TALENT ACQUISITION AND THE ROLE OF MANAGEMENT EDUCATION IN INDIA

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ABSTRACT

Management Education in the recent time plays predominant role in creating talent needs that is being expected by the Industries, Corporate Houses, and Services sectors in an economy. The challenge is very much high in creating talents. The foremost reason among all is nothing but unlike IIM, students admitted in majority of Business Schools and other similar institutions offering Management Programmes normally hail from rural, suburbs and cities. In IIMs, students’ admission is being done in a manner which seems to be tough comprising several stages of selection than other institutions. The top minds enter into IIMs and hence the talents creation is little lighter than the others. Moreover, students admitted in IIMs have to certain extent exposure about the business rather than students in second tier and third tier institutions. These institutions have a huge challenge in the process of creating talents and in competing with the IIMs.

KEYWORDS

INTRODUCTION

“Talent acquisition, transformation and management are critical anchors for the growth of the industry”— Nandan Neikeni

Management Education should focus on turning out graduates with the relevant skills to succeed in a global market place.

In this information age people’s knowledge, skills and their relationship capabilities have become critical assets for organizations. In this context, it has become vital for every organization to attract and retain the best available talent.

In the present days where technology has made spectacular progress and revolutionizes the work in every field, particularly in the corporate world, it is not the physical assets which are gaining importance but talent has emerged as the forerunner in determining the worth of the organizations. As such, sourcing for best talent continues to hold prominence for the organizations. Worldwide organizations are subjected to heavy pressure due to the declining supply of talent. According to a recent report, over a decade, the demand for talented people exceeds the supply of skilled workers at all levels and in all industries.

TALENT ACQUISITION:

Talent acquisition is a combination of resources, process and intellectual property combined with the organization’s recruitment practices adopted in tackling the so called “War for Talent”. Its sub-process are to: Find, attract and engage highly talented individuals into the organization. It also manages all candidate channels for improving the talent flow into organizations.

NEED FOR TALENT ACQUISITION:

Organizations have recognized the need for maintaining reserve talent to fill a vacancy as and when it arises. But the whole process of talent acquisition, i.e., how to fix and select talent for the organization remains largely undefined and is often left to the discretion of the individual managers hiring them. This whole process of individual hiring by individual managers for the same organization places heavy burden on its exchequer. Talent acquisition is not a form of art, but a defined process. If the strategies are well-defined, the whole process will be a success.

IMPORTANCE OF TALENT ACQUISITION:

• Understanding the demographics of workforce both current and future.
• Identification of economic issues which have an impact on the organization’s sustainability.
Identification of organizational and cultural issues which influences the talent acquisition.
Knowledge about industry trends and emerging issues.

The following figure depicts the basic methods of talent acquisition

Recent Trends in Talent Acquisition

According to the talent acquisition strategies Benchmark report by Aberdeen Group, a market research-based organization found that 59% of best in class companies reported that their overall performance was increased after implementation of their talent acquisition strategy compared to 41% of industry average and 33% of laggard companies. The report also offered the following recommendations:

- Alignment of Talent Acquisition strategy with the overall corporate strategic plan.
- Measuring workforce performance on the basis of quality of hire over cost per hire and time per hire.
- Recognizing what works in one company may not fit all organizations.
- Elimination of traditional paper methods and using latest technological developments.
Focusing on long-term plans.
Managing workforce wholly.

GENERAL STRATEGIES IN TALENT ACQUISITION

The following are some of the basic strategies adopted by various organizations for the talent acquisition:

