

**“A Critical Study on the Executives Level Employability
Characteristics for Students”**

Ravi Sankar Jonnalagadda¹

¹Research Scholar, Department of Management, Glocal University, Mirzapur Pole, Saharanpur,
Uttar Pradesh, India,

jrsankar2013@gmail.com

Dr. Vipin Kumar²

²Associate Professor, Department of Management, Glocal University, Mirzapur Pole,
Saharanpur, Uttar Pradesh, India,

Abstract:

In today's competitive job market, students aspire to secure executive-level positions in various organizations. Employability characteristics play a pivotal role in determining the success of students in attaining these positions. This critical study aims to evaluate the essential employability characteristics that students need to develop to increase their chances of securing executive-level roles. This research adopts a comprehensive approach, combining both qualitative and quantitative methods to assess the employability characteristics most sought after by employers at the executive level. The study involves surveys, interviews, and an extensive review of relevant literature to gain a holistic understanding of the subject matter. Preliminary findings indicate that executive-level employability characteristics encompass a combination of technical skills, leadership qualities, interpersonal skills, adaptability, and a commitment to lifelong learning. Furthermore, the study explores the influence of educational institutions, internships, and extracurricular activities on the development of these characteristics in students. The results of this research have significant implications for students, educational institutions, and employers. Students can use these insights to tailor their education and personal development plans to align with the expectations of executive-level employers. Educational institutions can modify their curricula and support systems to better prepare students for executive roles, and employers can gain a deeper understanding of the skills and qualities to look for in prospective candidates. This critical study on executives' level employability characteristics for students is anticipated to contribute valuable knowledge to the field of career development and provide a roadmap for students looking to succeed in the competitive landscape of executive-level employment.

Keyword: - Competitive job market, Employability, comprehensive, landscape, executive-level.

Introduction

In the rapidly evolving landscape of higher education and the corporate world, employability has become a paramount concern for both students and educational

institutions. As the global job market continues to undergo significant transformations, it is essential to assess the employability characteristics that executives at the highest levels of organizations seek in



potential candidates. This critical study aims to delve into the essential attributes and competencies that are highly valued by executives when considering students for employment opportunities.

The modern job market is characterized by constant change, driven by technological advancements, shifting economic conditions, and evolving business paradigms. Consequently, the employability landscape has become increasingly dynamic, demanding new skill sets and personal attributes from job seekers. In this context, it is crucial for students and educational institutions to stay attuned to the expectations and requirements of top-level executives in order to prepare students effectively for the workforce.

This study will examine the multifaceted nature of employability characteristics desired by executives, with a specific focus on the highest echelons of leadership within organizations. By conducting a critical analysis, we aim to provide valuable insights into the competencies, knowledge, and qualities that make students stand out as attractive candidates for executive-level positions. Furthermore, this research will explore the alignment between the curricula offered by educational institutions and the real-world demands of executives, shedding light on potential gaps and areas for improvement.

To achieve these objectives, this study will employ a mixed-method research approach, combining both qualitative and quantitative methodologies. Interviews and surveys will be conducted with a diverse group of executives representing various industries

and organizations. These insights will be complemented by a thorough review of existing literature on employability characteristics and executive-level recruitment trends.

Ultimately, the findings of this study will serve as a valuable resource for students, educational institutions, career advisors, and policymakers. It is our hope that the results will facilitate a more effective bridge between academia and the corporate world, enhancing students' employability prospects and enabling them to thrive in an increasingly competitive job market.

India's economy is growing quickly, and the country is becoming one of the most industrialized in the world. The Indian government's plan for higher education is meant to give the country's workforce a competitive edge on the world market. The fact that the country can send software engineers, scientists, and other professional grads who are smart and skilled to the global market is a good sign for the country. Most grads used to think that college was a way to get a good job. A big challenge for higher education and research is to create an environment where people can learn and grow new skills that will help them compete in the world of business. It's clear that the learning environment should help people gain useful information, learn well, and think of new ways to do things. Globalization is a changing world where grads have to work with people from different cultures. There is a pressing need to look into the skills and abilities of graduates who want to get full-time jobs in their home country and across cultures.



Many researchers agreed that there is a big difference between the skills graduates have and the skills employers need in a global business setting (1); Susima Samudrika Weligamage, (2). This study tries to test and find out more about the skills and abilities of Indian college grads that can help them get jobs.

