainsworth and Morley, 1995).

Govil (2003) says that B-school graduates will rarely admit to any changes in persona, but somehow, we notice the polish and the different way of thinking in them. B-school atmosphere which generates a hunger to do things differently and better than the guy next door.

Career advancement is of prime concern not only to individuals but also to organisations, as employees' personal success can eventually contribute to organisational success (Judge et al., 1999). Researchers continue to try to identify individual and organisational factors that facilitate employees' career advancement (Judge and Bretz, 1994). Past researches have identified two broad categories of variables that influence managerial career progress: demographic and organisational variables (Rhodes and Doering, 1993).

Super(1990) noted that career development emerges from a dynamic interaction between individual factors and socio-economic and other environmental factors such as school, family, geography, and the labour market. More specifically, he has proposed that socio-economic-environmental factors may condition career development in at least two ways: by opening or closing opportunities and by shaping occupational concepts and self-concepts.

According to Ng et al.(2005) both the contest-mobility perspective and the sponsored-mobility perspective appear useful for predicting employees' career advancement. They found that human capital, organisational sponsorship, socio-demographic status, and stable individual differences were related to various measures of career advancement. These two models together suggest that career advancement is largely a function of two important career experiences: working hard and receiving sponsorship. Human capital and socio-demographics are more strongly related to objective career advancement (Salary, faster promotions, etc.), whereas organisational sponsorship and stable individual differences are more strongly related to subjective career advancement(career satisfaction, intangible benefits, etc.). Judge et al.(2004) say that the link between intrinsic career success (satisfaction with one's career) and extrinsic career success(pay, promotions, job level) has been demonstrated in numerous studies.

Career advancement barriers explain the continuing ability–attainment gap in the occupational choices of people(Mcwhirter,1997).

Cognitions and emotions influence the appraisal of career barriers and coping strategies. While a career barrier has objectively defined characteristics (e.g., a desired promotion was denied), the meaning an individual attaches to the barrier determines how the individual reacts to it(Perrez and Reicherts,1992). The appraisal of a career barrier involves subjective, intuitive assessments of the discrepancy between the way things are and they way things should be(London,1997). Individuals in a positive mood tend to see things in a positive light and be optimistic about the future(George and Brief,1995). Mood affects how favourably we view the value of possible behaviors and outcomes and our optimism about the chances of achieving them. In addition, mood affects attributions.

People in a negative mood make more internal and stable attributions for failures than for successes, while people in a positive mood make more internal and stable attributions for successes than for failures (Forgas et al., 1990). Moreover, people in positive moods make more internal attributions for successes than failures both for themselves and others, while people in negative moods make more internal attributions for their own failures but not for the failures of others (Forgas et al., 1990).

More men MBAs than women MBAs experienced 'no barriers' to their careers (Heaton et al., 2000). The greatest single barrier experienced by female respondents was 'the men's club network' i.e. "the biggest stumbling block in women's career progression is still prejudice from men" (Heaton et al., 2000).

Conflict with work and family responsibilities, differences in salaries paid to male and female managers, and desire to spend more time with family were the most common barriers to career advancement of women (Campbell, 1999).

Facilitators to career advancement included accepting an increase in job responsibilities or taking on new assignments, moving to a different department or service, and changing jobs that required learning new skills. Positive correlations were found between the number of career facilitators and social support. Negative correlations were obtained between the number of barriers to career advancement. Positive significant correlations were found among the number of barriers and gender discrimination and social conflicts. Positive correlations were found between the number of career facilitators and social support (Campbell, 1999).

According to Desai (1996), Indian women tend to impose restrictions on their career aspirations or personal achievements for family reasons. She argues that keeping a low profile in one's career enables these women to be in both the worlds of work and family.

2.2. Personal variables and career advancement

Researchers have studied the influence of parents and the family on children's career choice and development. Much of this research has demonstrated links between career development and such factors as socio-economic status, parents' educational,

occupational attainment, etc. The relationship between career development and these factors demonstrates the experiences of security that promote exploration and risk taking(Ketterson and Blustein,1997).

While women(86 percent) say they are satisfied with their careers overall, nearly 30 percent report greater difficulty with career advancement and less access to options that facilitate advancement, such as mentoring, sponsorship from senior management, and working in line positions. More men(42 percent) than women(33 percent) indicate finding mentors have been easy at their current job. Forty-six percent of all men MBA graduates hold line jobs, while only 37 percent of women MBA graduates do(Hollenshead,2000).

Women have found it difficult to make progress into the most senior positions in private and public sector management, the legal profession, teaching, medicine and other professions, while boardrooms are still seen as a male preserve(Heaton et al.,2000). Before the commencement of MBA studies, the most striking differences between men and women, in terms of management function, are in the areas of general management and administration(Heaton et al.,2000).

Careers of male and female managers differ, even after an MBA(Heaton et al.,2000). Women earn lower salaries(Ng et al.,2005). Men and women's career experiences are often different(Stroh et al.,1992). Although the proportion of women in management has been increasing, advancement to top management has been minimal(Powell,1999).

Heaton et al.(2000) established that the similarities in management positions did not translate into equality in earnings for the male and female MBA graduates. Women MBAs were still found to be more likely than men to appear in the lowest pay band. In addition, more women in mid-career are leaving their corporate jobs, opting for a career in small business or full-time investment in family(Burke and Vinnicombe,2005).

Men may be regarded as a more valuable human resource than women are, because of stereotypes. Men's salary was often larger than those associated with promotion. This indicates that although organisations promote women and racial minorities almost as

often as they promote men and whites, women and racial minorities earn lower salaries. A possible explanation is the pacification hypothesis(Flanders and Anderson,1973), which suggests that some organisations promote women and ethnic minorities to convey the image that they are concerned about equal opportunity. However, in reality, such promotions are often not accompanied by greater salary. Heaton et al.(2000) say that the differences, which are evident, may perhaps is partly explained by the different employment sectors occupied by men and women. Further explanation may lie in the differences in management function. For example, it was noted that women MBAs were more likely than men to work in 'administration'. But still it can be speculated that some form of 'glass ceiling' does exist even for employees with similar qualifications.

Many women believe that family responsibilities are a barrier to their advancement(Liff and Ward,2001;Metz and Tharenou,2001), partly because they affect their colleagues' and superiors' perceptions of them(Griffith and MacBride-King,1998;Ragins and Sundstrom,1989;Swiss and Walker,1993). These perceptions and stereotypes of women with children can lead to discriminatory behaviour, thus creating an additional obstacle to advancement for mothers. Children and marriage affect people's perception of women's commitment to work(Metz,2005). In reality, women(with MBA degrees) do not differ substantially in their commitment to work(Korabik and Rosin,1995). This is confirmed in Indian context also. Indian Husband and wife have equal job involvement, say Anupama and Gopa(2005). This actually shakes the general prevalent feeling that married women are too busy with their home life. So, this may lead to a conclusion that job involvement may not be gender specific.

Women who try to balance family and career do not appear to be penalised in terms of managerial level(Konrad and Cannings,1994), advancement(Tharenou,1999), or salary (Schneer and Reitman,1993). There is a similar process of advancement in management for mothers and non-mothers(Metz,2005). The IT Taskforce Survey reported that both men and women in the software sector have shared equal qualification and experience and there seems to be equality of opportunities for women in the IT labour market(Suriya,1998). Most of the companies believe that women are intellectually on par

with men and they are sincere and loyal. This shows that the emerging jobs and industries may be more suitable for women career advancement at par with men.

Mentor support and career encouragement can help women overcome obstacles to their advancement(Ragins,1999), and internal networks can assist women obtain information necessary to perform their jobs and advance(Liff and Ward,2001;Mallon and Cassell,1999). Legislation and family-friendly policies in organisations are insufficient to make women with children feel that family responsibilities and work discontinuity do not negatively affect their career success(Metz,2005). Personal support was a more powerful predictor for women's subjective career success(Nabi,2001).

Schneer and Reitman(2003) found in a study of MBA graduates that women managers on protean career paths may be more likely than women with more traditional organisational careers to achieve equality with male counterparts. It suggests that protean careers may help facilitate women's career progress(Simpson et al.,2005). Protean career means frequent change of job across different industries for faster career growth.

Metz and Tharenou(2001) say that social capital is more important to women's advancement to high managerial levels than to low managerial levels. Through social capital, women can gain direct access to economic resources. They can increase their cultural capital through contacts with experts or individuals of refinement or, alternatively, they can affiliate with institutions that confer valued credentials. To possess social capital, a person must be related to others, and it is those others, not herself, who are the actual source of her advantage(Portes,1998).

Superior educational institutions and mentoring facilitate superior performance of students so that the market's decision to provide superior outcomes for those from better educational institutions is based on a rational, accurate valuation of their knowledge, skills, and abilities(Judge et al.,2004).

Additional education and additional career experience identified as the key factors for success in the industry(Kiehn and Wright,2004). The importance of educational level as a predictor of career progress has increased significantly(Bjo`rkman and Lu,1999).

Bozionelos(2004) says that general mental ability leads to eventual extrinsic career success. Knowledge, skills, abilities, and other characteristics developed through superior education results in higher wages(Becker,1964).

Research has found that the level of education and quality of education had positive association with career success(Judge et al.,1995). High-quality education is a determinant of advancement in the early career years(Callanan,2003). Success at work and success at school are closely linked and inter-dependent(Rhoder and French,1999). Measures of intelligence have been shown to be important in shaping careers. Some occupations appear to demand more intellectual capacity than others, both in the work itself and in the schooling required to obtain that work. Ability, as indicated by intelligence tests, however, does not account for attainments(Long and Fox,1995). Differences in measured ability do not predict subsequent levels of performance (Bayer and Folger,1966;Cole and Cole,1973). In the case of MBAs also there is virtually no relationship between measures of intelligence and their career success(Kotter,1995).

Grade point average(GPA) of MBA degree was not related to career outcomes(Konard et al.,2005). Cooper and Sawaf(1997) and Goleman(1995) suggest that emotional intelligence is a crucial determinant of job and career success and may even be more important than general mental ability for determining career success. It may be due to the reason that people who are emotionally intelligent are able to recognise and use their own and others' emotional states to regulate behaviour and deal with the environment (Huy,1999).

Bowles and Gintis(1976) were among the first to argue that non-cognitive traits and behaviors are more important than cognitive skills in determining employment outcomes. Jensen(1973) argued that differential employment and earnings achievement are due to differential intelligence and that such intelligence is largely inherited and unchangeable. Family functioning(parenting style and family members' interaction styles)[Altman,1997] has a greater influence on career development than either family structure(size, birth order, number of parents, etc.) or parents' educational and occupational status(Fisher and Griggs,1994;Trusty et al.,1997). Parents are the single

most influential factor in the career development(Kotrlik and Harrison,1989;McNair and Brown,1983;O'Neil et al.,1980;Orfield and Paul,1994;Trusty,1996), but are not adequately informed about how to help (Jeffery et al.,1992;Young,1994). It is confirmed from the study of Israel et al.,(2001) who say that we have to enhance parents' capacity to help their children make decisions about education and career aspirations. Young and Friesen(1992) reported that parents participate in a number of activities that influence their children's career development, including acquiring educational and marketable skills, developing specific values or beliefs, and fostering independent thinking and action. Parents' expectations and support are important factors in influencing career choice(Guerra and Braungart-Rieker,1999;Kenny,1990) and future educational and occupational attainment(Poole et al.,1991). Otto(2000) found that parental influence is there on children's career development.

Parental socio-economic class is a powerful force in shaping lives. Many studies have shown this to be true. There may be a correlation between parent's occupation and son's/daughter's occupation. Lau and Shaffer(1999) found correlation between family background and career success. Blau and Duncan(1967) report that there is a positive correlation between father's occupation and son's occupation. Socio-economic status play in career opportunities and successes(O'Brien et al.,1999). The higher the social status, the more one tends to find non-working mothers, fathers who were oriented to work and career, fathers who were admired and were seen as role models, higher economic expectations on the part of children, and more children attending a high-status college. However, Kotter(1995) says that statistics do not show that parental socio-economic factor is a major determining force in the income of MBAs. He says virtually no relationship between background affluence and income of MBAs. Hout(1984) found that socio-economic status played an increasingly important role in the occupational mobility of Black men in U.S.A. This shows that socio-economic status may influence the career advancement depending on the ethnic status.

The locational origins of employees reveal the absence of 'rural brains' in the industry. Survey reports indicated that the IT industry is urban based and it favours socially and economically favoured groups. The 'ruralities' have the least access to this up-coming

industry. Moreover, the English-speaking criterion applicable across the range of activities is an immediate disadvantage for rural aspirant. This exclusiveness becomes even more evident in the case of women professionals wherein a majority of them belong to metropolitan cities and none came from the rural districts(Suriya,2003).

From the above literature on parents' socio-economic status, it can be concluded that the parents' backgrounds are often the primary source of children's work values, attitudes, behaviours (Grotevant and Cooper,1988; DeRidder,1990;Penick and Jepsen,1992; O'Neil et al.,1980), self-concept, cultural norms, beliefs, and goals; all of which affect their career development and decisions(Schulenberg et al.,1984;Birk and Blimline,1984).

Parent expectations and support are important factors in influencing career decidedness and maturity(Guerra & Braungart-Rieker,1999; Kenny,1990) and future educational and occupational attainment(Poole et al.,1991). Young and Friesen(1992) reported that parents participate in a number of activities that influence their children's career development, including acquiring educational and marketable skills, developing specific values or beliefs, and fostering independent thinking and action. Scientists also agree that parents are the single most influential factor in the career development and choice of their children(Kotrlik and Harrison,1989;McNair and Brown,1983; O'Neil et al.1980; Orfield and Paul, 1994;Trusty, 1996), but are not adequately informed about how to help(Jeffery et al.,1992;Young,1994). Scientists also agree that parents are the single most influential factor in the career development and choice of their children(Kotrlik and Harrison,1989; McNair and Brown,1983; O'Neil et al.1980; Orfield and Paul,1994;Trusty,1996), but are not adequately informed about how to help(Jeffery, Lehr, Young,1994).

Spousal support theory(Kanter,1977) suggests that spouses provide additional supports for job performance. Wives not only take care of household responsibilities, but provide counsel and work assistance for the husband's job. Women are not likely to benefit as much from spousal support as men as they are unlikely to have a stay-at-home husband and are more likely to be single than men. Distributive justice theory suggests that those with the greatest needs will receive the most rewards. Married with dependent children

and spouse(not employed) would be looking for the highest earnings through faster career advancement. Hill(1979) found support for the distributive justice theory.

Schneer and Reitman(2002) say that despite the prevalence of the post-traditional family structure, along with the implementation of family friendly policies to make working life better for those in dual earner families, traditional family men still reap the greatest rewards.

Career satisfaction has frequently served as a criterion variable in research on career dynamics(Bozionelos,1996;Burke,2001;Richardsen et al.,1997;Seibert et al.,1999; Sturm,2001). Career satisfaction has been studied as an important outcome of an individual's career as whole(Gattiker and Larwood,1988,1989). However, career satisfaction can also be viewed as an antecedent or component of an individual's overall quality of life, or life satisfaction.

When satisfaction with one's career as whole is considered it has been found to be positively related to life satisfaction(Beutell and Wittig-Berman,1999;Wiener, Muczyk, and Martin,1992). All of the personality measures except tough-mindedness were significantly related to career satisfaction and life satisfaction(Lounsbury et al, 2004). They also found a positive relationship between career satisfaction and life satisfaction.

Employees now-a-days seem to value the quality of life more than the amount of salary they get(Vloeberghs,2002). A number of organisations have implemented family-responsive HR policies and practices(Glass and Estes,1997;Perry-Smith and Blum,2000).

Weekend work is generally shown to be negatively related to quality of family life (Voydanoff,1989). The compressed work week schedule is positively related to family satisfaction(Tippins and Stroh,1991). The 'spillover theory' suggests that work-related activities/satisfaction can affect non-work life and non-work responsibilities/satisfaction may also affect one's work life. For example, a person's marital satisfaction may affect his/her relationship to the work place(Brett et al.,1992).

Not all researchers accept the spillover theory. Some researchers argue in favour of a compensation theory. This theory suggests that there is an inverse relationship between

non-work and work such that individuals compensate for shortcomings in one domain by satisfying needs in the other. For example, a person who is dissatisfied with their family or non-work life may seek greater levels of satisfaction from their work life environment (Zedeck,1992).

A third model explaining the relationship between non-work and work is the segmentation theory based on the premise that non-work and work lives are distinct and one domain has no influence on the other. For example, family life satisfies needs for affection, intimacy, and relationships, while work life satisfies needs for competition and instrumental relationships(Zedeck,1992).

Life satisfaction represents an overarching criterion or ultimate outcome of human experience(Andrews,1974). Recent studies have shown that people want to have more control over their work and accord more meaning to their non-work life(Buddhapriya, 2005).

2.3. Professional variables and career advancement

Successful managers have been found to possess higher levels of need for power, of optimism and of emotional stability than unsuccessful managers(Kotter,1982). Hall (1976) found that successful managers had significantly higher levels of motivation that appeared to stem from high self-actualisation needs.

Podolny and Baron(1997) found that individuals with network ties to an organisation's decision-makers had faster promotion rates, but those with networks involving low-status individuals had slower career advancement. Research studies suggest that, in many cases, influential sponsors can facilitate career rewards(Cable and Murray,1999; Reskin,1979). Nabi(2000) says career-enhancing strategies are instrumental in the career self-management process. Personal characteristics such as ambition, aggressiveness, entrepreneurship, effective self-presentation and self-promotion, and guile are likely to lead to economic success(Farkas,2003).

Employers' chief tool to motivate their employees to the full effort is the incentive structure they put in place within the firm. Accordingly, they seek to hire and reward

those employees who have 'incentive enhancing preferences', that is, employees whose personal traits predispose them to respond positively to these incentives. These traits include a long time horizon (a future orientation), enjoyment of work, a strong desire to earn money, personal identification with the firm's goals, and a tendency to tell the truth(Farkas,2003). People with a proactive personality are relatively unconstrained by situational forces, effect environmental change, identify opportunities and act on them, show initiative, take action, and persevere until meaningful change occurs (Crant,2000).

In any strategic plan, the value of a network of professional colleagues cannot be overlooked. It is important to have visibility with people outside the current institutions. Engaging in networking behaviours by attempting to develop and maintain relationships with others who have the potential to provide work or career assistance, is considered to be an important career management strategy(Forret and Dougherty,2004). Recruiters and placement professionals agree that developing a professional contact network should be part of any strategic career plan(Craig,1998). There are two reasons to expect access to information and access to resources to be related to objective career success. First, greater access to information and resources may enhance individual work performance. Information and resources have been noted as contextual factors that empower employees, leading to higher levels of motivation and performance (Hackman and Oldham,1980;Spreitzer,1996). Burt(1992,1997) argues that individuals able to use their network position to fill a broker or boundary spanner role within the organisation add greater value to the organisation. In fact, centrality in the advice network has been linked to job performance(Sparrowe et al.,1997). Information from people other than one's immediate supervisor seems to be the key to advancement, because it may help one to understand the culture and political situation, as well as providing exposure to a breadth of technical issues and keeping one up to date with what's going on in the organisation.

The self-management strategies appeared to be useful in the absence of certain types of mentor support(Murphy and Ensher,2001). Hirsch(1987) predicted that successful managers would systematically manage their own careers. Individuals who used self-set career goals reported greater job satisfaction and perceived career success. Kilduff and Day(1994) say that individuals who are relatively higher in self-monitoring capability

show greater success in terms of promotions. Mentoring and self-management strategies each contributed uniquely to satisfaction and perceived career satisfaction(Murphy and Ensher,2001). Kotter(1995) says that MBAs have high standards, a strong desire to win, and a willingness to grow. Naidoo(2004) found that the most important factor contributing to job success is 'individual effort'. Volunteering the skills for any assignments might lead to the position one wishes(Craig,1998). Taking more personal responsibility for developing career seems to be a common theme among current professionals(Craig,1998).

2.4.Organisational variables and career advancement

Past research has examined the influence of organisational characteristics on career success. These characteristics include human resource staffing and development strategies, type of industry within which the company operates, size of the organisation, length of the promotional ladder, and many others(Judge et al.,1995; Seibert et al.,1999).

Organisational context can affect career success(Judge et al.,1995;Melamed,1995). Callanan(2003) found that macro organisational factors have influence on career success. According to Firkola(1996), in managerial career-making processes, individual managers and the corporation should be partners. Employees prefer organisational interventions that influence their career development(Kim,2005). Sheridan et al.(1990) noted that the initial career choice of managers and the relative status of their department play a role in outcomes of their 'career tournament', such as promotion, transfer, and salary progression. Job enrichment and job rotation can also be used to adjust personal career management and strategic organisational planning so as to achieve better alignment between personal career management plans and organisational strategic plans. Management level and performance-based promotion practices were found to have positive effects on the perceived quality of career progress(Chen et al.,2004). Many corporations prefer promoting their staff from within rather than hiring new blood from the open job market(Rosenbaum,1984). The relatively high search and replacement costs for managers with a high level of human asset specialty make it rational for companies to create internal labour markets, in order to retain such individuals(Osterman,1984). Companies use all their resources in order to expedite the training process of those

selected through sponsored programme at an early stage, so that it may benefit maximally from efficiently specialised training and socialisation(Wailerdsak and Suehiro,2004). This will make sponsored candidates fit enough for the higher position without leaving the company. Internal employment practices of organisations do have implications for career success. This is because job ladders create opportunities for movement up the organisational hierarchy and as Agarwal(1981) noted, management levels are closely related to executive compensation and therefore, financial success. Lifetime employment in Japanese corporations enables management to invest heavily in human capital through the in-house training programmes(Ozaki,1988).

Affiliation with certain types of organisations impacts their career path and what types of organisations enable them to get to the top of organisational hierarchies faster(Hamori,2004). Organisations on Fortune's reputation rankings are a favourite target for other employers and the executives affiliated with them are offered larger promotions when they join other organisations. The results suggest that in order to curb the voluntary turnover of executives, these organisations should make a greater investment in the retention of their executive talent(Hamori,2004). Also he says that organisational reputation positively affects executive career success. He found that executives with international experience earned more promotions. Executives wish to be affiliated with large-sized organisations(Brown et al.,1990;Nystrom and McArthur, 1989), because larger organisations provide more rapid managerial mobility(Nicholson and West,1988), higher salaries and more training opportunities(Brown et al.,1990) and present more management challenges and complexity. A larger organisation may have greater resources and managerial slack to devote to training(McCartney and Teague, 2001;Osterman,1995). Also, the larger the corporation is, the greater the number of positions to be filled(Idson,1989).

Moving employees laterally and helping employees find new challenges in their current jobs are becoming more accepted career development alternatives(Craig,1998). Executives who are in transition to a general management function gain larger promotions than executives in transition do to other functions(Hamori,2004).

Organisational restructuring may create a rather hostile environment for the traditional corporate career. Organisational restructuring and global, hyper-competition have revolutionised careers and destroyed the traditional blueprint for advancement and career success (Arthur and Rousseau, 2001). Ball (1997) asserts that flatter, delayed organisations offer fewer opportunities than before for long-term job security and career progression in the conventional sense. He suggests that if flatter organisations are unable to provide career progression to the same degree as previously, new ways have to be found to retain and motivate staff and reward performance in the absence of opportunities to progress up the organisational ladder. Hirsch (1993) says that the ruthless downsizing and discarding of many talented managers will lead to less commitment by managers to their organisations and more commitment to their careers. It will force the managers to rely less on their organisations' internal labor markets and increasingly more on the external labor market to fulfill their career advancement goals. Hall (1986, 1990) said that one should be self-directed and willing to change organisations and jobs to fulfill his or her career desires and needs. Those managers who proactively manage their own careers may advance faster and more adequately fulfilling their career goals, compared to managers who are letting their organisations manage their careers for them (Hall, 1986; Hirsch, 1987).

