Focused Discussion on Skill-Gaps as Suggested by Prof. ORS Rao, VC, ICFAI University, Jharkhand

Dear All,

Hon. VC-ICFAI University, Jharkhand, Prof. ORS Rao has advised to initiate few focused discussions. Let us concentrate first on the area of "Skill Gaps". MTCians are requested to share their views on the same with respect to job trends as well as skill gaps in specific industries and functional roles. We make a sincere request to MTCians representing corporate to share their views on the same.

The inputs will be recorded and presented in a form of report for the purpose of stake holders in Management Education. It will be highly useful and a great contribution.

Request wide participation. Your views are very important and will definitely contribute to address the situation.

EDUCATE, EMPOWER, ELEVATE
Bholanath Dutta
Founder, President & Convener: MTC Global
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Before we train the students on various skills... and insist them on developing skills...... the faculty must get the right attitude and exposure on the concept. but in most of the institutions we faculty ride on the ignorance of the students....... i request the forum to offer some practical solutions to faculty problem when we receive e response from corporate......

Dr.R. Subramaniya Bharathy,
Periyar University, Salem.TN

We need to first identify the skill gaps at the faculty level. However, the difficulty I foresee is that these gaps will vary from region to region and person to person. This difficulty, of course, will be faced with identifying the skill gaps of the students.
Regards
Virendra goel

I agree. Skill gap varies role to role, function to function, region to region and Institution to Institution. Generally, HR Managers and Functional Managers of the companies , involved in campus recruitment (or recruiting fresh MBAs from open market) at Pan-India level, know the skill gaps (in the areas of soft skills and functional skills) , on the basis of their experience. Placement Managers of the leading B Schools also are aware of it, as they get feedback from the recruiters. They may share their views not only the gaps but also their suggestions on remedial measures. This may form the back plane for discussion.

Rgds
Prof ORS Rao

I would like to suggest that we start listing the skills required to be an effective teacher and then try to carry out survey among our members to identify the general scenario with regards desirable level and existing level of particular skill.
Regards
Virendra Goel

Silos and the silo mentality in industry and other areas that thrive on competition should be encouraged - but only if they are bedded in a common, vibrant and easy to map unity of invincible strengths in terms of primary, secondary, tertiary and further education and skilldevelopment and continuing educational activities. (*Holding these two ideas together may be seen as a form of cognitive dissonance, a state of mind producing considerable discomfort and mental disorder.*) Marrying the collective wisdom of HR Managers in Industries, Functional Managers, Recruiters and Placement Managers with a common longer term vision - a "decadal vision", perhaps, spanning two consecutive five year plans (2012 to 2022) of improving skills in school children is a noble goal and will yield changes of mammoth scales.

"Need Analysis": The attached a document provide a few key points. The document, provide by Prof. Vishnu Jogelakar, Department of Agadtantra, Tilak Ayurved Mahavidyalaya, Pune (tilakayurved.org/) - Coordinator of the Vaidya-Scientist Programme, Institute for Ayurveda and Integrative Medicine - *www.iaim.edu.in/* has come up in ongoing deliberations about developing curricula for different subjects for the 4-year BAMS (Ayurveda course) to be ratified and implemented by CCIM (Central Council of India Medicine;*www.ccim**india**.org/*).

The problems and difficulties faced by teachers and students in later life is a problem with origins that can be traced back to schools and teachers - assume the same in issues one sees in all other educational establishment including management education.

The seeds for a healthy and sustainable solution to this problem surely must begin with introducing such needs and skills in the youngest of minds possible. The challenges of developing effective teaching methods and skills and most of all to instill confidence in all involved - captains of industry, HR managers, educational institution management, teachers, students, parents is a formidable task but one that can be readily achieved with more minds involved.
Madan Thangavelu

Dear All,
We had initiated a discussion on Skill Gaps few days back pertaining to student community with respect to job trends as well as skillgaps in specific industries and functional roles. Having worked in the Corporate Affairs and Placement Bureau for sometimes and based on the interactions with HR team and their feedbacks , few areas where gaps exist:

1. Fundamental subject knowledge and clarity in concepts are very much required. Few questions are generally asked like (a) Define marketing in two words (creating demand) (ii)

Difference between Finance and Accounting (c) What is up-selling and cross-selling? It holds good for all specializations. I have never seen that recruitment team is asking difficult questions to student.

