To Analyze Management Post Graduates' Capabilities in the Area of 'Self-management

By

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Abstract

The path-breaking work of Daniel Goleman's researchers' Emotional intelligence is a measure of the skills and qualities necessary for success in one's personal and professional life. Several studies have found a correlation between high levels of emotional intelligence and success in the job. The attitudes that an employee possesses and who they are as a person, according to many companies, are more significant than the abilities that an employee possesses. Because each person contributes to the overall quality of the organization, it is in everyone's best interest to accept the responsibility of being the best version of themselves possible in terms of attitude, contribution to work, learning, and personal growth and professionally. This creates a situation where both the individual and the organization come out on top. The term "'Self-management' skills" refers to the processes, methods, and abilities individuals can implement to accomplish their objectives. Possessing these emotional competencies plays a much larger role in superior job performance than technical expertise does. 'Self-management' skills are good general indicators of a person's employability, and possessing these emotional competencies is a good general indicator of a person's employability. In this study, the 'Self-management' abilities of management students who are attending school in the city of Pune are analyzed. In addition to being evaluated by academic members and potential employers, students must do their evaluations.

Keywords: 'Self-management', Emotional intelligence, Post Graduates, Self-regulation

Introduction

The entirety of top achievers throughout history has always controlled themselves, as evidenced by history. That, in a significant part, is what led to their high levels of achievement. The term "Self-management skills" refers to the processes, methods, and abilities individuals can implement to accomplish their objectives. Students majoring in management should view this experience as preparation for landing a successful job and beginning their professional lives.

'Self-management' is a vital talent to have in the business. "Self-management refers to our capacity to consciously and effectively control our actions, thoughts, and feelings to achieve our goals."[1]

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[1] https://transformingeducation.org/resources/introduction-to-self-management/

A person who has exceptional 'Self-management' qualities is aware of what they should do and how they should conduct themselves in a variety of situations. For instance, they can keep their cool when the umpire at their child's little league game makes an unjust call and sends them out of the game. While working from home, they can retain their concentration and their level of productivity since they know how to eliminate potential sources of distraction. They are aware of the steps that need to be taken to accomplish their fitness objectives, and they take those steps.

'Self-management' implies that you are aware of the many areas of your life in which you have personal responsibility and take the steps necessary to ensure that you live up to those responsibilities. This skill may also be referred to as self-regulation within the realm of emotional intelligence theory, where this term of 'Self-management' first had its origins. Our capacity for 'Self-awareness', which enables us to have conscious access to our thoughts, feelings, and wants, is a critical factor in developing our ability to self-regulate. Once we have gained this awareness, only then will we be able to begin to exercise control over these things and correctly express them.

Those individuals with a high level of 'Self-awareness' and self-regulation are in an advantageous position to cultivate a set of 'Self-management' abilities that will assist them in their professional and personal endeavors.

Implication

The nature of occupations is shifting in practically every industry due to technological advancements like automation, digitization, and innovation. There will be a significant reduction in the number of physical labor jobs, but in their place will arise new opportunities that call for a different set of abilities. To maintain their competitive edge, many businesses are pushing their staff to acquire new skills and improve their existing ones.

When seen from the perspective of an administrator or manager, the ability of people working together in a team to self-manage their work is essential to the effective operation of an organisation. Imagine a workplace in which the vast majority of the individuals working there were unable to keep their attention on the job at hand, the strategy, or the schedule. Under such conditions, it would be difficult to complete any projects that had already started.

When we talk about giving people across the business the ability to be more imaginative and resourceful, 'Self-management' becomes even more crucial. When every team member is aware of their roles, goals, and the steps necessary to accomplish them, that team is in a better position to make decisions and contribute to the accomplishment of the organization's and the team's overall goals. Employees need to be able to make sound judgments about when they need further assistance or input for 'Self-management' and empowerment to work well.

Emotional Intelligence

The innovative study that Daniel Goleman conducted on emotional intelligence sheds light on the characteristics necessary for success in one's personal and professional life. Several studies have found a correlation between EI and performance in the job. It is a form of intelligence that works in tandem with academic intelligence. As defined by Daniel Goleman, "emotional intelligence may be broken down into five categories of personal ability: 'Self-awareness', self-regulation, motivation, empathy, and social skills."

'Self-awareness' is "knowing what we are feeling in the moment and using those preferences to guide our decision making; having a realistic assessment of our abilities and a well-grounded sense of self-confidence," according to the definition provided by the American Psychological Association (APA).

