A New Paradigm Skill Shift Expecting By The Corporate World From Mba Students - Design Mindset And Unlearning & Relearning

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A New Paradigm Skill Shift Expecting By The Corporate World From Mba Students - Design Mindset And Unlearning & Relearning

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ABSTRACT

Purpose: With the materialization of literature on Expectations of Corporate from management students, it is evident that there is a drastic shift in skill set. The primary purpose is to know about the Design mindset and Unlearning & Relearning role played by management students as the required Skill set for the corporate world and have been among the most notable areas of research.

Design/methodology/approach: A survey questionnaire was administered with 366 respondents from MBA students. The paper takes a quantitative approach to explore the expectations of MBA students with exploratory analysis using SPSS 21 and AMOS 24.

Findings: The study found a significant mediating effect of social intelligence skills relationship between design mindset and Unlearning & Relearning with Corporate Expectations. All the relationships between the constructs are substantial.

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Practical implications: The research shows that the corporate expectations on Design mindset and Unlearning & Relearning are essential for management students to develop these skills.

Originality/value: Traditionally, the literature has mainly focused on the management students' enormous contribution towards Corporate Expectations on the Design mindset and Unlearning & Relearning skill set. This paper contributes to understanding the student's skill set for a paradigm shift in the corporate world.

Keywords: Corporate Expectations, Design mindset, Unlearning & Relearning, Management students, skill sets.

INTRODUCTION

Corporate expectations from management students change from time to time (Jain, 2021). Management education is considered a professional degree, so the corporate world expects management students to design mindset skill development (Harsolekar, Dr. Dinesh D ; Munshi, 2023). Students with communication skills, critical thinking skills, and ethical awareness significantly impact the corporate world (Rebele & St. Pierre, 2019). Especially post-COVID, the expectations are gradually increasing, and all the sectors have been profoundly affected significantly in higher Education (Suleri, 2020). The management students are unclear about the skill set they should possess to be recruited (Genin, 2021). According to (Graduate Management Admission Council, 2020) Post-COVID, the influence of Netflix and Instagram is seeking attention everywhere, especially with the drastic shift to Online Education. The study builds on research about ethical understanding and reasoning among management students.

The challenges young adults face are being innovative, digitally literate, and having high critical thinking skills, which add more value to their future. Business schools face challenges in transforming management students into future employees (Shantz et al., 2023). Every decade, the need for corporate culture changes based on internal factors like employees and managers, money and resources, company culture, and external factors like the economy, competition from other businesses, politics, government policy, and customers and suppliers (Sherman,

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2019). (Nusrat & Sultana, 2019) suggest that many researchers have examined soft and communication skills as corporate expectations. (Shamsudin et al., 2023) explain that self-directed learning, learner readiness towards online knowledge, learner control, online communication, computer/internet self-efficacy, and motivation for learning are the key aspects that MBA students need to concentrate on to meet the expectations of the corporate world. However, during COVID, classes were meant to happen online, so it made a significant impact on the learning platform as well as changes amongst management students that started to emerge that created change, which is addressed immediately with proper insight to enhance both academic institutions and management students' ability to equip themselves (Zhao & Watterston, 2021).

(Santikary & Chandra Sekhar, 2019) found that sets like creativity, innovation, problem-solving, strategic thinking, and communication; thinking ability and emphasising cognitive development dealing with abstraction; fostering a spirit of inquiry and critical evaluation, and experimentation with new ideas, information, approaches, assumptions, and frames of reference are the expectations from the corporate world. Management students lacked problem-solving ability and critical thinking (Urquía-Grande & Pérez Estébanez, 2020).

(Alam et al., 2021) argued that post-COVID factors like a horizontal and vertical mismatch: constraints on Education and development, and quality of employees need to be reviewed and analysed for building new skill sets. Addressing the gap, this study has considered two required skills: design mindset and unlearning & relearning. This study has considered these two factors by discussing them with HR people and reviewing articles and blogs from various resources. (Lars Groeger & Schweitzer, 2020) explain that a design mindset is how a person approaches a situation. (Raju, 2022) argued that design thinking provides freedom to view from a different perspective. Brainwork brings out the best ideas, which widens the learner's knowledge (Ladachart et al., 2022).