2. Analytical and Conceptual skills—Many companies exercise case studies in the interview process to understand the conceptual and analytical skills amongst students.

3. Logical Thinking—Specific situations are given and students are asked to give solutions for it. Efforts are put to understand the analogy and structured thinking leading to logical solutions to a situation.

4. Group Discussions—Simple topics are discussed to understand the areas like group dynamics, team spirit, communication, body language, leadership.

5. Right attitude and positive energy – These are very important for any candidate.

6. General Business Awareness—Another area of high importance.

7. HR teams try to find out whether students have these basics al right. Having these qualities, It is very easy to train the students on the given job-description /role.

8. If we talk about specific industries and functional roles---It differs to some extent (Not in great extent). Like Oracle visiting campus for their B2B operations taking care of USA market – In this case emphasis is more on communication. But basics as mentioned above (KSA—Knowledge Skills Abilities) must be alright. On the similar line a student seeking a job and advertising/branding company must have the creative thinking – A student seeking a job in B2B company selling engineering products must have the technical/engineering knowledge (BE Background).

What is seen that at entry level KSA factors play important role but definitely industry and role specific job demands 'KSA + Knowledge related to the job'.

These are few inputs based on my experience. Request Esteemed MTCians to give their views. This is an important area and needs to be explored further.

Warm Regards,
Bholanath

To further add on to my earlier submissions:

1. Skill Gaps differ between Engineering and Management Students to great extent. Engineering students must know the technical sides of their specialization area and should be able to apply that during interviews apart from fundamental subject knowledge and other value additions as already discussed.

2. Placement process for Engineering students start with Written Test and it is mostly hard-core technical. In rare cases, for Management Students there is any Written Test as the purpose of management program is less objective and more subjective and holistic.

3. A student with Marketing Specialization requires the marketing skills which are common across all industry segments. But few engineering company (Like Emerson Network) they only take BE+MBA as marketing executive as the nature of the job demands.

4. Few companies recruiting MBA with Finance Spl conducts Written Test as finance is a technical subject. Few companies also conduct written test as a screening tool when number of prospective students are more.

5. If we look at the Management Curriculum-- The main motive is holistic development and ability to react and take an effective and efficient decision in a given situation. Keeping the objective in mind, the recruitment process is designed.

6. Management students are highly trainable (if not must be) and can be trained easily on a given role/function.

7. Value additions through specific certification course is also required if the job-role demands.

8. MBA marketing students doing Business Intelligence (SAP) course is highly demanding.

9. A management student should be able to perform across industry segments. The specialization only matters at the entry point.

These are few add on to my earlier submissions.

Kindest Regards,
Bholanath Dutta

I think we need to differentiate between knowledge gaps and skill gaps and focus only on skill gaps. There are many points relating to issues relating to mindset or the attitude, that is an individual matter and cannot be taught or trained.
Regards
Virendra Goel

Hi,

The whole space of skill gaps needs to include employability skills, life skills, soft skills, conceptual skills, organisational skills, etc. This is the topic which has been extensively detailed in "Out Of Syllabus".

For example when one is discussing employability skills it includes simple things like whether a person knows how to operate the various office equipments. Do they know how to create a document with an auto generated content table? etc. This is one of the most glaring gaps today because no institute even ventures anywhere close to this topic.

As someone from the industry and having interviewed and recruited many young adults I have always followed the maxim "Hire for Attitude and Train for the job". Now, the challenge is to find out whether the person has the right attitude in the few minutes of interview especially when everyone is on their best behavior.

This is where the employability skill checking has been very relevant. When asked about certain very basic things like "Do you know filing" the response clearly shows the person's attitude in terms of willing to learn and dirty their hands.

My view is that this is what is crucial and needs to be taught at every institute starting from the 11th standard itself.

Rajesh V

I happened to ask the same question to a recruiter from a multinational Indian company. His answer was that in a short time of 5/10 minutes we only try to evaluate if the candidate can **think, walk and talk** like a professional for the purpose he is expected to be hired.
Regards
Virendra Goel

Just out of curiosity-why are we doing this exercise?

As faculty of Management it would be a good way to see what we want to achieve at the end of it all (objectives-goals and visions)l.We could then work backwards to see how we can achieve this.(plan a process) A list of this kind-audit-will help us see what can be plugged and what is beyond us.

Otherwise we could start this discussion another 25 years later and find ourselves right here where we started.