Functional area may play an important role in a manager's career attainment. Some functional areas are associated with greater centrality in a firm's networks, therefore leading to greater availability of information about the firm. Functional area has often been investigated in terms of line versus staff departments. In many firms the functional areas leading to greatest centrality are the line departments. Research studies have found that gaining line experience early in one's career enhances career success and is necessary to move into upper management levels (Cox and Harquail, 1991; Larwood and Gattiker, 1987; McCauley et al., 1994). Rosenbaum (1984) found that those with line experience had higher rates of promotions than those without line experience.

According to structural discrimination theory, organisational policy and practices discriminate women managers in ways that limit their career mobility (Morrison, 1992). Organisational politics and practices keep out women and limit their advancement in the

organisational hierarchy(Burke and McKeen,1992). Rosen and Korabik(1991) noted that women often leave organisations because of systemic discrimination embedded in organisational policies, practices, and culture. Stroh et al.(1992) encourage women to use the external labour market—that is, to leave their organisations—to create a greater sense of fairness between themselves and their male counterparts.

Tansky and Cohen(2001) found that organisational commitment and perceived organisational support were significantly correlated with satisfaction with career development. They say that when organisations make efforts to develop their managers, the managers become more committed to the organisation.

Employee perceptions of the organisation's adherence to career-oriented employment practices, including internal mobility, employment security, and training and development, are more strongly related to psychological commitment(Gaertner and Nollen,1989). Organisations reward individuals who are able to control their emotions and their behaviors in line with a corporate culture that discourages dissent, frowns upon outspokenness, and expects a blind acceptance of senior decisions(Callanan,2003).

In general, the research results for the influence of organisational characteristics on individual career success have been inconsistent(Greenhaus,2003). Organisational decisions on who achieves career advancement to middle and senior executive ranks hinge on factors beyond mere competence, taking into account whether the individual is willing to adhere to the demands of the organisational culture and meet the expectations of senior organisational leaders(Jackall,1983).

MBA students consider the impact of structural conditions as less significant on their career choices than their own human capital and capacity to make free choices(Özbilgin et al.,2005)

In the context of widespread downsizing and reduced opportunities for advancement, an entrepreneurial career has become an increasingly attractive alternative(Parasuraman et al.,1996).

2.5.Environmental variables and career advancement

Universalism dictates that the allocation of rewards and resources should be based solely on the merits of a person's contribution to the advancement of scientific knowledge. Particularism involves the consideration of functionally irrelevant characteristics such as race or sex in the allocation of resources and rewards(Long and Fox,1995).

The larger social forces of racism and classism form a context within which the career attainment of people must be understood(McWhirter,1997). Super(1957,1990) acknowledged the possible influence of race, ethnicity, and socio-economic status (SES) on the processes of career development. Cox and Nkomo(1991) found that Black MBAs experienced less mentoring than white MBAs. Dreher and Cox(1996) also found that Black MBAs were less likely to form mentoring relationships with white men.

Ethnic minorities perceived greater barriers to finding a job, job performance, and career balance than non-minorities(Smith,2004). Chow and Crawford(2004) found significant differences in racial and ethnic groups regarding promotions received. Flanders and Anderson(1973) found that some organisations promote women and ethnic minorities to convey the image that they are concerned about equal opportunity. However, in reality, such promotions are often not accompanied by greater salary. Ethnicity plays in career opportunities and successes(O'Brien et al.,1999). White male managers show a higher degree career success than their minority and female counterparts(Judge et al.,1995). Landau(1995) examined the impact of race on promotion potential and found that race was significantly related to having lower promotion potential.

Ethnic identity has been defined as a complex construct that includes a commitment and sense of belonging to one's ethnic group, positive evaluation of the group, interest in and knowledge about the group, and involvement in activities and traditions of the group (Phinney,1990). McGoldrick et al.(1982) stated that how one feels about one's ethnic background is often a reflection of how one feels about oneself. A clear predominantly positive ethnic connection can facilitate a sense of freedom, security and comfort, flexibility in behavior, and a capacity for openness with others who are different.

Sex or race differences in outcomes are not necessarily evidence of discrimination (Zuckerman,1970), nor are similarities of outcomes necessarily evidence of a lack of discrimination. Differential outcomes can be generated by both universalistic and particularistic processes, a point discussed by Cole and Fiorentine(1991). For example, women or minorities may on average receive less prestigious jobs because they are less productive. This would be a universalistic process. Or, women or minorities may receive less prestigious jobs than white men with equal productivity as a result of discrimination, which would be a particularistic process. Of course, both universalistic and particularistic processes may be operating simultaneously. Alternatively, if there were no sex or race differences in the average prestige of first jobs, it would be premature to conclude that there was no discrimination since woman and minorities could be more productive than white men.

One strategy to neutralise the ethnic barrier is develop a sense of ethnic identity as a developmental task that may greatly influence the process of career development among ethnic minority individuals(Fouad and Arbona,1994).

Chapter - 3

Scope and Methodology

This chapter 'Scope and Methodology' contains research framework, clarification of relevant concepts, objectives of the study, hypotheses, sampling and tools for the data collection and analysis.

3.1. The Research framework

Career advancement of MBAs is the focus of this research. This study tries to identify the personal, professional, organisational, and environmental factors that facilitate career advancement of MBAs.

Organisational researchers have tested relatively comprehensive models of career success. Some specific findings are that human capital variables (education, years in the workforce, experience in multiple organisations, and career interruptions), demographic variables (gender, marital status, and spouse employment status), and organisational characteristics (organisation size, metropolitan location, and industry sector), have effects on salary, promotions, and/or career satisfaction (Judge and Bretz, 1994; Judge et al., 1995; Kirchmeyer, 1998; Seibert et al., 1999; Wayne et al., 1999).

Theoretical framework and empirical evidences reveal that the career advancement is influenced by personal, professional, organisational and environmental variables. In this study, the dependent variable is "the career advancement of MBAs" (explained in detail in chapter no.4).

Independent variables that may have possible relationship with the dependent variable are as follows:

Personal Factors

Gender, Under-graduation degree, MBA specialisation, MBA academic performance, Parents' economic status, Parents' educational level, Parents' occupational level, Spouse's employment, Work-life-satisfaction, and Non-Work-life-satisfaction.

Professional Factors

Personal growth, Professional ambition, Autonomy, Professional recognition, Power, Prestige, Current income, Future income, and Security.

Organisational Factors

Office bureaucracy, Promotion process, Hierarchical level, Organisational recognition, Career development programmes, and internal competition.

Environmental Factors

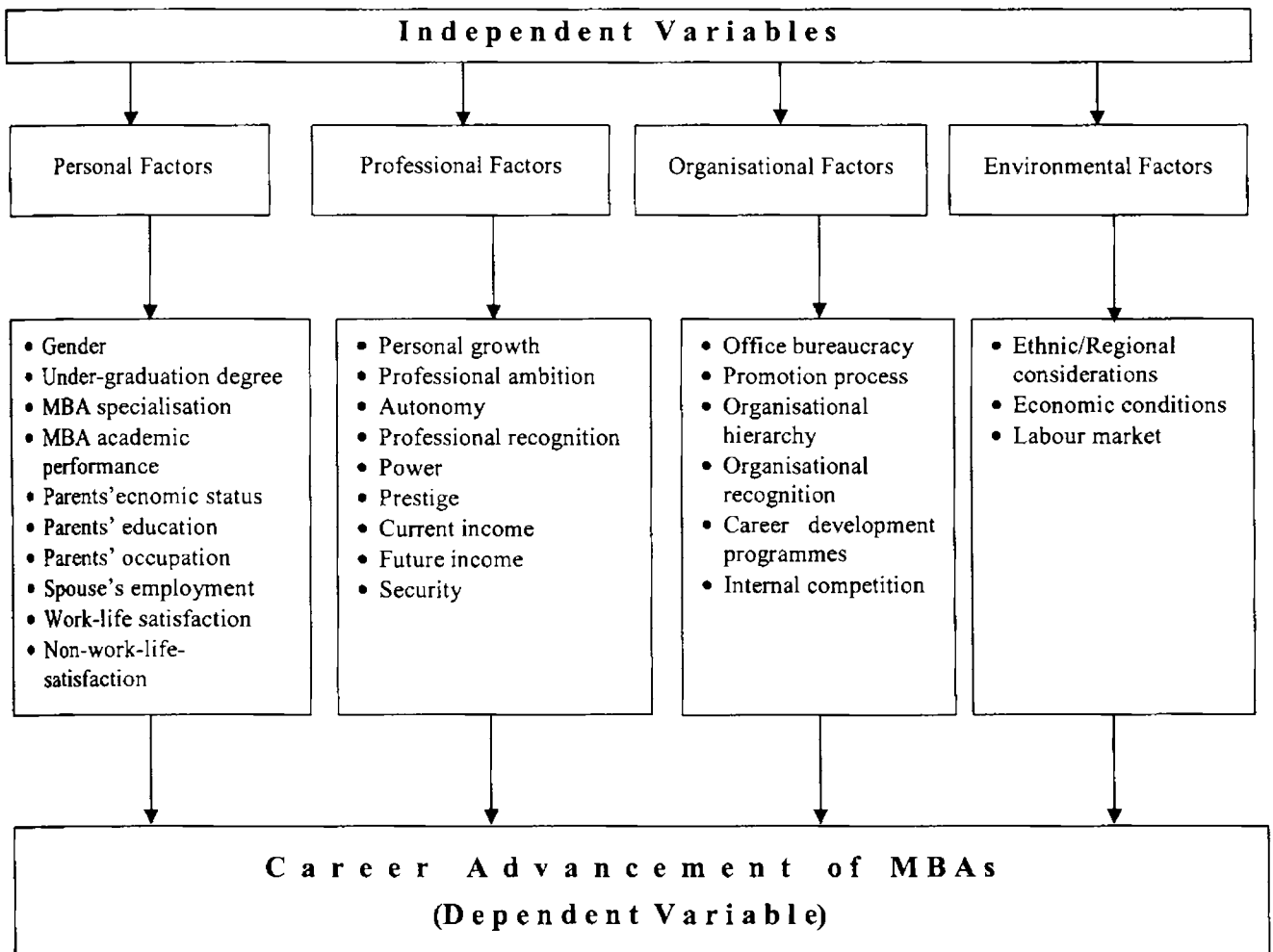
Ethnic/Regional considerations, Economic conditions, and Labour market

3.2.The conceptual framework on career advancement of MBAs

Figure 3.1 shows the conceptual framework adopted in this study on career advancement of MBAs.

Figure 3.1.

The conceptual framework on career advancement of MBAs (Adopted in this study)



3.3. Clarification of relevant concepts

Career advancement

A vertical movement or upward mobility of a person in his work responsibility within an organisation or acceptance of higher responsibilities by moving out of the organisation through out one's life span. This is the dependent variable in this study.

Gender

Here, gender denotes the sex difference (Male Vs. Female) of the respondents being studied.

Under-graduate degree

The formal under-graduate degree from the college, which is the minimum qualification stipulated for admission to the MBA programme. It may be art, science, engineering & technology, medicine, law, agriculture, etc.

MBA specialisation

It is the area from which the MBA students take most of the electives. The six areas of specialisation are Marketing, Finance, Production, HRM, Systems, or Specialised Sectoral Management.

MBA academic performance

It is the relative standing of a student in comparison with all other students of the class or the percentage of marks obtained in the university examination or the subjective rating of self in comparison with other students in the class.

Parents' economic status

It is the parents' annual income at the time of respondent's MBA study.

Parents' educational status

It is the parents' educational level at the time of respondent's MBA study.

Parents' occupational status

It is the parents' occupations at the time of respondent's MBA study.

Spouse's employment status

It is the job of the respondent's wife or husband.

Work-life satisfaction

Respondents' perception of how well his/her job on the whole is satisfying his/her various needs. Satisfaction with regard to job related aspects. More opportunities, less bureaucracy, more influence, more autonomy, etc. are likely to enhance work-life-satisfaction.

Non-work-life satisfaction

Non-work-life satisfaction is the respondents' personal experience of the feeling of well being in life outside the work. It includes the respondent's personal, social, family and spiritual life outside the work.

*All the above ten independent variables are related to individual demographic and psychological aspects, and hence they are grouped together under the label **personal variables or personal factor**.*

Personal growth

The subjective feeling of advancement in career by a person is the central theme under 'personal growth'.

Professional ambition

Professional ambition is the motivation to acquire the required professional qualification and to develop necessary skills by training for practice of such profession and to climb the ladder of success in that profession.

Autonomy

Autonomy is defined as the freedom with a sense of responsibility as experienced by the respondents in taking decisions and actions as a part of one's job.

Professional recognition

Professional recognition is a sense of acceptance by colleagues/superiors/fellow professionals based on work-achievement.

Power

Power is the desire to influence and control other people by one's positional authority, expertise, and other means.

Prestige

Prestige is the name and fame associated with position and career achievements.

Current income

Current income is the monetary compensation received for the current job/current career position.

Future income

Future income is the desired monetary compensation for the job/career position in a future time frame.

Security

Security is the subjective feeling of economic well being offered by one's employment.

*All the above nine independent variables are related to job/employment aspects, and hence they are grouped together under the label **professional variables** or **professional factor**.*

Office bureaucracy

Office bureaucracy is the system of office administration based on rules and regulations, sometimes disregarding the basic goals and purpose.

Promotion process

Promotion is the policy and methods of identifying employees for promotion/career advancement.

Organisational hierarchy

Organisational hierarchy is the number of positions in the vertical level in the organisational structure following a 'peck-order' system in role relationship between the superior and subordinates.

Organisational recognition

Acceptance and appreciation of the work done by the position incumbent by immediate superior and top management.

Career development programmes

Career development programmes are the training and development strategies for better professional performance and career advancement.

Internal competition

Internal competition refers to competition among position incumbents of comparable levels for getting higher positions in the same organizations.

*All the above six independent variables are related to organisational aspects, and hence they are grouped together under the label **organisational variables** or **organisational factor**.*

Ethnic/Regional consideration

Special favour/disfavour in giving promotion/career advancement based on extraneous considerations such as religion, caste, race, region, language, affinity with one's alumni, etc. is at the focus under ethnic/regional consideration. The disfavouring aspect of such considerations is called as discrimination, and the favouring aspect may be called as favouritism. Stereotype, bias, and prejudice are part of such ethnic/regional discrimination

Economic condition

It refers to the fluctuations in the general economic conditions of a state/nation

Labour market

The demand and supply position in managerial employment market both for the initial entry and positions at higher levels

*All the above three independent variables are related to environmental/external aspects, and hence they are grouped together under the label **environmental variables** or **environmental factor**.*

3.4. Objectives of the study

Major objectives of the study are the following:

1. To develop a formula for the measurement of rate of career advancement on a model proposed by Bernard M. Bass(*Chapter-4 of the thesis*), and
2. To find out the relationship between career advancement of MBAs and selected personal, professional, organisational and environmental variables(*Chapter-5 of the thesis*)

Secondary objectives which may lend support the major objectives are:

1. To measure the rate of career advancement of MBAs and to categorise them into i) Superior, ii) Above average, iii) Average, iv) Below average, and v) Poor, in terms of the score distribution of the dependent variable, i.e. the Rate of Advancement(ROA), and to present case studies under each category(*Chapter-6 of the thesis*), and
2. To list the opinions and view points of former MBA students(respondents) of School of Management Studies(SMS), Cochin University of Science & Technology(CUSAT), on MBA programme/management education in general (*Chapter-7 of the thesis*).

3.5. Hypotheses for Testing

Hypothesis No.	Hypothesis
1. Personal variables	
H1.1	There is significant difference between male and female MBAs in their career advancement
H1.2	There is significant difference between arts and science degree holders(Undergraduates) of MBAs in their career advancement
H1.3	There is significant difference between marketing and non-marketing MBAs(specialisation) in their career advancement
H1.4	There is significant relationship between academic performance at MBA level and career advancement
H1.5	There is significant relationship between parent's economic status and career advancement of MBAs
H1.6	There is significant relationship between parent's educational level and career advancement of MBAs
H1.7	There is significant relationship between parent's occupational level and career advancement of MBAs
H1.8	There is significant relationship between spouse's employment status and career advancement of MBAs
H1.9	There is significant relationship between work-life satisfaction and career advancement of MBAs
H1.10	There is significant relationship between non-work-life satisfaction and career advancement of MBAs
2. Professional variables	
H1.11	There is significant relationship between need for personal growth and career advancement of MBAs
H1.12	There is significant relationship between professional ambition and career advancement of MBAs
H1.13	There is significant relationship between need for autonomy and career advancement of MBAs

H1.14	There is significant relationship between need for professional recognition and career advancement of MBAs
H1.15	There is significant relationship between need for power and career advancement of MBAs
H1.16	There is significant relationship between need for prestige and career advancement of MBAs
H1.17	There is significant relationship between need for current income and career advancement of MBAs
H1.18	There is significant relationship between need for future income and career advancement of MBAs
H1.19	There is significant relationship between need for security and career advancement of MBAs
3.Organisational variables	
H1.20	There is significant relationship between perception of office bureaucracy and career advancement of MBAs
H1.21	There is significant relationship between promotion process and career advancement of MBAs
H1.22	There is significant relationship between organisational hierarchy and career advancement of MBAs
H1.23	There is significant relationship between organisational recognition and career advancement of MBAs
H1.24	There is significant relationship between perception of career development programmes and career advancement of MBAs
H1.25	There is significant relationship between perception of internal competition and career advancement of MBAs
4.Environmental variables	
H1.26	There is significant relationship between Ethnic/Regional considerations and career advancement of MBAs
H1.27	There is significant relationship between economic conditions and career advancement of MBAs
H1.28	There is significant relationship between labour market and career advancement of MBAs

3.6. Sampling procedure

The study is on MBA managers passed out from School of Management Studies (SMS), Cochin University of Science and Technology from 1975 to 1984.

For this study, the School of Management Studies(SMS), Cochin University of Science and Technology is the selected institution. SMS is the oldest Business School in Kerala and one of the Pioneer University Management Departments(UMDs) in India. SMS was started in 1964. The two-year MBA(Full-time) programme was started in 1973, and the first batch was out in 1975. For this study, the researcher has included the first ten batches of the two-year MBA(full-time) programme, i.e., 1973-1975 batch to 1982-1984 batch.

The total number of students in these batches was 306. As the researcher planned to consider only the managers for this study, the other categories like entrepreneurs/self-employed/consultants, teachers, freelancers and housewives were excluded from this 306.

Those people who are no more also were dropped. Finally, the total number of managers from all these ten batches came to 226 which is to be considered as the population of this study.

The universe of the MBA degree holders from all the universities in Kerala during the period 1975 to 1984 was 321, out of which only 15 were from the university of Calicut who passed out as the first batch in 1984 and the remaining 306 MBAs were from School of Management Studies, CUSAT.

This study is confined to career advancement in managerial positions. Excluding MBAs working in non-managerial positions such as teaching, consultancy, self-employment, house-wife, and those who were no more, the total number of MBAs comes out to 226. This study was confined to the MBAs of School of Management Studies, CUSAT as

the number of MBAs passed out from Calicut University in 1984 and working managerial position is insignificant and also to maintain the homogeneity(i.e. to exclude the effect of institutional variable). It may also be noted that the study is a hypothesis-testing type research for generalization and not a survey type to understand the what about and where about the MBAs from Kerala. Again, it may also be noted that the institutional variable, i.e. the characteristics of the institutions which produce MBAs is not a part of this study.

Using random sampling technique, data were collected from 50 persons out of these 226, which is a 22% sample size. As the population is a homogeneous one, random sampling with adequate representation from each batch(list of students in alphabetical order) was adopted. Every fifth person in the sampling frame was contacted with a questionnaire(see Appendix-I). In case the fifth person failed to respond even after repeated reminders, then the next person(i.e. the 6th person) was contacted and so on. The first round selection of sample was 45 by selecting every fifth person in the sampling frame. In order to make it a round figure of 50, an additional 5 samples were selected by another round of random selection by selecting every 45th person from the list. Distribution of ROA scores(Dependent variable) from this sample of 50 revealed an approximate normal distribution with variability ranging from -2 to +2 'Z' values. This sample was used to find out the association between the dependent variable(career advancement of MBAs) and the independent variables. As the hypotheses tested are basically on the process (relationship between two variables) rather than the nature of the content(i.e.what kind of career advancement, percentage of MBAs in different sectors, etc.), a sample of 50 MBAs selected in an unbiased manner is sufficient for the scientific generalisation.

3.7.Data Collection

The data were collected during the period of January 2005 to November 2005. The data were collected through a structured questionnaire(Appendix-I). The questionnaires were sent by post to the respondents who were in India and by email to those who were working abroad. Table 3.1 shows the details of sampling.

Table No.3.1

Details of Sampling*

Batch	Batch Strength	No. of employed MBAs	No. of respondents	Percentage of respondents
1975	27	22	4	18%
1976	27	20	4	20%
1977	28	17	6	35%
1978	30	20	4	20%
1979	35	25	6	24%
1980	35	26	6	23%
1981	28	20	3	15%
1982	30	25	4	16%
1983	34	26	6	23%
1984	32	25	7	28%
Total	306	226	50	22%

*(After excluding entrepreneurs/self-employed/consultants, teachers, freelancers, housewives, etc.)**

**An enquiry was done by the researcher by contacting some of the alumni from each batch to ascertain the present status of their classmates. Each batch was very strong in its internal network.

3.8.Components of the questionnaire

The questionnaire has four parts,

- 1) Part one consists of questions about the background information of the respondents
- 2) Part two consists of career profile of the respondents
- 3) Part three consists of selected independent variables, and
- 4) Part four consisting of MBA managers'(respondents') views and opinions on management education.

3.9.Data analysis

The data collected from the respondents have been analysed by appropriate statistical techniques. Tables, diagrams and statistical results have been derived with the help of the computer software called SPSS(Statistical Package for Social Sciences).

The statistical techniques used for analysis were Percentile, Correlation, “t” test, and Anova(Including Post-Hoc comparison of means test). Using the score distribution of ROA(modified formula) the respondents were categorised into superior, above average, average, below average, and poor in their career advancement. One case was selected from each category for presenting five case studies in chapter-6.

3.10.Limitation of the Study

The variables taken for this study are not exhaustive. The dispositional(personality) factors were excluded.

3.11.Chapterisation of the thesis

The thesis is organised in eight chapters. Chapter one ‘Introduction’ introduces the background of the study detailing the popularity of the MBA programme, history and the current scenario of management education, and various approaches to and theories on career advancement. It also discusses the research on career advancement and the focus of the present study.

Chapter two is exclusively for 'Review of Literature'. It discusses the various research findings available from the existing researches on the influence of different variables on career advancement of managers in general as well as of MBAs.

Chapter three 'Scope and Methodology' contains research framework, clarification of relevant concepts, objectives of the study, hypotheses, sampling and tools for the data collection.

Chapter four deals with the measurement of rate of advancement (ROA) as proposed by Bernard M. Bass. The formula suggested by Bass was modified to suit the Indian context. The validity of the modified formula was checked by its correlation with the data based on the Bass formula. This chapter also discusses the method/technique used to categorise the respondents into superior, above average, average, below average, and poor in terms of ROA score.

Chapter five is the central theme of this thesis. Data presentation, analysis, interpretation and discussion relating to each hypothesis listed under 3.4 in chapter three are given in this chapter.

Chapter six 'Case studies on career advancement' briefly describes one case from each ROA category of superior, above average, average, below average, and poor. Each case illustrates a representative model from the category.

Chapter seven 'MBA managers' views and opinions on management education' discusses the feedback on MBA study experiences of the respondents. It also discusses the feedback on management education in general as given by the respondents.

Chapter eight 'Summary and major conclusions' contains the summary of the study, findings, and important conclusions, impact and implications of the findings and scope for further research in the field.

Chapter - 4

Measurement of Rate of Advancement (ROA)

This chapter discusses the Bass model (Bass and Burger, 1979) of measuring the rate of career advancement. An improved alternative to measure the rate of advancement (ROA) in the Indian context is also given in this chapter. Based on the score distribution of the modified ROA, the respondents are categorised into superior, above average, average, below average, and poor. Typical cases from each category are selected for detailed discussion under chapter-6.

