

LITERATURE REVIEW ON MBA GRADUATE PROGRAM ON EMPLOYABILITY AND SKILLS

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ABSTRACT: *This article discusses the employability and credentials of MBA students based on research and literature examined. It offers details on the difficulties most companies face in recruiting workers that need MBA graduates. We usually require staff who are capable of handling higher roles relevant to mathematical, theoretical and conceptual analysis. Leadership and communication capabilities will be strengthened for students from higher education institutions to meet the demands of business as a basic feature of student outcomes. The student development plan may involve activities and projects to improve their skills for managing change, managing risk and managing human resources.*

Keywords: *employability, competency, MBA Student development, business education*

INTRODUCTION

Advanced Graduate Education is a continuing advanced curriculum that addresses the needs of individuals in business and education to further develop their respective experience and skills. The value of education as a means of engaging in human capital development which could contribute to economic growth and productivity growth is specifically related to several hypotheses (Janer, Deri, Dio, Marbella & Ricafort, 2015). Masters of business management is a degree designed for students with knowledge and experience of entrepreneurship and corporate law, accounting and economy, marketing and administration, the competitive decision-making processes and other industry and social topics (Menez, 2014).

The goal of the Master's degree program in business administration (MBA) is to offer students additional value and other abilities to improve management and leadership (Baruch, Bell & Gray, 2005). This has helped members develop essential organizational and communication capabilities (Temtime & Mmerekki, 2011). This is expressed in improved organizational abilities, self-confidence and other facets of career growth. The curriculum has to concentrate on career growth, work openings and leadership ability enhancement (Macatangay, 2013). In view of the prevailing discourses of "employability," individual obligations and the need to constantly update skills, the MBA is now seen as an important complement to undergraduate studies in other countries and a part of an comprehensive time and space studies cycle. (Waters, 2009).

Many business schools used various methods of distribution of instruction and course design to account for the desires and specifications of the clients. AACSB (Association for Advance Collegiate Schools of Business) has been accredited at the University of North Iowa and has recently started delivering an accelerated MBA course. Although executives in the local community have traditionally provided the curriculum, the accelerated system has proven to be very appealing for foreign students (Cyphert 2002).

The importance of the program to stakeholder expectations is also very critical for updating and maintaining the consistency of its execution (Aquino, Punongbayan, Macalaguim, Bauyon, Rodriguez Jr, and Quizon 2015). Some of the educational deliberate learning outcomes of the Lyceum of the University of the Philippines is an entrepreneurship through which students can participate through ventures and events utilizing their practical information and expertise in company administration, entrepreneurship and financial management (Laguador, 2013). The MBA program will discuss the students' willingness to enter into new business concepts to help the organization's growth.

Research in order to identify alternatives to rising business demands to support the social and economic growth of a nation can never be taken away from the MBA program. Knowles and Hensher (2005) emphasized that "the corporate education sector is in the middle of battles between two main powers: the consumer forces that promote the broad-

based implementation of the customer approach to education; and" intransigent scholars who are willing to maintain integrity in business education by work to address the needs of a diverse variety of individuals. Critical thinking in decision taking is often an essential feature of technical expertise with a practical approach to the given problem.

Challenges in the design and creation of MBA curricula are an integral aspect of creativity in incorporating a more realistic approach to training graduates to produce results that match the demands of the business market. However, Belasen et al, (2007) outlines two main periods of criticism of management education and related reactions to business school curriculum design and program implementation. The first period (1985-1995) primarily concentrated on lack of interest and transparency of schooling of management. The second wave (1995-2005) concentrated on the claim that management is inherently "soft" and that MBA students, for the most part, are unable to cope with dynamic, multi-layered challenges confronted by managers on global business. The architecture of a modern MBA is defined from the ground up in response to the early critical process and then updated in response to the second critique. Contemporary graduate school classes will also exchange the student's personal perspectives and gain new knowledge and activities adaptable and their respective organisations or work units. Successful curricula delivery in the ASEAN Economic Community specifically to address the global issues is the responsibility of any university institution to render its programs applicable to all stakeholders 'demands.