(Oparinde, 2021) states that people need to unlearn information and ways of doing things and let go of unhelpful beliefs and negative behaviours. Unlearning involves erasing what the person knows and how the person has performed and practised (Hsu, 2021). It's about leaving the outdated models no longer needed (Giulioni, 2018). Relearning is the process of going back to an

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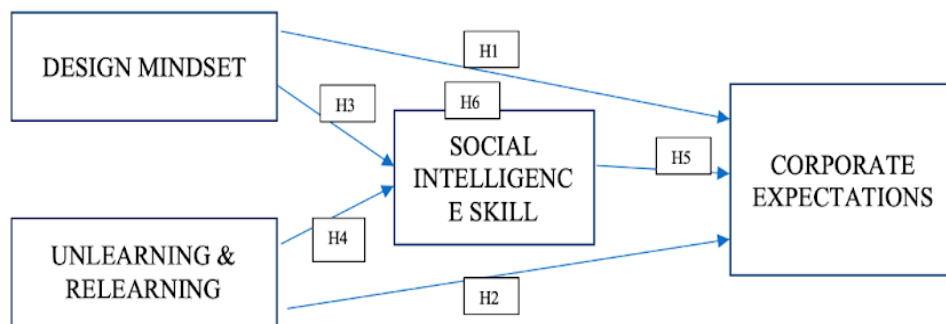
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older practice when there is a need to use the existing skills to boost learning (Rawson & Dunlosky, 2022). Relearning involves learning older methods that might be useful in the future.

Students with high social intelligence have the attitude to build solid relationships and perform with others. Social intelligence skill strengthens the skill set of MBA students. Moreover, it is the mediating factor influencing corporate expectations (Renzulli, 2021). Social intelligence skill plays a significant role in bringing out the design mindset and Unlearning & Relearning skill of management students to meet corporate expectations. If an individual possesses introverted behaviour, it's difficult to expose the design mindset without Social intelligence skills. Recently, management students with unlearning & relearning developed Social intelligence skills to enter the corporate world (Naik & Shinde, 2022).

Several researchers have called for approaching corporate expectations from MBA students, but the researchers identify no specific skill set through the lens of corporates (Kumar & Jain, 2010). (Petrides, 2011) explains that social intelligence means the person's ability to understand and manage interpersonal relationships. Social intelligence involves effective leadership, paving the way to motivate peers toward a common goal. Social intelligence is the ability to read and adequately react to problems, monitor, understand, manage emotions, and fit into various social contexts (Al-Kandari, 2022).

The theoretical contributions of this paper are of two aspects. First, and perhaps most importantly, the present study examines the knowledge of MBA students to meet corporate expectations. But the curriculum has to be framed to improvise the MBA students' skill set to meet the corporate world's expectations.

Figure 1 represents the proposed research model

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The main objectives of the study are

1. To identify the new skill sets needed by the corporate world from management students, especially post-COVID-19 in Product and service firms.
2. To find the impact of the new skillset identified on corporate expectation and the significant influencing skillset.
3. To analyse the mediating role of social intelligence between Design mindset, Unlearning & Relearning, and corporate expectations.

The purpose of choosing South Indian B-Schools is through the (GMAC, 2022) report, which stated that around three lakh students pass out each year. Around 60% of the management students belong to South India (THAKUR, 2022). The study is meant to explore a significant skill set required in understanding the product and service sector for the growth of management students. Post-COVID, the expectations tend to change as the management students lack a few skills to be hired, and managers expect the effectiveness of integrating corporate social challenges into the MBA curriculum. Management students ought to be able to learn new skills to update for the betterment of the organisation (Bachnik et al., 2023). The lack of updates makes management students outdated in the market. The product and service sector plays a crucial part in management students recruitment, as stated in the GMAC report (GMAC, 2022). As management students are essential for developing the product and service sector, the current study is carried out in this field. Sustainability in the present scenario is the basic paradigm that paves the way for a prosperous future (Ikram et al., 2020).