- Identifying high performers and fixing of certain indicators for success.
- Maintaining a good network of connections with other companies and motivating the employees to interact with them. By this kind of interaction internal talent will develop more rapidly.
- Cooperating with managers for developing profiles of high performers. This can be done by defining the ‘critical success factors’ like competencies, nature of activities of high performers and their work methods. Also these will help in development of tests to identify potential candidates.
- Finding out the choice of firms in which these high performers like to work. This can be done by advertisements towards attracting them, focusing on Competitive Intelligence (CI). The information can also be collected through competitors, vendors, suppliers and also through employee referral program.
- Maintaining a database of candidates list selected through the above methods, which can also be shared with others.
- Developing a talent review process for identifying and developing potential talent within the organization. This can be done by conducting periodical performance review of the employees, providing feedback to the employees regarding the report by highlighting on their strengths and weakness.
- Creation of strategies for development of talent through training, career paths, mentoring and coaching.
- Assigning the top performers with new challenges, responsibilities and the tasks which they are keen on performing.
- Encouraging less performing employees for improving their performance by guiding on the areas in which they need improvement.
- Encouraging employees for further education to improve their talents and skills.
- Searching for new talent while improving the performance of the existing ones.
- Searching for new employees using outside industry contacts by scouting for talented people and attracting them to work for your industry.
- Giving employees new challenges and opportunities to explore themselves and help them grow with the organization.
- Encouraging blogging and networking across different sites to attract the potential talent.
Whatever may be the strategies adopted by companies, but all of them have belief in the concept of “Catch Them Young”, i.e., attracting the talent directly on completion of their education. This concept is fast catching up in many MNCs as young people will prove to be a good talent and they can be molded as per the company’s requirements in the initial stage of employment itself.

**DESIGNING AND IMPLEMENTING TALENT ACQUISITION STRATEGIES**

- Identifying the choice of employer chosen by high performers.
- Collecting the views of different age groups on recruitment.
- Evaluating talent acquisition tools and patterns.
- Distinguishing considerations while implementing the strategies.
- Learning from past experience.
- Evaluating of performance metrics.
- Defining strategic talent acquisition.
- Evaluating the HR strategies, policies and practices that support and aid Company’s strategy.
- Designing important elements required to be incorporated.
- Practical application of the strategies.
- Continuous learning of current trends and practices in attracting and retaining talent.
- Having a clear understanding about the prospective employees, competencies, profiles, duties and responsibilities.
- Having a clear idea about the perfect candidates.
- Conducting meticulous talent review process periodically.

**MANAGEMENT EDUCATION AND TALENT ACQUISITION**

India is increasingly being hyped as an emerging economy. There are various predictions which show India will be one of the leading economies in the global knowledge. The knowledge economy, which is increasingly dominated by services sector, needs and depends on knowledge workers. Institutions of higher learning, like business schools (B-Schools), have a critical role in creation of knowledge and supply of knowledge workers. B-Schools are going to face a lot of challenges and opportunities in the global knowledge economy. The big issue is how to compete in his changed scenario and take advantage of emerging opportunities. To take advantage of these opportunities and fight the competition Knowledge Management (KM) could be the best tool for B-Schools. Knowledge management is globally accepted tool for creating sustainable competitive advantage.

**TALENT ACQUISITION IN INDIAN BUSINESS SCHOOLS**
Treasure of India is its intellectual capital. Raw talent here is like nowhere else in the world. Higher education institutions’ role becomes critical in this, both for creating new knowledge as well as creating knowledge workers. Management education is one important Stream of higher education and the role of business schools are very significant, for helping India become a global economic superpower and a Developed country.

**Defining Talent and Talent Acquisition**

Talent is a whole set of intuition, reasoning, insights, experiences related to customers, products, processes, markets, competition and so on that enable effective action. Talent Acquisition is a systematic, organized, explicit and deliberate ongoing process of creating, disseminating, applying, renewing and updating the knowledge for achieving organizational objectives. Talent Acquisition has three basic elements:

1. Generation of new Talent
2. Dissemination of the Talent
3. Application of the Talent

**Talent Acquisition in B-Schools**

We are in the knowledge economy. The productivity of knowledge is increasingly going to be the determining factor in the competitive position of a company, an industry, and a country. Management scholars view good knowledge management practices as an important focus area for sustainable competitiveness. Today, the only way to have a competitive advantage is through innovation and upgrading.

The major problems pertaining to talent generation in Indian B Schools are as follows:

- Lack of strategy for research.
- Lack of top management/institutional support
- Lack of research culture.
- Lack of credibility and quality in research.
- Lack of resources-faculty/research staff.
- Lack of industrial support.
- Lack of globalization in research endeavor.
- Lack of research on new economy.
- Lack of research on MBA curriculum.

**Talent Distribution**
The major problems in talent distribution in Indian B-Schools are as follows:

- Functional silos within B-Schools.
- Lack of collaboration in B-Schools.
- Lack of B-Schools-Industry collaboration.
- Lack of industry interests in management development programs (MDP) and consultancies.

**Talent Implementation**

The major problems in talent implementation in Indian B-Schools are as follows:

- Lack of integration of latest research in teaching curriculum.
- Lack of updated and India specific teaching material.