Improved goods and services will start indirectly from the school where students are educated and qualified to become more skilled professionals and graduates. A comprehensive curriculum development plan must also be designed focused on the employability and credentials of the graduates to insure that the educational goals of the MBA plan and the student outcomes are visible among the candidates.

EMPLOYABILITY OF MBA GRADUATES

Identifying the position of students when they exit the university is a primary activity of a university to determine the benefits and limitations of a given program bid. The employability of students is one of the considerations to assess the productivity and commitment in delivering professional facilities to an academic institution (Marley, 2001; Støren & Aamodt, 2010; Celis, Festijo & Cueto, 2013; Orence Laguardor, 2013; Loquias, 2015). Students will be trained for jobs or technical activities through educational establishments (Lubis, 2012; Valdez, Alcantara, Pamintuan, Relos & Castillo, 2015). Throughout the labour sector, MBA students have too many positions where the corporate framework is focused on company values and management standards.

While the employment opportunities tend to be wider than in many other fields and the gained expertise that can be sold in virtually every sector, new MBAs join a small, dynamic job market. The great luster was given by MBAs also promised a 6-figure salary and signing bonus. Yet the job environment nowadays is tough (Berdan, 2012). Byrnes (2013) found out that less than one percent was for executive positions, whereas 13% applied for or were working at management level. In comparison, the job rate for U.S. people who graduated from two-year MBA programs was 95%, the best amount in the last five years and up from 91% in 2012.

Results from Lubis' research (2012) have shown that LPU students are working in their respective company lines. Their abilities learned from the school allow them to be successful in their new jobs, since they are mainly front-line staff. They have been regarded with dignity, which gives them a feeling of achievement. A job actions and productivity accomplishments are known as a contribution to reaching targets. While, Menez study reported that 96 percent of LPU-Batangas MBA students had successful employment in their respective organisations.

The expertise and information learned from the MBA program have a clear and indirect impact on personal and career development for the students. The development in technology includes individuals with a number of issues and difficulties of the foreign sector and the company's economic results. We were required to apply to the management of company and human resource growth to help meet the objectives of the operating plans. We are constantly supposed to bring value to a organization and ultimately to the information economy, which is grounded in environmental consciousness, corporate justice and effective management of diversity (Jackson, 2009). Results from the Baruch study (2009) have shown that MBA can produce significant tangible and intangible inputs to the employment of graduates and their employer organizations whereby MBA is a significant contributor to the human resources of graduates and employers may benefit from such contributions, with a beneficial effect indirect at the national level. The employability of young graduates in the contemporary information economy is argued to

progressively rely on their ability to sustain a "positional advantage" in a labor market dominated by boundless occupations (Waters, 2009).

In response to the need for labor markets in higher educational institutions such as Lyceum of the Philippines-Batangas region, the Philippines is dedicated to delivering quality education and transforming its students into quality foreign graduates who will be genuinely dedicated businessmen, global Filipino mind-set, capable of encouraging creativity, initiative and growth. The commitment of working students to the country's economic growth brings the economy stability. The Filipinos' loyalty to their organizations, especially local staff, reflects their devotion to serve the country rather than to apply what they have studied abroad. It ensures that they are paying sufficiently to lead a comfortable existence in line with their desires and wishes.

In the hiring process the appropriate qualifications and abilities of the MBA students in the work positions open are taken into account. Investment in specialized education is also important to suit expertise to require job assignments. New students, with an increasing number of staff, need to be professionally prepared with expertise and skills to succeed in their respective fields and considerable focus is put on their educational achievement (Dotong, 2014; Ungui et al., 2014). Students centered on the improvement of communication skills, such as discipline, self-motivation, leadership and coordination ability (Kavanagh & Drennan, 2008). This is necessary to constantly affirm knowledge, knowledge and beliefs related to work because these are quite effective for jobs (Macatangay, 2013; Ungui et al. 2014).

