A New Model of Super Innovative MBA Programme to Achieve its Objective of Creating Super Executives

P. S. Aithal [1] & Bharathi Karanth [2]

[1] Director, Poornaprajna Institute of Management, Udupi, Karnataka State, India, OrcidID: 0000-0002-4691-8736; E-Mail: psaithal@gmail.com

[2] Associate Professor, Poornaprajna Institute of Management, Udupi, Karnataka State, India, Orcid ID: 0000-0002-4456-7901; E-Mail: bharathikaranth@pim.ac.in

---

How to Cite this Paper:

Aithal, P. S. & Karanth, B. (2024). A New Model of Super Innovative MBA Programme to Achieve its Objective of Creating Super Executives. *Poornaprajna International Journal of Teaching & Research Case Studies (PIJTRCS), 1*(1), 1-27. DOI: https://doi.org/10.5281/zenodo.12669893

Poornaprajna International Journal of Teaching & Research Case Studies (PIJTRCS)
A Refereed International Journal of Poornaprajna Publication, India.

A New Model of Super Innovative MBA Programme to Achieve its Objective of Creating Super Executives

P. S. Aithal [1] & Bharathi Karanth [2]

[1] Director, Poornaprajna Institute of Management, Udupi, Karnataka State, India,
OrcidID: 0000-0002-4691-8736; E-Mail: psaithal@gmail.com

[2] Associate Professor, Poornaprajna Institute of Management, Udupi, Karnataka State, India,
Orcid ID: 0000-0002-4456-7901; E-Mail: bharathikaranth@pim.ac.in

ABSTRACT

Purpose: *To propose a paradigm shift in MBA programmes by redefining their objectives, introducing new quality standards to develop super executives, and evaluating innovative learning approaches.*

Methodology: *This paper is an explorative in nature where a new model is proposed to solve the weakness of existing MBA programmes in the Universities and Business Schools by proposing a series of value-added research skill-based subjects to enhance executive and entrepreneurship confidence among MBA graduates. The suitable information is collected using keyword-based search through Google, Google Scholar, and AI-driven GPT engines. The collected information is analysed using various analysis, comparison, evaluation, interpretation frameworks and new super innovative MBA model is suggested to create super executives.*

Analysis: *This paper explores the redefinition of program, mentor, and graduate outcome quality, while also analysing the value-added differentiation concepts such as experiential and customized research learning. By identifying new responsibilities for mentors/instructors and delineating executive performance areas and key performance indicators (KPIs), this paper aims to enhance the effectiveness and relevance of MBA education in producing high-calibre business leaders.*

Results: *A new model for MBA is proposed with emphasis for research and experiential learning focus. Along with core, specialization, and super specialization subjects, the MBA scholars are exposed to research skills such as analysis, comparison, evaluation, interpretation, synthesis, and creation through systematic research case studies which include industry analysis, company analysis, CEO analysis, Patent analysis, and Business plan proposals. Hence this new MBA model gives equal emphasis to create innovative executives and innovative entrepreneurs who can start their own business initially in digital space and nurture it to global real/physical locations.*

Originality/Value: *The paper suggests a New innovative proposal to add value to existing MBA programmes all over the World. Hence a Revolutionizing MBA Education: A Groundbreaking Model for Cultivating Exceptional Executives is proposed.*

Type of Paper: *Exploratory Analysis.*

Keywords: MBA Programme, Innovations in MBA Programme, Super innovative MBA, Creating super executives, Industry analysis, Company analysis, CEO analysis, Business plan development, Internship, Incubation, Redefining graduate outcome.

1. INTRODUCTION ABOUT MBA PROGRAMME :

The Master of Business Administration (MBA) program stands as a beacon of academic and professional excellence in the realm of business education worldwide. Renowned for its comprehensive curriculum, dynamic learning environment, and unparalleled networking opportunities, the MBA has cemented its status as the premier qualification for aspiring business leaders and entrepreneurs alike [1-2].

