

Building Capabilities for transition from Campus to Corporate

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Abstract

This article helps to understand whether the recruiting companies opting campus placement achieve their desired results. The major aim is to understand whether they absorb the right candidates with right mind set and skill set. There are a number of dependent and independent variables chosen for the study but very few are in the scope of this article. Demographic variables such as age, sex, company category, and type of organisation, size of the organisation, annual turnover and location of the company are kept as independent variables. Selection of Recruiters (21 sub variables) and Recruitment Process (16 sub variables) are kept as independent variables. This article shows the relationship between demographic variables and corporates' selection and recruitment process.

Keywords - *Capability building, transition, Campus, Corporate, Recruiter, Training, Psychometric Test, Culture Fit Test*

I. INTRODUCTION

Campus Placement or campus recruitment is a modern times program conducted within colleges, universities and educational institutions to offer jobs to the learners who are about to complete their programme or course or training. This trend in India is majorly set by IT/ITES and BPO companies in late 1990s. Later it became a mandate and a powerful marketing or promotional criteria for such academic institutions to win potential admissions for them. The transition from college to career is one of the most challenging phases an individual will experience. Crucial dimensions of this transition are institute versus corporate culture, cognitive development, Emotional Intelligence and Competency development (Hettich, 2000). There are few doubts in the minds of the recruiters, whether the institutions provide adequate training in term of domain skills and other industry specific skills. One of the biggest concerns of Corporates have been on lump sum spent on the recruitment process which will reflect positively only if the new recruit joins and continues in the job for a break even period.

II. LITERATURE REVIEW

Trainer has to mould his teaching especially when he or she teaches communication skills and personality development, so that they meet up the requirements of the corporate world. Training by the colleges or universities or training institutes should not be confined to classroom teaching alone. The curriculum and the delivery should be entirely practice-oriented (Gandhi, R.K 2011).

Collins et al (2004) in their research described the importances of Higher Education Institutions (HEIs) and they spotted gap between student's entrepreneurial skill requirements & their career aspirations and the entrepreneurship education and skills offered in their respective institutes. (Tovey, J, 2001) explained that the issues of socialization and acculturation of interns into the workplace, motivation of student employees, and the relationships between education and training/workplace and academy. Opinion by students and their supervisors portray the association of these issues for positive experiential learning.

Relationships between campus leadership and the organizational-level dynamic capabilities that underpin the management of research universities are explored. The observations suggest that the presence of leaders who acquaint strategic thinking and capabilities development enhance the likelihood of a university's competitive fitness and long-term survival. It was also suggested that it is apt time for university authorities to begin to manage proactively their institution (Leih, S., 2016). (Nelson 2017) in their project, aimed to build the capacity of Australasian Higher Education Institutes to develop leadership capability in students with the objectives to contribute to enabling universities to better engage in evidence-based decision-making about the design, delivery and continued improvement of student leadership development programs, highlight the diversity of programs that have a role to play in developing student leadership and to develop a framework to enable more comprehensive and authentic inclusion of student leadership development across the higher education sector.

(Karra et.al, 2008) argued that certain entrepreneurial capabilities are crucial the success of international new venture creation. They also suggested that successful international entrepreneurship is underpinned by three entrepreneurial capabilities namely international opportunity identification, institutional bridging, and a preference and capacity for cross-cultural collaboration. (Hossler et al, 2008) attempted to compare the role of institutional practices among coastal university, Urban University and Residential College. Their findings and their implications for policy and programs suggest that the capabilities are not only attainable but that they also hold the potential for improving student persistence at the participating institutions. While it is important to remember the complexities that accompany efforts to support student persistence and thus not to interpret results simplistically, the findings highlighted here provide an empirical basis and identify promising directions for institutions' efforts to enhance student persistence.

Entrepreneurs who want to maneuver University Spin Off firms (USOs), find that the university is a source of valuable resources, but there is a commercial attached to it. Decoupling academic environment is a crucial thing to avoid a situation in which University tasks and the academic culture obstruct the new-venture creation process. Separating the roles as entrepreneurs from their academic positions may be difficult and yet it is important (Einar Rasmussen and Jarl Borch, 2010).

Stiwne and Jungert (2010) found that engineering students' especially Electrical Engineering students are quite successful in getting a job. They found that there are differences between the attitudes of studying and to the study experiences of 1998s and 1999s and 2000 and 2002. They reasoned this difference because of the traditional curriculum and Conceive Design Implement Operate (CDIO) curriculum. They also found that the students they chosen for study identify number of courses they found instructive, useful and applicable.

Jacobs, R.R et all (2018) identified that even if all the students go on to careers in business, simulation-based academics enhances the students' ability for a faster transition from campus to corporate. Such practices in teaching profits the learners whether they are inching towards a career in business, government or graduate educations. To conclude with they recommend having an assessment centre in the academic institutes to strengthen academic programs.