**POSSIBLE SOLUTIONS**

Indian B-Schools are not recognized as centers of Talent creation. For creating new Talent, the B-Schools should take certain concrete steps as discussed here.

**Top Management Involvement and Commitment:**

Research is a long term investment and process and for that the involvement and commitment is a must.

**Research Strategy and Focus on Niche Areas**

Management is a vast area and resources are limited. So the B-Schools need to have a well defined research strategy and should focus on niche areas.

**Create Research Culture**

It is the most difficult part, and B-Schools need to put special emphasis on that.

Involve Students in Research through serious summer training and research projects etc: The summer training and research project in most of B-Schools has become just a routine formality.

**Focus on the Quality and Credibility of Research**

This is another area of concern in research in Indian B-Schools. Most of the research, particularly Ph. D. find little quality work or credibility or utility in the industry.
Focus on Action Research & not on research for the sake of research and collaborate for Research:

Research is a resource intensive activity. It is surprising when companies and governments are going for cooperation in research there is not much cooperation among B-Schools should use other ways of knowledge creation like networking or adaptations which can help a lot in saving the resources, reinventing the wheel and reducing the time involved.

Globalization of Research

It is surprising to know those while corporate are going global, the research in B-Schools in India has been limited to the particular B-Schools. The B-Schools have not globalized their research activities.

Faculty /Staff Shortage

Most of the private institutes are running short of faculty/research staff. There is a lot of teaching and administrative workload on the faculty. The institutes need to maintain a healthy faculty-student ratio and AICTE need to look into this matter seriously while giving accreditation.

Industry Support

The linkages between industry and B-Schools are weak. Industry still looks at B-Schools as recruiting grounds not as repository of state of art knowledge and relevant experience. Two factors, one on demand and the other on the supply side are responsible for the current status: On the demand side, the culture of seeking external advice to solve internal problems, except for purely technical problems is not yet developed in India. The ownership and management structure of many Indian firms may be partly responsible for that. On the supply side, B-Schools in general have not developed the level of expertise required to find out optimal solutions to real life business problems B-Schools need to take research more seriously and bridge this gap in the industry perception of quality of research being conducted by B-Schools.

Curriculum Research

The B-Schools have not updated the curriculum with the changes in the environment and industry. The B-Schools are time and again criticized for teaching what they want to teach instead what the industry wants. It’s interesting to note that business and countries are going for globalization but not the B-Schools or their curriculum. In order to have a better global exposure, to suit the requirements of industry under globalization there is a pressing need for globalization of management education. The education must be global in its outlook and content must be multidisciplinary. It is
surprising when companies are going for customer centric models; management education is not being customer-driven. Ironically, there have not been studies in India on what the customer wants from management education. Schools need to provide more options and flexibility in curriculum. More recently, business schools have been criticized for not doing enough to set an ethical tone. To some, the quantitative seems to have driven out the moral, and the scientific appears to have overwhelmed the human. Business schools do not need to do a great deal more to help prevent future Enron’s; they need only to stop doing a lot that they currently do. They do not need to create new courses; they need to stop teaching some old ones.

Research on India specific teaching material

This is one of the most crucial areas that need attention. Though there is some progress on developing teaching material in Indian context, still there is need for developing more and updated teaching material on Indian context.

Identifying Benchmarks

The B-Schools need to identify the global benchmarks and compete on that basis. Indian Management education has to concentrate on benchmarking because this means accepting that somebody is better than you and striving to be better than or even surpassing those standards.

Research on Admission criterion

There is need to carry out research on what attributes to be tested while taking the MBA entrance exams.

Improving Talent Dissemination: The Talent distribution can be improved through:

- **Collaboration with Different Functional Areas**: There are functional silos within B-Schools. To start with the B-Schools need to break down these barriers and focus should be on multifunctional approach or courses or programs.
- **Collaboration with other B-schools in India and Abroad**: Globalization and Liberalization of B-Schools should be the norms to get and distribute the knowledge of B-Schools.
- **Talent mapping**: The B-School need to go for Talent mapping so that the employees know whom to look for what type of Talent within the B-School.

Improving Talent Implementation: The Talent implementation can be improved through:
Integration of Current Research issues in Class Teaching: The interrelatedness of teaching, research and consultancy needs to be better emphasized for greater synergy. The Management schools need to continuously take the latest findings to the class rooms so as to give the best and latest knowledge to the students.