"Handling our emotions so that they facilitate rather than interfere with the task at hand," "being conscientious and delaying gratification in order to pursue goals," and "recovering well from emotional distress" are all aspects of self-regulation.

These are incredibly crucial for an individual and will pay off in the form of improvements in behavior, academic accomplishment, skill development, and productivity at work. These talents are not specific to a given employment but assist an individual to develop others relevant to their work. These are the kinds of abilities that will help you obtain a job far more easily. Employers are able to quickly recognize applicants who are in possession of these talents, and job seekers who possess these skills are given preference by employers. These are the kinds of abilities that are highly prized in the modern workplace.

The vast majorities of management students graduate with little job experience beyond their internships and are oblivious to the kinds of abilities employers seek in candidates. They are required to undergo training for a period of a few months after receiving a job offer in order to get ready for the workplace. Therefore, if they have strong abilities in 'Self-management', they will be easier to teach, will be able to integrate themselves into the organization, and will be more productive workers.

The attitudes that an employee possesses and who they are as a person, according to many companies, are more significant than the abilities that an employee possesses. An individual's level of 'Self-awareness' and his or her capacity for 'Self-management' both contribute to the formation of that individual's attitude. Because each person contributes to the overall quality of the organization, it is in everyone's best interest to accept the responsibility of being the best version of themselves possible in terms of attitude, contribution to work, learning, and personal growth and professionally. This creates a situation where both the individual and the organization come out on top.

The Impact It Has On the Workplace

When we're conscious of whom we are, we can make better decisions, build stronger bonds with those around us, and achieve more success in both our personal and professional lives. The importance of self-regulation cannot be overstated since it helps us better regulate ourselves, work on ourselves, and develop into better people. Better leaders can be found in such persons.

Certain abilities are what set the top performers apart from the others. The best employees are the ones who take advantage of chances, learn new skills, and advance their careers.

How critical it is for management graduates to have a thorough understanding of the business world. Management students are aiming for high-level roles in prestigious organizations, and interpersonal skills are more important than technical ones for these positions. Students that score better on 'Self-management' are more efficient and focused in their work.

A person's capacity to manage one's emotions is a far more critical factor in a job's success than any specific technical knowledge they may have. The success of recent management graduates depends on their capacity to continue their education beyond the requirements of their degrees. Meeting the requirements for work includes having the ability to effectively manage one's own time and tasks. It is up to each person to find his or her own niche in the world.

'Self-Management' Skills

Strategies for 'Self-management' can assist in the organization of a work or study environment, boost an individual's level of self-motivation, and make it easier for an individual to engage in behaviors that are beneficial to meeting performance criteria. Strategies for 'Self-management' include self-observation, self-goal setting, self-cueing, self-rewarding, and self-punishing behaviors (Houghton & Neck, 2002). The capacity of pupils to self-manage is a significant factor in determining their employability.

The following list of abilities has been established based on conversations with skills specialists and interviews with personnel recruiters.

Self-awareness

When we are able to access our ideas, wants, and feelings consciously, it is much easier for us to maintain behavioral control. This, in turn, may have an immediate influence on our performance and how other people view us. For instance, as the person moves through the steps of his plan, he starts to become aware of some nervous sensations within his body and discovers that he ruminates about them during the night. It starts to dawn on him that he has an "ego attachment" to the possibility of succeeding in the eyes of others, and he starts to feel anxious about whether or not he is the appropriate person to be working on this project. This involves being aware of one's strengths and shortcomings, as well as one's drives, personality type, habits, and values; having the ability to regulate one's emotions, and actively seeking input from others to better oneself. Only via their power can a person perform (Drucker, 2010). Excellence that is both genuine and long-lasting may be achieved by first recognising one's own strengths, then honing in on those abilities, then choosing a line of work in which those talents can be put to use, and then functioning from this position. The modern corporate world provides a large number of different career avenues, from which an individual may choose the one that best suits them (Drucker, 2010).

Clarification of Roles

Those of us who have a clear understanding of our roles are aware of our obligations, the people whose opinions matter to us, the standards by which we are evaluated, and the people on whom we rely on getting our work done. In a nutshell, we have a solid understanding of how the system works and how our contributions contribute to the company.

Confidence can be defined as "the ability to remain optimistic regarding one's abilities, believing in one's own judgment, feeling and displaying a high level of confidence that others sense one's capability, and not needing to rely on others to boost one's confidence in order to do so." Confidence can also be referred to as self-assurance. Candidates with self-efficacy and confidence take the initiative in their efforts to advance their careers, are receptive to opportunities to learn, and have an easy time adjusting to new circumstances. Confidence may be increased through engaging in positive self-talk, connecting with positive individuals, etc. Confidence in oneself is contagious and inspires confidence in others.