THEORETICAL BACKGROUND

Unlearning theory

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Learning amongst people has to unlearn information and ways of doing things. Unlearning is not about forgetting things but replacing old thoughts with new thoughts. Unlearning is the way of learning, and without unlearning, it will be impossible to replace old and outdated skills with new and more relevant ones (Becker, 2018). The technological changes that have taken place in the last fifty years have excelled all the technical developments that have taken place since human civilisation's evolution (Mitra, 2021).

Relearning theory

Relearning is how much faster one relearns what has been previously learned and then forgotten (Warrell, 2020). Relearning means replacing the knowledge with positive ones. Relearning is to repeat retrieval practice of the same information again and again.

Design thinking theory

Design thinking is to create better experiences in the workplace, and innovation for work benefits from applying certain attitudes that can empower their thinking and creativity (Lars Groeger & Schweitzer, 2020).

Social intelligence theory

Social intelligence refers to a person's ability to understand and manage interpersonal relationships in the workplace (Al-Kandari, 2022). Social intelligence helps resolve conflicts by creating relationships with peers and making them more approachable.

REVIEW OF LITERATURE

The study (Mehrolia & Alagarsamy, 2019) identified Personal qualities and employability competencies influencing individual interaction with others. The study found a significant difference in the perception of students, business school faculty and managers concerning personal attributes and competencies (Fajaryati et al., 2020). Design-based learning is used by research scholars, which is the critical approach to science, technology, engineering, and mathematics (Ladachart et al., 2022). The students perform concerning their skills and need to

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meet the corporate expectations and how they fit into the organisation's requirements (Sowmya & Gunasekara, 2017).

H1: Design mindset will positively and significantly impact corporate expectation

The study helps management schools to develop a new curriculum to fulfil the needs of the industry (Cowden, Birton; Hiatt, Mark; Swaim, James; Quinet, 2021). The research by (Rapanta et al., 2021) presented the rethinking assumptions concerning Education as a whole and focused explicitly on Higher Education. Unlearning ought to promote an environment where the practitioners can rathe questions about existing and institutionalised practices and ultimately come out with awareness (Hsu, 2021). Employers and HR managers expectations from the skill set of the students to meet the needs of the corporate, work and work environment (Sakthivel et al., 2020).

H2: Unlearning & Relearning will Positively and Significantly impact corporate expectation

The study gives insights into an emphasis on pedagogisation. The outcome would be a harmonious combination of physical and digital tools. (Santikary & Chandra Sekhar, 2019) evoked responses from corporates about their expectation from B-School in Hyderabad. The benchmark is exceeded, and the results are truly astonishing. What do corporate expect from B-School? is the question answered through the research. Corporates are opting for well-rounded and informed candidates who can push themselves as the brand in the right direction (Krishnan, 2019).

H3: Design mindset will Positively and Significantly impact Social Intelligence skills

The researcher has taken new dimensions of Design mindset and Unlearning & Relearning as corporate expectations by reviewing related blogs, hiring managers articles, post-COVID changes in recruitment articles, etc. (Toding et al., 2023). Unlearning is how an

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individual chooses an alternative mental model or paradigm to incorporate new insights into existing knowledge (Bonchek, 2016).

H4: Unlearning & Relearning will Positively and Significantly impact Social Intelligence skills

The study focuses on social intelligence competencies in resilience (Liu & Boyatzis, 2021). The study gives insights into recovery from stressful life with the help of social intelligence skills. The social intelligence skill adds more importance to resilience and renewal from stress. (Sariyatun et al., 2021) described the Effect of Digital Learning Material on Students' Social Skills in Social Studies Learning. Social Skill improves students through digital learning more effectively than printed textbooks.

H5: Social intelligence will Positively and Significantly impact corporate expectations

The research explores the relationship between social intelligence and the problem-solving style of handling conflict (Rahim et al., 2018). It also found associations between situational awareness, situational response, cognitive empathy and social skills with each other and problem-solving.