I work in the industry and can tell you that the biggest problem are not just the students: yes we need skillsbut what we need urgently, if we are to lose out not just nationally but internationally, is attitude. Students believe they are entitled to the best available everywhere without contributing anything or giving off themselves.We equate arrogance to courage,pushing and grabbing as smartness and holding the halo over our heads and eternally believing we have arrived.They are poor learners,dont read in depth or in width,have no talents . But we have to work closer from home-how can we , the faculty, first change ourselves?
Regards
Usha Gowri

Yes I agree! faculty should nurture positive attitude for learning and sharing with students. we need to read more, research more, interact more with industry and so on. we should be ahead of students(knowledge nad skills with practical exposure and application) then only we will be able to get respect from the students. this my experience in 40 years of teaching and training.short cuts may help in the short run but in the long run the teachers should tranform themselves towards more professionalism?

Gopu Venkatswamy
Isleworth
London

I remember of a fantastic model from "Tao of Coaching" called Skill-Will Matrix. The Author was an Senior Consultant with Mckinsey&Co and he pointed very nicely that "Will" also to be considered as an important element in maping **Skill gaps**. A person with a **low will and high skill** might, at the end of the day, on terms of performance have a same kind of skill gap, which a person with low skills have. **Indian Management philosophies which are based on Bhagvad Gita** and other scriptures, that's why gives a greater priority to high will.Because High will people will automatically take care that, he can overcome his skill gaps. While with people with low will , that seemed not be true.

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Regards,
Sri Joydip

Dear All,
we should focus on the root causes which are responsible for the fact that our academically educated youths are not sufficiently prepared for successful employment (individual exception granted):

- traditionally, there is a the mindset & attitude of separation of "white" and "blue" collar work; it applies to students and teachers (which is all the more deplorable) and, of course, to our society as a whole

- Universities and Colleges don't provide sufficient opportunities for real-life practical experiences, the curricula are hopelessly outdated and contain lots of superfluous subjects which should be eliminated in favour of longer-time internships

- majority of our teachers have no practical experiences in their fields themselves, thus we face an 'over-academisation', useless for creating the necessary positive spirit for work

- exams are conducted along non-practical lines, and 'project work' (again alien to real-life workplaces) is oriented on what is theoretically stuffed in - marks are everything!

These are the main reasons why most companies are not at all satisfied with the quality and work ethics of our career aspirants.

According to our research results, so called internships hardly overstep more than a few weeks. Obviously, the students cannot become integrated in any workplace which only would make sense. During internships, they observe what is done, and they dutifully fill their report books with that - does it make any sense?

We had the opportunity to study the "Fachhochschul"-system in Germany (mainly science- and technically oriented Universities) where precondition for admission is a minimum of 100 workdays in a respective company or public undertaking related to the intended studies, and they have to show a report on their own work and also, a detailed certificate from the employer. They are employed during their internship, and they are paid.

I have been Head of Dept. of HRD in a German company (for 28 years), and these interns were employed and evaluated by my Dept. Many of them worked with us during their holidays, and we gladly employed many of them after completion.

Also, we had many University teaching staff (including full-fledged Professors - in Germany, professorship is only held by the lighest level of staff, and that **not after seniority**!) working with just 'normally' with us during holidays (without payment) to stay in touch with practice.

I wish, this dreamwould come true in India!

Now, let us not try to put some bandaid onto the already open wounds, but start tackling the root causes. Let us fight complacency and larmoyance and do the only thing which will promise success: **change the system + mindset & attitudes.**

Irmel V. Marla (Sociologist/Anthropologist)

Chairperson: **International Institute for Holistic Research and Voluntary Action (India-**

Dear All
The Syllabi will not be revised for many more years to come by any University as the academicians have a major problem "WHO WILL TEACH THE UPDATED SYLLABUS?"
The academicians do not want people from industry to join education field (They feel threatened) and have created N no. of obstacles for industry experienced persons to join academics and they themselves cannot teach because they do not know the latest in the corporate world.
Dr. Suresh Abhyankar
Director
Sai Sinhgad Business School Pune

For well-rounded knowledge base it is important to read much more than the text books or reference books. It has nothing to do with too much or too less reading in the colleges.
Regards

Virendra Goel

I beg to differ that academicians are afraid of the professionals coming from industry or vice versa. There may be individual experiences but that does not define the true picture. It all depends on effectiveness of the person on a particular job on one side job satisfaction and monetary satisfaction for the individual on the other side.