Knowing what inspires you, accepting that you are accountable for your own success and generating chances for your own improvement, continually taking the initiative, and being proactive even when things are challenging are all components of motivation. The capacity to sustain one's own level of self-motivation requires one to seek out a variety of diverse sources of motivation and inspiration.

Attitude and Excitement

This involves having the ability to swiftly reorient one's negative view to a more positive one, having enthusiasm for the things that one does, having openness to learning, and looking on the bright side of things.

Emotional control requires, first and foremost, an awareness of one's own sentiments; this is the first step in the process. If we cannot bring anything to our conscious awareness, such as our fear, it can be upsetting and cause us to respond in a manner similar to a fight or flight response. Because he is so in tune with himself, he can comprehend his anxiety around the possibility that he is not the best candidate for the job at hand. He is able to conquer this feeling by thinking logically about his talents and how they may be applied to any particular market sector. Because of this, he is able to focus on the things that he is good at and push through the pain.

Discipline and Punctuality

Having 'self-discipline,' always being on time, being well organised, doing work on time and within deadlines, and completing the assignment are all examples of how this may be displayed.

Establishing Priorities Now that we are aware of all that must be done, it is time to establish our priorities to ensure that we successfully achieve our objectives. This can assist in guaranteeing that we prioritize and complete the most critical projects and activities, even if additional demands are placed on our time. In this example, the individual arranges his priorities and determines that he will need one day out of every week for the next three months in order to finish the first phase of his plan. In order to do this, he set aside time on his agenda to concentrate only on this project, and he pushed less urgent responsibilities farther down the list by consulting with relevant stakeholders.

Ambition and Goal Establishing

This comprises having ambition, thinking forward, routinely setting objectives for oneself, prioritizing work, planning, reviewing, and monitoring one's own performance, as well as thinking ahead and planning ahead.

The ability to confidently, skillfully, and simply adjust one's behavior in response to shifting conditions is what we mean when we talk about adaptability. (including concepts and technical advancements) This considerably improves the employability of the individual.

The ability to bounce back quickly from setbacks and resist being disheartened in the face of adversity is essential to resilience. In addition to this, think of failures as opportunities for growth.

Alignment of goals

The success of an organization is dependent on the members of a team working together to achieve the same objective. For this to be successful with a group of individuals who are self-managing, everyone of us must understand the bigger picture and make sure that our aims

align with those of the business. Because of this, we will be able to continue in the right direction and never lose sight of the goal we have set for ourselves.

Planning strategically

The next ability in this process, planning strategically, is the capacity to comprehend what we need to accomplish to support the company's goals. We start with the end result that we want to achieve in the future and work our way backward to figure out what steps we need to take to get there.

Problem Solving

This entails the capability to recognise issues, investigate them dispassionately, come up with answers that are both sensible and inventive, and adhere to a method in order to solve them without allowing oneself to become overpowered by them or reliant on the answers offered by other people. When approaching an issue with the appropriate mentality and approaching it methodically, it is possible to solve even the most difficult challenges.

Making a choice requires an individual to be objective, to make use of their own judgment, to follow a series of methodical processes, to take into account their own inner voice, and to accept responsibility for the decisions they make.

Learning

This involves being open to learning, allocating time for learning, and continually seeking chances to learn and develop oneself. Learning also involves having a growth mindset. The capacity to continue learning directly affects how quickly and effectively we can acquire new knowledge and abilities. Students can engage in active learning both inside and outside the classroom by taking the initiative to seek out and acquire new abilities and staying current with relevant information. Individuals can establish benchmarks for their own learning, track their development in relation to these objectives, and modify and manage their cognitive processes and levels of motivation and behavior to realize their educational objectives.

The only person who can genuinely be accountable for our care is ourselves. Hence it is important to practice self-care. Taking care of oneself is the first step toward achieving success as an individual. Many of us have internalized the idea that our vocation is to serve others, that it is honorable to give up one's own needs in favor of the needs of others, and that it is impolite to think about one's own needs. The reality is that in order for us to perform at our best, we need to be in the most incredible possible shape, and if we don't take care of ourselves, we start to lose the ability to contribute. How many of us have been in a "tough stretch" at work, when we worked eighty hours a week for many weeks straight, only to discover that our mental acuity and overall productivity began to suffer as a result?