Across the globe, MBA programs are offered by esteemed institutions, ranging from Ivy League universities to innovative business schools, each imbued with a unique approach to education and a

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 2

commitment to shaping the next generation of global business leaders. These programs typically span two years of rigorous academic study, although accelerated and part-time options are also prevalent to accommodate diverse student needs and professional obligations [3-4].

The hallmark of an MBA program lies in its interdisciplinary curriculum, which encompasses a broad spectrum of subjects essential for navigating the complexities of the modern business landscape. From finance and marketing to operations management and strategic leadership, students delve deep into theoretical frameworks and practical applications, equipping themselves with the knowledge and skills necessary to thrive in diverse business environments [5-6].

Moreover, MBA programs are characterized by their emphasis on experiential learning, often integrating case studies, group projects, and real-world consultancy assignments to provide students with hands-on exposure to industry challenges and opportunities. This pedagogical approach fosters critical thinking, problem-solving abilities, and effective decision-making skills, empowering graduates to tackle complex business problems with confidence and agility [7-8].

Beyond the classroom, MBA programs offer unparalleled networking opportunities, bringing together a diverse cohort of talented individuals from varied backgrounds and industries. Through collaborative projects, internships, and extracurricular activities, students forge lifelong connections with peers, faculty, and industry professionals, creating a robust support system and a global alumni network that extends far beyond graduation. In essence, the MBA journey is not merely an academic pursuit but a transformative experience that shapes both professional trajectories and personal growth, laying the foundation for a fulfilling and impactful career in the dynamic world of business [9-10].

The present MBA programs across the globe, while highly regarded, are not without their limitations, particularly in terms of graduates' employability, entrepreneurial abilities, and research-based problem-solving abilities:

(i) Firstly, in terms of employability, one significant limitation is the potential gap between the skills taught in MBA programs and the skills demanded by employers. While MBA curricula often cover a broad range of business topics, including finance, marketing, and management, there can be a disconnect between theoretical knowledge and practical application. Employers may seek candidates with more specialized skills or specific industry experience that traditional MBA programs may not adequately provide.

(ii) Secondly, in relation to entrepreneurial abilities, many MBA programs focus primarily on preparing students for traditional corporate roles rather than fostering an entrepreneurial mindset. Entrepreneurship courses within MBA programs may lack real-world experiential learning opportunities or may not adequately address the unique challenges and opportunities faced by aspiring entrepreneurs. As a result, graduates may not feel sufficiently equipped to navigate the complexities of starting and managing their own businesses.

(iii) Thirdly, regarding research-based problem-solving abilities, while MBA programs often include research components such as case studies and projects, they may not fully develop students' research skills or encourage a critical approach to problem-solving. The emphasis on practical skills and immediate applicability in many MBA programs may overshadow the importance of research methodology and analytical rigor, limiting graduates' ability to tackle complex, multidimensional business challenges.

Moreover, the standardized nature of many MBA programs may constrain students' ability to explore niche areas of interest or pursue interdisciplinary studies that could enhance their problem-solving abilities. Additionally, limited opportunities for collaboration between academia and industry within MBA programs may restrict students' exposure to real-world research initiatives and innovative problem-solving approaches.

Hence, while MBA programs undoubtedly offer valuable opportunities for personal and professional development, there are notable limitations in terms of graduates' employability, entrepreneurial abilities, and research-based problem-solving capabilities. Addressing these limitations requires a concerted effort from both academic institutions and industry stakeholders to ensure that MBA programs remain relevant and responsive to the evolving needs of the global business community. This may involve integrating more practical, experiential learning opportunities, fostering an entrepreneurial mindset, and enhancing research-focused curriculum components to better prepare graduates for success in diverse professional contexts [11-14].