4.1. Bass model of ROA

A model for measuring the rate of career advancement of managers is by the formula developed by Bass and Burger (1979). This model combines organisational level attained, age, and organisational size. It makes a rational, defensible and meaningful measure of career advancement. This model defines the rate of advancement (ROA) of a manager in terms of (1) the proportionate distance of a manager from the bottom level of organisational structure; (2) the manager's age to his nearest birthday; and (3) the size of the manager's organisation in terms of total number of employees. The following is the formula of Bernard M. Bass to measure the rate of advancement of managers:

$$\frac{B}{T} \times S \times 1000$$

A

Where **B** = organisational levels below the manager,

T = total levels in the manager's organisation

S = indexed size of the manager's organisation in terms of total no. of employees

A = age of manager to his/her nearest birthday, and

1000 = a constant to avoid decimals/fractions and also to enlarge the figures for convenience.

Authority and responsibility for decision-making in an organisation are reflected in one's relative position in the organisational hierarchy. Therefore, rate of advancement parallels an individual's attainment of authority, responsibility and decision-making influence

within the organisation over a time. Greater authority, responsibility and decision-making influence are reached more quickly, the more rapid a manager's rate of advancement.

The size of the organisation, in terms of total number of employees(including managers) is another important parameter in the measurement of career advancement.

For any measure of ROA, a reference to time is needed. Several possibilities are available, such as the manager's age, his/her seniority in the present organisation, and the time since his/her first full-time job. Seniority should be avoided because it would introduce an additional source of variance. Those managers who switched organisations would obtain different rates of advancement than those whose career was limited to one organisation. Work experience before obtaining the MBA degree should also be excluded for calculating the ROA. Those without college would show a longer time since age is an important factor in the formula. Age is a significant variable, which could be reported with the highest amount of accuracy. For convenience, the obtained result is to be multiplied by a constant 1000 in order to eliminate the decimals/fractions and also to enlarge the figures for convenience.

4.2.Criticism of Bass model; A modified ROA formula

The formula advocated by Bass may get vitiated if promotions are given within an organisation on the basis of seniority of service as it is often found in public sector undertakings(PSUs) and government service.

Consideration other than merit may also influence ROA as in the case of nepotism practised by family managed private sector companies. If merit is the sole criterion for upward mobility within an organisation, then the ROA formula given by Bass is valid and meaningful. In the Indian context both the seniority and nepotism play significant roles and as such the Bass formula is to be modified for its application in the Indian context. A modified formula as given below may serve the purpose.

It is not important how fast a manager attains many levels, rather it may be how fast he / she crosses a threshold hierarchical level. There may not be a significant difference in terms of authority, responsibility and decision-making influence by change of just a few

levels. But there may be a significant difference if he/she crosses the threshold hierarchical level, which may vary, from one organisation to another. But, generally the threshold hierarchical levels are middle, senior, and top. So it may be more appropriate to consider the threshold hierarchical level than only the proportional levels to measure the career advancement. The organisational level currently occupied by the person is to be substituted by the designation(D) of the position incumbent that reflects authority, responsibility and decisional influence on the organisation for the measurement of ROA.

Therefore, the researcher has modified the Bass formula as follows:

The modified formula suggested:
$$\frac{D}{A} \times S \times 1000$$

Where,

D = designation of manager (indexed)

S = indexed size of the manager's organisation

A = age of manager to his/her nearest birthday, and

1000 = a constant to avoid decimals/fractions and also to enlarge the figures for convenience.

Further, the designation (D) has been indexed as follows:

Table No. 4.1
Indexed Designations

Level	Index
Top management	4
Senior management	3
Middle management	2
Junior management	1

Similarly, the size of the company(S) has also been indexed as follows:

Table No. 4.2
Indexed company size

Size	Presence	Index
Large	MNC	9
	National	8
	Local	7
Medium	MNC	6
	National	5
	Local	4
Small	MNC	3
	National	2
	Local	1

The researcher has calculated ROA of all the respondents using both the formula i.e. Bass and the modified formula. It was found that there is significant correlation between the results obtained by using these two formulas(see Table No.4.3). The “P” value of significance is 0.000 on the obtained ‘r’ value 0.735 by the Pearson method of correlation. So, the researcher decided to use the modified formula for the study as it has both the criterion validity and content validity of the Bass formula. The advantage of adopting the modified formula is that the criticism of seniority(generally in public sector undertakings) and nepotism(generally in family managed organisations) can be eliminated, and the ‘threshold levels in the hierarchy’ criterion is incorporated.

4.3. Correlation between Bass ROA and Modified ROA

Table No. 4.3
Correlation between Bass ROA and Modified ROA

Variables	N	Mean	S.D	‘r’ value	‘t’ value	Significance
Bass R.O.A	50	73.03	31.092	0.735	7.2322	0.000
Modified R.O.A	50	378.42	123.909			

The correlation(Pearson method) between Bass ROA and Modified ROA was found to be 0.735 and this correlation was found highly significant at 0.01 level. The ‘P’ value is 0.000 for the obtained ‘t’ value of 7.2322.

4.4.ROA(Dependent variable) Score distribution [Modified formula]

The following is the ROA score distribution using the modified ROA formula

Table No.4.4

ROA Score distribution (Modified formula)

ROA Scores	Frequency	Cumulative Frequency	Percentile
122	2	2	
130	2	4	
157	1	5	
163	1	6	
174	1	7	
261	1	8	
286	2	10	20 th
309	1	11	
320	1	12	
327	1	13	
333	1	14	
341	1	15	
348	3	18	
353	1	19	40 th
356	3	22	
360	1	23	
364	1	24	
375	1	25	
404	1	26	
412	1	27	
429	3	30	60 th
436	1	31	
438	2	33	
444	2	35	
453	1	36	
455	1	37	
462	2	39	
471	1	40	80 th
477	2	42	
492	1	43	
505	1	44	
510	1	45	
532	1	46	
550	1	47	
562	1	48	
570	1	49	
620	1	50	
	N = 50		

Using the percentile rank positions (Table No.4.4) of the ROA scores (using the modified formula), the respondents were categorised into poor, below average, average, above average and superior (Table No.4.5) in terms of level of career advancement. These five categories were used for selecting five typical cases (Chapter-6 describes 5 case studies). The ROA score of each respondent obtained by the modified formula was used as the measure of dependent variable for testing several hypotheses listed in Chapter-3- Scope & Methodology.

4.5. Classifications of level of advancement of respondents

Based on the ROA score distribution (modified formula), the respondents' level of advancements are given as follows:

Table No.4.5

Classifications of level of advancement

Percentile	Score Range	Rank	No. of Persons
20 th and below	122 - 286	Poor	10
21 st to 40 th	287 - 353	Below Average	09
41 st to 60 th	354 - 429	Average	11
61 st to 80 th	430 - 471	Above Average	10
80 th and above	472 - 620	Superior	10
Total			50

Ten persons achieved superior career advancement. The above average career advancement also achieved by ten persons only. The highest number of respondents (eleven) achieved average career advancement. Nine respondents achieved below average and another ten respondents achieved poor career advancement.

4.6.Cases selected for detailed discussion(in Chapter-6) are as follows:

The following five cases have been selected for detailed discussion in chapter-6

- 1) **Case No.1:** ROA score – 122 (**Poor:** Below 20th Percentile Rank position – The lowest ROA)
- 2) **Case No.2:** ROA score – 333 (**Below Average:** Above 20th but below 40th Percentile Rank position)
- 3) **Case No.3:** ROA score – 375 (**Average:** Above 40th but below 60th Percentile Rank position)
- 4) **Case No.4:** ROA score – 453 (**Above Average:** Above 60th but below 80th Percentile Rank position)
- 5) **Case No.5:** ROA score – 620 (**Superior:** Above 80th Percentile Rank position – The highest ROA)

The ROA score of a respondent is taken as the dependent variable(carrier advancement of MBAs) on the assumption that several personal, professional, organisational and environmental variables are likely to affect the ROA. 'Chapter-3 on the Scope and Methodology' of this study gives details on these independent variables and also several hypotheses on the assumed relationship between the dependent variable (ROA score) and independent variables.

Chapter – 5

The Effect of Selected Independent Variables on Career Advancement of MBAs

This chapter contains the analyses of the data regarding independent variables' influence on career advancement of MBAs. The independent variables are categorised as personal, professional, organisational, and environmental factors. Each variable is explained with a table or tables. The statistical 't' test was applied to most of the personal variables, and 'Anova' has been done for other categories of variables. Tables on 't' test show the N, Mean, Standard Deviation, 't' value, and Significance level and the 'Anova' tables give details regarding the sum of squares, degrees of freedom, 'F' value, and significance level for acceptance/rejection of the hypothesis. Post-Hoc comparison of means tests are also given at the appropriate places.

5.1.VARIABLES UNDER PERSONAL FACTOR

Personal variables are considered as major influencing ones in effecting the career advancement of managers in general. Past researches have identified two broad categories of variables that influence managerial career progress: demographic and organisational variables(Rhodes and Doering,1993). But, whether these personal variables influence the career advancement of MBAs are to be tested. The personal variables that could effect career advancement are gender, educational level, academic performance, parents' educational level, parents' occupational level, parents' economic status, spouse employment, etc. The sections that follow deals with each personal variable separately.

5.1.1.Gender and Career Advancement

Managerial profession in the earlier days was the monopoly of male members, similar to the professions of engineers, advocates, pilots, etc. No wonder that female enrollment in the professional education was also very nominal. In the SMS, CUSAT, when it started the full time MBA programme in 1973, the percentage of female students was only around 15%, and now in 2005 it has gone up to 45% indicating greater awareness of the

opportunities now opened to the female members in managerial profession. At higher educational levels, women are outperforming men(Rustagi,2003). Jobs in organised sectors are even displaced by women(Divakaran,1996). Women make up an increasing proportion of the full-time workforce and of managers around the world (Wirth,2001). Yet, they are still under-represented in management in most countries and in senior management everywhere(Davidson and Burke,2004;Wirth,2001). Coe(1992) and Rycroft(1989) have found that women tend to be concentrated into a narrow range of support functions such as administration, personnel management and education.

One may ask the question on the career advancement opportunities for women MBAs. The present study made a comparison of the male and female MBA graduates of earlier batches (1975 to 1984 batch of students) with respect to their career advancement.

Table No.5.1
‘t’ test for Gender difference and career advancement

Gender	N	Mean (ROA score)	S.D	‘t’ value	Significance (‘P’ value)	Remarks
Male	37	395.13	115.611	1.636	0.108	Not significant at 0.05 level
Female	13	330.87	138.872			

Table No.5.1 shows the results obtained on this question of relationship between gender and career advancement. Of the sample 50 out of 206 MBAs, 37 were males and 13 females. The mean ROA score of the male MBAs is 395.13, whereas for the female MBAs it is 330.87. And this difference between them with due consideration to N and standard deviation was found not significant at 0.05 level.

Review of literature reveals a position at the international level indicating gender difference in career advancement. But the hypothesis(there is existence of a gender difference in managerial career advancement) has been rejected at 0.05 level of significance in this study. Powell(1999) observed that proportion of women in management has been increasing, but advancement to top management has been minimal. Heaton et al.(2000) observed that women had found it difficult to make progress into the most senior positions in private and public sector management, the legal profession,

teaching, medicine and other professions, while boardrooms are still seen as a male preserve. The authors further found that the careers of male and female managers differ even after their MBA. Before the commencement of MBA studies, the most striking differences between men and women in terms of management functions are in the areas of general management and administration. According to Stroh et al.(1992), men and women career experiences are different. The reasons for this, according to Campbell(1999), are conflict with work and family responsibilities, differences in salaries paid to male and female managers, and desire to spend more time with family were the most common barriers to career advancement of women

However, some other studies do support the finding of the present study. Suriya(1998) in her study reported that both men and women in the software sector have shared equal qualification and experience and there seems to be equality of opportunities for women in the IT sector. The observation of this study indicating no gender difference in career advancement of MBAs(though the hypothesis is that 'there is a gender difference in career advancement' rejected at 0.05 level of significance) will increase by more and more females opting for managerial profession. The gender difference in the career advancement of MBAs will get reduced in due course as enrollment of women in MBA programme is on the increase. Repetition of the present study for MBAs of subsequent batches(after 1985) may give a definite answer to the question whether this observation of no difference gets enhanced by greater enrollment of women in MBA programme.

5.1.2.U.G. Degree and Career Advancement

In a study by Simpson et al.(2005), the majority of both men and women had a bachelor's degree as their highest qualification prior to the MBA, with the largest concentrations in business/management(41.3%), followed by science/engineering(34.6%) and arts/humanities(24%) bachelor degree holders. Male respondents were much more likely than females to have studied engineering, while female respondents were much more likely than males to have studied arts or humanities.

Table No.5.2
 't' test for U.G. Degree and career advancement

Under-graduation	N	Mean (ROA score)	S.D	't' value	Significance ('P' value)	Remarks
Art*	14	407.34	119.860	1.030	0.308	Not significant at 0.05 level
Science**	36	367.18	125.275			

* Including Commerce , ** Including Engineering.

Academic disciplines prior to MBA do not influence career advancement of MBAs. Educational qualification eligibility stipulated by Indian universities is any degree with minimum 50% marks implying that no specific subject knowledge is required for the study of management at the post-graduate level. There are all types of graduates -- graduates in Hindi, regional languages, philosophy, social sciences, physical sciences, biological sciences, medicine, engineering, commerce, etc., etc. -- seeking admission in MBA programme. However, because of the entrance examination(CAT, MAT and institution-specific tests) the probability of getting admission to MBA is decided by the competency of the candidates in English language, SSLC level mathematics, test of reasoning and general knowledge. No wonder the majority of candidates getting selected in reputed B-schools are engineering and physical science graduates. Most management graduates from premier Indian management institutes are engineers(Krishnan,2005). Whatever be the U.G major, those who are selected are brilliant students who can profitably make use of the MBA studies, and thereafter there is no significant difference among them with respect to career advancement. However, Heaton et al.(2000) say that differences in primary degree subjects may themselves be influential in terms of sectors and functions in which the respondents are employed and in terms of career progression. Most management graduates from premier Indian management institutes are engineers. Still they don't prefer manufacturing sector, probably because of less career progression opportunities in this sector.

5.1.3.MBA Specialisation and Career Advancement

Table No.5.3 shows the relationship between the MBA specialisation and career advancement. The finding in this study is that MBA specialisation has no effect on career advancement.

Table No.5.3
MBA specialisation and career advancement

Specialisation	Frequency (N)	Percentage	Cumulative percentage	Average ROA score	S.D
Marketing	35	70	70	367.57	130.984
Finance	07	14	84	385.97	113.344
H.R.M	03	6	90	359.59	13.949
Production & Others	05	10	100	455.16	118.830
Total	50				

Table No.5.3.1
'Anova' for MBA specialisation and career advancement

	Sum of Squares	df	Mean Square	F	Significance ('P' value)	Remarks
Between Groups	35031.196	3	11677.065	0.749	0.529	Not significant at 0.05 level
Within Groups	717281.929	46	15593.085			
Total	752313.125	49				

Table No.5.3.2
't' test for MBA specialisation and career advancement

Specialisation	N	Mean (ROA score)	S.D	't' value	Significance ('P' value)	Remarks
Marketing	35	367.57	130.98	0.945	0.349	Not significant at 0.05 level
Non-marketing*	15	403.76	105.30			

*Includes Finance, H.R.M, Production & Others

For MBAs, the finance and accounting specialisations are regarded as the most beneficial, with marketing ranked second. The next most useful subjects were human resource management and organisation studies(Heaton et al.,2000). Progression into senior management is notoriously difficult from support areas such as administration and

training functions(Heaton et al.,2000). MBAs are employed mainly in general management, marketing, corporate strategy and IT. In a study about MBAs by Simpson et al.(2005), the largest concentrations worked in finance(32.8%), consultancy(16.4%), computing(11.4%), and manufacturing(12.4%).

Statistics indicate that in 2004, 28 per cent of all IIM students preferred to be in the BFSI (Banking, Finance, Securities and Insurance) sector, while 29 per cent preferred jobs with IT companies. Another 11 per cent took up consulting assignments, while the others preferred to work in marketing functions. An approximately 70 per cent of all IIM graduates in 2004 were engineers(Krishnan,2005). A study by Kotter(1995) of Harvard Business School(HBS) showed that MBA students were taught how to market products like Procter & Gamble and not how to build products like Ford. He further says that the placement process and the on-campus lecture series had more non-manufacturing representatives than the course curriculum. Fewer MBAs began their jobs in manufacturing. Only around 20% MBAs are in manufacturing. The biggest single concentration is in finance -- commercial banking, investment banking, investment management, and trading --accounting for about 31%. Another 10% are in consulting and 7% are in real estate. About 5% are in distribution. The trend away from manufacturing is interrelated with the trend towards small business and entrepreneurial situations(Kotter,1995).

In Indian context, especially during the period before 1985, the first preference of most of the MBAs was marketing and later there was a shift in favour of finance. During the period of this study majority of MBAs preferred marketing specialization and preference for other specializations was nominal in comparison to marketing.

No specific reference on the relationship between MBA specialisation and career advancement could be identified by the researcher to comment on the finding that there is no relationship between MBA specialisation and career advancement. So, there is scope for further research work on this to confirm or reject the present finding.

5.1.4. Academic Performance in MBA and Career Advancement

Bowles and Gintis(1976) were among the first to argue that non-cognitive traits and behaviors are more important than cognitive skills in determining employment outcomes. Jensen(1973) argued that differential employment and earnings achievement are due to differential intelligence and that such intelligence is largely inherited and unchangeable.

Table No.5.4

't' test for Academic performance in MBA and career advancement

Academic performance	N	Mean (ROA score)	S.D	't' value	Significance ('P' value)	Remarks
Top 30% of the class	38	371.93	131.21	0.415	0.680	Not significant at 0.05 level
Below 30% of the class	12	386.69	116.45			

It is inferred from the above table that 'the academic performance(achievement) at the MBA level does not influence career advancement'. It is supported by Kotter(1995) who found that in the case of MBAs there is virtually no relationship between measures of intelligence and their career success. Grade point average(GPA) of MBA degree was not related to career outcomes(Konard et al.,2005). Cooper and Sawaf(1997); Goleman(1995) suggest that emotional intelligence is a crucial determinant of job and career success and may even be more important than general mental ability for determining career success. It may be due to the reason that people who are emotionally intelligent are able to recognise and use their own and others' emotional states to regulate behaviour and deal with the environment(Huy,1999).

All the MBAs in School of Management Studies were selected for admission by competitive examinations and all of them were high academic achievers. Some exceptions may be there due to the reservation policy. This selection implies that majority of the students were high academic achievers as revealed by the data. Further exploration is necessary by taking students with wider range in academic performance/achievement. In order to prove the relationship between academic performance/achievement and career advancement, a wider score range in academic performance is needed. However, among high academic achievers there is no relationship between their academic achievement difference and career advancement as per the present study.

5.1.5. Parents' Economic Status and Career Advancement

Socio-economic status plays in career opportunities and successes(O'Brien et al.,1999). Hout(1984) found that socio-economic status played an increasingly important role in the occupational mobility of Black men in U.S.A. This shows that socio-economic status may influence the career advancement depending on the ethnic status. Parents are the single most influential factor in the career development(Kotrlik and Harrison,1989; McNair and Brown,1983; O'Neil et al.,1980; Orfield and Paul,1994; Trusty,1996). Young and Friesen(1992) reported that parents participate in a number of activities that influence their children's career development, including acquiring educational and marketable skills, developing specific values or beliefs, and fostering independent thinking and action. Parent's expectations and support are important factors in influencing career choice(Guerra and Braungart-Rieker,1999; Kenny,1990) and future educational and occupational attainment(Poole, Langan-Fox, Ciavarella, and Omodei,1991). Otto(2000) found that parental influence is there on children's career development.

Table No.5.5
Economic status of parents and career advancement

Level	Frequency (N)	Percentage	Cumulative percentage	Average ROA score	S.D
Lower income	06	12	12	353.20	122.36
Middle income	35	70	82	393.63	125.57
Upper income	09	18	100	336.11	119.00
Total	50				

Table No.5.5.1
'Anova' for economic status of parents and career advancement

	Sum of Squares	df	Mean Square	F	Significance ('P' value)	Remarks
Between Groups	28026.727	2	28026.727	0.909	0.410	Not significant at 0.05 level
Within Groups	724286.398	47	724286.398			
Total	752313.125	49				

Table No.5.5.2
't' test for economic status of parents and career advancement

Status	N	Mean (ROA score)	S.D	't' value	Significance (‘P’ value)	Remarks
Lower income	06	353.20	122.360	0.528	0.600	Not significant at 0.05 level
Middle income*	44	381.86	125.115			

*Middle income & Upper income combined.

There are many studies on the relationship between parental economic status and the choice of career and career development of their children. Ketterson and Blustein (1997) say that researchers have studied the influence of parents and the family on children’s career choice and development. Much of this research has demonstrated links between career development and such factors as socio-economic status, parents’ educational, occupational attainment, etc. Super(1990) noted that career development emerges from a dynamic interaction between individual factors and socio-economic and other environmental factors such as school, family, geography, and the labour market. More specifically, he has proposed that socio-economic-environmental factors may condition career development in at least two ways: by opening or closing opportunities and by shaping occupational concepts and self-concepts. The relationship between career development and these factors demonstrates the experiences of security that promote exploration and risk taking(Ketterson and Blustein,1997). Family functioning(parenting style and family members’ interaction styles)[Altman,1997] has a greater influence on career development than either family structure(size, birth order, number of parents,etc.) or parents’ educational and occupational status(Fisher and Griggs,1994;Trusty et al., 1997).

Parents are not adequately informed about how to help their children in career development activities(Jeffery et al.,1992;Young,1994). It is confirmed from the study of Israel et al.(2001) that we have to enhance parents’ capacity to help their children make decisions about education and career aspirations.

Parents’ backgrounds are often the primary source of children’s work values, attitudes, behaviours(Grotevant and Cooper,1988;DeRidder,1990;Penick and Jepsen,1992; O’Neil

et al.,1980), self-concept, cultural norms, beliefs, and goals. All of these factors affect their career development and decisions(Schulenberg et al.,1984;Birk and Blimline,1984).

Table nos.5.5, 5.5.1 and 5.5.2 show the relationship between the parents' economic status(during the MBA study of the respondents) career advancement. The mean ROA score of the middle income group is 381.86 and that of the lower income is 353.20. There is no significant difference between these two groups and the conclusion is as follows: "Economic status of parents at the time of the respondents' MBA study has no effect on career advancement". The results of 'Anova' also support this finding.

Lau and Shaffer(1999) who found positive correlation between family background and career success do not support this conclusion. Hout(1984) found that economic status played an important role in occupational mobility of black men in U.S.A. But, Kotter(1995) in his study says that statistics do not show that parental socio-economic factor is a major determining force in the income of the MBAs. He says that virtually there is no relationship between background influence and income of MBAs. The finding of the present research supports the observation of Kotter. It may also be noted that Kotter's(1995) reference was specifically about MBAs, where as Lau's and Shaffer's(1999) and Hout's(1984) references were for general categories without any specific mention about MBAs.

5.1.6.Parents' Educational level and Career Advancement

Educated parents give a lot of importance to the education and employment of their children. The roles of both the mother and the father are to be differentiated as there could be a lot of differences in their educational background. It is generally believed that the role of mother is more significant in imparting education where as the role of the father is more important in career choice and career development. Table no. 5.6 provides data on the effect of parents' educational level on career advancement of MBAs.

Table No.5.6
't' test for parents' educational level and career advancement

Level of education	N		Mean (ROA score)		S.D		't' value		Significance ('P' value)		Remarks
	Father	Mother	Father	Mother	Father	Mother	Father	Mother	Father	Mother	
Non-Graduates	17	34	423.60	392.81	70.83	122.09	1.899	1.202	0.064	0.235	Not significant at 0.05 level
Graduates	33	16	355.15	347.85	139.13	126.06					

Parents were classified separately into graduate and non-graduates. The mean ROA score of the graduate fathers is 355.15, where as that of non-graduate fathers is 423.60. The observed difference in the mean ROA score is 68.45, which is not significant at 0.05 level. As the 'P' value is above 0.05 level, technically the hypothesis that career advancement is positively related to the educational level of father is rejected. However, this is only a technical rejection, but the 'P' value 0.064 indicates a strong trend towards better career advancement of MBAs of less educated fathers. This implies the relevance of motivation for professional advancement(ambition) is more important than the educational level of parents.