Again, why management should limit to industry only. Do we not need management in politics, in service sector, in art and entertainment , in research and development etc. etc…?
Regards
Virendra Goel

I feel industry and academicians should work together for the development of the next generation of managers.The project assignments which are done just because it is compulsory and to get the certificate.The application of theory is never taught in management college.The industry people should be involved in development of management students.The management students should be sent to work in companies for six months at least before the completion of their masters, to make them prepared for the corporate world. I think the suggestion given by Irmel V. Marla is amazing.

As per law doctors have to go through stipulated "continuous medical education hours" to keep their registration active , similarly why should not our academicians work in industry to keep themselves updated with the demands of the industry.

I think our management colleges should welcome people from industry to join academics rather then rejecting them mentioning that they don't have teaching experience.

Regards

Vijayshri Kulkarni

To me there are three pillars of learning i.e. Knowledge, Skills and Attitude. Knowledge is dynamic and one will keep updating himself with the required knowledge throughout the life. One needs skills to apply the knowledge, one needs skills to deal with people, one needs many more skills to be effective in one's domain areas. To me these are the skills which are not a part of curriculum and that is what we are addressing at the moment.
Regards
Virendra Goel

Dear all, I agree that management education is different from other courses. Here concepts are meant to apply in real life. There is large skill gap in most   management graduates. Most graduates do not understand what they want from their career, or life . They do not comprehend what they can deliver, what they bring to the organisation. They can not express themselves clearly. Many do not possess required confidence, not have adequate energy. We have interviewed few hundred Engineering and Management Graduates during last one year, most with good academic background and shortlisted after aptitude and technical tests. Hardly 5 % have minimum required competencies we expect in Industry. Management schools need to

reorient their complete scheme of transformation and personality development of their stuff to make them employable by infusing practical sense of concepual knowledge. Industry experts with academic bent of mind and academicians with practical orientation can facilitate B-schools in bridging that gap better. At last I will suggest that a much stronger, purposeful and closure industry academic interface is the need of the hour to make management education serve its cherished purpose. Regards,

R P Singh, HR Head, Cement Major and former Faculty, B-School,

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Dear Seniors & Colleagues

A wonderful debate in in progress, profound contributions are taking place & a healthy exchange of information, knowledge & wisdom on Skills development .Now, I am talking of the institutions which fall out of the purview of the top 100 -- the IIM"s, best B schools, Universities of Delhi, Pune, Osmania, Gitam, Dhruva, IIPM, VJIM, other top level institutions.

Another good things is several intellectuals in this forum are proposing Solutions, not analysing Problems, whih is generally the case in India on any media or forum..

Wny is there a problem today with skill sets of Management students -- Because lakhs of seats are available, in Private,State run Universities, autonomous, & a student wants a MBA/PGDM as a passport for a job.

How does he or she get a PG degree.diploma in Management ? Good marks, scores, internal exams, memory oriented rote learning, lenient faculty in some institutions, theoritically long answers based examinations, guides, copying, replicated cut & paste projects, other easy to implement practices.

What about Placements ???-- Students who do excellent networking with industry managers with a practical approach only get placed immedately, rest any where from 6 months to 1 year, others make a heavy compromise -- any job will do , like bank clerk, police constable, supervisors, clerks, date entry operators,personal assistants to professionals, The Universities & autonomous B schools offer 40 to 70 subjects as part of the progra, They include the latest practices & feel happy about it.

The student has no breathing time as 80% of the time, he or she is writing an exam or preparing for one or awaiting the results.

If it is 4th Sem, he is already a Manager & expects royal traetment in the same college where he learny the basics.

He also undergoes a Soft skills course as a fashion.

Communication skills are a life long challenge & is left to the heads of state to tackle. It is not the students problem alone.

Well, somewhere in between this above rigmarole is the Skill development, industry readiness, employability skills, Hard skills, not so soft skills. learnability skills, right attitude, presentation skills, comm skills of course, inter personnel skills, interactive skills --- the list goes on.

Well, if we can do something about the 3 things as stated above, then we will move on. But neverthless, a lovely document is being made which will go a long way in improving Management educarion.

Please carry on the healthy debate.

Ramesh Vemuganti

Dear Esteemed MTCians,

I know it's a crucial subject and deserves serious discussion. But how many affected people actually realize the existence of the gap? How many people who are responsible for the prevalence and persistence of the gap(s) admit their failures and lapses?