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 3

Thus, the purpose of this scholarly paper is to investigate and propose a new model of super innovative MBA programme with the overarching goal of creating super executives. Through a systematic review of existing MBA programme objectives, this paper aims to redefine the traditional objectives of MBA education, proposing an extraordinary program that addresses new quality issues essential for shaping MBA graduates into super executives. Additionally, the paper seeks to analyse and evaluate value-added differentiation concepts such as experiential learning and customized research methodologies, while also redefining the roles and responsibilities of mentors and instructors. Furthermore, the study aims to redefine graduate outcome quality by identifying key performance areas and key performance indicators (KPIs) relevant to super executives, and by evaluating the proposed super MBA program using SWOC and ABCD analysis frameworks. Ultimately, the paper aims to provide actionable suggestions in the form of postulates to implement the super MBA program in world-class institutions and business schools, thereby contributing to the advancement of business education and the cultivation of future business leaders.

2. OBJECTIVES OF THE PAPER :

(1) To identify the existing Objectives of MBA Programme by means of Review of literature.
(2) To propose an extra-ordinary MBA Programme by re-defining its Objectives.
(3) To propose new Quality issues to make MBA graduate as super executives.
(4) To redefine Programme quality, Mentors quality, and Graduate outcome quality.
(5) To propose, analyse, and evaluate value added differentiation concepts of experiential learnings and customized research learnings like Industry analysis, Company analysis, CEO analysis, Patent analysis, Business Plan Development & implementation, and Internship & Incubationship.
(6) To redefine Mentor/Instructor role and quality by identifying new responsibilities.
(7) To redefine Graduate outcome quality by identifying Executive Performance Area, KPI, and awareness of Service quality models.
(8) To provide suggestions in the form of examples of different subjects for Super MBA programme in Worldclass Institutions/B-Schools.

3. REVIEW OF LITERATURE :

The landscape of MBA programs has evolved significantly in recent years, driven by the demand for executives equipped with diverse skill sets to navigate the complexities of modern business environments. This literature review explores innovations in MBA program design, curriculum planning, delivery methods, pedagogy, and methodologies aimed at achieving the objective of cultivating super executives.

Curriculum Planning: The traditional MBA curriculum has undergone substantial transformations to address the dynamic needs of the business world. Innovations include integrating interdisciplinary courses, such as data analytics, design thinking, and sustainability studies, into core curricula (Cullen, A. (2017). [15]). Additionally, there is a trend towards offering specialized tracks or concentrations tailored to specific industries or functional areas, enabling students to develop expertise in their areas of interest (Anita Walsha and Philip Powel (2020). [16]).

Delivery Methods: The emergence of technology-enabled learning platforms has revolutionized the delivery of MBA programs. Blended learning approaches, combining online modules with in-person sessions, offer flexibility for working professionals while promoting interactive engagement (Green, T. (2015). [17]). Virtual classrooms equipped with real-time collaboration tools facilitate global networking and cross-cultural learning experiences, essential for tomorrow's executives (Bower, J. L., & Christensen, C. M. (1996). [18]).

Pedagogy: Innovative pedagogical approaches aim to foster critical thinking, problem-solving skills, and experiential learning opportunities among MBA students. Case-based learning remains a cornerstone, but with a focus on real-time, complex business scenarios reflecting contemporary challenges (Kolb & Kolb, 2017) [19]. Action learning projects, simulations, and role-playing exercises immerse students in decision-making contexts, preparing them for leadership roles (Yeadon-Lee, A., & Worsdale, G. (2012). [20]).

Methodologies: To cultivate super executives, MBA programs are adopting evidence-based methodologies grounded in empirical research and best practices. Integrated leadership development frameworks, incorporating self-assessment tools, coaching, and mentorship programs, nurture the

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 4

holistic growth of students as future leaders (Day, Harrison, & Halpin, 2018) [21]. Continuous program evaluation and refinement based on industry feedback and alumni outcomes ensure relevance and effectiveness in achieving program objectives (Mohamed Mousa, et al. (2022). [22]).