REQUIRED MBA SKILLS

The knowledge and expertise related to the roles and duties for other jobs, with focus on management and leadership capabilities, are part of the correct attitude towards work. It is always necessary to have the right skills to be considered in the staff selection process and to focus on this as an essential aspect in the end of their MBA journey. The assessment of expertise will accurately convey to higher education providers the expectations of management students (Jackson, 2009). Although relevant critiques regarding the gulf between MBA programs and business needs are not unfounded, the MBA contributes greatly to most management skills. The MBA also helps students secure good, longer-term, compensatory jobs. On the other hand, the selection / sale process, job hopping and advertising has moderate to negligible influence (Mihail&Kloutsiniotis, 2014). In relation to employers, the three most important skills in the area of analytical / problem management are students joining the industry with a level of business knowledge or real life experience as well as basic accounting skills (Kavanagh & Drennan 2008).

In terms of building the capacities of students in continuing education, there is always a substantial connection between academia and industry. All businesses and educators need to expand the understanding of what a good performance needs (Jackson, 2009). In designing strategies on how to tackle the global issues students learned to improve their knowledge of domestic and international business opportunities and their awareness. In a study of the Canadian MBAs (2007) and Kumar and Jain (2010), Sturges, Simpson and Altman (2003) examined the relevance of MBAs with respect to managing skills requirements and reported findings on the competencies, skills, knowledge and skills that they have gained through a career skills framework from the Programme. Educational agencies ensure that their approach is used to assess the quality of the results of the students in the implementation of the program. The MBA curriculum is supported by school activities that are relevant with the educational goals of the programme, through case analysis and research education, to improve problem solving and managerial skills.

They analyzed skills, skills, self-, progress as also pay and performance (2005) in the Baruch, Bell and Gray study (2005). The Jackson study (2009) argued not just that the criteria are that developed knowledge and skill can be passed from the graduate program into the working environment and are, therefore, generic.

Accreditation standards in corporate and social work strengthen the need for an individual program to require research methods (Parks 2003) which is one of the skills that businesses need (Dotong 2014) to take sound decisions for organizations to improve. Nair (2015) states that the potential for decision making in key posts in any company or organization is important. After all facets of the matter at hand, you have to have the courage to make the right decisions. It is important to evaluate the benefits and drawbacks of the decision. The findings of study are one of the criteria for graduations in the majority of MBA programs in the Philippines, in which students recognize particular concerns or challenges that need to be solved by theoretical and scientific approaches.

Employers also contribute to the articulation of an characteristic of a university's own. The characteristics of the candidates give colleges a good description of the talents, personalities and abilities required to be able to employ them. Universities must include employers in order to recognize these qualities as students are faced with their destiny and the decision to recruit them upon graduation (Aquino, delMundo & Quizon 2015). They will collaborate with their peers for one or two years, apply their expertise, and grow their faith to improve, grow, and encourage their skills (Macatangay, 2013). (Macatangay, 2013). In order to create community ties and enhance business growth and advancement, the focus on graduates 'success levels was focused on improving a company's identity. Managers understand the role of persons in organisations in this way. This is true capital and money (Lubis, 2012).

The key issues of low work employability for people seeking to take up a career in human resources management have been the lack of communication skills, the lack of contact among business organisations, the inappropriate selection of candidates, an insufficient technical qualifications and obsolete resumés (2014). In Costigan and Brink (2015), the expertise required to ensure management performance is not in line with those that are taught in AACSB-business programs requiring MBA courses. The presentation of the diversity of job achievement offers business schools of MBA graduates future advantages (Hay & Hodgkinson, 2006). Bruce and Schoenfeld (2006) noted that an analytical analysis of the relationship between the acquisition of skills in the classroom, the realistic application of experience and the recruiting companies 'criteria for graduates is required.

Berdan (2012) quoted some of MBA's core qualities and competences required for businesses to successfully handle and operate their business, such as leadership abilities, professionalism, global mindset, temperament, mathematical, critical and strategic thinking skills, international language skills, ingenuity and imagination, and understanding of the modern social environment.