H6: Social intelligence will mediate between Design mindset, Unlearning & Relearning and Corporate expectation

The primary research gap is identified by reviewing the previous literature, and only a few studies were taken over on the new skills requirement from management students. In the study, Design mindset, Unlearning & Relearning and social intelligence concepts were not considered core-based concepts. Considering all these views, the researcher needs to find the answer to the following research questions.

1. Is Design mindset and Unlearning & Relearning a new skill set needed by the corporate world for management students?

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2. Is social intelligence skill mandatory for the younger generation to sustain in any situation?

3. Does social intelligence skill mediate between Design mindset, Unlearning & Relearning, and corporate expectation?

DESIGN MINDSET:

A design mindset is a process of handling a particular situation. It holds the freedom to look at a problem in its way.

UNLEARNING & RELEARNING:

Unlearning is overcoming knowledge obsolescence challenges and creating a new way to learn. It discards the existing knowledge by questioning and identifying.

Relearning is the process followed by unlearning. Relearning includes gaining new knowledge, strategy and routines.

SOCIAL INTELLIGENCE SKILL:

The process of knowing and managing interpersonal relationships. It's an individual capability to understand and behave with other people.

CORPORATE EXPECTATIONS:

The expectations from the corporates from the management students to fit into the designation or the role. There are particular Skill sets the individual ought to possess to get selected in the recruitment process.

RESEARCH METHODOLOGY

RESPONDENTS

The current research focuses on the product and service firms' expectations from management students, especially post-COVID. The data is collected from HR recruiters and Hiring managers. Tamil Nadu is the hub for product and service firms; many graduates are recruited here. There are about 154 samples for the pilot study. The data from 366 is considered for the main study.

MEASURES

This study measures the corporate expectations from management students with the mediating factor of social intelligence factor with the skill set. The questionnaires are created for the first time for the research, as mentioned by (Creswell, 2011), which includes 4 phases of

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planning, specification tables for construction, and Cronbach alphas for quantitative evaluation and validation. In the first step, the study variable is identified and evaluated. The second step validated and reviewed the questionnaire by the HR recruiters, Hiring managers and subject experts. The pilot study was undergone during the third step, and Cronbach alpha was executed.

Table 1: Cronbach alpha

Constructs	Cronbach alpha
Design Mindset	0.916
Unlearning and Relearning	0.936
Social Intelligence skill	0.931
Corporate Expectation	0.886

The final and fourth step includes these four phases Face validity, Content validity, Criterion validity, and Construct validity (Oluwatayo, 2012). (Taherdoost, 2018) Content validity is analysed using the CVR Lawshe method by framing expert panel members, and a critical value of 1 is achieved. (Straub & Gefen, 2004) Criterion validity is examined through Pearson's two-tailed way, and the importance of 0.05 is found that the data is not exceeding. Construct Validity is measured by using two criteria one is convergent, and the other is discriminant validity (Taherdoost, 2018).

Table 2: Convergent validity AVE, CR

Constructs	AVE	CR
Design Mindset	0.649	0.917
Unlearning and Relearning	0.707	0.955

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Social Intelligence	0.736	0.933
Corporate Exceptions	0.616	0.888

Convergent validity consists of the factor loading, average variance extracted (AVE), and composite reliability (CR), as shown in Table 2. In this study, factor loading mostly exceeded 0.620 at the acceptable rate of 0.6 (Hair et al., 2010) done separately. The AVE of the results indicates that all the variables had a value greater than .5, which means that low error remains(Hair et al., 2010). The highest AVE is Social Intelligence at 0.736, followed by Unlearning & Relearning at 0.707. (Al-Kandari, 2022) The lowest AVE is the Corporate Exceptions at 0.616. Table 2 shows that all AVE and CR values are more than 0.6 (Parry, 2020).