III. RESEARCH METHODOLOGY

The study was carried out in the silicon valley of India, also the capital city of Karnataka State, Bangalore or Bengaluru. This present study was done to know the mindset of the recruiters who engage in campus recruitment.

1) **Objectives:** This articles addresses the following objectives as a base:

a) *To know the demographics of the recruiters/executives who engage in Campus Recruitment Process.*

b) *To analyse the association between recruiters attributes (7 items) and the selection of freshers for their organisation (14 items)*

c) *To rank the recruitment process(20 items) and factors of selection process(6 items)*

2) **Data Collection Tool:**A structured questionnaire was prepared after a detailed review of literature on the campus to corporate transition and tranining given by the institutions and the recruiting companies. The detailed literature survey suggested many dimensions of research in this particular area or topic.

3) **Sampling:** The target audience was found in the HR managers forums held regularly under NIPM, Bengaluru chapter. Some respondents were contacted through their friends referral also. So, both Snowball and Convenient Sampling method has been applied to obtain the required data.

4) **Sample Size:** The questionnaires were circulated to 125 HR Managers who fall under the study area; but only 52 responded fully to the questionnaire.

5) **Data Analysis Tool:** The collected data were processed in MS Excel and SPSS to describe the nature of data and measure it. Simple Percentage using crosstabulations is used to describe the nature, Garrett Ranking Techniques is used to rank the Factors of selection process and Regression Analysis has been used to find the association between demographic attributes and recruitment process.

IV. ANALYSIS AND INTERPRETATION

TABLE I. RESPONDENTS' GENDER

Gender	No. of Responses	
	Frequency	Percent age
Male	41	78.8
Female	11	21.2
Total	52	100.0

Out of 52 respondents who involved in recruitment process, 78.8 percentage were male and remaining 21.2 percentage belong to female categories. This interprets that mostly men were involved in campus recruitment process.

TABLE II. RESPONDENT'S AGE

Age Group (in Years)	No. of Responses	
	Frequency	Percent age
25 to 35	9	17.3
35 to 45	27	51.9
45 and above	16	30.8
Total	52	100.0

Table II portrays the respondent's age. 51.9 percent of the respondents belong to 35 to 45 years. This shows a mature group of HR specialists were involved in campus recruitment process.

TABLE III. RESPONDENT'S COMPANY CATEGORY

Category	No. of Responses	
	Frequency	Percent age
Multinational Company	18	34.6
Indian Company	34	65.4

Category	No. of Responses	
	Frequency	Percentage
Total	52	100.0

Out of 52 respondents, 65.4 percent belong to Indian companies and the remaining 34.6 per cent represents MNCs.

TABLE IV. RESPONDENT’S SECTOR

Sector	No. of Responses	
	Frequency	Percentage
IT/ITES		
Manufacturing	12	23.1
Services	19	36.5
E-Commerce	14	26.9
Others	2	3.8
	5	9.6
Total	52	100.0

Table IV shows the sectors to which the respondents belong to. 36.5 percent belong to Manufacturing sector; 26.9 per cent belong to Services sector; 23.1 per cent belong to IT/ITES sector, 9.6 per cent belong to other sectors such as logistics, shipping etc.

TABLE V. RESPONDENTS’ COMPANY MANPOWER

No. of employees	No. of Responses	
	Frequency	Percentage
Up to 100	17	32.7
100 to 500	10	19.2
500 to 2000	10	19.2
Above 2000	15	28.9
Total	52	100.0

The above table shows the manpower details of the respondents. 32.7 percent of respondents represent from the companies, where there are less than 100 employees. 28.8 per cent represent the companies with more than 2000 employees. This shows that very large companies are involved in campus recruitment processes.

TABLE VI. RESPONDENT’S COMPANY TURNOVER

Turnover (in Crores Rs.)	No. of Responses	
	Frequency	Percentage
Less than 1 Crore	5	9.6
1 to 100	21	40.4
100 to 1000	11	21.2
Above 1000	15	28.8
Total	52	100.0

Table VI presents the respondent’s company turnover. Majority of the respondents represent from a company where their annual turnover is between 1 crore to 100 crores. Next, with 28.8 per cent, respondents represent from the company with a turn over above 1000 crores. So it is inferred that company with huge turnovers are more interested in mass recruitment through campus recruitments.

TABLE VII. RESPONDENT’S COMPANY LOCATION

Location	No. of Responses	
	Frequency	Percent age
Single Location	13	25.0
Multiple Locations	22	42.3
PAN India	9	17.3
Multinational	8	15.4
Total	52	100.0

The above table depicts the number of locations the respondent’s company operates. 42.3 per cent of respondent company operates in multiple locations. So indirectly we can conclude that close to 50% of the companies would prefer for a college or university with multi-state or multi-linguistic or multi-cultured students to match their manpower requirement.