Taking concrete action on the research findings: Though there have been a number of committees that suggested improvements in management education, there have been no significant changes in management education except in some top ranking B-Schools. So there is a pressing need for taking actions on the findings of various committees. We as a nation are full of idea but lacking in actions. Now the time has come to implement the ideas or suggestions of various national and international committees in management.

Talent acquisition has been a challenge for most organizations since the good old days of “personnel.” Yet how many companies have actually improved the ways in which they attract, identify and select the best candidate for the job? Despite tremendous advancements in both the technology and philosophy of recruitment, many of us seem to be stuck in first gear.

To develop talent acquisition management institutes should train their students in the below mentioned way

1. To conceptualize the concept ‘You should work here’:

To make the student understand what differentiates his company from their competitors? Can he articulate the vision while interacting with others? A great employer brand should be captivating, express the values of the organization and the benefit of being a member of the team. To make the student understand what is the difference between employer brand and an employee value proposition? Etc.

2. To develop “Strength Based Selection”:

More than 30 years of scientific research produced Gallup’s selection philosophy: a person’s greatest talents - the ways in which he or she most naturally thinks, feels, and behaves as a unique individual - are strongly predictive of future performance. An organization that selects and develops people on the basis of their talents is likely to gain a strong competitive advantage. The management schools should take steps to develop the individual student strength.

3. To strengthen “Value based Proposition “:

Companies are finally being pro-active about getting their talent. The passive approach of placing an ad or posting a job and waiting for resumes is dead. The use of social networking, headhunting, community outreach or even name generation is so much more effective. Companies are actively building their employee value proposition and
really taking their image as an employer seriously. So students need to be taught about this.

4. To develop global working environment:

Understanding cultural needs, working across time zones and long distances, understanding the local talent market and regulatory environments, establishing the right organizational strategy—these are just a few of the challenges facing companies as they expand or reinforce their recruiting effort in regions around the world.

5. To identify the need for transformation of the talent landscape unfolding in real time:

The world is changing rapidly, and there’s this massive talent shift away from the traditional career focused on who your employer is, toward a more entrepreneurial kind of career where the individual is focused on growing their own talent, developing their own path.

6. To identify and take advantage of the benefits of an integrated resource fulfillment approach to workforce management:

The talent and skills needed to stay ahead of the competition; a strategic mix of employees and contract talent allows creating just the right workforce to reach their business goals. With the growing acceptance of workforce management as a priority organization-wide and the wealth of tools and services available to help streamline the associated processes, we could anticipate seeing significant increases in efficiency and ultimately bottom-line savings.

7. The need to be pro-active about getting the talent:

The passive approach of placing an ad or posting a job and waiting for resumes is dead. The use of social networking, headhunting, community outreach or even name generation is so much more effective. Companies are actively building their employee brand or value proposition and really taking their image as an employer seriously.

8. The need for talent acquisition to achieve competitive advantage:

It’s exciting to witness the rapidly increasing understanding by businesses that how we find and select people is a significant opportunity to achieve competitive advantage. This goes beyond the traditional talent ‘appreciation’, which was largely driven by the fact that ‘people’ expenses are typically the largest line item in most budgets.

9. To develop a well thought plan on how to approach an employer:
The present day companies are looking at individuals with what an employee brings in with him to the organization, the necessity of a well thought plan.

10. To overcome the fear of “the last in first out scenario”:

Everyone assumes that hiring must be so easy right now but in reality, there are a lot of nervous candidates who are sitting tight even though they don’t like their job, boss or company. There’s fear of the last in first out scenario. This fear should be overcome by various means in management institutes.

11. To overcome ’stuck in a rut’ situation:

Too many people are operating out of an older model of talent management that doesn’t reflect how work is being done today. What’s even more frustrating is that almost a third of the workforce can be considered contingent now, and HR / talent management professionals – including recruiting — don’t even have a “seat at the table” when it comes to selecting, engaging, and managing this segment of the workforce. The need is for “Industry Ready Graduates”, this need to be emphasized/driven around management students.