Relationship between mother's educational level and career advancement of MBAs, is also not significant, for the 'P' value is 0.235.

The conclusion, therefore, is that there is no significant relationship between parents' educational level and career advancement of MBAs. However, there is a strong trend towards better career advancement of MBAs of less educated fathers. But, such a trend is not visible in the case of educational levels of the mothers.

The researcher could not identify relevant references on this aspect for a detailed discussion supporting or rejecting the findings.

5.1.7. Parents' occupational level and Career Advancement

Lau and Shaffer(1999) found correlation between family background and career success. Blau and Duncan(1967) report that there is a positive correlation between father's occupation and son's occupation.

Table Nos.5.7 and 5.7.1 provide data and inferences on the parents' occupational level and career advancement of MBAs.

Table No.5.7

't' test for father's occupational level and career advancement

Level	N	Mean (ROA score)	S.D	't' value	Significance ('P' value)	Remarks
Managerial	34	383.19	107.76	0.393	0.696	Not significant at 0.05 level
Non-Managerial	16	368.29	156.35			

Table No.5.7.1

't' test for mother's occupational level and career advancement

Status	N	Mean (ROA score)	S.D	't' value	Significance ('P' value)	Remarks
Employed	13	362.46	104.71	0.536	0.594	Not significant at 0.05 level
House-wife	37	384.03	130.83			

The parental occupations were classified into managerial and non-managerial for fathers and employed and housewife for mothers. The observed difference in the mean ROA score is found not significant in the case of father. The mean ROA score of mothers of two categories namely employed vs. unemployed(housewives) was again found not significant. From these findings it is evident that there is no significant relationship between the occupational levels of parents and career advancement of the respondents.

The researcher could not find relevant references on the subject to support or reject the findings that there is not relationship between parents' occupational level and career advancement of MBAs.

5.1.8. Spouse's Employment and Career Advancement

Spousal support theory suggests that spouses provide additional supports for job performance. Wives not only take care of household responsibilities, but also provide counsel and work assistance for the husband's job. Women are not likely to benefit as much from spousal support as men, primarily because they are unlikely to have a stay-at-home husband and are more likely to be single than men (Kanter, 1977). Hill (1979) found support for the distributive justice theory. Distributive justice theory suggests that those with the greatest needs will receive the most rewards. Married with dependent children and spouse (not employed) would be looking for the highest earnings through faster career advancement. Data relating to this issue are presented in table no. 5.8.

Table No. 5.8
 't' test for spouse's employment status and career advancement

Status	N	Mean (ROA score)	S.D	't' value	Significance ('P' value)	Remarks
Employed	31	374.55	126.85	0.280	0.781	Not significant at 0.05 level
House-wife	19	384.75	122.09			

The mean ROA score difference between employed and house-wives/unemployed spouse is found not significant as the 'P' value is 0.781. The logical conclusion, therefore, is that the employed or unemployed condition of the spouses of the respondents does not influence the career advancement of MBAs.

However, Schmeer and Reitman (2002) say that traditional family men (spouse not employed) reap greater career rewards than the dual earning family. This observation implies that spouse employment is not likely to influence career advancement.

There is dearth of literature on the topic for a detailed discussion comparing this finding of the researcher with the studies on the subject by other researchers.

5.1.9. Work-Life-Satisfaction and Career Advancement

The feeling of satisfaction could be the outcome of an achievement and also a motivation for further achievements. An anchorage reference of satisfaction is often made to the life

as whole(family and social relations) and work/organisational related satisfaction. Employees now a days seem to value the quality of life more than the amount of salary they get(Vloeberghs,2002). A number of organisations have implemented family-responsive HR policies and practices(Glass and Estes,1997; Perry-Smith and Blum,2000). Family life satisfies needs for affection, intimacy, and relationships, while work life satisfies needs for competition and instrumental relationships(Zedeck,1992).

In the present study, the researcher has classified the satisfaction into two broad categories namely, work-life satisfaction and non-work-life satisfaction. Table nos.5.9 and 5.9.1 below give data on work-life satisfaction and career advancement. Table no.5.9.1 indicates no significant relationship between the dependent variable 'career advancement' and the independent variable 'work-life satisfaction'.

Table No.5.9

Work-life-satisfaction and career advancement

Scale (Categories of response)	Frequency	Percentage	Cumulative Percentage	Average ROA score	S.D
Fairly Satisfied	23	46.0	46.0	375.94	103.87
Very Much satisfied	17	34.0	80.0	384.87	140.05
Most satisfied	10	20.0	100.0	373.17	149.05
Total	50	100.0			

Table No.5.9.1

'Anova' for Work-life-satisfaction and career advancement

	Sum of Squares	df	Mean Square	F	Significance ('P' value)	Remarks
Between Groups	1125.3	2	562.637	0.035	0.965	Not significant at 0.05 level
Within Groups	751187.9	47	15982.720			
Total	752313.1	49				

There are no specific studies on the relationship between work-life satisfaction and career advancement to the best of knowledge of the researcher. However, there are many indirect references.

Naidoo(2004) says that a career can be seen as a two-fold process consisting of individual factors(such as the individual's likes, identity, self-image and interests) and job factors(being part of an organisation, work relationships and work lifestyles).

Career satisfaction has frequently served as a criterion variable in research on career dynamics(Bozionelos,1996; Burke,2001; Richardsen, Mikkelsen and Burke,1997; Seibert, Crant and Kraimer,1999; Sturm,2001). Career satisfaction has been studied as an important outcome of an individual's career as whole (Gattiker and Larwood,1988, 1989). However, career satisfaction can also be viewed as an antecedent or component of an individual's overall quality of life, or life satisfaction.

When satisfaction with one's career as whole is considered, it has been found to be positively related to life satisfaction(Beutell and Wittig-Berman,1999; Wiener, Muczyk, and Martin,1992). Lounsbury et al.(2004) found a positive relationship between career satisfaction and life satisfaction.

5.1.10.Satisfaction with Non-Work-Life and Career Advancement

The 'Spillover theory' suggests that work related activities/satisfaction can affect non-work-life and non-work responsibilities/satisfaction may also affect one's work-life. For example, a person's marital satisfaction may affect his/her relationship at the work place (Brett, Stroh and Reilly,1992). Not all researchers accept the Spillover theory. Some researchers argue in favour of a 'Compensation theory'. The compensation theory suggests that there is an inverse relationship between non-work and work such that individual compensates for shortcomings in one domain by satisfying needs in the other. For example, a person who is dissatisfied with his/her family(non-work-life) may seek greater levels of satisfaction from his/her work-life environment(Zedeck,1992).

A third model explaining the relationship between non-work and work is the 'Segmentation theory' based on the premise that non-work and work lives are distinct

and one domain has no influence on the other. For example, family life satisfies needs for affection, intimacy and relationships, while work-life satisfies needs for competition and instrumental relationships(Zedeck,1992).

Table Nos.5.10 and 5.10.1 provide data on the possible relationship between non-work-life satisfaction and career advancement of MBAs.

Table No.5.10
Satisfaction with non-work-life and career advancement

Scale (Categories of response)	Frequency (N)	Percentage	Cumulative Percentage	Average ROA score	S.D
Fairly Satisfied	19	38.0	38.0	372.24	127.739
Very Much satisfied	21	42.0	80.0	388.78	134.294
Most satisfied	10	20.0	100.0	368.44	102.163
Total	50	100.0			

Table No.5.10.1
'Anova' for satisfaction with non-work-life and career advancement

	Sum of Squares	df	Mean Square	F	Significance (‘P’ value)	Remarks
Between Groups	3974.42	2	1987.211	0.125	0.883	Not significant at 0.05 level
Within Groups	748338.70	47	15922.100			
Total	752313.13	49				

From the table it is evident that not satisfied and fairly satisfied respondents are less in number than much satisfied and most satisfied respondents. However, the difference is not statistically significant to warrant a conclusion that there is a relationship between non-work-life satisfaction and career advancement. In other words, the conclusion that can be drawn from the data is ‘career advancement of MBAs is not associated with non-work-life satisfaction’.

Andrews(1974) observed that life satisfaction represents an overarching criterion for ultimate outcome of human experience. Recent studies have shown that people want to have more control over their work and accord more meaning to their non-work-life (Buddhapriya,2005).

On the assumption that there shall be more work commitment, many companies have started implementing family responsive HR policies and practices(Glass and Ester,1997; Perry-Smith and Blum,2000). Reduced week end work (Voyadanoff, 1989), compressed workweek schedules(Tippins and Stroh,1991), flexi-time, etc. are the examples of such family responsive HR policies and practices. Vloeberghs(2002) opines that employees seem to value the quality of life more than the amount of salary they get.

All the above references on the importance of non-work-life satisfaction or quality of life do not mention anything on the relationship between non-work-life satisfaction and career advancement. The finding of this research is that there is no significant relationship between the two. No specific reference to this specific aspect can be quoted as the researcher could not identify specific references on the issue.

In summary, the statistical analysis of the variables under personal factor show that there is no significant relationship between the personal variables and the career advancement of MBAs with exception of the variable 'father's educational level'. Even though there is no significant relationship between 'father's educational level and career advancement of MBAs', there is a strong trend towards better career advancement of MBAs of less educated fathers as the 'P' value is only 0.064 which is slightly above 0.05 level.

5.2. V A R I A B L E S U N D E R P R O F E S S I O N A L F A C T O R

There are many factors associated with the professional performance such as the need for personal growth, professional ambition, autonomy, need for professional recognition, need for power, prestige, current and future income, and security. The sections that follow deal with each independent variable under the professional factor.

5.2.1. Personal Growth and Career Advancement

According to Craig(1998), taking more personal responsibility for developing career seems to be a common theme among professionals. Rao and Rao(1990) recommend education of people to discover their own talents, needs and motives. Kotter(1995) says that MBAs have high standards, a strong desire to win, and a willingness to grow. All these observations are different facets of personal growth. To what extent these personal growth factors influence career advancement of MBAs is tested and verified by the researcher. Table Nos.5.11 and 5.11.1 show relevant data on this aspect.

Table No.5.11
Need for personal growth and Career advancement

Scale (Categories of response)	Frequency (N)	Percentage	Cumulative Percentage	Average ROA score	S.D
Some Important	06	12.0	12.0	369.33	166.054
More Important	27	54.0	66.0	345.28	119.859
Most Important	17	34.0	100.0	434.27	99.292
Total	50	100.0			

Table No.5.11.1
'Anova' for need for personal growth and Career advancement

	Sum of Squares	df	Mean Square	F	Significance (‘P’ value)	Remarks
Between Groups	83181.17	2	41590.586	2.921	0.064	Not significant at 0.05 level. However, there is a strong trend
Within Groups	669131.95	47	14236.850			
Total	752313.13	49				

Of the 50 sample respondents, 46 considered personal growth as an important factor in a job. Only 6 have considered it having some important. Anova with ‘F’ 2.921 shows the ‘P’ value 0.064. This ‘P’ value though not significant at 0.05 level is high enough to

indicate a strong trend in the association between personal growth factor and career advancement. Naidoo(2004) found that the most important factor contributing to job success is ‘individual effort’. Further research is required to come to a definite conclusion on the relationship between the two. The researcher could not get more specific references on this aspect for comparison.

5.2.2. Professional Ambition and Career Advancement

Motivation to go up in the ladder of a profession will certainly push the person up for success. So, the hypothesis that professional ambition is positively associated with career advancement is theoretically to be accepted. But such an acceptance without empirical data is not scientific. This section is devoted for verifying the assumptions/hypothesis that career advancement is a function of professional ambition. Table Nos.5.12 and 5.12.1 provide data and statistical inferences on the subject.

Table No.5.12
Level of professional ambition and career advancement

Scale (Categories of response)	Frequency (N)	Percentage	Cumulative Percentage	Average ROA score	S.D
Some Important	10	20.0	20.0	266.13	150.431
More Important	10	20.0	40.0	362.60	101.844
Most Important	30	60.0	100.0	421.13	96.846
Total	50	100.0			

Table No.5.12.1
‘Anova’ for level of Professional ambition and career advancement

	Sum of Squares	df	Mean Square	F	Significance ('P' value)	Remarks
Between Groups	183304.77	2	91652.39	7.570	0.001	Highly significant at less than 0.01 level
Within Groups	569008.35	47	12106.56			
Total	752313.13	49				

Table No.5.12.2
't' test for level of professional ambition and career advancement

Level	N	Mean (ROA score)	S.D	't' value	Significance ('P' value)	Remarks
Some Important	10	201.78	83.837	7.189	0.000	Highly significant at less than 0.01 level
Most Important*	40	422.58	87.561			

*More important & Most important combined

Forty two respondents out of fifty have rated professional ambition as an important factor. Anova and 't' test reveal that this professional ambition factor is highly significant with the 'P' values of 0.001 and 0.000 respectively. The inference therefore is "professional ambition is found to be highly significant factor in career advancement of MBAs".

Table No.5.12.3
Post-Hoc comparison of means test for level of professional ambition

Pairs for comparison		Mean Difference (I-J)	Std. Error	Sig.
(I)	(J)			
Some Important	More Important	96.467	49.207	0.158
	Most Important	154.995	40.177	0.002(*)
More Important	Most Important	58.528	40.177	0.354

(*)The mean difference is significant at the .05 level.

The post-hoc test(Table No.5.12.3) reveals that there is a significant difference (P = 0.002) between categories in the pair 2(Some important and Most important). From this, it can be inferred that those who have some or less professional ambition attained significantly lower career advancement than those who have high(more importance) and very high(most importance) professional ambition.

Farkas(2003) found that personal characteristics such as ambition, aggressiveness, entrepreneurship, effective self-presentation and self-promotion are likely to lead to economic success. Crant(2000) observed that people with a proactive personality are relatively unconstrained by situational forces, effect environmental change, identify opportunities and act on them.

The most important factor in career advancement according to the present study is professional ambition of the person concerned.

5.2.3. Autonomy and Career Advancement

In a democratic organisational life, managers may look for autonomy as an important factor in a job and the subordinate personnel may prefer a climate and culture of participation in decision-making. Is career advancement related to the need for autonomy in a job?. Table nos.5.13 and 5.13.1 give an answer to this question.

Table No.5.13
Need for autonomy and career advancement

Scale (Categories of response)	Frequency (N)	Percentage	Cumulative Percentage	Average ROA score	S.D
Some Important	15	30.0	30.0	335.57	117.924
More Important	25	50.0	80.0	393.98	125.838
Most Important	10	20.0	100.0	403.80	123.625
Total	50	100.0			

Table No.5.13.1
'Anova' for need for autonomy and career advancement

	Sum of Squares	df	Mean Square	F	Significance ('P' value)	Remarks
Between Groups	40033.31	2	20016.66	1.321	0.277	Not significant at 0.05 level
Within Groups	712279.81	47	15154.89			
Total	752313.12	49				

Thirty five out of fifty respondents stressed the importance of autonomy in their job. However, this need for autonomy in a job has no relationship with career advancement as 'P' value of significance is 0.277. The conclusion, therefore, is that the need for autonomy in a job is not a significant factor that influences career advancement MBAs.

5.2.4. Professional Recognition and Career Advancement

Another important factor in egoistic/self-esteem needs level is recognition in the field of one's specialisation in work. Woodall(2000) says that professional recognition is important for continued professional career advancement.

Whether this need for professional recognition is also significant in career advancement was explored and the results obtained are given in table nos.5.14 and 5.14.1.

Table No.5.14
Need for professional recognition and career advancement

Scale (Categories of response)	Frequency (N)	Percentage	Cumulative Percentage	Average ROA score	S.D
Some Important	14	28.0	28.0	370.58	130.30
More Important	19	38.0	66.0	395.20	131.66
Most Important	17	34.0	100.0	366.13	114.78
Total	50	100.0			

Table No.5.14.1
'Anova' for need for professional recognition and career advancement

	Sum of Squares	df	Mean Square	F	Significance (‘P’ value)	Remarks
Between Groups	8775.94	2	4387.97	0.277	0.759	Not significant at 0.05 level
Within Groups	743537.18	47	15819.94			
Total	752313.13	49				

Majority of the respondents (36 out of 50) has underscored the importance of professional recognition. But this factor is not significantly associated with career advancement and hence the conclusion: “the need for professional recognition is not a factor significantly associated with career advancement of MBAs”. References on this specific subject are not available to the researcher for comparison and comments. Though most of the respondents assume that professional recognition is important in their jobs, this factor is not influencing career advancement.

5.2.5. Power and Career Advancement

One of the main roles, according to Mintzberg(1973), is decision making or decisional role. The decisions taken by a manager gets legitimacy only when the person has formal authority to take such decisions. Authority means power – power to influence, direct and control other functionaries. Authority is only one of the sources of power. There are several other sources such as control of resources, physical strength(coercive power), proximity with those who matter(proximity power), referent power, charismatic or behavioural power, etc. The need for power, according to McClelland(1985), is one of the powerful needs of men and this is more so in the case of managers who have to take decisions and who wield legitimate power. Whether this need for power is an important factor in career advancement is explored in this section.

Table No.5.15
Need for power and career advancement

Scale (Categories of response)	Frequency (N)	Percentage	Cumulative Percentage	Average ROA score	S.D
Least Important	05	10.0	10.0	225.89	114.12
Some Important	25	50.0	60.0	399.60	123.47
More Important	20	40.0	100.0	390.08	103.65
Total	50	100.0			

Table No.5.15.1

'Anova' for need for power and career advancement

	Sum of Squares	df	Mean Square	F	Significance (‘P’ value)	Remarks
Between Groups	130271.58	2	65135.79	4.922	0.011	Significant at 0.01 level
Within Groups	622041.54	47	13234.93			
Total	752313.13	49				

Table No.5.15.2
't' test for need for power and career advancement

Response	N	Mean (ROA score)	S.D	't' value	Significance (‘P’ value)	Remarks
Least Important	05	225.89	114.12	3.156	0.003	Significant at 0.01 level
Important*	45	395.37	113.91			

*Some important & More important combined.

Twenty respondents out of fifty considered power as more important in their jobs and only five out of fifty considered it as less important. Twenty-five of the respondents gave some importance to this variable. Analysis of variance revealed that the need for power is highly significant with ‘P’ value 0.011 at 0.01 level. Therefore, the conclusion that can be inferred is that career advancement of MBAs is significantly associated with need for power.

Table No.5.15.3
Post-Hoc comparison of means test for need for power

Pairs for comparison		Mean Difference (I-J)	Std. Error	Sig.
(I)	(J)			
Least important	Some Important	173.717	56.359	0.013(*)
Least important	More Important	164.197	57.522	0.023(*)
Some Important	More Important	9.521	34.513	0.963

(*)The mean difference is significant at the .05 level.

The post-hoc test(Table no.5.15.3) shows that the categories in pair 1(Least important & Some Important) and pair 2(Least important & more Important) are significantly different with ‘P’ values 0.013 and 0.023 respectively, and there is no significant difference in pair 3(Some important & more Important). From this, it can be inferred that it is absolutely clear that MBA managers who have at least some need for power go up in the career ladder. However, there is no significant mean difference between who have some need and more need for power as revealed in the pair 3 above. This confirms the finding of the ‘Anova’. This observation reveals that the need for power and career advancement are not related to each other in a linear way, i.e. career advancement is not more and more with increase in need for power. Career advancement is less when the

need for power is less. It is more when the need for power increases and it slightly decreases with high level of need for power. As there is no significant difference between 'some important' and 'more important' categories, the hypothesis "there is significant difference between power and career advancement" is well accepted.

Kotter(1982) observed that successful managers have been found to possess higher levels of need for power, of optimism, and of emotional stability than unsuccessful managers. Hall(1976) found that successful managers had significantly higher levels of motivation, which appeared to stem from self-actualisation needs. McClelland and Boyatzis(1982) say that high needs for power characterise successful and effective managers.

5.2.6.Prestige and Career Advancement

Prestige is another variable related to the self-esteem level of motivational needs and the significance of this variable in career advancement is discussed in this section.

Table No.5.16
Need for prestige and career advancement

Scale (Categories of response)	Frequency (N)	Percentage	Cumulative Percentage	Average ROA score	S.D
Least Important	05	10.0	10.0	323.65	162.23
Some Important	19	38.0	48.0	362.94	132.31
More Important	19	38.0	86.0	422.08	106.23
Most Important	07	14.0	100.0	341.08	102.69
Total	50	100.0			

Table No.5.16.1
'Anova' for need for prestige and career advancement

	Sum of Squares	df	Mean Square	F	Significance (‘P’ value)	Remarks
Between Groups	65520.59	3	21840.20	1.463	0.237	Not significant at 0.05 level
Within Groups	686792.53	46	14930.27			
Total	752313.13	49				

Almost 50% of the respondents perceived prestige as an important factor in their job. Only a minority (5 out of 50 respondents) did not accept prestige as important. However, this difference in their perception of prestige as an important factor in their job is not significantly associated with career advancement as the 'P' value of significance is 0.237.

The researcher could not identify similar studies for comparison and comments. The conclusion arrived at is: "prestige provided by a job is not a significant factor that influences career advancement of MBAs". This finding is indirectly supported by a survey conducted by Champion et al.(1998) among bright first year college students that prestige is the least priority in attracting them to the companies.

5.2.7.Current Income and Career Advancement

Money is always an incentive as it is a token that satisfies several needs. At the same time current income and plans for future income are relevant in career choice, career change and career advancement. The MBA degree is viewed by many as a valuable investment, and the increase in the number of MBA programmes is indicative of the perceived benefits of that degree. Many men and women see the MBA as a passport to success in terms of increased pay and enhanced career growth(Business Week,1997).

Table nos.5.17 and 5.17.1 below provide data on the perception of the relevance of current income in a job and its relationship with career advancement. Twenty-nine out of fifty respondents considered this variable as important and only five respondents do not give weightage to this variable. Analysis of variance, however, does not establish a linkage between current income and career advancement, as the 'P' value of significance is only 0.598.

Table No.5.17

Need for current income and career advancement

Scale (Categories of response)	Frequency (N)	Percentage	Cumulative Percentage	Average ROA score	S.D
Least Important	05	10.0	10.0	365.10	139.32
Some Important	16	32.0	42.0	355.78	149.22
More Important	17	34.0	76.0	411.90	112.69
Most Important	12	24.0	100.0	366.74	98.94
Total	50	100.0			

Table No.5.17.1

'Anova' for need for current income and career advancement

	Sum of Squares	df	Mean Square	F	Significance (‘P’ value)	Remarks
Between Groups	29778.02	3	9926.01	0.632	0.598	Not significant at 0.05 level
Within Groups	722535.10	46	15707.29			
Total	752313.13	49				

Specific literature on the relationship between career advancement and current income is inadequate for a detailed discussion on this issue. The tentative conclusion which can be verified by further research is: “Career advancement is not influenced by the perception of the importance of current income in a job”.

5.2.8.Future Income and Career Advancement

Perception of the importance of future income in a job and its relationship with career advancement are given in table nos.5.18 and 5.18.1

Table No.5.18
Need for future income and career advancement

Scale (Categories of response)	Frequency (N)	Percentage	Cumulative Percentage	Average ROA score	S.D
Not at all Important	06	12.0	12.0	342.95	115.33
Least Important	05	10.0	22.0	410.79	167.99
Some Important	18	36.0	58.0	396.95	98.29
More Important	10	20.0	78.0	378.83	144.90
Most Important	11	22.0	100.0	352.37	139.03
Total	50	100.0			

Table No.5.18.1
'Anova' for need for future income and career advancement

	Sum of Squares	df	Mean Square	F	Significance (‘P’ value)	Remarks
Between Groups	26436.21	4	6609.05	0.410	0.801	Not significant at 0.05 level
Within Groups	725876.92	45	16130.60			
Total	752313.13	49				

It is interesting to note that majority of the respondents (18 out of 50 respondents) give only some importance to this factor. The ‘P’ value of significance in Anova is 0.801 implying that there is no relationship between perception of future income and career advancement.