Table 1: Review of literature MBA programme & Curriculum

S. No.	Area	Focus/Outcome	Reference
1	MBA in Universities	Comparative Study on MBA Programmes in Private & Public Universities–A case study of MBA programme plan of Srinivas University.	Aithal, P. S. (2015). [1]
2	Importance of MBA Programme	The Impact of an MBA Programme on Managerial Abilities.	Boyatzis, R. E., & Renio Case, A. (1989). [2]
3	Quality of MBA Programme	Quality in an MBA programme: students' perceptions.	Sulaiman, A., & Mohezar, S. (2009). [3]
4	Green MBA Programme	Strategic rethinking of management education: green MBA model.	Aithal, P. S., & Jeevan, P. (2016). [4]
5	Improved MBA Programme	MBA++ as a Unique & Successful Model in Integrated Development of Business Executives.	Aithal, P. S. (2015). [5]
6	Value addition in MBA Programme	Empirical investigation of predictors of success in an MBA programme.	Gupta, A., & Turek, J. (2015). [6]
7	Value addition in MBA Programme	Enhancement of Graduate attributes in Higher Education Institutions through Stage Models.	Aithal, P. S., & Suresh Kumar, P. M. (2015). [7]
8	Study of Student-centred learning in Indian Business Schools	Innovations in student centric learning–A study of top business schools in India.	Aithal, P. S. (2016). [8]
9	Value addition in MBA Programme	The impact of an MBA on graduate careers.	Baruch, Y., & Peiperl, M. (2000). [9]
10	Rethinking the MBA in terms of its curriculum	Rethinking the MBA: Business education at a crossroads.	Datar, S. M., Garvin, D. A., & Cullen, P. G. (2011). [10]
11	Importance of innovative executive education	The future of the planet in the hands of MBAs: An examination of CEO MBA education and corporate environmental performance.	Slater, D. J., & Dixon-Fowler, H. R. (2010). [11]
12	The core requirement for MBA to win in workplace	Knowledge and skills transfer between MBA and workplace	Prince, M., Burns, D., Lu, X., & Winsor, R. (2015). [12]
13	Quality Improvement in MBA Programme	Building a better MBA: From a decade of critique toward a decennium of creation	Rubin, R. S., & Dierdorff, E. C. (2013). [13]
14	MBA programme for developing future workforce	Developing the future workforce: An approach for integrating interpersonal skills into the MBA classroom.	Bedwell, W. L., Fiore, S. M., & Salas, E. (2014). [14]

Thus, innovations in MBA program design, delivery, pedagogy, and methodologies are essential for equipping aspiring executives with the multifaceted competencies required to thrive in today's dynamic business environment. By embracing these innovations, MBA programs can effectively fulfil their mission of developing super executives poised to lead organizations towards sustainable success.

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 5

4. EXISTING OBJECTIVES OF MBA PROGRAMME :

The objectives of MBA (Master of Business Administration) programs vary slightly depending on the institution offering the degree and the specific focus of the program. However, there are several common objectives that most MBA programs aim to achieve:

(1) Developing Business Skills: One of the primary objectives of an MBA program is to equip students with a comprehensive understanding of various aspects of business, including finance, marketing, operations, human resources, and strategy. Students learn analytical, problem-solving, and decision-making skills essential for leadership roles in organizations.

(2) Leadership Development: MBA programs often focus on nurturing leadership qualities in students, such as effective communication, team management, conflict resolution, and strategic thinking. These skills are crucial for success in managerial and executive positions.

(3) Building a Global Perspective: In today's interconnected world, businesses operate in diverse and globalized environments. MBA programs aim to cultivate a global mindset among students, helping them understand cultural differences, international business practices, and the implications of globalization on business strategies.

(4) Fostering Innovation and Entrepreneurship: Many MBA programs emphasize creativity, innovation, and entrepreneurship. Students are encouraged to develop innovative solutions to business challenges, explore entrepreneurial opportunities, and understand the process of starting and managing a business venture.

(5) Networking Opportunities: MBA programs often provide extensive networking opportunities, allowing students to connect with peers, alumni, faculty members, and industry professionals. Networking can facilitate career advancement, job opportunities, and collaboration on projects and initiatives.