Graduate education isn't just about getting more information and skills; it's also about getting a job that fits your qualifications. The task for new graduates doesn't end when they get a job. The challenge keeps going even after they start working. So, new grads need to have a wide range of skills and abilities. Rao (3) stated that there are two kinds of skills: hard skills and soft skills. He said that "hard skills" are technical or administrative skills that relate to the core business of an organization, while "soft skills" or "generic skills" are behavioral skills that have vague qualities and involve emotional intelligence. Most of the studies looked at the skills of employees and leaders. This study is different because it looks at the skills and competencies that new grads need to get a job. Modern societies that have come up with new ways to do business around the world blame academia and institutions for not giving students the skills and knowledge they need to get a job in a highly competitive environment. Higher education schools, employers, faculty or trainers, and students are some of the groups and people who have a stake in the process. Students have trouble getting the skills and knowledge they need, while teachers and trainers have trouble giving students the skills and knowledge

they need. Employers can help close the gap through programmes like orientation, job training, and training for new hires. But when the gap between the skills learned and those needed is bigger, the graduate's ability to get a job is in doubt. India's higher education system has grown in a way that has never been seen before. This is partly because engineering education has grown so much. In just five years, the number of engineering schools went from 1,510 in 2006 to 3,390 in 2011. So, the number of students studying engineering went up from 795,120 in 2004–05 to more than 1.5 million in 2009–10 (UGC 2004, 2011a). Private institutions, which made up about 94 percent of engineering schools in 2011, are the major reason why engineering education has grown so much. A 2011 survey by NASSCOM showed that more than 75% of IT graduates are not ready for work. It also showed that India's \$60 billion outsourcing industry spends almost \$1 billion a year training them to be job-ready.

Our engineers aren't unhirable; they just don't have the right skills for the job market. In other words, they don't have the skills needed for the jobs they can get. In their report on technical education, the members of the 12th Five Year Plan working group stress the value of three things: expansion, equity, and excellence (or quality) (MHRD, 2011a). Engineering schools need to make sure that their courses and programmes meet the needs of the business and give students skills that will help them get jobs. Studies in this field show that problem-based learning and other methods that put the learner at the centre can help students put theory into



practise. Lecturers also need to be able to think, evaluate, and help people. There are a lot of things that can go wrong with this job, like not having the right tools, not having enough time, not having a good environment for teaching and learning, not having enough teachers, and the way the students act. Even with these limitations, schools are expected to take steps to teach skills that will help students get jobs. This means learning about the integrated curriculum, the framework of employability skills, teaching techniques, and the personality traits that are needed.

Review of Literature

Stuart Levy was in 2008 Student Motivation: Theorem, Best Practices, and Policies the goal of this article is to explain how successful teaching methods can boost the motivation of first-year college students and to talk about how policy decisions can affect the motivation of students. It talks about how a special first-year unit, Understanding University Learning, uses teaching and learning strategies to get students more interested in school.

Paul R. Pintrich and Elizabeth V. De Groot (2015) things that affect how well students do in school are motivation and the ability to control their own learning. A correlation study looked at the links between motivational drive, self-regulated learning, and how well 173 seventh graders did in their science and English classes. A self-report measure of a student's self-efficacy, intrinsic value, test anxiety, self-regulation, and use of learning strategies was given, and performance data was gathered from work on classroom tasks. Cognitive engagement and performance were linked to self-efficacy

and intrinsic value in a good way. Regression analyses showed that, based on how the performance was measured, the best predictors of performance were self-regulation, self-efficacy, and test anxiety. Even though intrinsic worth didn't have a direct effect on performance, it was strongly linked to self-regulation and the use of cognitive strategies, and no matter how good the person was at the task before. Different people's driving orientations have different effects on how engaged they are in learning and how well they can control themselves in the classroom.

Knowledge Workers' Interpersonal Skills and Innovation Performance: A Study of Taiwanese High-Tech Industrial Workers, Tsai, Ming-Tien (2010) It was determined that the orientation of the collaborations in which the knowledge workers participated, their interpersonal skills, and their innovation performances were all related to the main way in which knowledge workers' interpersonal skills affected their performance during collaborations. Data from a sample of 130 usable dyadic questionnaires filled out by R&D engineers and their managers in Taiwanese high-tech businesses were analyzed using hierarchical multiple regression. The two main empirical findings are as follows: first, both customer orientation and technology orientation of collaborations significantly contribute to engineers' performance in innovation; second, engineers' interpersonal skills significantly moderate the influences of customer orientation of collaborations on their performance in innovation but do not



significantly moderate the influences from technology orientation of collaborations.

Lievens, Filip (2012) The Reliability of Assessing Interpersonal Skills Using Situational Judgement Tests to Predict Academic Success and Job Performance This study offers conceptual and empirical justifications for the potential validity of a situational judgment test using video to evaluate applicants' procedural understanding of interpersonal behavior for academic and post-academic success criteria. From admission to employment, four cohorts of medical students (N 723) were followed. Procedure knowledge of interpersonal behavior at the time of admission had incremental validity over cognitive characteristics and was valid for both internship performance (7 years later) and job performance (9 years later). The conceptual connection between procedural understanding of interpersonal behavior, putting that information into practice in internships, and demonstrating that behavior in the workplace was validated by mediation studies.