Review of literature indicates dearth of references on this subject. Roth(1990) says that graduates from top B-Schools in the late 1990s looked for companies that afford them stock options. At higher levels in career advancement, the attraction could be more on facilities and different kinds of perquisites such as stock-option plan. Conclusion derived from this study is that “importance of future income is not a significant variable that influence career advancement of MBAs.

5.2.9.Security and Career Advancement

Perception of security as an important variable and its possible relationship with career advancement are shown in Table Nos.5.19 and 5.19.1.

Table No.5.19
Need for security and career advancement

Scale (Categories of response)	Frequency (N)	Percentage	Cumulative Percentage	Average ROA score	S.D
Some Important	12	24.0	24.0	335.95	107.95
More Important	26	52.0	76.0	412.39	124.58
Most Important	12	24.0	100.0	347.30	125.34
Total	50	100.0			

Table No.5.19.1
'Anova' for need for security and career advancement

	Sum of Squares	df	Mean Square	F	Significance (‘P’ value)	Remarks
Between Groups	63261.49	2	31630.74	2.158	0.127	Not significant at 0.05 level
Within Groups	689051.63	47	14660.67			
Total	752313.125	49				

Majority of the respondents(76%) gave importance to security, but analysis of variance on the possible linkage between security and career advancement does not reveal any strong association as the ‘P’ value of significance is 0.127. The conclusion, therefore, is “Perception of security as an important need is not a significant variable that influences career advancement of MBAs”.

In summary, it can be concluded that professional ambition and need for power were found significant in their relationship with career advancement of MBAs. Personal growth was also found as an important variable as the “P” value is 0.064(technically rejected as the ‘P’ value is above 0.05 level of significance, but the ‘P’ value indicates a strong trend of association with the dependent variable career advancement).

The professional motivational forces associated with career advancement of MBAs are only two, namely (1) professional ambition, and (2) need for power. Personal growth need also be considered as an important variable. All other variables under the professional factor are found to have no significant relationship with career advancement of MBAs.

5.3.VARIABLES UNDER ORGANISATIONAL FACTOR

Organisational context can affect career success(Judge et al.,1995;Melamed,1995). Callanan(2003) found that macro organisational factors have influence on career success. Past researches have identified two broad categories of variables that influence managerial career progress: demographic and organisational variables(Rhodes and Doering,1993). Human resource staffing and development strategies, type of industry within which the company operates, size of the organisation, length of the promotional ladder, and many others influence career success(Judge et al.,1995; Seibert et al.,1999).

Career advancement is of prime concern not only to individuals but also to organisations, as employees' personal success can eventually contribute to organisational success (Judge et al.,1999). In general, the research results for the influence of organisational characteristics on individual career success have been inconsistent (Greenhaus,2003).

Career advancement may take two distinct directions:

1. The person goes up in the career ladder by changing his/her organisation, and
2. Going up in the career ladder within the same organisation.

The first one is mobility outside an organisational system and the second one is a mobility upward(Promotion within the same organisation). Both these career advancements of individuals are influenced by different factors. Frustration and dissatisfaction with the current organisation, may sometimes favour the individual in his/her career advancement by moving out from the present employment. Moving up in the same organisation may become difficult by several reasons. Reduced hierarchical levels, stagnation of the growth of the organisation, promotion policy and process, unhealthy internal competition, absence of career development programmes, lack of

proper recognition of work achievements, etc. are the realities of organisational life. These organisation related variables are at the focus in this section of the thesis.

5.3.1. Office Bureaucracy and Career Advancement

The term bureaucracy is not accepted well by many assuming that it has more negative sides than positive. This is a misconception, for according to Weber(1946), bureaucracy is the best form of administration due to the following reasons:

1. Officials are selected by virtue of their technical knowledge and skills/educational background.
2. Impartial treatment of a case with reference to rules and regulations.
3. Guaranteed tenure of service, if gross violations of basic norms are not done by the position incumbent, and
4. Guaranteed technical efficiency and official secrecy.

In spite of these positive elements in bureaucracy, unfortunately the general picture of bureaucracy is on the following negative sides:

1. The means becoming the end – rules and regulations are given prominence ignoring the basic objective/purpose of the system.
2. Over dominance by the officials.
3. Impersonal relationship with the clients instead of impartial treatment of the case, and
4. Hierarchical peck-order system and tendency to protect its own members when there is conflict or difference of opinions with others outside the system.

In short, the term bureaucracy is used in the negative sense to connote inefficiency, over-dominance and procedure oriented governance.

To what extent office bureaucracy of an organisation affects career advancement of MBAs is discussed in this section with the reference to data given in table nos.5.20 and 5.20.1.

Table No.5.20
Perception of office bureaucracy as a problem and career advancement

Scale (Categories of response)	Frequency (N)	Percentage	Cumulative Percentage	Average ROA score	S.D
Not at all	09	18.0	18.0	300.34	175.22
To some extent	19	38.0	56.0	403.52	127.68
Fair extent	09	18.0	74.0	384.55	118.75
Very much	05	10.0	84.0	378.77	41.57
Great extent	08	16.0	100.0	399.56	57.02
Total	50	100.0			

Table No.5.20.1
'Anova' for perception of office bureaucracy as a problem and career advancement

	Sum of Squares	df	Mean Square	F	Significance (‘P’ value)	Remarks
Between Groups	70750.57	4	17687.64	1.168	0.338	Not significant at 0.05 level
Within Groups	681562.56	45	15145.84			
Total	752313.13	49				

More than 50% of the respondents do not feel the burden of bureaucracy in their work, and the relationship between office bureaucracy and career advancement is not significant. That is “there is no significant relationship between office bureaucracy and career advancement of MBAs”.

There is more scope for sponsored-mobility in office bureaucracy primarily because of the importance given to the officials and their peck-order authority. But no specific research findings can be quoted to prove or disprove the statement. In this study,

however, the finding is not in favour of a significant relationship between bureaucracy and career advancement of MBAs.

5.3.2.Promotion Process and Career Advancement

Promotion process is another organisational variable that may affect career advancement. Table nos.5.21 and 5.21.1 give the data collected on the subject and their analysis for inference on possible linkage between promotion process and career advancement.

Table No.5.21
Promotion process as a problem and career advancement

Scale (Categories of response)	Frequency (N)	Percentage	Cumulative Percentage	Average ROA score	S.D
Not at all	11	22.0	22.0	460.29	164.661
To some extent	11	22.0	44.0	416.48	95.598
Fair extent	09	18.0	62.0	370.47	22.248
Very much	06	12.0	74.0	357.72	35.188
Great extent	13	26.0	100.0	292.02	125.759
Total	50	100.0			

Table No.5.21.1
'Anova' for promotion process as a problem and career advancement

	Sum of Squares	df	Mean Square	F	Significance (‘P’ value)	Remarks
Between Groups	189857.618	4	47464.404	3.797	0.010	Significant at 0.01 level
Within Groups	562455.507	45	12499.011			
Total	752313.125	49				

Table No.5.21.2
't' test for promotion process as a problem and career advancement

Response	N	Mean (ROA score)	S.D	't' value	Significance (‘P’ value)	Remarks
Not at all	11	460.29	164.661	2.626	0.012	Significant at 0.01 level
Great extent*	39	355.33	100.873			

*Includes Some extent, Fair extent, and Very much also

Forty four per cent of the respondents do not perceive promotion process as a problem in career advancement, and thirty eight per cent of the respondents feel that promotion process is a problem in career advancement. Statistical analysis by Anova indicates a strong connection between promotion process and career advancement of MBAs as the ‘P’ value of significance is 0.010 in Anova and 0.012 in ‘t’ test.

Table No.5.21.3
Post-Hoc comparison of means test for promotion process

Pairs for comparison		Mean Difference (I-J)	Std. Error	Sig.
(I)	(J)			
Not at all	To some extent	43.816	47.671	.931
	Fair extent	89.823	50.250	.532
	Very much	102.577	56.740	.521
	Great extent	168.276	45.801	.017(*)
To some extent	Fair extent	46.007	50.250	.932
	Very much	58.760	56.740	.897
	Great extent	124.459	45.801	.137
Fair extent	Very much	12.754	58.923	1.000
	Great extent	78.453	48.479	.627
Very much	Great extent	65.699	55.178	.840

(*) The mean difference is significant at the .05 level.

The post-hoc test (Table No.5.21.3) confirms the original finding that a strong connection between promotion process and career advancement of MBAs exists. The pair 4 (Not at all & Great extent) in the above table has the significant mean difference of 168.276 with a ‘P’ value of 0.017. All other pairs have no significant mean difference. It shows that the subjects who did not feel any problem in promotion process have significantly higher career advancement. More the problem in promotion process, lesser the career advancement and vice-versa.

Burke and McKeen(1992) observed that organisational policies and practices kept out women and limited their advancement in the organisational hierarchy. Rosen and Korabik(1991) noted that women often leave organisation because of systematic discrimination embedded in organisational policies, practices and culture. Stroh et al. (1992) encourage women to use the external labour market – that is, to leave their organisations – to create a greater sense of fairness between themselves and their male counterparts. Organisation rewards individuals who are able to control their emotions and their behaviours in line with a corporate culture that discourages dissent, frowns upon outspokenness, and expects a blind acceptance of senior decisions(Callanan,2003).

The conclusion from this study is that “promotion process and career advancement of MBAs are significantly related”.

5.3.3.Organisational Hierarchy and Career Advancement

Employment in certain types of organizations may influence career advancement. The types of organisations enable employees to get to the top of organisational hierarchies faster(Hamori,2004). Executives wish to be affiliated with large-sized organisations (Brown, Hamilton, and Medoff,1990;Nystrom and McArthur,1989), because larger organisations provide more rapid managerial mobility(Nicholson and West,1988), higher salaries and more training opportunities (Brown,Hamilton, and Medoff,1990) and present more management challenges and complexity. The larger the corporation is, the greater the number of positions to be filled(Idson,1989).

Downsizing, delayering, flat structure, etc. are buzzwords now a days. These new terms harp on reducing the hierarchical levels of organisation. But, individual promotion prospects(career advancement within the organisation) are curtailed by these new practices that reduce both the size and levels. To what extent the hierarchical level affects career advancement is the problem posed in this section. Organisational restructuring and global hyper-competition have revolutionised careers and destroyed the traditional blueprint for advancement and career success(Arthur and Rousseau,2001). Ball(1997) asserts that flatter and delayered organisations offer fewer opportunities than before characterised by long-term job security and career progression in the conventional sense.

He suggests that if flatter organisations are unable to provide career progression to the same degree as previously, new ways have to be found to retain and motivate staff and reward performance in the absence of opportunities to progress up the organisational ladder. Table Nos.5.22 and 5.22.1 provide the data for the inferences on this problem.

Table No.5.22

Organisational Hierarchy as a problem and career advancement

Scale (Categories of response)	Frequency (N)	Percentage	Cumulative Percentage	Average ROA score	S.D
Not at all	16	32.0	32.0	324.10	149.14
To some extent	09	18.0	50.0	459.85	102.21
Fair extent	13	26.0	76.0	400.68	106.68
Very much	07	14.0	90.0	363.43	105.52
Great extent	05	10.0	100.0	368.79	63.99
Total	50	100.0			

Table No.5.22.1

'Anova' for organisational hierarchy as a problem and career advancement

	Sum of Squares	df	Mean Square	F	Significance ('P' value)	Remarks
Between Groups	115365.942	4	28841.485	2.038	0.105	Not significant at 0.05 level
Within Groups	636947.183	45	14154.382			
Total	752313.125	49				

The 'P' value of significance of 'F' 2.038 is found significant only at 0.105. In other words, the difference is not significant at 0.05 level implying that "there is no relationship between hierarchical levels in the organisation and career advancement of MBAs". The implication of this finding is that career oriented individuals will find their own ways and methods for advancement even in a condition of down-sizing, delaying, and flat

structure. This also implies that moving out from one organisation to another is becoming more and more popular. This phenomenon is often called as protean career. Hirsch(1993) says that the ruthless downsizing and discarding of many talented managers will lead to less commitment by managers to their organisations and more commitment to their careers. It will force the managers to rely less on their organisations' internal labor markets and increasingly more on the external labor market to fulfill their career advancement goals. Hall(1986,1990) said that one should be self-directed and willing to change organisations and jobs to fulfill his or her career desires and needs. Those managers who proactively manage their own careers may advance faster and more adequately fulfilling their career goals, compared to managers who are letting their organisations manage their careers for them(Hall,1986; Hirsch,1987).

5.3.4.Organisational Recognition and Career Advancement

Acceptance and recognition as an important member of the organisation will put constraints on individual employees moving out from the organisation and also it will facilitate sponsored-upward mobility within the organisation. Arnold(2002) says that recognition of the value of skills, talents, and potential of a manager by the organisation does matter in career advancement. This section deals with organisational recognition and its relationship with career advancement of MBAs.

Table No.5.23
Lack of organisational recognition and career advancement

Scale (Categories of response)	Frequency (N)	Percentage	Cumulative Percentage	Average ROA score	S.D
Not at all	22	44.0	44.0	385.38	146.12
To some extent	09	18.0	62.0	413.99	129.13
Fair extent	12	24.0	86.0	362.05	84.10
Great extent	07	14.0	100.0	338.89	104.98
Total	50	100.0			

Table No.5.23.1
'Anova' for lack of organisational recognition and career advancement

	Sum of Squares	df	Mean Square	F	Significance ('P' value)	Remarks
Between Groups	26606.39	3	8868.80	0.562	0.643	Not significant at 0.05 level
Within Groups	725706.74	46	15776.23			
Total	752313.13	49				

Fortyfour of the respondents deny the problem of 'no recognition' in the organisation, and 38% accept that lack of recognition is the problem. In spite of such a difference in view points, there is no significant relationship between organisational recognition and career advancement, implying that lack of recognition in an organization is not a barrier in career advancement of MBAs.

Non-availability of specific references on this subject does not permit the researcher to compare this finding with similar studies. Further research is necessary to confirm or reject the present finding.

5.3.5.Career Development Programme and Career Advancement

Lack of career guidance and minimal provision of training and education programmes for junior managers highlighted may lead to gaps in some career development initiatives. Career development programmes, it seems, will enhance career advancement. Nabi, (2000) says career-enhancing strategies are instrumental in the career self-management process. The self-management strategies appeared to be useful in the absence of certain types of mentor support(Murphy and Ensher,2001). Employees prefer organisational interventions that influence their career development(Kim,2005). Tansky and Cohen(2001) found that organisational commitment and perceived organisational support were significantly correlated with satisfaction with career development. They say that when organisations make efforts to develop their managers, the managers become more committed to the organisation. Lifetime employment in Japanese corporations enables

management to invest heavily in human capital through the in-house training programmes(Ozaki,1988).

Table Nos.5.24 and 5.24.1 give an answer to the question whether career development programmes and career advancement are related.

Table No.5.24
Lack of career development programme and career advancement

Scale (Categories of response)	Frequency (N)	Percentage	Cumulative Percentage	Average ROA score	S.D
Not at all	19	38.0	38.0	370.39	135.21
To some extent	14	28.0	66.0	404.57	135.54
Very much	10	20.0	86.0	351.83	122.03
Great extent	07	14.0	100.0	385.92	73.15
Total	50	100.0			

Table No.5.24.1
'Anova' for lack of career development programme and career advancement

	Sum of Squares	df	Mean Square	F	Significance (‘P’ value)	Remarks
Between Groups	18258.72	3	6086.240	0.381	0.767	Not significant at 0.05 level
Within Groups	734054.40	46	15957.704			
Total	752313.13	49				

Sixty six percent of the respondents do not feel that the absence of career development programmes posed any problem. Statistical analysis of the data (Anova) does not reveal any relationship between career development programmes and career advancement. The observed difference is significant only at 0.767 level.

5.3.6.Internal Competition and Career Advancement

Many corporations prefer promoting their staff from within rather than hiring new blood from the open job market(Rosenbaum,1984).

Organisational politics is a factor to be reckoned with. Where there is power, there shall be politics. Such politics may take an ugly turn in the form of unhealthy competition for promotion and privileges. Whether such an unhealthy competition within the organisation affect career advancement prospects is answered by data and analysis in table nos.5.25 and 5.25.1.

Table No.5.25
Internal competition as a problem and career advancement

Scale (Categories of response)	Frequency (N)	Percentage	Cumulative Percentage	Average ROA score	S.D
Not at all	27	54.0	54.0	377.36	137.14
To some extent	14	28.0	82.0	401.86	118.90
Fair extent	09	18.0	92.0	345.15	87.95
Total	50	100.0			

Table No.5.25.1
'Anova' for internal competition as a problem and career advancement

	Sum of Squares	df	Mean Square	F	Significance (‘P’ value)	Remarks
Between Groups	17686.27	2	8843.14	0.566	0.572	Not significant at 0.05 level
Within Groups	734626.86	47	15630.36			
Total	752313.13	49				

Almost 82% of the respondents felt that internal competition was not a problem in their experience, but absence of such internal competition is not a factor in career advancement as the ‘P’ value of significance by Anova is 0.572 leading to a conclusion “internal competition has no relevance in career advancement of MBAs”.

Gaertner and Nollen(1989) in their studies observed that employee perception of the organisation’s adherence to career-oriented employment practices, including internal mobility, employment security and training and development were strongly related to

psychological commitment. Callanam(2003) observes that organisations reward individuals who are able to control their emotions and their behaviours in line with a corporate culture that discourages dissent, frowns upon outspokenness, and expects a blind acceptance of senior decisions. These studies are only on the organisational politics and commitments and not on their effect on career advancement.

The inference from this study is that whatever be the organisational politics including internal competition, such things do not affect career advancement of MBAs. However, Burke and McKeen(1992) found that organisational politics and practices keep out women and limit their advancement in the organisational hierarchy.

In summary, most of the organisational variables such as office bureaucracy, number of hierarchical levels, organisational recognition, career development programmes, and internal competition, except promotion process, have no significant relationship with the career advancement of MBAs. The only significant variable among the organisational factors is 'promotion process'. Those who are sponsored by higher authorities can go up in the organisational ladder and those who are dissatisfied with the promotion process may opt to go out for their career advancements.

5.4. VARIABLES UNDER ENVIRONMENTAL FACTOR

The environment external to the organisation characterised by general economic conditions, labour market, socio-cultural milieu, political developments, legal framework, educational and technological advancement. are likely to affect employment and career advancement. Three such factors namely – (1) Ethnic/Regional considerations, (2) General economic conditions, and (3) Labour market are taken as environmental variables in order to find out their relationship with career advancement of MBAs. It may be noted that the data on these aspects are the personal views and opinions of the respondents and not based on objective data.

The following section deals with environmental variables and career advancement of MBAs.

5.4.1.Ethnic/Regional considerations and Career Advancement

Universalism dictates that the allocation of rewards and resources should be based solely on the merits of a person's contribution to the advancement of scientific knowledge. Particularism involves the consideration of functionally irrelevant characteristics such as race or sex in the allocation of resources and rewards(Long and Fox,1995).

The larger social forces of racism and classism form a context within which the career attainment of people must be understood(McWhirter,1997). Super(1957,1990) acknowledged the possible influence of race, ethnicity, and socio-economic status (SES) on the process of career development. In business and social interactions, opposites may not attract; rather, birds of the same feather flock together. When people are similar in interests and attitudes, they may naturally tend to gravitate to one another. Rosen and Korabik(1991) noted that women often leave organisations because of systemic discrimination embedded in organisational policies, practices, and culture.

Table nos.5.26 and 5.26.1 provide data and inferences on ethnic/regional considerations affecting career advancement of MBAs.

Table No.5.26
Ethnic/Regional considerations as a problem and Career advancement

Scale (Categories of response)	Frequency (N)	Percentage	Cumulative Percentage	Average ROA score	S.D
Not at all	40	80.0	80.0	406.54	104.90
To some extent	04	8.0	88.0	261.73	144.03
Very much	06	12.0	100.0	268.81	143.36
Total	50	100.0			

Table No.5.26.1

'Anova' for Ethnic/Regional considerations as a problem and Career advancement

	Sum of Squares	df	Mean Square	F	Significance ('P' value)	Remarks
Between Groups	158183.40	2	79091.70	6.257	0.004	Highly significant at 0.01 level
Within Groups	594129.73	47	12641.06			
Total	752313.13	49				

Table No.5.26.2

"t" test for Ethnic/Regional considerations as a problem and Career advancement

Gender	N	Mean (ROA score)	S.D	't' value	Significance ('P' value)	Remarks
Not at all	40	406.54	104.897	3.573	0.001	Highly significant at less than 0.01 level
Very much*	10	265.97	135.448			

* Some extent & Very much combined.

Eighty percent of the respondents deny the relevance of ethnic/regional considerations in career advancement. But when we consider the relationship between ethnic/regional considerations in career advancement, the inference from data is that there is a significant relationship between the two. The 'P' values of significance are 0.004 in Anova and 0.001 in the 't' test, which lead to a definite conclusion that "ethnic/regional considerations are relevant in career advancement of MBAs".

Table No.5.26.3

Post-Hoc comparison of means test for Ethnic/Regional Consideration

Pairs for comparison		Mean Difference (I-J)	Std. Error	Sig.
(I)	(J)			
Not at all	Some extent	144.811	58.960	0.059
	Very much	137.731	49.223	0.027(*)
Some extent	Very much	7.080	72.575	0.995

(*)The mean difference is significant at the .05 level.

It is understood from the pair 2(Not at all & Very much) results of the post-hoc comparison of means test(Table No.5.26.3) that there is a significantly lower career advancement of MBA managers in the organizations where the ethnic/regional consideration is very much. It is also understood from the pair 1(Not at all & Some extent) that some extent of ethnic/regional consideration will also lead to lower career advancement but not significantly as the 'P' value(0.059) is only slightly above 0.05. It can be inferred from the pair 3(Some extent & Very much) that there is no difference in (low)career advancement of MBA managers from the organizations who have some ethnic/regional consideration and the organizations who have very much ethnic/regional consideration. So, it can be said that the post-hoc results are almost in tune with the 'Anova' finding.

Cox and Nkomo(1991) found that Black MBAs experienced less mentoring than white MBAs. Dreher and Cox(1996) also found that Black MBAs were less likely to form mentoring relationships with white men. Ethnic minorities perceived greater barriers in finding a job, job performance, and career balance than non-minorities(Smith,2004). Chow and Crawford(2004) found significant differences in racial and ethnic groups regarding promotions received. Flanders and Anderson(1973) found that some organisations promote women and ethnic minorities to convey the image that they are concerned about equal opportunity. However, in reality, such promotions are often not accompanied by greater salary. Ethnicity plays in career opportunities and successes (O'Brien et al.,1999). White male managers show a higher degree career success than their minority and female counterparts(Judge et al.,1995). Landau(1995) examined the impact of race on promotion potential and found that race was significantly related to having lower promotion potential.

Ethnic identity has been defined as a complex construct that includes a commitment and sense of belonging to one's ethnic group, positive evaluation of the group, interest in and knowledge about the group, and involvement in activities and traditions of the group (Phinney,1990). McGoldrick et al.(1982) stated that how one feels about one's ethnic background is often a reflection of how one feels about oneself. A clear predominantly

positive ethnic connection can facilitate a sense of freedom, security and comfort, flexibility in behavior, and a capacity for openness with others who are different.

One strategy to neutralise the ethnic barrier is developing a sense of ethnic identity as a developmental task that may greatly influence the process of career development among ethnic minority individuals(Fouad and Arbona,1994).

Selection and promotion practices are now more structured and less subjective than a decade ago(Kotter,1998). Equal employment opportunity, diverse applicants for managerial positions, more applicants from ethnic groups and races(Kotter,1998) are the features of the present scenario in career advancement.

A modern version of ethnic/regional consideration acting, as sponsored-mobility is affinity with certain groups by offering selection or career advancement support for MBAs from particular institutions or special favour to alumni associates. The finding that the relationship between ethnic/regional considerations and career advancement of MBAs is to be viewed with this modern version of ethnic/regional discrimination.