(6) Personal and Professional Development: MBA programs aim to foster personal and professional growth in students, helping them enhance self-awareness, confidence, resilience, and adaptability. Students may also receive guidance and support in career planning, goal setting, and personal branding.

(7) Ethical and Responsible Leadership: MBA programs emphasize the importance of ethical behaviour, corporate social responsibility, and sustainability in business practices. Students learn to navigate complex ethical dilemmas and make decisions that align with societal values and long-term sustainability.

Overall, the objective of an MBA program is to prepare students for leadership roles in the business world (as Executive or Entrepreneur and ultimately CEO or Owner for Optimum decisions) by providing them with a solid foundation of business knowledge, practical skills, and a global perspective, while also fostering innovation, entrepreneurship, and ethical leadership.

5. METHODOLOGY OF THE RESEARCH :

This article employs a comprehensive exploratory research methodology, including literature review, data/information analysis, and stakeholder perspectives. It synthesizes existing knowledge and insights from various disciplines to propose, analyse, compare, evaluate, interpret, and create new knowledge in the form of suggested postulates as outcome. The relevant information is collected through keyword-based search using search engines like Google, Google Scholar, and AI-driven GPTs and analysed, compared, and evaluated using suitable analysing frameworks [23].

6. OVERVIEW OF CONVENTIONAL/GENERAL MBA PROGRAMMES :

Conventional or general MBA programs are traditional graduate-level business education offerings that provide students with a broad foundation in various business disciplines. While these programs have been the cornerstone of business education for decades and offer several strengths, they also have certain weaknesses.

6.1 Strengths:

(1) Broad Exposure: General MBA programs offer students exposure to a wide range of business disciplines such as finance, marketing, operations, human resources, and strategy. This broad foundation equips students with a holistic understanding of business management principles and practices.

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 6

(2) Networking Opportunities: MBA programs often attract a diverse cohort of students from various backgrounds and industries. This diversity creates valuable networking opportunities, allowing students to build relationships with peers, alumni, faculty, and industry professionals.

(3) Prestige and Recognition: Conventional MBA programs offered by reputable business schools carry a certain level of prestige and recognition in the business world. Graduates of these programs may benefit from enhanced credibility and reputation in the job market.

(4) Career Advancement: An MBA degree can open doors to career advancement opportunities, including promotions, salary increases, and access to leadership roles. Employers often value the skills and knowledge gained through MBA education when making hiring and promotion decisions.

6.2 Weaknesses:

(1) Lack of Specialization: Conventional MBA programs provide a broad overview of business disciplines but may lack depth in specialized areas. Students seeking expertise in niche fields may find these programs less suitable for their career goals.

(2) Rigidity of Curriculum: Some MBA programs have rigid, predetermined curricula that may not allow students to tailor their education to their specific interests and career aspirations. This lack of flexibility can limit students' ability to explore areas of personal or professional interest.

(3) High Cost: Pursuing an MBA degree from a reputable business school can be expensive, with tuition fees, living expenses, and opportunity costs adding up significantly. The return on investment may vary depending on individual career trajectories and market conditions.

(4) Time Commitment: MBA programs typically require a significant time commitment, often spanning two years of full-time study. For working professionals, balancing work, study, and personal life can be challenging and may necessitate sacrifices in other areas.

Thus, conventional MBA programs offer a broad and prestigious education in business management, with strengths in providing exposure, networking opportunities, prestige, and career advancement. However, they also have weaknesses related to lack of specialization, rigidity of curriculum, high cost, and time commitment. Prospective students should carefully weigh these factors and consider their individual career goals and preferences when evaluating MBA program options.