Objectives of the Assessment

1.   To find out if and how far management students have progressed in their development of 'Self-management'.
2.   To discuss whether or not they are capable of doing an impartial self-evaluation and comprehending how potential employers would assess them.
3.   Learn how students may be taught, devise a plan to enhance their abilities, and take action so that they are well-prepared for the workplace.

Research Methodology

The researcher visited skills experts and talked to recruiters conducting college interviews to determine the general abilities necessary for a variety of employment opportunities. These were compiled into a questionnaire and indications for each of the abovementioned competencies. Management students in their second year of study were asked to complete a self-evaluation based on the information provided.

Performance Evaluation

The students were given some information on the various abilities that are desired by employers, as well as a questionnaire that they could use to evaluate themselves. Students are supposed to be aware of their own talents and to seek to improve themselves, thus, it was decided to have them conduct a self-assessment. After finishing up with the management curriculum and just before beginning their internships on campus, the students were given this questionnaire to fill out. At the conclusion of the program, it is anticipated that they will have acquired these competencies. Therefore, the purpose of this questionnaire is to determine the level of skill development that has taken place as a result of the many ways in which their schools have assisted this process.

The vast majority of the pupils were capable of doing an accurate self-evaluation of their abilities. It was requested that the teaching staff members provide comments on the students' self-assessment that was completed. When asked to complete a self-assessment of their talents, students typically give themselves a higher score than they deserve since they have a tendency to exaggerate the degree of expertise they possess. On the other hand, when faculty members evaluate these abilities, they appear to receive lower marks. It is possible to make the case that; in general, faculty members have a tendency to assess students harshly, whereas students tend to be more forgiving of themselves in their own evaluations.

The Dunning-Kruger Effect is "a cognitive bias in which people who are bad at something cannot realize that they are bad at it. Not only do they fail to identify their own inadequacy, but they are also likely to feel certain that they are competent in the role they are attempting to fill." (Dunning & Kruger, 1999). Some students with weak abilities gave themselves high grades or sought to present a favorable picture of themselves to boost their self-confidence. If pupils can recognize their weaknesses, they will be in a better position to try to improve those areas and take criticism constructively. In the grand scheme of things, this is of critical significance.

During the time spent on campus, we also gathered feedback from several recruiters. They were questioned about how they rated the talents possessed by the students as well as how well they performed during the selection process.

Training

Getting properly trained for placement is much simpler than actually doing it. However, it is well worth the effort, particularly in instructing pupils in skills related to 'Self-management'. Students will be more prepared for working contexts where there may be little in the way of supervision, structure, or monitoring if they have been taught skills in 'Self-management'. The answer to the fundamental issue of what one wants to accomplish in their professional life may be found by honestly evaluating oneself. This is the first and most

significant phase in the process of looking for a job, and it also assists in writing a resume, going through interviews, finding a job, and beginning a career.

Data Utilized

The colleges in Pune city district were the locations where the respondents were receiving their management education.

The following is a breakdown of every single responder in accordance with the demographic information that they gave:

Characteristics	Frequency	Percentage
Age		
21 – 22	231	67.94
23 – 25	104	30.59
Above 25	5	1.47
Gender		
Male	190	55.88
Female	149	43.82
Domicile		
Rural	136	40.00
Semi urban	95	27.94
Urban	109	32.06
Type of Family		
Nuclear	262	77.06
Joint	77	22.65
Annual Family Income		
< 1 lk	146	42.94
1 – 3 lk	128	37.65
3 – 6 lk	45	13.24
Above 6 lk	22	6.47
Under Graduation		
Arts	214	62.94
Science	54	15.88
Engineering	57	16.76
Professional Courses	16	4.71
Work Experience		
None	300	88.24
1 year	31	9.12
2 years and above	9	2.65
'Reason for joining MBA'		
'Career prospects'	176	51.76
'Higher education'	111	32.65
'Entrepreneurship'	38	11.18
'Forced to join'	15	4.41
Total	**340**	**100.00**

Analysis of the Relationships between 'Self-management' Abilities and several Socio-Demographic Factors

Sr. No.	'Self-management' skills	Correlation Value	Significance
1	'Age'	0.054	P > 0.05 Not Significant
2	'Work Experience'	0.064	P > 0.05 Not Significant
3	'Duration of Internship'	.148*	P < 0.05 Significant
4	'Percentage of Marks'	0.17	P < 0.05 Significant
5	'Starting salary expected'	0.138	P < 0.05 Significant

"Correlation is significant at the 0.05 level (2-tailed)."
"* Correlation is significant at the 0.01 level (2-tailed)."