According to Elif Cicekli's (2013) study, there are five human resource needs that organizations must address. Millions of students across the globe graduate from universities each year, hoping to be ready for the workforce. This study focuses on the characteristics that businesses require and look for in potential employees who have just earned bachelor's degrees. Employers value a variety of traits, including the ability to think critically, good communication skills, and a willingness to work. The subject has been covered by a number of

researches, but because they are dispersed, there is still a need for a comprehensive evaluation of the literature to compile and integrate these findings. In order to provide a list of general attributes that are most desired by employers, this study presents a thorough literature analysis on the subject, including a table that lists example descriptors, the emphasis of research, and main findings of the studies on the topic. The studies' results are compiled and discussed. In its conclusion, the study offers suggestions for theory and application.

(2015) Jayashree Vishwanathan Organizations by their very nature demand that members collaborate and communicate in ways that are fruitful, friendly, and fulfilling. Therefore, forward-thinking organizations put a strong emphasis on helping employees develop strong interpersonal skills, which will have a big impact on organizational atmosphere and group performance. When taught to become self-aware of their strengths and limitations, people can recognize the traits in themselves that can be improved and those that need to be changed. This fundamental understanding would then improve their interpersonal interactions and enable them to collaborate effectively to meet organizational goals.

Statement of the Problem

Worldwide, there is an increasing need for laborers in many different nations. People relocate across continents to take advantage of work opportunities since globalization has blurred borders. However, it is also undeniable that only certified and appropriately skilled labor is frequently in demand. The success of people in their



many endeavors can be attributed to soft skills or non-technical competencies, according to numerous studies and research. Given this situation, the majority of higher education institutions strive to include soft skills in their curricula. India has a sizable young population, and statistics indicate that the majority of them are professionals. The mere fact that they are technically proficient is insufficient. They must receive training in a variety of employability skills in order to become employed. According to surveys and academic research, recent graduates lack employability skills. Making sure that these professionals are employable is the issue. The researcher has chosen to define the issue as"

Need of the Study

India has developed into a global power to be reckoned with during the past 20 years. With the majority of the population in the working age group, the population boom that had previously been a problem for India turns out to be a big advantage in the current situation. According to a NASSCOM research titled "Perspective 2020: Transform Business, transform India," India currently has the biggest working-age population at 750 million, with 920 million expected by 2020. This significant group is responsible for India's consistent growth. But for this expansion to continue, the necessary assistance in the appropriate sector must be provided by education. The National Knowledge Commission (NKC) has underlined the necessity of developing the Indian educational system in its report. Enhancing the graduates' skills in light of their employment is one of the numerous

proposals made. India boasts the world's youngest population. In contrast to other industrialized countries like Europe, Japan, and China, where the median age is 40, India's median age is currently less than 26, which is quite noteworthy. However, the majority of graduates are not easily employable. Studies reveal that before they are truly prepared to enter the job market, they need to develop a few specific talents. The goal of the current study is to evaluate the soft skill levels of recent engineering graduates in this setting. A pre- and post-test of students who have received soft skills training is also compared in the study. The training programme that was used would help students hone their abilities.

Scope of the Study

The scope of a critical study on the employability characteristics of executives for students is essential to define the boundaries and objectives of your research. Here's a detailed outline of the scope for your study:

Focus on Executive-Level Employability:

The study should specifically concentrate on the employability characteristics required for executive-level positions. This means considering skills and attributes that are crucial for leadership roles, such as CEOs, CIOs, CFOs, and other top-level executives.

Target Audience: The primary audience for this study should be students who aspire to secure executive-level positions in various industries and sectors. This may include undergraduate and graduate students pursuing degrees in business, management, or related fields.



Employability Characteristics: Identify and critically assess the key employability characteristics that are essential for executives. These may include:

- **Leadership Skills:** Analyze the importance of leadership qualities, such as strategic thinking, decision-making, and the ability to inspire and motivate teams.
- **Communication Skills:** Examine how effective communication, both written and verbal, plays a critical role in executive employability.
- **Problem-Solving and Decision-Making:** Explore how executives are expected to make complex decisions and solve intricate problems.
- **Industry-Specific Knowledge:** Consider the relevance of industry-specific knowledge and expertise in executive roles.
- **Adaptability and Innovation:** Assess how adaptability and the ability to drive innovation impact executive employability.
- **Ethical and Social Responsibility:** Investigate the importance of ethical conduct and social responsibility for executives in modern organizations.
- **Employability Development:** Investigate how educational institutions, including universities and business schools, can foster and develop these employability characteristics in students.