Table 3: Discriminant Validity

Constructs	Design Mindset	Unlearning& Relearning	Social Intelligence Skill	Corporate Expectations
Design Mind	**0.806**			
Unlearning & Relearning	0.311**	**0.841**		
Social Intelligence Skill	0.408**	0.299*	**0.858**	
Corporate Expectations	0.382**	0.467*	0.230**	**0.785**

(Moyo et al., 2018) While discriminant validity for the corporate expectations with the mediating factor of social intelligence skill is analysed using Fornell and Larcker, as summarised in Table 3. The convergent validity shows that all the diagonal values exceed their horizontal and vertical values. Hence all the variables achieved reliable and valid test results as the values are near 1.0 (Henseler, 2015).

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Findings from Descriptive Statistics and Correlation Analysis

The results in Table 4 suggest that the Cron Bach alpha coefficient calculated for design mindset, unlearning and relearning, social intelligence and corporate expectations.

Table 4: Mean, Standard Deviation, Cronbach Alpha coefficient, and correlation coefficient

Construct	Mean	SD	Cronbach alpha	1	2	3	4
Design Mindset	3.90	0.749	0.910	1			
Unlearning and Relearning	4.02	0.618	0.940	0.317**	1		
Social Intelligence Skill	3.29	0.796	0.932	0.376**	0.221**	1	
Corporate Exceptions	3.80	0.636	0.900	0.288**	0.541**	0.228**	1

**-Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows that Cronbach's alpha coefficients calculated for design mindset, unlearning and relearning, social intelligence and corporate expectations were found to range ranged (Said et al., 2011). The results also indicate that the sample under study has a favourable perception of a design mindset, unlearning and relearning, social intelligence skills and corporate expectations (Rahim et al., 2018). (Professor, 2017) Also, the correlation coefficients for the variables under study, design mindset, unlearning and relearning, social intelligence and corporate expectations, were positive and significant at a 0.001 and 0.01 significance level.
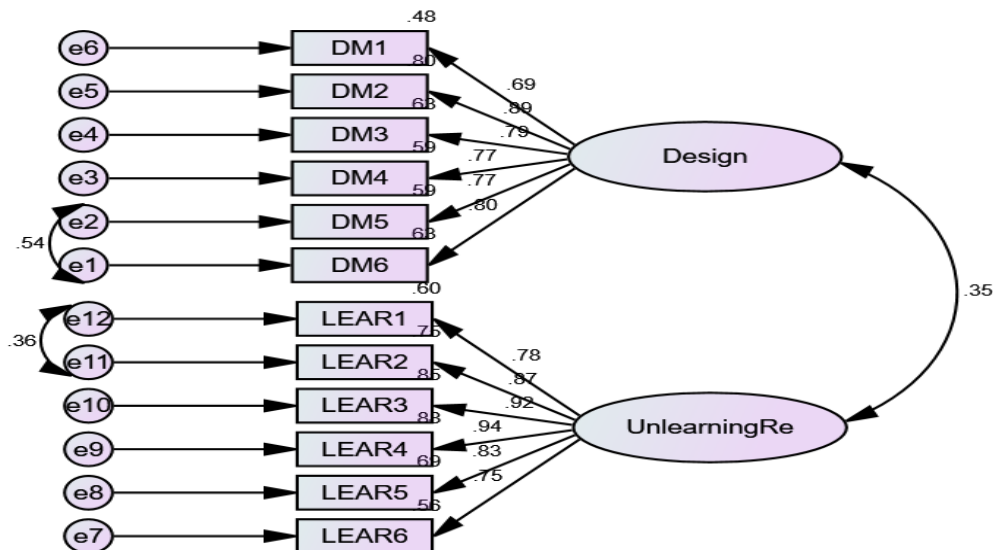
Findings from Confirmatory Factor Analysis (CFA)

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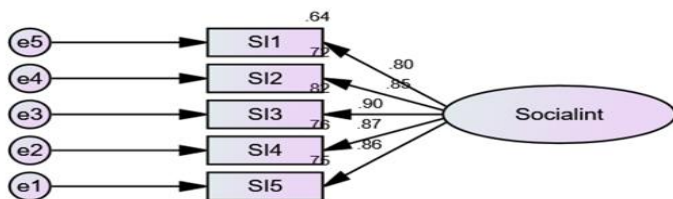**Figure 1: CFA for Design mindset, Relearning and Unlearning**