15. Learn By Doing:

Students can be involved themselves in problem solving activities of direct interest and relevance to practice school centers. Practice School Centers have been set up at organizations such as GlaxoSmithKline Consumer Healthcare R&D, Delhi Metro Rail Corporation, ONGC Energy Centre, National Council of Applied Economic Research, Frost and Sullivan, HP Global, Hyundai Motor India, etc.

16. Integrated Curriculum

Curriculum needs to be interdisciplinary in nature so that students are exposed to different disciplines. “While the content and evaluation techniques at our institutions are quite good, our system emphasizes theoretical knowledge. The learning outcomes focus on analysis. What we need is an interdisciplinary approach and the new curriculum should be a blend between theory and research.” The curriculum needs to include management modules, focus on communication and analytical skills — which are typically taught at finishing schools. Currently, the social and cultural dimensions are being neglected in the curriculum.”

17. Working in Partnership:

Management Institutes should work in partnership with Industry bodies like Confederation of Indian Industry (CII) etc., so the curriculum is tailored to meet
industry requirements. Employability through appropriate skill enrichment and to act as a bridge between industry, academia and the government is the need of the hour.

18. Global Recognition:

Indian Management curriculum needs global recognition, should focus on turning out graduates with the relevant skills to succeed in a global marketplace. We should be looking at sustainable development as the end goal — it is not just about having better tools but imparting a holistic education.

The following are the main areas the management education should focus on to enhance talent acquisition skills:

**The management students should be able to:**

- Define and implement talent acquisition strategies.
- Identify and assess talent selection practices and processes.
- Define and describe talent value propositions -- the improved performance that results when companies select employees with the right talents.
- Design and administer talent-based selection systems.
- Be Creative and assertive.

The result is a talent acquisition strategy that leads to improved business performance. In reality, talent acquisition is DEPENDENT upon talent identification.

**Next Generation Talent Acquisition (NGTA):**

Talent Acquisition (TA) has emerged as an important global business challenges. In developed economies, employers anticipate many experienced workers to retire, creating a vacuum of talent that will not be easy to fill; in developing economies talent needs are fueled by explosive business expansion and pending waves of retirements. Typically, TA has focused on attracting, developing and retaining talented people. But that is not enough for the future. Organizations will need next generation talent acquisition.

While TA is sometimes a term in search of a meaning, traditional talent acquisition is usually understood to mean systematic efforts to recruit, develop and retain highly productive and promotable people, but the needs of Business really go well beyond that. There is thus a need to think beyond traditional talent acquisition to Next Generation Talent Acquisition (NGTA).

**Models that can help B-Schools conceptualize Next Generation NGTA:**
The NGTA goes beyond the mere consideration of identifying, developing and retaining productive and promotable people. It includes considering how the work is performed, inventorying in-house experts, considering ethics and values as well as performance, preparing for the transfer of specialized knowledge, and preparing for the transfer of social networks. The NGTA is often integrated with a career planning program in which individuals are challenged to clarify their future life/career goals and identify their own developmental needs to meet their career goals.

**Step1: Get Commitment, Clarify Roles and Goals, and Build Accountabilities:**

Securing –and sustaining –management commitment is the essential first step. Each key group of stakeholders in the organization-top managers, middle managers, first-line managers and workers –has a role to play in the TA effort.

TA efforts may have the following goals:

- Preparing sufficiently well-qualified replacements before key leaders retire.
- Preparing sufficient numbers of well-qualified people to support business expansion.
- Recruiting high potentials from outside the organization.
- Developing high potentials inside the organization
- Role-modeling TM efforts by developing self and others.
- Preparing sufficiently well-qualified replacements before key leaders retire.

**Step 2: Clarify what work people do, what people successfully do the work, and who possess special Knowledge and special social Relationship:**

TA programme can be effectively implemented if it is clear as what work the people do and what kind of people are needed to do the work. This can be done by updating Job descriptions and formulating competency models which describe the successful people who do the work. NGTA goes beyond traditional TA by identifying the people who possess special Knowledge, such as institutional memory or special proprietary knowledge of the business.
Step 3: Evaluate special performance

Effective performance management programs should measure the performance in the present job and the behaviors linked to the essentials of job success.

Step 4: Recruit and Select Appropriate people from inside and outside the organization

It is essential to think creatively to outcompete other organizations in recruiting talent. Selection methods should also be examined and the leaders should review their job posting other internal recruitment programs to ensure that best qualified people are being recruited for each vacancy.