As a result of the homogeneity of the universe, there is not a significant gap in age between the responders. Most of them are first-year students pursuing their master's degrees. Students' capabilities in the area of 'Self-management' are correlated with the length of time they spend participating in internships. This suggests that students who spent a more significant amount of time participating in their internships enhanced their capabilities for 'Self-management'. Those with a greater overall percentage of marks also performed higher on tests measuring their ability to manage themselves and anticipated higher beginning earnings. Even though they had a good grade point average, some students were unable to find employment that met their needs. The recruiters thought that students who had previous job experience were more confident during the interviews and had clearer expectations about starting salary than students who did not have prior work experience.

Z test to determine the relationship between the socio-demographic characteristics of the respondents and their 'Self-management' abilities

Sr. No.		n	Mean	S.D.	Statistical Inference
1	Gender				Z = -3.052
	'Male'	190	39.14	5.544	P < 0.05
	'Female'	150	41.2	5.742	Significant
2	Type of family				Z = 2.483
	Nuclear	262	40.49	5.764	P < 0.05
	Joint	78	38.5	5.282	Significant
3	Internship and Project				Z = -2.706
	Not done	68	38.22	5.196	P < 0.05
	Done	272	40.5	5.755	Significant

Students from nuclear homes have much better 'Self-management' abilities than those from joint households, and students who have completed their internships and projects have significantly better 'Self-management' skills than those who have not. After finishing their internships, all of the students appeared to have significantly improved their ability to self-manage, according to the faculty members. According to the students' own accounts, this was the time period during which they gained the greatest knowledge. When it came to the quality of their initiatives, the recruiters were not too pleased.

Source	MS	SS	Df	Mean	Statistical Inference
Domicile				K1=39.32	F=1.315
Between Groups	51.482	101.964	2	K2=38.69	P > 0.05
Within Groups	39.453	12844.368	340	K3=38.38	Not Significant
K1 = Rural K2 = Semi urban K3 = Urban					
Annual Family Income Between				K1=37.42	F=1.248
Groups	49.025	145.076	3	K2=38.33	P > 0.05
Within Groups	39.439	12801.256	340	K3=41.40	Not Significant
				K4=39.82	
K1 = < 1 Lakh K2 = 1 - 3 Lakhs K3 = 3 – 6 Lakhs K4 = Above 6 Lakhs					
Under graduation				K1=39.92	F=1.566
Between Groups	60.886	180.657	3	K2=41.12	P > 0.05
Within Groups	39.332	12765.675	340	K3=38.15	Not Significant
				K4=37.29	
K1 = Arts K2 = Science K3 = Engineering K4 = Other Professional Courses					
Core Specialization				K1=38.25	F=1.407
Between Groups	54.893	162.678	3	K2=37.73	P > 0.05
Within Groups	39.386	12783.654	339	K3=39.84	Not Significant
				K4=42.28	
K1 = Human Resources K2 = Marketing K3 = Finance K4 = Systems					
Reason for joining MBA				K1=39.73	F=5.845
Between Groups	216.899	648.698	3	K2=38.84	P < 0.05
Within Groups	37.927	12297.634	339	K3=41.33	**Significant**
				K4=34.29	
K1 = Career prospects K2 = Higher education K3 = Entrepreneurship K4 = Forced to join					

A one-way analysis of the variance between the major socio-demographic characteristics of the respondents who have 'Self-management' skills.

Students who want to start their own businesses have the highest average score on the 'Self-management' skills test out of all the different groups of students who are enrolled in MBA programs for a variety of reasons; among these students, those with the goal of starting their own business have the highest score overall. There is not a significant difference in 'Self-management' abilities across the groups when comparing factors such as Domicile, Annual family income, Undergraduate Education, and core Specializations.

Conclusion

According to the findings of this study, pupils are aware of the 'Self-management' abilities that are necessary for employment. They have received guidance and instruction from the members of their faculty. They have been putting forth effort to improve in these areas recently. However, the members of their teaching staff believe that a significant number of the pupils have a long way to go before they achieve acceptable levels. The majority of the recruiters have given the students an average grade on these abilities, and they believe that students could be better prepared for confronting interviews and exhibit greater passion towards the employment jobs that they are seeking for. A significant number of the students are offered jobs in Tier II cities located within and close to Tamil Nadu. Students have the expectation of a very high wage package, despite the fact that their talents do not correspond

to the skills that are required. On the other hand, Recruiters urge applicants to demonstrate their worth by making the most of the opportunities they are provided because most candidates lack previous job experience. Students who had well-defined plans for their future careers and who aspired to be business owners were the ones who had been putting in the most effort to build entrepreneurial abilities.

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