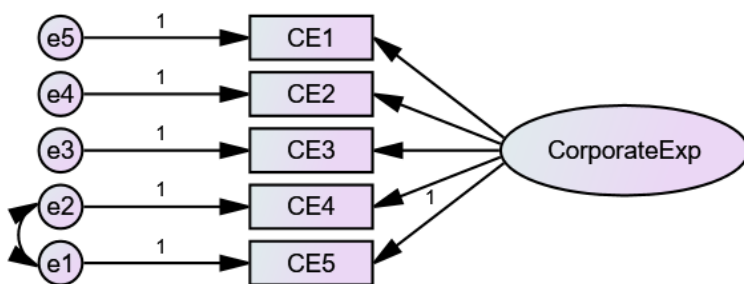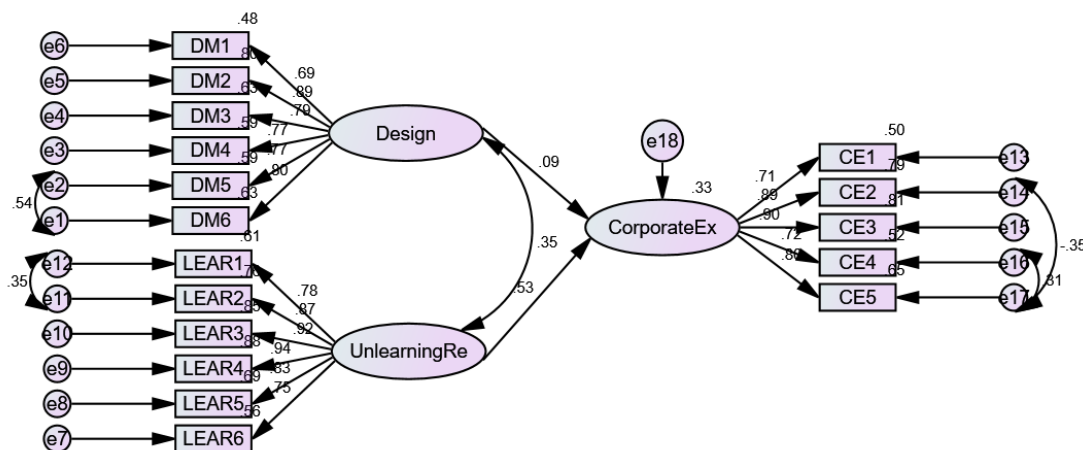**Figure 2: CFA for Social Intelligence Skill**

Figure 3: CFA for Corporate expectations

Table 5: Goodness of Fit results of CFA on a Design Mindset, Unlearning and Relearning, Social Intelligence and Corporate Expectations

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Model	x^2/df	GFI	AGFI	NFI	CFI	TLI	RMSEA
DM and Unlearning and Relearning	2.622	0.941	0.910	0.963	0.977	0.970	0.067
SI	2.381	0.961	0.961	0.992	0.995	0.995	0.062
CE	1.014	0.997	0.983	0.997	0.999	0.998	0.006

Table II result depicts the CFA test for Design mindset, Unlearning and Relearning, Social Intelligence and Corporate Expectations. The CFA for Social Intelligence are: χ 2 / df = 2.381, GFI = 0.961, AGFI = 0.961, NFI = 0.992, CFI = 0.995, TLI = 0.995 and RMSEA =0.062. Finally, the CFA for Corporate Expectations is χ 2 / dfis1014, GFI = 0.997, AGFI = 0.983, NFI= 0.997, CFI = 0.999, TLI = 0.998 and RMSEA = 0.006. Questions S6 of Social Intelligence skill have been removed due to poor loading from CFA. These values satisfy the reference values of the χ 2 / df, range between 2 to 3, GFI, AGFI, NFI, CFI, and TLI, which lie between 0 to 1, and RMSEA value, which should be ≤ 0.10. (Lewis, 2017) The overall fit indices of our measurement model are generally good, which indicates a good model fit. The model fitness output helps the researchers proceed with the path coefficients (Hoofs et al., 2018).