5.4.2.Economic Conditions and Career Advancement

Boom and recession are parts of the economic phenomenon and generally we believe that such economic conditions will get reflected in employment and career advancement. Stable and booming periods are in favour of better career advancement. Whether fluctuating economic conditions created any problem in career advancement was explored by asking certain questions to the 50 sample respondents. More than 86% of them denied such a problem. The statistical analysis (Anova) reveals no relationship between variations in economic conditions and career advancement. The 'P' value of significance being 0.164, the conclusion that can be inferred is: "There is no relationship between economic conditions and career advancement of MBAs". Data relating to this aspect are given in table nos. 5.27 and 5.27.1.

Table No.5.27
Economy and career advancement

Scale (Categories of response)	Frequency (N)	Percentage	Cumulative Percentage	Average ROA score	S.D
Not at all	43	86.0	86.0	388.71	117.85
To some extent	04	8.0	94.0	365.24	129.17
Very much	03	6.0	100.0	248.61	177.63
Total	50	100.0			

Table No.5.27.1
'Anova' for economy and career advancement

	Sum of Squares	df	Mean Square	F	Significance (‘P’ value)	Remarks
Between Groups	55796.01	2	27898.01	1.883	0.164	Not significant at 0.05 level
Within Groups	696517.11	47	14819.51			
Total	752313.13	49				

Table No.5.27.2
‘t’ test for economy and career advancement

Economy	N	Mean (ROA score)	S.D	‘t’ value	Significance (‘P’ value)	Remarks
Not at all	43	388.71	117.854	1.472	0.148	Not significant at 0.05 level
Some extent*	07	315.26	150.816			

*Some extent & Very much combined.

This finding is not in agreement with the observation of Leung(2004) who says that career advancement is closely associated with today’s radical changes in the business environment. Other than this, the researcher could not get any literature to support or reject the finding.

5.4.3.Labour Market and Career Advancement

Human capital is highly rewarded in the labour market and one's human capital should be highly relevant for predicting career advancement. As the labour market represents an open opportunity to all employees, an employee's career success is contingent upon effort, ability, education and training(Becker,1964). Tables 5.28 and 5.28.1 try to explain whether the fluctuating labour market is a problem in the respondents' career advancement.

Table No.5.28
Labour market and career advancement

Scale (Categories of response)	Frequency (N)	Percentage	Cumulative Percentage	Average ROA score	S.D
Not at all	42	84.0	84.0	390.37	116.17
To some extent	03	6.0	90.0	345.19	187.93
Fair extent	05	10.0	100.0	297.99	147.23
Total	50	100.0			

Table No.5.28.1
'Anova' for labour market and career advancement

	Sum of Squares	df	Mean Square	F	Significance (‘P’ value)	Remarks
Between Groups	41655.87	2	20827.94	1.377	0.262	Not significant at 0.05 level
Within Groups	710657.26	47	15120.37			
Total	752313.13	49				

Table No.5.28.2
't' test for labour market and career advancement

Labour market	N	Mean (ROA score)	S.D	't' value	Significance ('P' value)	Remarks
Not at all	42	390.37	116.171	1.586	0.119	Not significant at 0.05 level
Fair extent*	08	315.69	151.898			

*Some extent & Fair extent combined.

Data and their analysis as given in table nos.5.28 and 5.28.1 however do not reveal any relationship between labour market and career advancement. This conclusion “that there is no relationship between labour market conditions and career advancement of MBAs” does not fit well with the general theory that there shall be fluctuations in career advancement.

It is quite possible that career advancement of MBAs is independent of labour market conditions primarily because prior to 1985 the number of MBAs was far less to the demand of such people. That was the reason that 84% of the respondents opined that labour market was not a problem in their career advancement. Further research on this issue is required for accepting or rejecting this finding of no relationship between labour market and career advancement of MBAs, especially under visible conditions of economic boom and recession and large number of MBAs available in the market.

In summary, only ethnic/regional considerations or their modern version of special consideration to selected groups of MBAs for selection and promotion is a reality as there is a close association between such discrimination and career advancement of MBAs. Economic conditions and labour market were found not relevant in career advancement as far as MBAs prior to 1985 are concerned. Further research is strongly recommended to accept or reject these findings with due methodological considerations to fluctuating economic conditions and labour market.

To sum up, the effect of selected independent variables on career advancement of MBAs are given below:

1. Significant variables in career advancement (Hypotheses accepted):

- There is significant relationship between professional ambition and career advancement of MBAs
- There is significant relationship between need for power and career advancement of MBAs
- There is significant relationship between promotion process and career advancement of MBAs
- There is significant relationship between Ethnic/Regional considerations and career advancement of MBAs

2. Hypotheses technically rejected at 0.05 level, but which indicate strong trends in favour of the hypotheses:

- There is a strong trend of father's educational level influencing career advancement of MBAs, i.e. children of less educated fathers are having higher career advancement by virtue of their higher motivation. But there is no such association with the educational levels of the mothers.
- There is a strong trend of the need for personal growth influencing career advancement of MBAs

3. All other hypotheses formulated for this study are rejected

Chapter – 6

Case Studies on Career Advancement

This chapter briefly describes one case each from the categories of superior, above average, average, below average, and poor respondents in terms of rate of advancement(ROA). Each case illustrates a representative model from its category.

6.1. Case 1: Ms. Jessica

Ms. Jessica (a fictitious name) is an Advisory Assistant in an educational consultancy firm during the last 3 years. Her rate of advancement(ROA) score is 122, the lowest in ROA score distribution. Salary is not a fixed amount and she claims that she is in the middle position in the organisational hierarchy. She is very much satisfied with her work-life and fairly satisfied with her non-work life.

She completed the MBA programme from School of Management Studies in July 1979 with specialisation in Marketing. After taking B.Sc. degree in Chemistry in 1977, she joined MBA in 1977 at the age of 21 years. She did not go for any additional course and training after her MBA. Her first job after completion of MBA programme was that of a Research Assistant in a government service agency. She got married in 1981. She discontinued her job after her marriage in 1981. Her husband is an engineer by profession. She had her first child in 1983, and did not work till 1986. In 1987, she joined as a Manager in a small international concern in Bangalore, and she left the job in 1988 due to second pregnancy. From 1988 to 2001 she took the role of a full-time housewife only. In the year 2002 she joined as “Advisory Assistant” in a consultancy firm where the compensation is given according to the work done. This is her third job. Her prime job here is students’ counseling. She still continues in this job though the nature of work is seasonal.

She hails from a middle-income family, and her father is a graduate and mother is a matriculate. Father was an engineer and mother is a housewife.

She got her first job within 6 months of completion of her MBA course. She stated that she was very much satisfied with her work-life and fairly satisfied with her non-work life.

She told that her ambition and need for an interesting job were factors that attracted her to the B-School. What she gained from the B-School, according to her, were the self-confidence, launch pad for jobs and social recognition.

She did not gain much, according to her, acquisition of knowledge, acquisition of specific technique for solving problems, and development of positive attitude towards life and people, but gained, to a great extent, self-confidence, launch pad for jobs, and social recognition/respect from her MBA degree.

She relates 'status' as a measure of success in life, and gives least importance to 'money' as a measure of success in life. She says that she never compromises family aspect for her career advancement. This is evident from her career chronicle. She never had a mentor to guide her in her career. Also she never used personal support services to facilitate her career.

She prefers to be out of the business world in near future and would like to become an entrepreneur of some sort in the education field.

Regarding her feedback on management education, she said that the real strengths of the MBA programme which she attended were importance given to personal/personality development, case studies, teaching methods, practical exposure and relevant information. Her only criticism against MBAs is "too much emphasis to success in economic terms".

She thinks that the two-year MBA programme is not too long and says that the executive experience is a must for MBA admission. According to her, a trimester system with focus on short-term internship in companies will make the MBA programme more useful.

From this case it is evident that this person is more family-oriented with less preference for professional ambition, career advancement, and economic progress. No wonder that her ROA is very low and she is not unhappy with the present position as 'Advisory Assistant'/'Students Counselor'.

6.2.Case 2: Mr.Prem

Mr.Prem(a fictitious name) is currently a Senior Divisional Manager in a large public sector general insurance company, which employs more than 17,000 persons. The ROA score for him is 333(below average). This position is a middle level in the organisational hierarchy, which has the total levels of 8, and his level is fifth from chairman/M.D. He has more than 40 subordinates directly under him. His monthly total compensation is Rs.30,000. He joined in this organisation in 1981 within 3 months of completing his MBA in 1980 with specialisation in marketing at the age of 23. He joined for MBA in 1978 after passing B.Sc(Physics) from University of Kerala. He has not added any academic qualification after his MBA.

He says his MBA degree gave him access to more jobs and companies, though there was no campus recruitment for his batch. He is from a middle income family hailing from Trivandrum. Father and mother are under-graduates and both were working as managers at the time of his MBA study. He got married in 1985 to a professional with Ph.D. qualification. The year of birth of the first child was 1988 and that of the second was 1990.

He was in the top 10% of the class throughout his academic performance from SSLC to MBA. He actively participated in the Quiz team during his MBA. He is in contact with all his classmates who are around Trivandrum. He is in touch with the Alumni Association of the school. But, it rarely helped his career advancement, he says.

He is fairly satisfied with his work-life and non-work life. He relates success to opportunity to use the skills and abilities, and according to him, money is the least aspect to be related with success. He says that he had a good mentor who helped his career advancement. He never compromised his family aspect for his career advancement. According to him, promotion processes, tall hierarchies and office bureaucracy were the major problems in his career advancement.

Having done well in the school and the need for an interesting job were his attractions to the B-School. He said that his MBA degree gave him advantages like acquisition of knowledge, skill development, self-confidence, and development of positive attitude

towards life and people. He expects personal growth, professional ambition, and intrinsic nature of work as important aspects from a job.

Regarding his feedback about the structure of the MBA programme, he says that the two-year duration is not too long period, the semester model is the most suited, and executive experience is not a must for MBA admission.

About his future plans, he says he will carry on in the same career, and would like to be an entrepreneur of some type in future.

It can be concluded from this case that nevertheless he has high professional ambition and need for personal growth. It appears that the complicated promotion processes, tall hierarchies and office bureaucracy were the obstacles in his career advancement. Adding up to this, it is being a public sector organisation the promotion is solely on the basis of seniority, and no weightage to merit(performance and credentials). Furthermore, he is sticking to the same organisation all through his 25 years of career which will not fetch better prospects for career advancement. Another underlying reason is that this person is not relating the success to money earned. Possibly that might be one of the reasons why he is not interested in changing his job for better prospects.

6.3.Case 3: Mr.Hassan

Mr.Hassan(a fictitious name) is presently a senior Manager(HR) in a public sector manufacturing company(State Govt.) which has 900 employees. The ROA score for him is 375(average). His present position is at the senior level in the organisational hierarchy that has the total levels of 6. There are more than 20 subordinates directly under him. His monthly total compensation is around Rs.32,000. He joined in this organisation in 1986 as Accounts Officer and this was his third job. He completed his MBA in 1975 with specialisation in Finance and HRM at the age of 26 as he had pre-MBA work experience. He is an M.Com graduate(1972) from the University of Kerala. Prior to his joining MBA, he had worked as Clerk in the Kerala state government's health department from 1971-73. He did take an additional qualification in 1992 -- Diploma in Industrial Relations from Kakatiya University.

He obtained his first job in 1978 after the completion of MBA in 1975 as Junior Executive(Manpower) in a small state government service organisation with the gap of more than 12 months following completion of his MBA(He rejoined his pre-MBA job in government immediately after completion of his MBA course and left it in 1978). He had 12 subordinates. Monthly total compensation was Rs.10,000/-. The problem he faced in his first job was bureaucratic procedures that made him unhappy, and he left this job in 1982 for better prospects.

His second job was as 'Senior Accountant' in a state industrial development corporation which is a medium sized organisation. This position is a middle level one. The total number of hierarchical levels was 10. The number of subordinates were 30. Monthly total compensation was Rs.13,000/-. The problem he faced in his second job was also the bureaucratic procedures, and he again left the job in 1986 for better prospects and joined the present organisation as 'Accounts Officer' and currently as 'Senior Manager(HR)'. In the present job too he is facing the same problem of bureaucratic procedures, as it is also a state PSU.

He too says his MBA degree provided him accesses to more jobs and companies, though there was no campus recruitment for his batch. He is from a middle income family hailing from Kothamangalam. Father and mother were illiterates and were farmer and housewife respectively during his MBA study. He got married in 1977 to a university Lecturer with Ph.D. qualification. The dawn of the first child was in 1978 and the second was in 1982.

He was among the top 50% of the class throughout his academic studies from SSLC to MBA. His contact with his classmates(MBA) is confined to six or seven only. He is in touch with the Alumni Association of the school. But, by no means it facilitated his career advancement, he says.

He is most satisfied with his work-life and non-work life. He relates success to influence and opportunity to use the skills and abilities. On no account he compromised his family aspect for his career advancement. According to him, promotion processes, office bureaucracy, lack of career development programmes, lack of organisational recognition

and unhealthy internal competition among colleagues were the major problems in his career advancement.

According to him, personal growth, professional ambition, recognition and current income are the important aspects in a job. High life ambition and need for career advancement were his pulling factors to the B-Schools. He says that skill development, launch pad for jobs, and social recognition were the returns he gained by MBA degree.

On the subject of feedback about the structure of the MBA programme, he too says that the two-year duration is not too long period, and the semester model is the most suited one, and executive experience is not a must for MBA admission. His specific suggestions for the enrichment of MBA education include that MBA students must be trained in public relations, and the common admission test(CAT) by external agencies must be restructured to have more control by individual B-Schools concerned.

As regards his future plans, he would continue in the same career and would like to be in teaching profession in future. May be this is owing to the influence of his academician-wife.

This case manifests that he achieved only an average career advancement growth despite the fact that he has had professional ambition and need for personal growth. Complicated promotion processes, and office bureaucracy are the stumbling blocks, according to him, in his career advancement. Like the second case, this too being a public sector organisation the promotion is entirely on the basis of seniority, and no weightage to merit(performance and credentials). His additional academic qualifications had gone unnoticed by the seniority based promotion system. Here, a particular mention must be made about him that nonetheless as a son of an illiterate parents, he came up in life in both academic and profession.

6.4.Case 4: Mr.Manu

Mr.Manu(a fictitious name) is currently an Assistant General Manager in a large private sector banking company, which employs more than 6,000 persons. The ROA score for him is 453(above average). This position is a middle level in the organisational hierarchy which has the total levels of 10. He is in the fifth level from chairman/M.D. He controls more than 20 subordinates directly under him. His monthly total compensation is Rs.30,000. He joined in this organisation in 1978 at the age of 25 within 6 months of completing his MBA in 1977 with specialisation in marketing. He is a M.Sc(Physics) graduate from University of Kerala passed in 1975. He has not acquired any additional degree or training after his MBA.

He is from a lower income family hailing from Kochi. Father and mother are matriculates and were businessman and housewife respectively during his MBA study. He got married in 1985 to an undergraduate and she is a housewife. The first child was born in 1986 and the second was in 1993.

He was among the top 10% of the class in SSLC and MBA, top 20% in U.G, and and top 50% in PDC. He is in contact with 50% of his class-mates. He is in touch with the Alumni Association of the school. But, in no way it was of assistance to his career advancement, he says.

He is fairly satisfied with his work-life and non-work life. He relates success to status and interesting job, and gives least importance to influence as an aspect of success. He says he had delayed the marriage and family and gave virtually all-family duties to the spouse to facilitate his career advancement. He never had a mentor to guide his career advancement. According to him, promotion processes, tall hierarchies, family background, and tough economy were the major problems in his career advancement. To him, professional ambition and recognition are the important aspects in a job. High ambition, need for an interesting job and need for power and status rewards were his attractions to the B-School. He says that acquisition of knowledge, skill development, self-confidence and a broader view of the organisation and society were the advantages he gained by MBA degree.

“Two-year duration is not too long period”, “the semester model is the most suited”, and “executive experience is not a must for MBA admission” were his feedback about the structure of the MBA programme. Guest lectures by practicing managers and professors from other reputed B-Schools and more computer operational knowledge for MBA students were his strong specific suggestions for the enhancement of effectiveness of MBA education in the country.

He says that the ‘theoretical exposure’ was the very much strength of the MBA programme when he was a student, but the programme did not give any practical exposure. He does not agree with the criticism that MBAs don’t have interpersonal and leadership skills. At the same time, he agrees that MBAs are too arrogant and self-centered with too much focus on success in economic terms.

Regarding his future plans, he says he would continue in the same career and no other plans for future.

It is obvious from this case that he is professionally very ambitious, has high need for an interesting job, power and status. In addition to this, the advantages he gained through his MBA degree (acquisition of knowledge, skill development, and self-confidence, and a broader view of the organization and society) were also might have directly helped his career growth. His job is free from the barriers like ethnic/regional considerations, spouse employment and family problems. Initially he had delayed the marriage and family and gave all the family duties to his non-working spouse with focus on his career advancement. That also might have a positive impact on his good career advancement. In banking industry, transfer and promotion are generally interconnected. Since he had no family problems and has a non-working wife, promotion accompanied by transfer is not an issue at all. So, predictably he has achieved an above average career advancement with fairly satisfied work-life and non-work life.

6.5. Case 5: Ms. Reshma

Ms. Reshma (a fictitious name) is now a Senior Manager (Retail Sales) in a large public sector oil company which employs more than 35,000 people. The ROA score for her is 620 (superior). Her position is a senior level in the organisational hierarchy which has the total levels of 12. She is in the sixth level from chairman/M.D. Her monthly total compensation is Rs. 50,000. She joined in this organisation in 1987 as her second job after MBA. Her first job was as 'Management Trainee' in a public sector fertilizer company. She got this first job within 12 months of completing her MBA in 1984. She was there in her first job only for 3 months and left it to join the present organisation. She completed her MBA at the age of 23. She is a B.A (Economics) graduate from University of Kerala (1982). She has not taken any additional degree or training after her MBA.

She was born in a middle income family based in Thiruvananthapuram. Father is a post-graduate and mother is a PDC holder and were accounting professional and housewife respectively during her MBA study. She married her MBA class-mate in 1987. Their only child was born in 1991.

In terms of academic performance, she was one among the top 10% of the class in SSLC, PDC and in U.G. and top 50% of the class in MBA. She was interested in sports and extra-curricular activities during her MBA. She is now member in AIMA and HRD Network. She is in contact with 75% of her classmates. She is in touch with the Alumni Association of the school. But, it was of never help for her career advancement, she says.

She is very much satisfied with her work-life and non-work life. She relates opportunity to use the skills and abilities and interesting job as measures of success in life, and gives least importance to status and influence as aspects of success. She says she had delayed the marriage and family and gave virtually all-family duties to the spouse as strategies for her career advancement. She had a good mentor for her career advancement. She says that she never liberally used personal support services to facilitate her career advancement. There were absolutely no major problems in her career advancement, she says authentically.

According to her, intrinsic nature of work, autonomy, current and future income are the important aspects in a job. And the least important aspects are power and recognition.

High ambition and interesting job were her reasons to join the B-School. She proudly says that acquisition of knowledge, self-confidence, social recognition/respect, and a strong network of colleagues and friends were the advantages she gained by MBA degree.

Like most of the above cases, she too says that the two-year duration is not too long period for MBA programme and the semester model is the most suited. But she says that executive experience is a must for MBA admission. Her specific suggestions for the enhancement of effectiveness of MBA education include on-the-job training in every semester and evaluation based on specific analysis and problem solving tools/experience of MBA students.

She articulates that the extra-curricular activities, theoretical exposure, case studies, personal/personality development were very much the strengths of the MBA programme when she was a student, but she complained that the programme gave only a less extent the practical exposure, relevant information, and application skills.

She is not in agreement with the criticism that MBAs don't have interpersonal skills, leadership skills, and team skills. However, she is in favour to some extent that MBAs are too arrogant and self-centered with too much emphasis on success in economic terms.

Concerning her future plans, she states that she will not continue in the same career and plans for a higher job in the government administration.

It is observed from this case that she is a woman of high ambition and dedicated to an interesting job. It is apparent that she has self-confidence, social recognition/respect, and a strong network of colleagues and friends which are essential for a successful career. A notable thing in her profile is that she has a good mentor for her career advancement. She did the extraordinary things of delaying the marriage and family and gave virtually all-family duties to her working spouse as strategies for her career advancement. These strategies have really worked for her resulting superior career

advancement. She is very much fulfilled in both work-life as well as in non-work life. She can truly be acknowledged as a career strategist.

6.6. Summary of and comments on the case studies

Table no.6.1 below gives the summary of all the above five case studies.

Table No. 6.1
Summary of and comments on the case studies

Sl. No.	Item	Levles of career advancement				
		Case-1 Poor	Case-2 Below Average	Case-3 Average	Case-4 Above average	Case-5 Superior
1	ROA Score	122	333	375	453	620
2	Age as on Dec'05	48	49	56	53	44
3	Sex	Female	Male	Male	Male	Female
4	U.G	B.sc (Chem.)	B.Sc. (Phys.)	B.com (then M.com)	B.Sc. (Phys.) [then M.sc.]	B.A (Eco.)
5	Year of completion of MBA	1979	1980	1975	1977	1984
6	MBA performance	Top 20% of the class	Top 10% of the class	Top 50% of the class	Top 10% of the class	Top 50% of the class
7	Additional degree	Nil	Nil	Yes	Nil	Nil
8	Parents' economic status at the time of MBA study	Middle income	Middle income	Middle income	Lower income	Middle income
9	Parents' educational status at the time of MBA study	Father undergr- aduate, and mother SSLC	Both father and mother are under- graduates	Both are illiterates	Both are SSLC	Father post- graduate, and mother PDC

10	Parents' occupational status at the time of MBA study	Father an Engineer, and mother Housewife	Both were managers	Father a farmer, and mother housewife	Father businessman, and mother housewife	Father professional, and mother housewife
11	Spouse employment	Engineer	Professional	Professor	Housewife	Professional
12	MBA specialisation	Marketing	Marketing	Finance/HRM	Marketing	General / Sectoral management
13	Gap between completion of MBA and offer of first job	Less than six months	Less than three months	More than twelve months	Less than six months	Less than twelve months
14	Present Designation	Advisory Assistant	Sr. Divisional Manager	Sr. Manager (HR)	Asst. General Manager	Sr. Manager (Retail sales)
15	Salary(Present job)	Flexible	Rs.30000/- p.m.	Rs.32000/- p.m.	Rs.30000/- p.m.	Rs.50000/- p.m.
16	Hierarchical Level	Middle	Middle	Senior	Middle	Senior
17	Size of the firm	Small	Large	Large	Large	Large
18	No. of Job shifts (Change of organisation)	2	Nil	2	Nil	1
19	Job specialisation	Students' Counselling	General Administration	HRM	Bank Branch development	Marketing /Sales
20	Level of Work-life satisfaction	Very much satisfied	Fairly satisfied	Most satisfied	Fairly satisfied	Very much satisfied
21	Level of non-work-life satisfaction	Fairly satisfied	Fairly satisfied	Most satisfied	Fairly satisfied	Very much satisfied

The case studies above give very interesting insights. The highest ROA scorer(i.e. superior in career advancement) is the lowest in age. This shows that the age is nothing to

do with career advancement. Of the five cases, there are three male and two females. Both the lowest and highest scorers are females. It suggests that sex does not impact career advancement. Regarding their undergraduation, three are with science background and two are with arts background. The superior ROA scorer is a B.A (Economics) graduate, the above average ROA scorer is a B.Sc.(Physics) graduate and the lowest ROA scorer is a B.Sc.(Chemistry) graduate. This shows that the undergraduation degree of MBAs may not influence their career advancement.

Their academic performance in MBA shows that there is no relationship between academic achievement and career advancement. For example, here the lowest ROA scorer was top 10% of the class, but the highest ROA scorer was top 50% of the class in terms of academic performance.

The summary table of case studies show that the parents' economic, educational and occupational statuses also do not influence career advancement. The above average scorer is from the lower income family with SSLC qualified non-working parents, whereas the lowest ROA scorer is from middle income family with father as an Engineer and mother as house-wife.