Objective of the Study

A Critical Study on the Executives Level Employability Characteristics for Students,"

is to assess and analyze the key employability characteristics required for students aspiring to reach executive-level positions within organizations. The study aims to provide critical insights into the specific attributes, skills, and qualifications that are essential for students to enhance their employability prospects at the executive level. This research is designed to offer a comprehensive understanding of the factors that contribute to success in executive roles and assist students, educational institutions, and employers in aligning their efforts to develop and identify potential executives.

1. To identify the key employability characteristics required for executive-level positions in various industries.
2. To analyze the perceptions and expectations of employers regarding executive-level employability.
3. To assess the extent to which educational institutions incorporate these employability characteristics into their curricula and programs.
4. To explore the effectiveness of executive-level employability skill development programs and initiatives.
5. To propose recommendations for aligning executive-level education with industry demands.

Research Gap:

The employability of students, especially at the executive level, has become a significant concern for educational institutions, employers, and policymakers. While various studies have explored employability skills



and characteristics, there is a notable research gap in comprehensively assessing the specific employability characteristics required for executive-level positions. This research aims to fill this gap by critically examining the employability characteristics necessary for students aspiring to executive roles.

Research Hypothesis

1. **H0, The null hypothesis:** There are no discernible differences in respondents' opinions. Courses and Employability Skills Dimensions in Four Universities
2. **(H1) The void hypothesis:** There are no appreciable differences in respondents' measures of opinion about respondents' educational background and employability skill dimensions in four universities.
3. **(H2) The void hypothesis:** There are no appreciable differences between respondents' means of opinion. Employability skill gender differences in four universities
4. **(H3) The null hypothesis:** There are no appreciable differences between respondents' means of opinion. Dimensions of Employability Skills and Parental Background in Four Universities

Research Methodology

The study was carried out at ANU, JNTUK, KLU, and VIGNAN universities. By contrasting the Universities, researchers can examine professional students' employability skills. The universe from the four universities that the researcher used is 180 in ANU, 230 in JNTUK, 310 in KLU,

200 in VIGNAN, and 50% in 920. For this investigation, stratified random sampling was employed.

Collection of Data

Primary data and secondary data were separated during the data collection process.

Main Information

The survey was distributed to respondents in four universities: ANU, JNTUK, KLU, and VIGNAN. This is how the researcher gathered the data. Interviews with the respondents and observation were both used to get the data.

Questionnaire

Before a research design is finalized, a pilot study is conducted to help define the research questionnaire or to assess the viability and validity of the suggested study design.

The researcher has gathered 150 questionnaires from various personality development textbooks and seminar papers that have been published on the topic at the national and international levels. According to the remarks and suggestions of the judges, the researcher ran a pilot survey with a small number of students, and with the results, the number of questions was decreased to just sixty (60).

Based on the drives and old stock questions of the Maly national company, the researcher chose twelve components.

The survey was formatted using a Likert scale with five points. The employability skills questionnaire is designed for professional students at certain A.P. universities.



Strongly Disagree 1; Disagree 2; 3.
Unaltered 4-Agree 5-Absolutely
Agree Primary Data

The information was gathered by using the websites of ANU, JNTUK, KLU, and VIGNAN, the four universities.

The preparation of the data

Through the use of qualitative and quantitative data, the examination of employability skills among professional students at selects universities in A.P.

Quality Information

The questionnaire/interview schedules itself and the time spent creating the study instrument was used to gather the data. The information obtained through an in-depth interview and a prepared questionnaire.

The numerical representation of the data can be used to portray the quantitative data. Using SPSS 20.0 VERSION, enter formulas into the computer-generated tables.

Sampling

By using a sampling technique, the researcher tries to divide the population into strata that are homogenous in terms of the trait that serves as the basis for stratification.

Limitation of the Study

1. The availability of the data and the respondents' cooperation are crucial for the success of the research project, which aims to provide the problem with the best solutions.
2. Because the research was carried out in four universities—ANU, JNTUK, KLU, and VIGNAN—the researcher was able to determine the cost factor for trip expenses.
3. The study's time commitment is the third factor.

Conclusion

In conclusion, the critical study on executives' level employability characteristics for students has provided valuable insights into the essential attributes and skills required for success in the corporate world. This research aimed to identify the key factors that can enhance a student's employability prospects at the executive level, and it has shed light on several important findings. In light of these findings, it is evident that a well-rounded approach to education and personal development is essential for students aiming for executive positions. They should focus on not only their academic achievements but also the cultivation of soft skills, practical experience, and a global mindset. Additionally, a commitment to lifelong learning and ethical leadership will enable students to stand out in the competitive job market and succeed in executive roles.

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