Findings from Structural Equation Modeling (SEM) and Hypothesis Testing
To check for the mediation process

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Figure 4: SEM for the direct effects of a Design mindset, Unlearning & Relearning, Corporate expectation

Table 6: Hypotheses Tests (H1, H2, H3, H4 and H5)

| Hypothesis	Effects	Standardised Regression Weights	P	Result
H1	DM→ CE	0.93	*	Accepted
H2	U&R→ CE	0.535	***	Accepted
H3	DM→SI	0.356	***	Accepted
H4	U&R→SI	0.105	*	Accepted
H5	SI→ CE	0.086	**	Accepted
Note: DM - Design mindset, CE - Corporate Expectation, SI - Social intelligence skills, U&R - Unlearning and Relearning				
P < 0.001 (***), P < 0.01 (**), P < 0.10 (*)				

Table 6 result depicts the standardised direct effect of Design mindset and Unlearning & Relearning on Corporate Expectation (β = 0.93, p = 0.10; β = 0.535, p = 0.001), is positive and significant. (Said et al., 2011) Thus, hypotheses H1 and H2 are both meaningful and accepted. Therefore, a Design mindset has a direct impact on Corporate Expectations. So we can proceed with the mediation model. Table III also contains the values of standardised path coefficients of Design mindset and Unlearning & Relearning on Social intelligence skills and Social intelligence skills on Corporate Expectation. Hypothesis H3, Design mindset is positively related to Social

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intelligence skills (β = 0.356, p = 0.001). Hypothesis H4, Unlearning & Relearning, is positively associated with Social intelligence skills (β = 0.105, p = 0.10). Hypothesis H5, Social intelligence skills completely relate to Corporate Expectations (β = 0.086, p =0.01). From the Table, it is found that Unlearning & Relearning have a significant impact on Corporate Expectations.

Test for Mediation

The bootstrapping procedure checks the meditating effect of Design mindset and Unlearning & Relearning with Social intelligence skills on corporate expectations.
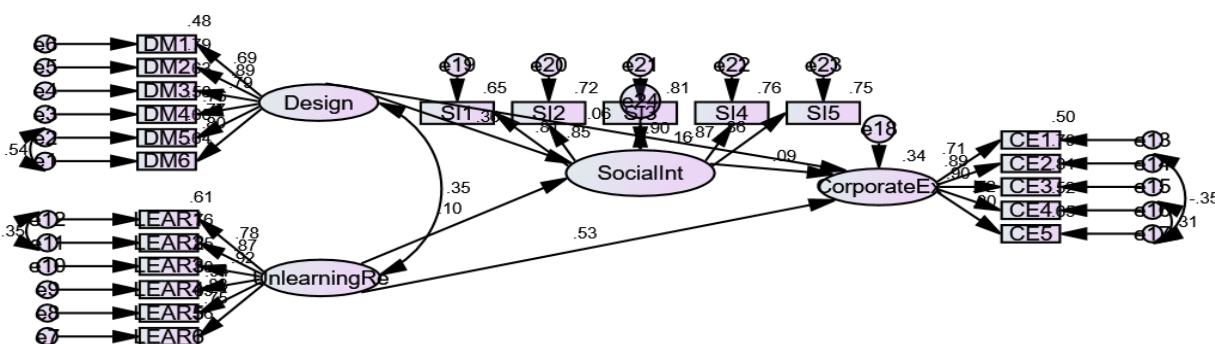
Figure 5: SEM for Design mindset, Relearning & Unlearning, Social Intelligence and Corporate expectations

The analysis is made to know the presence of the mediating effect with Design mindset and Unlearning and Relearning, Social intelligence skills on corporate expectations.