7. NEED AND PROCESS OF CONVERTING ORDINARY MBA INTO EXTRA-ORDINARY MBA TO CREATE 21ST CENTURY EXECUTIVES :

In today's rapidly evolving business landscape, where disruption, innovation, and globalization are the norm, the traditional MBA model may fall short in preparing executives for the multifaceted challenges of the 21st century. However, there exists a pressing need to transform ordinary MBA programs into extraordinary ones that equip executives with the skills, mindset, and agility required to navigate complexities and drive sustainable success. This need sets the stage for exploring innovative approaches and strategies to enhance the conventional MBA experience, empowering executives to excel as dynamic leaders in an increasingly interconnected and uncertain world [24]. Following innovative approaches are suggested:

7.1 New Quality issues to make MBA graduate as super executive:

To make MBA graduates truly exceptional super executives in the modern business landscape, it's imperative to address emerging quality issues that align with the evolving needs of the industry. These issues encompass a broad spectrum of competencies, perspectives, and qualities that go beyond traditional business education. Firstly, fostering a deep understanding of technology disruption and digital transformation is crucial, as businesses increasingly rely on data analytics, artificial intelligence, and automation to drive innovation and competitiveness. Additionally, cultivating a global mindset and cross-cultural competency is essential, given the interconnectedness of markets and the rise of multinational corporations. Moreover, emphasizing ethical leadership and corporate social responsibility is paramount to instill values-driven decision-making and sustainable business practices. Furthermore, honing skills in agile leadership, adaptability, and resilience equips MBA graduates to navigate uncertainty, embrace change, and lead organizations through dynamic environments effectively. Lastly, fostering creativity, innovation, and entrepreneurial thinking empowers MBA graduates to identify opportunities, drive growth, and spearhead organizational transformation. By addressing these new quality issues, MBA programs can produce super executives who are not only

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 7

equipped with advanced business acumen but also possess the leadership, adaptability, and innovation mindset necessary to thrive in the 21st-century business landscape.

7.2 Redefine Programme quality in MBA Programme by adopting analytical, technical, and research skills:

To redefine program quality in MBA programs and prepare graduates as super executives, it's imperative to integrate analytical, technical, and research skills into the curriculum. Firstly, a strong emphasis on analytical skills equips students with the ability to interpret complex data, identify trends, and derive actionable insights, enabling informed decision-making in dynamic business environments. Additionally, incorporating technical skills such as proficiency in data analysis tools, programming languages, and emerging technologies empowers graduates to leverage digital tools and platforms to drive innovation and efficiency in their organizations. Moreover, fostering research skills enables students to critically evaluate information, conduct rigorous market analysis, and develop evidence-based strategies to address business challenges effectively. By integrating these competencies into the MBA curriculum, programs can produce graduates who are not only adept at traditional business functions but also possess the analytical, technical, and research prowess to excel as super executives in today's rapidly evolving business landscape.

7.3 Re-defining Innovations to Improve the confidence of Decision making:

To redefine innovations and enhance the confidence of decision-making among MBA graduates, it's essential to embrace a forward-thinking approach that prioritizes creativity, agility, and risk-taking. Firstly, redefining innovations involves fostering a culture of experimentation and exploration within MBA programs, encouraging students to challenge conventional wisdom, think outside the box, and embrace uncertainty. This entails promoting an entrepreneurial mindset that values creativity, resilience, and adaptability, empowering graduates to navigate ambiguity and capitalize on emerging opportunities. Additionally, leveraging cutting-edge tools and methodologies such as design thinking, lean startup principles, and rapid prototyping enables students to iterate quickly, test hypotheses, and validate assumptions, fostering a more iterative and data-driven approach to decision-making. Moreover, emphasizing the importance of failure as a learning opportunity encourages students to take calculated risks, learn from setbacks, and continuously improve their decision-making skills. By redefining innovations in this way, MBA programs can equip graduates with the confidence, agility, and resilience to make bold and informed decisions as super executives in today's complex and dynamic business landscape.