TABLE VIII. GARRETT RANKING FOR FACTORS OF SELECTION PROCESS

Score s / Rank s	Cut Off	Wrt Apt Tes t	G D	Pa n. Int	Psy . Tes t	Overa ll Fitme nt
I	1463	462189	075	154100	77882	1078504
II	1008	1620	617	8210	1134	1621288
III	810	1620	82	6202	202	1850
IV	165	220	31	239	4	2208
V	6	8	28	2	185	
VI	111	129	22	129	0	
	0	5	20	5	220	
	690	276	828	1242	8	
Average	1122	1291	1452	1366	1362	1181
G. Rank	6	4	1	2	3	5

Based on the responses, Garrett ranking was performed for the factors involved in Selection Process. To find the most influencing score parameters for the recruitment selection, this analysis has been performed. Scores obtained from Academic Cut-off Marks, Written Test or Aptitude test marks, Analytical Skills, Panel Interview, Energy Level, and Overall fitment scores are considered. It is found that scores obtained by the candidates in Group Discussion is ranked 1. Rank 2 is assigned to the scores of Panel interview. Psychometric becomes the third important score, whereas the Written and Aptitude test marks become the fourth. To the surprise, academic cut-off marks become the last priority for the student to crack the Campus Placement interview.

TABLE IX. GARRETTE RANKING FOR SKILL SETS

Skills / Ranks	Dom Skill	Com. Pre s. Skills	Ana Skill	PBS Skill	Energy	Culture Fitment
	161		308	693	308	308
	7	231	1260	405	1512	2016
	100	352	6318	2430	3402	3402
I	8	8	9568	7360	8096	5152
II	388	126	1202	1295	14800	6475
III	8	0	5	0	6624	15732
IV	368	504	3312	9936		
V	9	151				
VI	832	2				
	5	201				
	414	6				
	0					
Average	377	496	5465	5645	5790	5515
	6	2				
G. Rank	6	5	4	2	1	3

The above table represents the Garrett Ranking for the Skills sets which are preferred by the recruiters at the time of campus placements. To find the most influencing skill set parameters for the recruitment selection, this Garret Ranking has been performed. Scores obtained from Domain Skills, Communication & Presentation Skills, Analytical Skills, Problem Solving Skills, Energy levels and Culture Fitment are considered. Recruiters prefer the energy level of the candidates primarily to absorb them. Domain Skill is the last factor that influences the recruiter to offer placement to a candidate.

V. FINDINGS, SUGGESTIONS AND CONCLUSION

The present study is carried to know the building capabilities of students in the process of harmonizing them for the transition from campus to corporate. Upon reviewing the literature and the analysis performed, the following findings were observed:

1) **Findings:**

- a) *Most of the HR personnels involved in the Recruitment process are male.*
- b) *Matured HR personnel conduct the recruitment process*
- c) *Most of the MNC based manufacturing sector advanced towards campus placements*
- d) *Companies with high turnovers prefer mass campus recruitments*
- e) *As companies locate in multi points, they prefer for a college or university with multi-state or multi-linguistic or multi-cultured students to match their manpower requirement*
- f) *Group Discussion scores and energy level of the candidates are the most influencing factor*
- g) *Academic Cut-Off marks and Domain skills got the lowest influencing factors.*

2) **Suggestions:**

- a) *Colleges to set up centres to enhance the skills which matches the corporate requirements*
- b) *Corporates should participate vigourously on the overall development of the students to create a sound foundation which will be useful to them in their jobs.*
- c) *Academic institutes should spend a major portion of the fees charged from the student towards the development of students overall personality apart from their regular courses.*

To conclude with, building the skills of students in the process of transition from campus to corporate not only require the investment of management and corporate, but also vested with the students community to utilize it further to win or crack the campus interviews and to set a winning trend for the future.

AUTHORS PROFILE

Dr. S. Anthony Raj has done Business Management at undergraduate level and Masters in Foreign Trade. He is currently working as an Associate Professor in the Department of Management Studies, Karunya Institute of Technology and Sciences. His M. Phil research was in International Business and PhD in Logistics Management. He has published four books with reputed publishers and published many articles in the reputed journals both international and national. He has presented many research papers in International, national and regional conferences and symposiums. He attended many workshops, symposiums, conferences, MDPs and FDPs organized by many reputed institutions including IIM. His area of Interest is Marketing, logistics management, Supply chain management, Entrepreneurship and Strategic management. He is also an Entrepreneur.

Dr. B. Kalpana Sai has done her B.E in Electronics and Communication Engineering and did MBA in Systems as specialization. She has 7 years experience as ERP functional consultant in the IT industry (in the products such as PeopleSoft, Oracle Fusion). She has been in the Research and Teaching for the past 9 years. She is currently with Karunya Institute of Technology and Sciences in the Department of Management Studies as an Associate Professor. She has attended many FDPs and MDPs in IITs and IIMs. She has also published articles in national and international journals. Her area of interest is E-Commerce, E-Learning, and Sustainability of resources.

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