Step 5: Formulate future talent requirements and align with strategic objectives

Talent requirements do not remain static. As organizational leaders pursue their strategic plans, talent requirements must be revised to ensure that people are being
considered for promotion based on future, rather than merely present, talent requirements.

**Step 6: Assess Individual potential for promotion and Individual values and Ethics**

Good performers at one level will not necessarily perform well at higher levels of responsibility because different competencies are required. Common approaches to assessing potential include manager nominations, multi-rater assessments, psychological tests, assessment centers, realistic job tryouts, and work samples.

**Step 7: Inventory existing Talent**

Large organizations have so many people and each individual may possess unique talents and may even be a high professional in his or her own right. The success of an organization depends on how quickly and effectively it can marshal its talent in a crisis. Hence Organizational leaders should thus establish competency inventories, based on the problems faced by the organization, to catalog and find talent quicker.

**Step 8: Plan for Individual development**

The Individual Development Plans (IDPs) should narrow gaps between what competencies people must possess to be qualified for promotion and what competencies they presently possess. Many organizations have established Learning Management Systems that make it easy for individuals to pinpoint appropriate methods to build their competencies.

**Step 9: Systematically retain people and Transfer Knowledge and Social Relationships:**

Systematic retention programs should be geared to keep the best people. Steps should be taken to transfer the special knowledge of high professionals (HiPros) -sometimes called as in-house experts who possess specializes competencies involving unique problems confronting the organization. Organizations should also take steps to transfer the social network established by the employees.

**Step 10: Evaluate results**

The NGTA programs should be evaluated by metrics established from the initial goals identified for the program.

**How can B-Schools start implementing NGTA?**

There are three basic ways to start a Next Generation Talent Acquisition Program. The first approach is to focus at first on replacement planning. While often confused with
succession planning or even TA, a replacement planning program identifies back-ups for key people or key positions in the event of sudden, catastrophic loss or even temporary times away from the job. While many organizations have already prepared replacement charts to identify permanent or acting replacement in the event of a sudden loss—such as the plane carrying the CEO or even the entire senior executive team crashing—not all organizations have done so. It is a good place to start because the result can be secured quickly. Replacement charts also raise many questions among managers and those questions will usually lead in due course to a more robust NGTA program.

The second approach is to focus at first on top-down TM. It usually begins with an assessment of the senior executive team. An advantage of that approach is that it leads senior managers to become familiar with and help shape, the TM program. But the disadvantage is that, to roll out the program to lower levels of the organization, the tight infrastructure (such as a robust human resource management system and credible HR professionals) must be in place to support that implementation.

The third approach is to focus at first on a trouble spot in the organization. Pilot test a TM program there. That approach can work very well because it relies for support on the manager of the pilot-test group rather than a CEO who may be removed from daily operations. If success is attained in the pilot test, then snowballing the program to other groups become more likely.

Few business authorities question that talent management is a key global challenge. Developed economics are expecting waves of retiring baby boomers. Developing economics face fierce completion for talent—often spanning national borders—as well as pending retirements and talent needed to fuel explosive expansion.

Traditional talent management, limited merely to attracting, developing and retaining talented people, is not enough. Today’s organizations need NGTM. A model governing that approach consists of 10-key steps: Get commitment, clarify roles and goals, and build accountabilities.

What work people do, what people successfully do the work and who posses special social relationships.

Evaluate present performance.

Recruit and select appropriate people from inside and outside the organization.

Formulate future talent requirements and align with strategic objectives.

Assess individual values and ethics. Inventory existing talent.
Plan for individual development.

Systematically retain people and transfer knowledge and social relationships

Evaluate results.

Replacement planning and gradually ease into a more robust effort. The second approach is to start from the top down. The third approach is to start in a trouble spot.

CONCLUSION

In this Global Talent Economy, Institutions of Higher learning in general and Indian Business Schools in particular, have a huge responsibility of creating new Talent and Talent workers. The B-Schools are being criticized on various aspects and they are increasingly facing a lot of challenges and opportunities in the Global Talent Economy. The big issue is-how to compete in this changed scenario and take advantage of emerging opportunities. If the B-Schools can continuously create new Talent related to curriculum, customer needs, environmental changes, pedagogy etc; disseminate it continuously and effectively; and implement it properly then they can face the coming challenges of competitiveness in the global knowledge arena and play a big role in making India a global economic superpower.

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