Number of job shifts(change of organisations) also don't influence career advancement. The person who changed two jobs got the lowest ROA score, the person who never changed the organisation got above average ROA score and the person who got the superior ROA score changed just one organisation. The work-life and non-work-life satisfactions and career advancement have no relationship at all. Both the lowest and superior ROA scorers are very much satisfied with work-life. Similarly, the person with lowest ROA score and the person with above average ROA score are fairly satisfied with their non-work-life satisfaction.

The above descriptions are only trends and not a scientific generalisations, as the data were not subjected to rigorous methodological analysis for valid conclusions and

generalisations. No statistical analyses are possible with just five cases. However, some trends can be observed from these cases. These observations of trends from the case studies indirectly support the major findings of the study based on in-depth data analysis for valid conclusions and generalisations as given under chapter-5.

Chapter - 7

MBA Managers' views on management education

The practicing MBA managers may be the best people to give feedback on management education, as they know the structure of the programme as well as the practical use of the management programme. In this chapter, the researcher has analysed the following aspects with regard to the MBA managers'(respondents') views on management education:

1. Factors that motivated the respondents to the B-Schools
2. Advantages gained by the respondents by MBA degree
3. Strengths of the MBA programme when the respondents were MBA students
4. Criticisms against MBAs
5. Feedback on the structure of MBA programme, and
6. Suggestions for the enhancement of effectiveness of MBA education

7.1. Factors that attracted the respondents to the B-Schools

Scheme of studies, scheme of examinations and detailed syllabi of the papers taught are usually decided by the board of studies constituted by a university with a large number of academicians as its members. This is the usual pattern at the university level, and the management education(excluding PGDM) is under the purview and control of the universities. The role of practicing professional managers is minimum in the academic world. But, this pattern should not be the case with management education as it is for a professional practice rather than making the students scholars and pundits. It is in this context the researcher has asked a number of pertinent questions to the professional managers who are the alumni of School of Management Studies(SMS), Cochin University of Science and Technology(CUSAT).

What are the factors that attract the students to the B-Schools? This question was answered by the respondents of this study. Table No. 7.1 shows the responses given by them.

Table No. 7.1
Factors that attracted the respondents to the B-School(Motivation)

Sl.No.	Response	% of Response	Rank
1	Done well in the school	42	III
2	Analytical ability	40	IV
3	Ambitiousness	54	II
4	For an interesting job	74	I
5	To become rich	10	VI
6	For power and status rewards	24	V

The respondents were asked to tick one or more than one of the structured responses. Many respondents have ticked more than one. When each response was taken individually, most of the respondents(74%) have said that their look out 'for an interesting job' attracted them to the B-School. The second most reason(54%) is 'ambitiousness' that attracted them to the B-School. Next come the factors 'done well in school'(42%) and 'analytical ability'(40%). The attraction for 'power' and 'status' rewards got the response of 24%. The lowest response(10%) was for the factor 'to become rich'. From this it can be inferred that they are not coming to B-School mainly to become rich using their MBA degree. If they are becoming rich it is only a natural outcome of their interesting job and ambition.

According to Collin(1996), the initial motivation for undertaking an MBA varied, of course, between the individuals involved and included concern for career prospects, for a move into management, promotion, or improved job performance; the desire for stimulus, challenge and job satisfaction and, the wish to 'break the mould' set early in life by low school expectations and social class. According to Heaton et al.(2000), the motives of men and women in embarking on an MBA is to 'improve job opportunities'.

Both the motives of men and women in embarking on an MBA seemed remarkably similar. The second most popular motive for men and women was “to obtain a business qualification”. Together, these two reasons accounted for a majority of both men and women(Heaton et al.,2000).

In India it seems that students are attracted to higher education in business, not because of the need for business qualification, but by the popularity of an academic professional course. This is quite evident by the fact that only those who excel in their academic achievement opt for MBA programme. The story may be different in U.S.A primarily because there the students themselves decide to go for MBA after their work experience and by their own financial support. In India, on the other hand, most of the students complete their educational requirements by the financial support of their parents and then go for employment. This could be the reason why students who were good in their academic studies opted for MBA programme. This trend is now getting changed especially for admission to Indian School of Business(ISB), Hyderabad, IIMs, and other premier institutes in India which are not subsidised by the government.

7.2.Advantages of MBA degree

What do the alumni feel about the gains they had by their MBA degree? Answer to this question may vary from B-School to B-school as their feelings depend on several factors in the teaching-learning process in the B-School including facilities provided by B-Schools and pattern of social interactions in the academic environment. The responses given by the alumni(respondents) reflect the state of affairs in the School of Management Studies, CUSAT, during their study period.

Table No.7.2 provides a picture on the perceived gains of their MBA education.

Table No.7.2
Advantages gained by the respondents by their MBA degree

Scale: 5=Great extent, 4=Very much, 3=Fair extent, 2=To some extent, 1=Not at all

Sl. No.	Description	Scale					N	Score	Rank
		5	4	3	2	1			
		No. of Respondents							
1	Acquisition of Knowledge	13 (26.0%)	22 (44.0%)	14 (28.0%)	01 (2.0%)	-	50 (100%)	197	IV
2	Skills Development	12 (24.0%)	31 (62.0%)	04 (8.0%)	02 (4.0%)	01 (2.0%)	50 (100%)	201	II
3	Self-Confidence	22 (44.0%)	20 (40.0%)	07 (14.0%)	01 (2.0%)	-	50 (100%)	213	I
4	Development of Positive attitude towards life and people	14 (28.0%)	23 (46.0%)	11 (22.0%)	02 (4.0%)	-	50 (100%)	199	III
5	Acquisition of specific technique for solving problem	05 (10.0%)	19 (38.0%)	21 (42.0%)	04 (8.0%)	01 (2.0%)	50 (100%)	173	VIII
6	A broader view of the organisation and society	10 (20.0%)	21 (42.0%)	14 (28.0%)	04 (8.0%)	01 (2.0%)	50 (100%)	185	VI
7	Launch Pad for jobs	09 (18.0%)	22 (44.0%)	11 (22.0%)	04 (8.0%)	04 (8.0%)	50 (100%)	178	VII
8	Social Recognition/ Respect	11 (22.0%)	22 (44.0%)	13 (26.0%)	02 (4.0%)	02 (4.0%)	50 (100%)	188	V

The respondents were asked to respond in a five-point scale to the questions on 'advantages gained by MBA degree'. There were eight questions on this. The total score for each question was found in order to rank them.

The scores reveal that 'self-confidence' got the first rank as an advantage gained by MBA degree. It is supported by Simpson et al.(2005) who found that the most crucial benefit of the MBA was an increase in self-confidence. Heaton et al.(2000) also say that several researchers have reported that the acquisition of the MBA had given them better business confidence and self-confidence.

The second rank goes to 'skills development'. Boyatzis and Renio(1989) observed that doing an MBA programme adds value on a number of abilities related to effective managerial performance. The last two ranks go to 'launch pad for jobs'(7th rank) and 'acquisition of specific technique for solving problem'(8th rank).

According to Shipper(1999), the MBA programme does not provide an advantage in key managerial or leadership skills over those who possess only a bachelor's or some other master's degree. In terms of career benefits, popular choices were greater marketability, enhanced job prospects, enhanced salary or status, and enhanced credibility and confidence. In terms of skills, the two most popular choices were the ability to handle and analyse complex data and negotiation skills(Simpson et al.,2005). Also, he says that team-working skill has been improved as a result of doing the MBA.

Collin(1996) reports that MBAs have a sense of increased enthusiasm and a greater ability and readiness to challenge others. Most of them learned a great deal in terms of knowledge, understanding and the ability to use a broader conceptual framework as the basis for questioning individual perceptions and organisational patterns. Mant(1979) acknowledged that MBA degree increased their social status.

The benefits of the MBA programme to the graduates, in terms of relevance, knowledge gained, behaviour changed and outcomes achieved were to be substantial. The MBA is seen as a significant factor in career change and development(Ainsworth and Morley,1995).

According to Cameron(1991), MBA programme has been traditionally aimed at increasing a manager's ability to take good strategic decisions. It covers the analysis of problems and appreciation of their context; the use of "appropriate conceptual tools and

analytical and evaluative techniques; and often the development of consultancy skills". Eberhardt(1997) confirms that the consultancy sector has the most demand for MBAs because of their analytical skills so important for counseling services. Porter(1997) found that corporations hire MBAs as they have strong analytical ability, high motivation to work and good knowledge of relevant management functions. Baruch and Leeming(1996) indicated that MBA programmes enhanced the learning skills, research enquiry, and written presentation of individuals.

The results indicate that the respondents did gain the basic requirements of professional manager – self-confidence, skills development, positive attitude towards life and people and acquisition of knowledge. 'Acquisition of specific technique for solving problems', 'launch pad for jobs' and 'broader view of organisation and society' which are emphasised more by practicing managers are, it seems, relegated to the background in academic management education. Probably, this is an area of difference between the academicians and the practitioners; and this difference is likely to continue within the existing academic framework. However, autonomous and specific company oriented management education are likely to reduce this gap. A strategic approach for the resolution of this gap could be as follows:

1. The employers may select the candidates from the B-Schools when the MBA students are in their third semester and the company related functional subjects(specialisation) may be taught in the fourth semester with the help and support of the company concerned, or
2. There is no need to change the present academic system, but the selected students are to be considered as 'Management Trainees' for a period of atleast six months. In other words, no selected candidate for employment should be considered as a 'finished product'. They are only the best raw materials for further polishing.

7.3.Strengths of the MBA programme

The perceived strengths of the MBA programme of School of Management Studies, CUSAT, prior to 1985, as revealed by the respondents are shown in Table No.7.3.

Table No.7.3
Strengths of the MBA programme when the respondents were students

Scale: 5=Great extent, 4=Very much, 3=Fair extent, 2=To some extent, 1=Not at all

Sl. No,	Description	Scale					N	Score	Rank
		5	4	3	2	1			
		No. of Respondents							
1	Theoretical exposure	12 (24.0%)	22 (44.0%)	12 (24.0%)	04 (8.0%)	-	50 (100%)	192	I
2	Practical exposure	06 (12.0%)	05 (10.0%)	09 (18.0%)	19 (38.0%)	11 (22.0%)	50 (100%)	126	VII
3	Relevant Information	05 (10.0%)	12 (24.0%)	25 (50.0%)	07 (14.0%)	01 (2.0%)	50 (100%)	163	VI
4	Knowledge input with application skills	05 (10.0%)	14 (28.0%)	22 (44.0%)	09 (18.0%)	-	50 (100%)	165	V
5	Teaching methods	12 (24.0%)	13 (26.0%)	19 (38.0%)	06 (12.0%)	-	50 (100%)	181	IV
6	Extra-Curricular activities	04 (8.0%)	04 (8.0%)	12 (24.0%)	13 (26.0%)	17 (34.0%)	50 (100%)	115	VIII
7	Case Studies	05 (10.0%)	29 (58.0%)	12 (24.0%)	04 (8.0%)	-	50 (100%)	185	III
8	Importance given to personal/personality development	15 (30.0%)	16 (32.0%)	13 (26.0%)	04 (8.0%)	02 (4.0%)	50 (100%)	188	II

The above table shows the feedback of the respondents about the strengths of the MBA programme when they were MBA students. The respondents have ranked 'theoretical exposure' as the number one strength of the MBA programme when they were students. And the second rank goes to 'importance given to personal/personality development'. 'Practical exposure'(7th rank) and 'extra-curricular activities'(8th rank) got the lowest ranks.

A well blend of marketing, economics, finance, operations management, strategic management, statistics, organisational behaviour, business law, information technology

and human resource management, with courses on foreign languages and cross-cultures form the curriculum to give a well-rounded worldview to the participants - a training which holds them in good stead for fairly the rest of their lives(Govil,2003).

A management degree does make a difference in a career. The structured programme, the faculty and student interactions, and the very atmosphere that a good B-school generates, all combine to provide the right mix of talents required on the global stage (Govil,2003). The MBA degree is viewed by many as a valuable investment, and the increase in the number of MBA programmes is indicative of the perceived benefits of that degree. Many men and women see the MBA to be a passport to success in terms of increased pay and enhanced career growth(Business Week,1997). Baruch and Peiperl(2000) suggest that many see MBA qualification as a prerequisite for many senior management positions. The most popular reason for taking the MBA was to improve job opportunities(Simpson et al.,2005). One strategy men and women adopt to move into the higher levels of management is to equip themselves with an MBA(Burke,1994;Goffee and Nicholson,1994;Simpson and Altman,2000).

‘Extra-curricular activities’, ‘practical exposure’, ‘practice-oriented relevant information’ and ‘interface between knowledge and application’ are perceived to be the weakness of many management institutions including School of Management Studies, CUSAT. These weaknesses are bound to be there in a system where the primary focus is on the syllabi and the scheme of examinations. Parents, teachers, and students often over emphasise the need to focus attention on creditable pass in the university examinations. A re-orientation is required on this aspect. Focus on the students’ total development – intellectual, social, emotional and ethical – may resolve this problem.

7.4.The negative sides of MBAs

What are the general criticisms of MBAs by the MBA managers? The picture of the negative sides of MBAs in general is depicted in Table No.7.4

Table No.7.4
Criticisms against MBAs

Scale: 5=Great extent, 4=Very much, 3=Fair extent, 2=To some extent, 1=Not at all

Sl. No.	Aspect	Scale					N	Score	Rank
		5	4	3	2	1			
		No. of Respondents							
1	Don't have interpersonal skills	-	01 (2.0%)	03 (6.0%)	13 (26.0%)	33 (66.0%)	50 (100%)	72	V
2	Lack of leadership skills	-	01 (2.0%)	03 (6.0%)	08 (16.0%)	38 (76.0%)	50 (100%)	67	VI
3	Lack of teamwork skills	-	01 (2.0%)	06 (12.0%)	11 (22.0%)	32 (64.0%)	50 (100%)	76	IV
4	Being too arrogant	02 (4.0%)	04 (8.0%)	13 (26.0%)	13 (26.0%)	18 (36.0%)	50 (100%)	109	III
5	Being too self-centered	01 (2.0%)	10 (20.0%)	09 (18.0%)	12 (24.0%)	18 (36.0%)	50 (100%)	114	II
6	Too much emphasis to success in economic terms.	04 (8.0%)	15 (30.0%)	14 (28.0%)	09 (18.0%)	08 (16.0%)	50 (100%)	148	I

The above table shows the details of the responses relating to criticisms against MBAs in general. Though MBAs are known for many positive qualities, they are subjected to some severe criticisms also. According to the above analysis, 'too much emphasis to success in economic terms' is the major criticism against MBAs. The respondents have also agreed that MBAs are 'too much self-centered' and 'too arrogant'. But, the respondents rejected the criticisms that they 'don't have inter-personal skills and leadership skills'.

Kretovics(1999) noted that improvements in MBAs' interpersonal relations. Kane(1993) found that recruiters prefer MBAs for corporate jobs. Companies are seemed to be very happy with the skills today's MBAs possess--MBAs from good B-schools. Such MBAs have a rare mix of conceptual, technical, interpersonal and communication skills. In 1997,

Eberhardt found that, in spite of several criticisms hurled at MBA degree holders, firms are still hiring them. He found out that 78% of Human Resource Managers had employed MBAs in their organisations. Also, he observed that employers were most satisfied with MBAs' leadership potential.

The main criticisms that MBAs give 'emphasis to success in economic terms', 'self-centered' and 'arrogant' can't be eradicated as these are the natural consequences of success in our society. The society has become more materialistic and competitive and this criticism may equally applicable to all professionals. How to make people less economic oriented and humble are larger issues to be tackled by the philosophy of education. Value oriented education is a possible answer to this question. 'Business values and ethics' has been made a compulsory subject in the MBA programmes in India, probably to take away this criticism. However, it is doubtful whether knowledge oriented paper for an university examination will actually result in removing this criticism. Further research is required to find out whether these criticism are specific to MBAs or general to other professionals of high acceptance and recognition in the society.

7.5. Feedback on the structure of MBA programme

Feedback on the structure of MBA programme in terms of duration, semester Vs. trimester models and prior executive experience for MBA admission are shown under the table no. 7.5.

Table No.7.5
Feedback on the structure of MBA programme

Sl.No.	Description	Yes	No	N
1	The two-year MBA programme is too long	03 (6.0%)	47 (94.0%)	50 (100%)
2	The semester model is the most suited to an MBA programme	44 (88.0%)	06 (12.0%)	50 (100%)
3	Trimester is better than semester system for MBA programme	16 (32.0%)	34 (68.0%)	50 (100%)
4	Executive experience is a must for MBA admission	21 (42.0%)	29 (58.0%)	50 (100%)

The respondents (94%) opined that 'the two-year duration is not a long period'. About the suitability of the semester model, 88% of them told that 'it is the most suited one' for an MBA programme. Majority(68%) of the respondents opined that 'the trimester is not better than the semester system'. Regarding executive experience for MBA admission, 42% of the respondents were in favour of it, but 58% did not approve 'executive experience is a must for MBA admission'.

Generally, the MBA programmes under the university system, especially when there are a large number of affiliated institutes, prefer semester system primarily due to the burden in conducting the examinations. Autonomous institutions and some of the university management departments(UMDs), to differentiate themselves from the affiliated colleges, prefer trimester system. The advantages of the trimester system are possibility of introducing more number of papers and pressures on the students by termly examinations. It seems from the point of students that the semester system is a compromise between the traditional annual system and the trimester system. A further study and a detailed discussion on this issue of semester vs. trimester are required to understand the advantages and disadvantages of each system.

With respect to executive experience for MBA admission, the opinions vary. Some suggest that the duration of MBA programme can be reduced by insisting on mandatory prior executive experience for admission to the programme. If the duration of the MBA full-time programme is two years, then insisting on executive experience is unnecessary. It may also be noted that the two-year full-time MBA programme includes organisational experience by organisational internship for two months. This is normally adopted under the existing two year MBA full-time programme.

7.6.Suggestions of the respondents for the enhancement of effectiveness of MBA education

A content analysis was done to analyse the specific suggestions given by the respondents for the enhancement of effectiveness of MBA education. The suggestions were grouped as under in the order of number of suggestions under each category. There were more

number of suggestions under the group 'institute-industry interaction', and the lowest number of suggestions is about 'faculty improvement'.

1. Institute-Industry interaction
2. Personality development
3. Teaching methodology
4. Restructuring
5. Value education, and
6. Faculty improvement

Institute-Industry interaction:

- Most of the respondents have listed that there should be a strong institute-industry interaction. Economists believe that the growth in management education is a barometer of growth in economy(Sinha,2004)
- Many have suggested that there should be frequent interaction with industry leaders
- Interaction with trade and professional bodies must be encouraged, and
- More practical exposure and training for meeting the challenges in jobs like salesman, merchandising, etc.

Personality development:

- One of the strong suggestions was that group work and group assessment should be made mandatory
- Problem solving skills and team work ability should be developed more than knowledge accumulation
- Public speaking, speed reading, memory techniques, foreign language training, etc. should be offered as additional / supplementary courses
- Special training must be given in soft-skills. Porter and Mckibbin(1988) noted that some B-Schools were not doing enough to develop "soft skills"

among MBA graduates. A good B-school curriculum is capable of judiciously balancing the 'hard' and 'soft' factors, says Dr. Unnikrishnan Nair(2003), Associate Professor for organisational behaviour at IIM-Kozhikode.

Teaching methodology:

- A good number of respondents have suggested that more practical exposure be given in MBA curriculum
- Case studies must be given the utmost importance
- Application skills must be taught, and
- No spoon feeding the students instead promotes self-learning.

Restructuring:

- Some respondents have suggested that prior work experience must be made compulsory for MBA admission.
- It was suggested that extra-curricular activities should be given importance
- Subjects must be in tune with the global situations. In North America and Europe, the central theme of change in many of the business schools is the internationalisation of management education(Philip,2004).
- IT related skills must be imparted
- MBA courses should be conducted by reputed institutions only, and not by MBA attached institutions such as engineering colleges, arts and science colleges, commerce departments,etc.
- The aim of management education should not be to copy western management culture. We should aim at developing Indian management style with due emphasis given to social obligations, business ethics, social values, etc. The ultimate aim of an MBA structure should be total social upgradation and upgradation of value-systems in the society. It is supported by Philip(2004) who says that the relevance of what is taught and the methodology used is a

critical issue to be looked into in Indian management education. He says that whether it is text books, cases, research studies or other learned articles/publications, we have plenty of them available in our country.

- Must introduce a programme to nurture creativity
- B-schools must keep pace with changing times. Institutions offering MBA programmes must respond to market needs(Baruch and Leeming,1996). It is supported by Ching(2005) who says that some MBA programmes are being amended to move with the times. Others are remaining very still.
- Reduce the content of the MBA programme to only the relevant ones for today's industry,and
- MBA programme must be made a compulsory residential programme

Value education:

- Suggested that good business ethics, code of conduct, and discipline to the students are to be imparted, which will help them to become good human beings with godliness in them.
- Suggested that every student must have a mentor-faculty as a friend, philosopher and guide,and
- Must introduce programmes like yoga, and meditation.

Faculty improvement:

- Suggested that visiting faculty should be part and parcel of the programme
- Faculty must maintain good interpersonal relations with students
- The frequency of feedback by the faculty to the students must be increased, and this will really improve the effectiveness of teaching-learning process , and
- Faculty must get corporate exposure through consultancy

Many of the suggestions given above by the respondents(MBA students prior to 1985) are incorporated by many B-Schools including School of Management Studies, CUSAT.

Programmes like yoga, meditation, counseling, mentoring, business values and ethics, programmes on creativity and personality development, extra-curricular activities through event management, globalisation by focus on international marketing, international finance, international trade, etc. have been introduced in the B-Schools in tune with the recent developments in economic and cultural aspects of the society. Environmental ethics and consumer rights are also becoming prominent in the scheme of MBA studies.

Chapter - 8

Summary and Major Conclusions

This chapter gives the summary of the findings, important conclusions, impact and implications of the findings, scope for further research and limitations of the study.

8.1. Summary of the study

Career advancement is a phenomenon that deserves special attention. Findings of such a study may be useful in understanding the factors that facilitate or hinder career advancement and professional growth. The present study focusses attention on this aspect.

The scope of the study is limited to four categories of variables namely, personal (demographic) variables, professional variables, organisational variables, and environmental variables. Under each of these major categories of variables, there are several variables, which are listed as follows:

Variables under Personal Factor

The variables under personal factor are Gender, Undergraduation degree, MBA specialisation, MBA academic performance, Parents' economic status, Parents' educational level, Parents' occupational level, Spouse's employment, Work-life-satisfaction, and Non-Work-life-satisfaction.

Variables under Professional Factor

Variables under professional factor are Personal growth, Professional ambition, Autonomy, Professional recognition, Power, Prestige, Current income, Future income, and Security.

Variables under Organisational Factor

Variables under organizational factor are Office bureaucracy, Promotion process, Hierarchical level, Organisational recognition, Career development programmes, and Internal competition.

Variables under Environmental Factor

The variables under environmental factor are Ethnic/Regional considerations, Economy, and Labour market.

8.2. The Sample:

The dependent variable is career advancement of MBAs who passed out from the School of Management Studies(SMS), CUSAT during the period 1975 to 1984(10 years). Out of total 306 MBAs passed during the period 1975-1984, 80 persons were excluded because they are now not working in the managerial positions. Even those who are entrepreneurs or working with their own family businesses or not otherwise employed were included in this excluded 80 persons. Of the 226 population, 22% was selected as sample for this study. Random sampling method was adopted. The universe of the MBA degree holders from all the universities in Kerala during the period 1975 to 1984 was 321, out of which only 15 were from the university of Calicut who passed out as the first batch in 1984 and the remaining 306 MBAs were from School of Management Studies, CUSAT. The sample was random with adequate representation from each batch as the list of population was as per the admission order. Distribution of ROA scores(Dependent variable) from this sample of 50 revealed an approximate normal distribution with variability ranging from -2 to +2 'Z' values. This sample was used to find out the association between the dependent variable(career advancement of MBAs) and the independent variables. As the hypotheses tested are basically on the process(relationship between two variables) rather than the nature of the content(i.e.what kind of career advancement, percentage of MBAs in different sectors, etc.), a sample of 50 MBAs selected in an unbiased manner is sufficient for the scientific generalisation.