In a web-based survey, Navarro (2008) analysis found a lack of focus on multidisciplinary alignment, experiential elements and a lack of product distinction and positioning in the Arouna. a mainstreaming in U.S. business schools, an MBA core curricula provides some support for the continued presence of conventional but frequently attacked "digital silo"

The willingness of most recent MBA students to meet international expectations is a big obstacle. Global requirements are not easy to follow. The philosophy of work and the work ethic of different nations must be understood as a hard task, especially for recent MBA students, in order to match the demands of clients from varying cultures. Training skills are required to match the international criteria for communication skills. Overseas project managers may need to adapt their lives to the scheduling abroad. A basic physical and mental preparation to suit these needs would help to build better chances as a graduate of MBA (Nair, 2015). The ability to build and deliver outcomes for multinational virtual teams is part of the philosophy which requires the soft skills of resilience, control of power, enthusiasm which openness to discovering new ideas (Berdan, 2012).

Communication skills are one of the most critical qualities in employability needed by candidates for a work market lead. Berdan (2012) emphasized that "major contact capabilities require the ability to express and handle corporeal language on videos and to use social media effectively." Managers must be able to manage strong leadership skills. This also takes strong leadership abilities to communicate with multiple groups of individuals. This briefness is necessary if key executive roles are held (Nair, 2015).

The basic components of the knowledge, management and managing business (Berdan 2012) are theoretical, analytical and critical thinking capabilities. MBA students still hold positions of authority in businesses and organisations because they have an objective approach to all matters. We will look at the problem at hand and analyze the proposals realistically to consider the most profitable. Emotional individuals are often swept away by feelings and struggle to take the right job decisions. Companies and organizations are finding theoretical ideas which understand and act accordingly the practicality of the situation (Nair, 2015). Both to maintain the competitive advantage of the enterprise or to pursue strategies that can grow, enhance and extend the market of an entity without damaging the world (Berdan, 2012) is essential to business success.

MBA students will have good credentials in leadership. A good leader has the courtesy to deal friendly with his colleagues. He is usually an excellent decision- and has important positions in a company. MBA graduates seek

important executive positions in well- organizations and companies. For these organisations, interpersonal qualities are a must (Nair, 2015).

CONCLUSION

The integration of the graduates 'gained competence and abilities in their particular job activities is equated with an increased integrated learning process and capabilities in the area of research that are important to success and performance. We are an important component of the knowledge-based society which contributes to the welfare of the community in which we worked. To order to facilitate the provision of training in the technically functional application of expertise in the classroom into the business world, it is important to establish a close relationship between the academia and industry. The firms 'company practices operate as genuine indicators of career growth and learning.

The emphasis is focused on leadership and communication skills to improve students 'trust in the decision taking and control of the performance of the project carried out by them as committee members. Quantitative, theoretical and strategic think-tanks are critical organizational features that students have to provide for useful collection of solutions in the event of deficiencies or predictive operations collapse. Interpersonal skills are one of the most recognized competence based on previous studies and communication skills to meet the needs of consumers and employees, particularly in the sales and marketing sectors. Meanwhile, the management of programs with time and risk control expertise is often considered a major capacity to reach targets and fulfill the health and security needs of the company as a whole.

RECOMMENDATION

MBA students may engage in school activities specifically related to the development of environmental consciousness, social responsibility and efficient management of diversity. Student events will benefit from concern for social problems, as well as collaboration and unity through carrying out implementation initiatives by Group extension programs at the graduate school. Participating in small and medium-sized businesses living ventures in University's adoptive communities will improve their capacity to support others by sharing their time and other services with people. Faculty, industry professionals and graduates will also revisit the MBA program on a regular basis to ensure that it is appropriate for business in order to promote sustainable economic development, as defined by the foreign market, and technical advancement. The presentation of the curriculum will also include opportunities to improve students 'abilities to consider quantitatively, analytically and strategically.

The curriculum may be designed to provide appropriate preparation and seminars relevant to their field of specialisation, along with the preparation of the students by echo seminars for all faculty members. In addition, joint work with MBA graduates may be strengthened to generate business – related research with academic co-authors. The foreign students can also be visited to provide deeper insights into how business processes in the Philippines have a global viewpoint.

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