Table 7: Identifying the type of mediation

Relationship	Direct Effect	Indirect Effect	Confidence		P-Value	Conclusion
			Lower Bound	Upper bound		
DM→SI→CE	0.213 (0.721)	0.009	0.02	0.162	0.001	Full Mediation
U&R→SI→CE	0.019 (0.878)	0.022	0.042	0.108	0.001	Full Mediation

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From Table 7, it was identified that the direct effect of Design mindset with the mediating factor of Social intelligence skills on corporate expectation is significant (0.213, P = 0.721). Hence, the Design mindset with the mediating element of Social intelligence skills on corporate expectation is having a complete mediation. (Al-Kandari, 2022) The direct effect of Unlearning & Relearning with the mediating factor of Social intelligence skills on corporate expectation is significant (0.019, P = 0.878). Hence, Unlearning & Relearning with the mediating element of Social intelligence skills on corporate expectation is having a complete mediation.

DISCUSSION

The study's findings indicate that corporate expectation in the product and service sector is acknowledged with the literature depicting the overall expectations in general and not more specific (Urquía-Grande & Pérez Estébanez, 2020). It is found that Social intelligence skills mediate corporate expectations with the Design mindset and Unlearning & Relearning as the Skill. In other words, it can be explained as management students ought to possess a Design mindset and Unlearning & Relearning skills to be apt for the corporate world (de Rosa et al., 2022). This relationship pattern has significant implications for management students, as it signifies the need to introduce such skills in the curriculum (Hrivnak, 2019). The theoretical part of the study suggests that management students ought to be ready for the corporate world and possess the required skills, especially post-COVID (Herodotou et al., 2019). The Social Intelligence skill mediates corporate expectations with a Design mindset and Unlearning & Relearning skills which pave the way for the theoretical context to focus on the skills as a whole with product and service firms (M. et al., 2021). Educational institutions reinforce environmental awareness and a sustainable mindset amongst management students. Green Education entails the management of students to think, which is more predominant, especially post-COVID (Zunaidah et al., 2022). (Lars Groeger & Schweitzer, 2020) Examines the effect of an experiential Design Thinking learning environment on developing a Design Thinking mindset. Design Thinking mindset that personifies Design Thinking can address deficits in business school education. Students prepare for a better future. (L. Groeger et al., 2019)

IMPLICATIONS

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Based on prior research, the skill set of management students is required to meet corporate expectations (Shamsudin et al., 2023). The study points out new insights on corporate expectations, and it can be used in future research in various sectors and other steams. The unique skill set is the Design mindset, and Unlearning & Relearning skills required to meet the corporate expectations are identified in the study. The management students are taught a Design mindset and Unlearning & Relearning skills which adds value to corporate expectations. Moreover, this study acknowledged a significant mediating effect of social intelligence skills on Design mindset and Unlearning & Relearning skills. The increasing importance of curriculum design and the implication for the same ought to be done immediately to meet the corporate expectation (Hrivnak, 2019). Management students should possess a skill set concerning the dynamic environment and are more likely to explore new skill sets and adapt to the changing work environment, thus making the organization more amenable to change that will fit the organization.

LIMITATIONS AND FUTURE RESEARCH

The research has its limitations. The first limitation of this study is that only management students are considered for the examination, which could be included in various other steams. The study is limited to the Tamilnadu region, so it is not specific to what level it can be generalised (Santikary & Chandra Sekhar, 2019). Post -COVID wanted to implement the skills like Work life balance, Flexibility, Clear vision and Mental health focus (Charlton, 2021). These are the four factors which are considered, especially post-COVID. The study is done with product and service firms as it can be done with other firms (Espinoza-Morales et al., 2022). Future research can be done with other streams, from products and services in another region.

CONCLUSION

The study found that Social intelligence skill mediates corporate expectations with the Design mindset, and Unlearning & Relearning skills are hypothesised, positive and significantly post-COVID (Kim & Strimel, 2020). The results also indicate that Design mindset and Unlearning and Relearning, in particular, significantly impact corporate expectations (Sullivan & Page, 2020). It also highlights the significance of a Design mindset and Unlearning & Relearning skills, especially with product and service firms (Low et al., 2021). Thus, Design mindset and

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Unlearning & Relearning leave a complete mediation with the mediating factor of Social intelligence skills on corporate expectation.

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