8.3. Hypotheses for Testing

Hypotheses for testing in this context are given below under the table no.8.1

Table 8.1
Hypotheses for Testing

Hypothesis No.	Hypothesis
1. Personal variables	
H1.1	There is significant difference between male and female MBAs in their career advancement
H1.2	There is significant difference between arts and science degree holders(Undergraduates) of MBAs in their career advancement
H1.3	There is significant difference between marketing and non-marketing MBAs(specialisation) in their career advancement
H1.4	There is significant relationship between academic performance at MBA level and career advancement
H1.5	There is significant relationship between parent's economic status and career advancement of MBAs
H1.6	There is significant relationship between parent's educational level and career advancement of MBAs
H1.7	There is significant relationship between parent's occupational level and career advancement of MBAs
H1.8	There is significant relationship between spouse's employment status and career advancement of MBAs
H1.9	There is significant relationship between work-life satisfaction and career advancement of MBAs
H1.10	There is significant relationship between non-work-life satisfaction and career advancement of MBAs
2. Professional variables	
H1.11	There is significant relationship between need for personal growth and career advancement of MBAs
H1.12	There is significant relationship between professional ambition and career advancement of MBAs
H1.13	There is significant relationship between need for autonomy and career advancement of MBAs
H1.14	There is significant relationship between need for professional recognition and career advancement of MBAs
H1.15	There is significant relationship between need for power and career advancement of MBAs
H1.16	There is significant relationship between need for prestige and career advancement of MBAs

H1.17	There is significant relationship between need for current income and career advancement of MBAs
H1.18	There is significant relationship between need for future income and career advancement of MBAs
H1.19	There is significant relationship between need for security and career advancement of MBAs
3.Organisational variables	
H1.20	There is significant relationship between perception of office bureaucracy and career advancement of MBAs
H1.21	There is significant relationship between promotion process and career advancement of MBAs
H1.22	There is significant relationship between organisational hierarchy and career advancement of MBAs
H1.23	There is significant relationship between organisational recognition and career advancement of MBAs
H1.24	There is significant relationship between perception of career development programmes and career advancement of MBAs
H1.25	There is significant relationship between perception of internal competition and career advancement of MBAs
4.Environmental variables	
H1.26	There is significant relationship between Ethnic/Regional considerations and career advancement of MBAs
H1.27	There is significant relationship between economic conditions and career advancement of MBAs
H1.28	There is significant relationship between labour market and career advancement of MBAs

The dependent variable 'career advancement' is measured in terms of the Rate of Advancement(ROA). Chapter-4 of the thesis was fully devoted to the rationale of the measurement of the ROA following the formula set by Bass and Burger(1979). A modified version of Bass's formula was used as the measure of dependent variable. Appropriate quantification of score was also used for the measurement of each independent variable. A questionnaire(see Appendix-I) was used for collection of data on both dependent variable and several independent variables.

8.4. Main findings

The main findings of the study are given below:

1. Significant variables in career advancement(Hypotheses accepted):

- There is significant relationship between professional ambition and career advancement of MBAs
- There is significant relationship between need for power and career advancement of MBAs
- There is significant relationship between promotion process and career advancement of MBAs
- There is significant relationship between Ethnic/Regional considerations and career advancement of MBAs

2. Hypotheses technically rejected at 0.05 level, but which indicate strong trends in favour of the hypotheses:

- There is a strong trend of father's educational level influencing career advancement of MBAs, i.e. children of less educated fathers are having higher career advancement by virtue of their higher motivation. But there is no such association with the educational levels of the mothers.
- There is a strong trend of the need for personal growth influencing career advancement of MBAs

3. All other hypotheses formulated are rejected:

To be more specific the rejected independent variables(variables which do not have strong association with career advancement) are Gender, Undergraduation degree, MBA specialisation, MBA academic performance, Parents' economic status, Mother's educational level, Parents' occupational level, Spouse's employment, Work-life-satisfaction, Non-Work-life-satisfaction, Autonomy, Professional recognition, Prestige, Current income, Future income, Security, Office bureaucracy, Hierarchical level, Organisational recognition, Career development programmes, Internal competition, Economy, and Labour market.

8.5. Conclusion

From the study it is clear that the major significant variables that contribute to career advancement of MBAs are professional ambition, need for power, promotion process and ethnic/regional considerations. Father's higher educational level and desire for personal growth may also facilitate career advancement of MBAs. But these two aspects of the conclusions are to be verified by further research. All other variables mentioned in the study are not relevant in career advancement of MBAs. In short, career advancement is a function of one's own professional motivation such as ambition, personal growth, and need for power. Promotion process, ethnic/regional considerations, and educational level of father may facilitate or hinder career advancement of MBAs.

Ethnic/regional and other considerations in career advancement are part of the sponsored-mobility, where as professional ambition, need for personal growth, need for power and promotion process are associated with the contest-mobility. In the Indian context, it seems, the contest-mobility is more pronounced than the sponsored-mobility. This observation is the main theoretical significance of this study.

8.6. MBA managers' (respondents') views on management education

The following observations from a sample of 50 MBAs are not scientific generalization or definite conclusions as these views and opinions of the respondents were not tested by inferential statistical techniques. These observations are secondary to the primary focus of this thesis i.e. relationship between the dependent variable 'Career Advancement of MBAs' and several independent variables under personal, professional, organizational, and environmental factors.

Views and opinions of MBAs on management education are as follows:

1. The initial motivation for joining the MBA programme were getting an interesting job and high personal ambition. But, this undergoes a change by actual participation in the MBA programme in terms of life-orientation and attitude.
2. What they have gained by MBA education were self-confidence, skills development, and development of positive attitude towards life and people.

3. Strengths of the MBA academic programme, according to the respondents, were theoretical exposure, importance given to personal/personality development and case studies.
4. The main criticisms against MBAs in general were that too much emphasis on success in economic terms, being too self-centered and arrogant.
5. The respondents supported the two-year duration and semester system of MBA programme. The respondents neither approved nor disapproved the relevance of prior executive experience for MBA admission.
6. Suggestions for improvement of MBA programmes as given by the respondents are as follows:
 - More industry-institute interaction
 - More emphasis on personal/personality development
 - Participative teaching-learning process
 - More and more use of case studies, and
 - Value based education

8.7. Scope for further study

1. A comparable study with MBAs of other B-Schools is to be explored,
2. A study on career advancement of MBAs within a single industry/sector can be attempted,
3. A study on strategies for getting support for sponsored-mobility can be another area for further research by focusing on Contest Vs. Sponsored mobility in Indian industries, and
4. Similar studies under different economic and labour market conditions to re-check the observations that there are no relationship between these variables and career advancement of MBAs.

8.8. Limitation of the study

The variables taken for this study are not exhaustive. The dispositional(personality) variables were excluded.

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Appendix-I

QUESTIONNAIRE

1. Name (Optional) :
2. Date of Birth
3. Sex
4. Native Place
5. Month & Year of completing the MBA from S.M.S.:

6. Educational qualifications before joining MBA:

<i>Level</i>	<i>Name of the Degree</i>	<i>Main Subject / Branch</i>	<i>Year of Passing</i>	<i>Name of the College/University</i>	<i>Remarks, if any</i>
U.G					
P.G					
Diploma					

7. Additional degree taken after your MBA, if any:

<i>Sl.No.</i>	<i>Name of the Degree</i>	<i>Main Subject/ Branch</i>	<i>Year of Passing</i>	<i>Name of the College/University</i>	<i>Remarks, if any</i>

8. Specialisation in MBA: (Tick only one)

a	Marketing	b	Finance	c	Production	d	Personnel / HRM
e	Systems	f	Sectoral Management				

9. Give your academic performance at MBA level:

	Top 10% of the class	Top 20% of the class	Below 30% of the class
M.B.A			

10. State your academic and non-academic achievements during your MBA programme, if any.

11. State your work experience before joining MBA, if any?:

<i>Designation</i>	<i>Nature of work</i>	<i>Monthly Compensation*</i>	<i>Organisation & Place of work</i>	<i>Period</i>

* Includes Basic, DA, Other Allowances and Benefits

12. Parents' economic status at the time of your MBA study:

a	Upper income	b	Middle income	c	Lower income
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13. Parents' educational level at the time of your MBA study:

Father	a	Graduate	b	Non-graduate*
Mother	a	Graduate	b	Non-graduate*

*Please specify the educational level

14. Parents' Occupation level at the time of your MBA study:

Father	a	Managerial	b	Non-managerial (Please specify)
Mother	a	Employed	b	House-wife

15. Year of your marriage:

16. Spouse's educational level & occupation:

Qualification	a	Graduate	b	Non-graduate*
Occupation	a	Employed	b	House-wife

*Please specify the educational level

17. Particulars of children:

Children	<i>First Child</i>	<i>Second Child</i>	<i>Third Child</i>	<i>Fourth Child</i>
Year of birth				

18. Whether there existed campus recruitment in your batch?:

YES / NO

19. Specify the no. of jobs for which you were interviewed in the campus (-----) and the no. of job offers you received from those interviews (-----).

20. Specify the time gap between your MBA final semester examination and the offer of the first job:

a	Before the final exam.	b	Within one month	c	Within three months
d	Within six months	e	Within 12 months	f	After 12 months

21. State whether your MBA degree gave you access to more jobs and companies than you would have received if you are not an MBA: **YES / NO**

22. Please provide your career profile (after taking your MBA) starting from your current job: (This format is in two pages to cover beyond the 3rd job):

Sl. no.	Particulars	Current Job	1 st Job	2 nd Job	3 rd Job
a	Period (From – To)				
b	Designation(with functional area)				
c	Level(Jr./Middle/Sr./ Top)				
d	Name of the organisation with place of posting				
e	Nature of the organisation (Manufacturing / Service / Others)				
f	Size of the company [Small(below 100), Medium (101 – 500), Large (501 – 1000) employees]				
g	Total No. of employees				
h	Total no. of hierarchical levels in the organisation (From chairman, if he is regular executive, if not, from M.D. as the no. 1 level to supervisory cadre as the last level)				
i	Your number in the hierarchical level(From Chairman/M.D as the case may be as no.1)				
j	No. of Subordinates under you in your dept.				
k	Nature of your job responsibilities				
l	Monthly total Compensation*				
m	Problem faced				
n	Reason for leaving				

* Includes Basic, DA, Other Allowances and Benefits

23. Give details of membership in professional bodies:

24. Are you in touch with the Alumni Association? **YES / NO**

25. If yes, state to what extent it helped your career advancement:

a	Always	b	Often	c	Sometimes	d	Rarely	e	Not at all
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26. Are you in contact with your MBA batch mates? **YES / NO**

If yes, with how many? :

27. What are the important professional aspects you are looking for in a job?

5=Most Important, 4=More Important, 3=Some Important, 2=Least Important, 1=Not at all Important

Sl.No.	Aspect	Score
a	Personal growth	
b	Professional ambition	
c	Autonomy	
d	Recognition	
e	Power	
f	Prestige	
g	Current income	
h	Future income	
i	Security	

28. State the extent of your satisfaction with your work-life:

a	Most Satisfied	b	Very Much Satisfied	c	Fairly Satisfied
d	Not Satisfied	e	Dissatisfied		

29. State the extent of your satisfaction with your non-work-life:

a	Most Satisfied	b	Very Much Satisfied	c	Fairly Satisfied
d	Not Satisfied	e	Dissatisfied		

30. How will you define "Success"? (Pl. rank the following factors from 1 to 5 in the order of importance, i.e. 1=Highest, 5=Lowest)

Sl.No.	Factor	Rank
a	Money	
b	Status	
c	Influence	
d	Interesting Job	
e	Opportunity to use the skills and abilities	

31. State whether you have used the following strategies for your career advancement:

Sl. No.	Strategy	Yes	No
a	Delayed the marriage and family		
b	Gave virtually all family duties to the Spouse		
c	Used money liberally to purchase personal support services like baby sitter, maid, laundryman, gardener, tax consultant, etc.		
d	Had a good Mentor		

32. To what extent the organisational factors were problems in your career advancement?

5=Great extent, 4=Very much, 3=Fair extent, 2=To some extent, 1=Not at all

Sl. no.	Factor	Score
a	Office Bureaucracy	
b	Promotion Process	
c	Tall Hierarchical Levels	
d	Lack of Organisational Recognition	
e	Lack of Career Development Programmes	
f	Internal Competition	

33. To what extent the external factors were problems in your career advancement?

5=Great extent, 4=Very much, 3=Fair extent, 2=To some extent, 1=Not at all

Sl. no.	Factor	Score
m	Ethnic/Regional considerations	
n	Economic condition	
o	Labour Market	

34. State the factors that attracted you to the B-School?

Sl.no.	Factor	Tick
a	Done well in the school	
b	Analytical ability	
c	Ambitious	
d	For an interesting job	
e	To become rich	
f	For power and status rewards	



35. State the advantages you gained by MBA degree (Score them in a FIVE point scale as explained below):

5=Great extent, 4=Very much, 3=Fair extent, 2=To some extent, 1=Not at all

Sl.No.	Description	Score
a	Acquisition of Knowledge	
b	Skills Development	
c	Self-Confidence Development	
d	Development of Positive attitude towards life and people	
e	Acquisition of specific technique for solving problem	
f	A broader view of the organisation and society	
g	Launch Pad for jobs	
h	Social Recognition / Respect	
	Any other advantage/s (Please specify it and give score/s)	

36. State the strengths of the MBA programme when you were a student: (Score them in a FIVE point scale as explained below):

5=Great extent, 4=Very much, 3=Fair extent, 2=To some extent, 1=Not at all

Sl.no.	Description	Score
a	Theoretical exposure	
b	Practical exposure	
c	Relevant Information	
d	Knowledge input with application skills	
e	Teaching methods	
f	Extra-Curricular activities	
g	Case Studies	
h	Importance given to personal/personality development	
	Any other (Please specify it below giving score)	

37. State what extent you agree with the following criticisms against MBAs? (Score them in a FIVE point scale as explained below):

5=Great extent, 4=Very much, 3=Fair extent, 2=To some extent, 1=Not at all

Sl. No.	Criticism	Score
a	Don't have interpersonal skills	
b	Lack of leadership skills	
c	Lack of teamwork skills	
d	Being too arrogant	
e	Being too self-centered	
f	Too much emphasis to success in economic terms.	
	<i>Any other(Please specify it below giving score)</i>	

38. What do you think about the following?:

a	The two-year MBA program is too long	Yes	No
b	The semester model is most suited to an MBA programme	Yes	No
c	Trimester is better than semester system for MBA programme	Yes	No
d	Executive experience is a must for MBA admission	Yes	No

39. What will you be doing in next 10 years?:

Sl. No.	Plan	Yes	No
a	Will you be out of business world?		
b	Will you be into politics?		
c	Will you be into Govt. job? (If you are now in Pvt.)		
d	Will you be into teaching? (If you are now into industry)		
e	Will you become entrepreneur of some sort?		
f	Will you be in the same career?		

40. List your specific suggestions for the enhancement of effectiveness of MBA education:

Appendix-II

SPSS outputs of Post-Hoc comparison of means tests (Scheffe method) for significant independent variables Professional ambition, Power, Promotion process, and Ethnic/Regional consideration:

1. PROFESSIONAL AMBITION

Descriptive of Post-Hoc comparison of mean test for professional ambition
Dependent Variable: Modified ROA Score(Career advancement of MBAs)

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Upper Bound	Lower Bound		
Some Important	10	266.13	150.431	47.570	158.52	373.74	122	620
More Important	10	362.60	101.844	32.206	289.75	435.45	122	471
Most Important	30	421.13	96.846	17.682	384.96	457.29	163	570
Total	50	378.42	123.909	17.523	343.21	413.64	122	620

'ANOVA' for Post-Hoc comparison of mean test for professional ambition
Dependent Variable: Modified ROA Score(Career advancement of MBAs)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	183304.771	2	91652.385	7.570	.001
Within Groups	569008.354	47	12106.561		
Total	752313.125	49			

Multiple Comparisons in Post-Hoc comparison of mean test for professional ambition

Dependent Variable: Modified ROA Score(Career advancement of MBAs)

(I) Professional ambition as important	(J) Professional ambition as important	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Upper Bound	Lower Bound
Some Important	More Important	-96.467	49.207	.158	-220.86	27.92
	Most Important	-154.995(*)	40.177	.002	-256.56	-53.43
More Important	Some Important	96.467	49.207	.158	-27.92	220.86
	Most Important	-58.528	40.177	.354	-160.09	43.03
Most Important	Some Important	154.995(*)	40.177	.002	53.43	256.56
	More Important	58.528	40.177	.354	-43.03	160.09

(*) The mean difference is significant at the .05 level.

Homogeneous Subsets for Post-Hoc comparison of mean test for professional ambition

Dependent Variable: Modified ROA Score(Career advancement of MBAs)

Scheffe

Professional ambition as important	N	Subset for alpha = .05	
		1	2
Some Important	10	266.13	
More Important	10	362.60	362.60
Most Important	30		421.13
Sig.		.095	.410

Means for groups in homogeneous subsets are displayed.

a Uses Harmonic Mean Sample Size = 12.857.

b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

2.POWER

Descriptive of Post-Hoc comparison of mean test for for Power

Dependent Variable: Modified ROA Score(Career advancement of MBAs)

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Upper Bound	Lower Bound		
Least important	5	225.89	114.117	51.035	84.19	367.58	130	375
Some Important	25	399.60	123.465	24.693	348.64	450.57	122	620
More Important	20	390.08	103.646	23.176	341.57	438.59	122	562
Total	50	378.42	123.909	17.523	343.21	413.64	122	620

'ANOVA' for Post-Hoc comparison of mean test for Power

Dependent Variable: Modified ROA Score(Career advancement of MBAs)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	130271.582	2	65135.791	4.922	.011
Within Groups	622041.542	47	13234.926		
Total	752313.125	49			

Multiple Comparisons in Post-Hoc comparison of mean test for power
 Dependent Variable: Modified ROA Score(Career advancement of MBAs)

(I) Power	(J) Power	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Upper Bound	Lower Bound
Least important	Some Important	-173.717(*)	56.359	.013	-316.19	-31.25
	More Important	-164.197(*)	57.522	.023	-309.60	-18.79
Some Important	Least important	173.717(*)	56.359	.013	31.25	316.19
	More Important	9.521	34.513	.963	-77.72	96.76
More Important	Least important	164.197(*)	57.522	.023	18.79	309.60
	Some Important	-9.521	34.513	.963	96.76	77.72

*The mean difference is significant at the .05 level.

Homogeneous Subsets for Post-Hoc comparison of mean test for power
 Dependent Variable: Modified ROA Score(Career advancement of MBAs)

Scheffe

	N	Subset for alpha = .05	
		2	1
Power as important	1		
Least important	5	225.89	
More Important	20		390.08
Some Important	25		399.60
Sig.		1.000	.982

Means for groups in homogeneous subsets are displayed.

a Uses Harmonic Mean Sample Size = 10.345.

b The group sizes are unequal. The harmonic mean of the group sizes is used.
 Type I error levels are not guaranteed.

3. PROMOTION PROCESS

Descriptive of Post-Hoc comparison of mean test for promotion process

Dependent Variable: Modified ROA Score(Career advancement of MBAs)

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Mini - mum	Maxi - mum
					Lower Bound	Upper Bound		
Not at all	11	460.29	164.661	49.647	349.67	570.91	122	620
To some extent	11	416.48	95.598	28.824	352.25	480.70	130	462
Fair extent	9	370.47	22.248	7.416	353.37	387.57	353	412
Very much	6	357.72	35.188	14.365	320.79	394.64	333	429
Great extent	13	292.02	125.759	34.879	216.02	368.01	122	505
Total	50	378.42	123.909	17.523	343.21	413.64	122	620

'ANOVA' for Post-Hoc comparison of mean test for promotion process
 Dependent Variable: Modified ROA Score(Career advancement of MBAs)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	189857.618	4	47464.404	3.797	.010
Within Groups	562455.507	45	12499.011		
Total	752313.125	49			

Multiple Comparisons in Post-Hoc comparison of mean test for Promotion process

Dependent Variable: Modified ROA Score(Career advancement of MBAs)

(I) Promotion process	(J) Promotion process	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Upper Bound	Lower Bond
Not at all	To some extent	43.816	47.671	.931	-109.29	196.92
	Fair extent	89.823	50.250	.532	-71.56	251.21
	Very much	102.577	56.740	.521	-79.65	284.81
	Great extent	168.276(*)	45.801	.017	21.18	315.37
To some extent	Not at all	-43.816	47.671	.931	-196.92	109.29
	Fair extent	46.007	50.250	.932	-115.38	207.39
	Very much	58.760	56.740	.897	-123.47	240.99
	Great extent	124.459	45.801	.137	-22.64	271.56
Fair extent	Not at all	-89.823	50.250	.532	-251.21	71.56
	To some extent	-46.007	50.250	.932	-207.39	115.38
	Very much	12.754	58.923	1.000	-176.49	202.00
	Great extent	78.453	48.479	.627	-77.25	234.15
Very much	Not at all	-102.577	56.740	.521	-284.81	79.65
	To some extent	-58.760	56.740	.897	-240.99	123.47
	Fair extent	-12.754	58.923	1.000	-202.00	176.49
	Great extent	65.699	55.178	.840	-111.52	242.91
Great extent	Not at all	-168.276(*)	45.801	.017	-315.37	-21.18
	To some extent	-124.459	45.801	.137	-271.56	22.64
	Fair extent	-78.453	48.479	.627	-234.15	77.25
	Very much	-65.699	55.178	.840	-242.91	111.52

(*)The mean difference is significant at the .05 level.

Homogeneous Subsets for Post-Hoc comparison of mean test for promotion process

Dependent Variable: Modified ROA Score(Career advancement of MBAs)

Scheffe

Promotion process as problem	N	Subset for alpha = .05	
		1	2
Great extent	13	292.02	
Very much	6	357.72	357.72
Fair extent	9	370.47	370.47
Some extent	11	416.48	416.48
Not at all	11		460.29
Sig.		.235	.428

Means for groups in homogeneous subsets are displayed.

a Uses Harmonic Mean Sample Size = 9.319.

b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

4. ETHNIC/REGIONAL CONSIDERATION

Descriptive of Post-Hoc comparison of mean test for ethnic/regional consideration

Dependent Variable: Modified ROA Score(Career advancement of MBAs)

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Not at all	40	406.54	104.897	16.586	372.99	440.08	122	620
Some extent	4	261.73	144.030	72.015	32.54	490.91	122	429
Very much	6	268.81	143.361	58.527	118.36	419.25	130	455
Total	50	378.42	123.909	17.523	343.21	413.64	122	620

'ANOVA' for Post-Hoc comparison of mean test for for Ethnic/Regional Consideration

Dependent Variable: Modified ROA Score(Career advancement of MBAs)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	158183.397	2	79091.698	6.257	.004
Within Groups	594129.728	47	12641.058		
Total	752313.125	49			

T 155.

Multiple Comparisons in Post-Hoc for Ethnic/Regional Consideration

Dependent Variable: Modified ROA Score(Career advancement of MBAs)

(I) Ethnic/ Regional reasons	(J) Ethnic/ Regional reasons	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Upper Bond	Lower bond
Not at all	Some extent	144.811	58.960	.059	-4.23	293.85
	Very much	137.731(*)	49.223	.027	13.30	262.16
Some extent	Not at all	-144.811	58.960	.059	-293.85	4.23
	Very much	-7.080	72.575	.995	-190.54	176.38
Very much	Not at all	-137.731(*)	49.223	.027	-262.16	-13.30
	Some extent	7.080	72.575	.995	-176.38	190.54

(*)The mean difference is significant at the .05 level.

Homogeneous Subsets for Post-Hoc for Ethnic/Regional Consideration

Dependent Variable: Modified ROA Score(Career advancement of MBAs)

Scheffe

Ethnic/Regional reasonsas	N	Subset for alpha = .05
	1	1
Some extent	4	261.73
Very much	6	268.81
Not at all	40	406.54
Sig.		.070

Means for groups in homogeneous subsets are displayed.

a Uses Harmonic Mean Sample Size = 6.792.

b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.