The most likely response is denial of existence of the gaps. Some will like to hide them. A few will rationalize the situation and the rest will blame it on others. Surviving the skill gap(s) seems to be the greatest skill nowadays.

Regards,
Prof. G. Surender Reddy,

Director, M C Gupta College of Business Management,

O. U. Road, Nallakunta, Hyderabad

Dear All,
Greetings!

We can look at the 'Skill-Gaps' from different perspectives as expressed by many honorable members. There are multiple issues like education system, attitude, education policy, Teachers' competency, industry relevance , political willingness etc having significant impact on 'Skill-Gaps".

I think, we need to identify and work on the 'Skill-Gaps' in Given Situation/Constraints/Limitations instead of broadening the discussion at Macro Level (which are beyond our control at present but necessary)

We need to work on the Gaps in various industry segments/functional roles and then suggest measures to bridge/narrow those Gaps. If we can bring out a manual/brief report on the Skill-Gaps , it will be really useful for all stakeholders.

Request further views on the subject.

Cordially,
Bholanath

Madan Thangavelu

-WRITTEN COMMUNICATION: able to express yourself clearly in writing
-VERBAL COMMUNICATION: expressing your ideas clearly and confidently in speech
-FLEXIBILITY: adapting successfully to changing situations and environments
-PERSUADING: able to convince others, to discuss and reach agreement
-TEAMWORK: working confidently within a group
-LEADERSHIP: able to motivate and direct others
-PLANNING AND ORGANISING: able to plan activities & carry them through effectively
-INVESTIGATING, ANALYSING AND PROBLEM SOLVING: gathering information systematically to establish facts and principles

-NUMERACY: able to carry out arithmetic operations/understand data
- COMPUTING SKILLS

I fully agree with these views of VG and BD. A good management expert needs to be a Master of one area or specialization (like marketing, finance, IT, HR, development management etc) but Jack of all trades. As in any other fields they must have love for their works, cordial relations with everybody inside or outside the organization, no prejudices or bias (against any age, sex, race, culture, language, nationality, religion or region), and complete dedication and devotion for your assignment with a sense of responsibility and purpose. There are no short cuts for success. However, as they say, nothing succeeds like success.
Dr. Tarun Das

World Babk Technical Expert (Medium Term Strategic Planning)

Ministry of Finance, Bangladesh Secretariat, Dhaka-1000.

Dear Sir,
I have gone through the Kent University Employability list. I feel these are very generic in nature and required for any job for any candidate from any discipline. I am in the opinion apart from these general skill-sets , a management student requires skill-sets beyond that based on specific industry requirements and also varied industry segments.

Please find below the document taken from KENT University Website:

WRITTEN COMMUNICATION: able to express yourself clearly in writing	I have thisskill	I'd like to improve it

Thinking through in advance what you want to say		
Gathering, analysing and arranging your information in a logical sequence.		
Developing your argument in a logical way.		
Being able to condense information/produce concise summary notes.		
Adapting your writing style for different audiences.		
Avoiding jargon.		
VERBAL COMMUNICATION: expressing your ideas clearly and confidently in speech	I have this	Like to improve
Listening carefully to what others are saying.		
Able to clarify and summarise what others are communicating.		
Helping others to define their problems. Not interrupting.		
Being sensitive to **body language** as well as verbal information.		
Making the right impression by making effective use of dress, conduct and speech.		
Keeping business **telephone calls** to the point.		
Thinking up an interesting way to put across your message to groups.		
Successfully building a rapport with your audience when **speaking to groups**.		
FLEXIBILITY: adapting successfully to changing situations and environments	I have this	Like to improve
Keeping calm in the face of difficulties		
Planning ahead, but having alternative options in case things go wrong		
Thinking quickly to respond to sudden changes in circumstances		
Persisting in the face of unexpected difficulties		
PERSUADING: able to convince others, to discuss and reach agreement	I have this	Like to improve
Putting your points across in a reasoned way.		
Emphasising the positive aspects of your argument.		
Understanding the needs of the person you are dealing with.		
Handling objections to your arguments.		
Making concessions to reach agreement.		
Using tact and diplomacy.		
TEAMWORK: working confidently within a group	I have this	Like to

		improve
Working cooperatively towards a common goal.		
Contributing your own ideas effectively in a group.		
Listening to others' opinions.		
Taking a share of the responsibility.		
Being **assertive** - rather than passive or aggressive.		
Accepting & learning from constructive criticism. **Giving positive, constructive feedback**		
LEADERSHIP: able to motivate and direct others	I have this	Like to improve
Taking the initiative.		
Organising and motivating others.		
Making decisions and seeing them through.		
Taking a positive attitude to failure: persevering when things are not working out.		
Accepting responsibility for mistakes/wrong decisions.		
Being flexible - prepared to adapt goals in the light of changing situations.		
PLANNING AND ORGANISING: able to plan activities & carry them through effectively	I have this	Like to improve
Setting objectives which are achievable.		
Managing your time effectively/using **action planning** skills.		
Setting priorities - most important/most urgent.		
Identifying the steps needed to achieve your goals.		
Being able to work effectively when under pressure.		
Completing work to a deadline.		
INVESTIGATING, ANALYSING AND PROBLEM SOLVING: gathering information systematically to establish facts and principles	I have this	Like to improve
Clarifying the nature of a problem before deciding action.		
Collecting, collating, classifying and summarising data systematically.		
Analysing the factors involved in a problem & being able to identify the key ones.		
Recognising inconsistencies in reasoning.		
Using creativity/initiative in the generation of alternative solutions to a problem.		

Differentiating between practical and impractical solutions.		
NUMERACY: able to carry out arithmetic operations/understand data	I have this	Like to improve
Multiplying and dividing accurately.		
Calculating percentages.		
Using a calculator.		
Reading and interpreting **graphs and tables**.		
Using statistics.		
Planning and organising your personal finances effectively. Managing a limited budget.		
COMPUTING SKILLS	I have this	Like to improve
Word-processing skills.		
Using databases (e.g. Access)		
Using spreadsheets (e.g. Excel)		
Using the Internet and email.		
Designing web pages.		
Programming skills.		
DEVELOPING PROFESSIONALISM	I have this	Like to improve
Accepting responsibility for your views and actions.		
Showing the ability to work under your own direction and initiative.		
Making choices based on your own judgement.		
Paying care and attention to quality in all your work.		
Taking the opportunity to learn new skills.		
Developing the drive and enthusiasm to achieve your goals.		

Request further views from honorable members on the subject.

Dear All,

What you detail is a case of "the left hand (Colleges and college Management) not interested in knowing what the the right hand wishes (students, industry needs) ... sometimes even despising such interactions as they are time consuming or distracting!

Most Colleges and educational institutions view themselves as "businesses" - maximising returns on minimum investment. Achieving standards takes time - most certainly many, many batches of students and also many generations of teachers. Six to seven decades is the normal transition

time from the early incubation phase and teething problems to the next level of maturity in such establishments.

Realizing all such problems, one needs a formula that can "fast track" the performance and output of these institutions. What you propose... " college and the organisation sitting together to work out what is required of the students to find jobs in their respective organisations.." is an excellent solution. But then this is a typical "horse & grass" situation which gets in the way of logical developments ... ("horse & grass" position: what will the horse eat if it makes friends with the grass?")

Dear All,

Virenderji rightly said :

"Again, why management should limit to industry only. Do we not need management in politics, in service sector, in art and entertainment , in research and development etc. etc…"

Applications of managements concepts are in all walks of life.Even common man uses management concepts in his day to day life. It is expected that a qualified MBA should do job better.

Corporate / Industry is not the only field , MBA can go for Entrepreneurship, NGO, Politics, and unlimited verticals of Industry say IT, Retail,Pharma, Agriculture etc etc. Each one require different skill sets which are part of Capability. College responsibility is only to built basic competency level which is being done good or not very good. Basic skills are taught in one way or the other.

We have to focus on basic skills which are common to all applications of MBA. Skills requirements are dynamic and will be changing from place to place and time to time.

Skill gaps like terms are coined by HR to show their importance. Colleges can not please every section of the industry / business. With basic competency it is the responsibility of organization to provide necessary training to meet their business requirements

Management Colleges should focus on developing well only basic skills.

Regards.
Raj Verma

"It is to be noted that the gap (variation)represents the degree of variation between planned (or unplanne)and performed"

I believe we are talking of the needs that have not been planned or included in the action plan either at regulating agency level or the institute level. Gap in the planned and performance will always remain from entity to entity.
Regards

Virendra Goel