7.4 Redefining Mentors/Instructors quality in MBA Programme by identifying new responsibilities:

Redefining the quality of mentors and instructors in MBA programs is crucial to offering a Super MBA Programme that prepares graduates for success in the rapidly evolving business landscape. This redefinition involves identifying new responsibilities and expectations that go beyond traditional teaching roles to encompass mentorship, coaching, and facilitation of holistic development. Firstly, mentors/instructors in Super MBA Programs should possess not only deep subject matter expertise but also extensive industry experience, enabling them to provide real-world insights, practical advice, and relevant case studies to enrich students' learning experiences. Additionally, mentors/instructors should serve as role models and mentors, guiding students in navigating career paths, cultivating leadership skills, and fostering a growth mindset. This entails providing personalized support, feedback, and mentorship to help students identify strengths, address weaknesses, and unlock their full potential. Moreover, mentors/instructors should facilitate experiential learning opportunities, such as internships, consulting projects, and immersive simulations, that allow students to apply theoretical concepts in real-world settings and develop hands-on skills. Furthermore, mentors/instructors should embrace a collaborative and inclusive teaching approach, encouraging active participation, diversity of perspectives, and open dialogue among students to foster a rich and stimulating learning environment. By redefining the role of mentors/instructors in these ways, Super MBA Programs can offer a transformative educational experience that empowers students to excel as dynamic leaders, innovators, and change agents in the 21st-century business landscape.

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 8

7.4.1 KSDN Requirement for Mentors/Instructors:

KSDN=> (Knowledge, Skills, Discipline, and Networking)

To offer a Super MBA Programme, mentors/instructors must possess a diverse set of competencies and qualities that go beyond traditional teaching roles. The requirements for mentors/instructors in terms of knowledge, skills, discipline, and networking are multifaceted and essential for creating an enriching and transformative learning environment:

(1) Knowledge:
- Deep Subject Matter Expertise: Mentors/instructors should have a thorough understanding of various business disciplines, including finance, marketing, operations, strategy, and leadership.
- Industry Experience: Practical experience in relevant industries enables mentors/instructors to provide real-world insights, case studies, and examples that enhance students' learning experiences.
- Emerging Trends and Technologies: Keeping abreast of the latest trends, innovations, and technologies in the business world allows mentors/instructors to deliver up-to-date and relevant content that prepares students for future challenges.

(2) Skills:
- Effective Communication: Strong communication skills are essential for mentors/instructors to convey complex concepts, facilitate discussions, and provide constructive feedback to students.
- Coaching and Mentorship: Mentors/instructors should possess coaching and mentoring skills to guide students in setting goals, identifying strengths, and addressing areas for development.
- Facilitation: The ability to facilitate interactive and engaging learning experiences, such as group discussions, case studies, and experiential activities, enhances student engagement and comprehension.
- Critical Thinking and Problem-Solving: Mentors/instructors should foster critical thinking skills and encourage students to analyse problems, evaluate solutions, and make informed decisions.

(3) Discipline:
- Commitment to Excellence: Mentors/instructors should demonstrate a commitment to excellence in teaching, mentorship, and professional development, setting high standards for themselves and their students.
- Organizational Skills: Effective time management and organizational skills enable mentors/instructors to juggle multiple responsibilities, meet deadlines, and deliver high-quality instruction.
- Ethical Conduct: Upholding ethical standards and integrity is essential for mentors/instructors to serve as role models and instill ethical values in their students.

(4) Networking:
- Industry Connections: Building and maintaining a network of industry contacts allows mentors/instructors to provide students with access to internship opportunities, guest speakers, and networking events.
- Alumni Engagement: Leveraging alumni networks fosters a sense of community and facilitates mentorship and career advancement opportunities for students.
- Professional Development: Mentors/instructors should actively engage in professional development activities, such as attending conferences, workshops, and seminars, to stay connected with industry trends and expand their networks.

By meeting these requirements for mentors/instructors in terms of knowledge, skills, discipline, and networking, Super MBA Programmes can offer a transformative educational experience that prepares students to excel as dynamic leaders, innovators, and change agents in the modern business landscape.

7.4.2 KPI for Mentors/Instructors:

To ensure the delivery of a high-quality Super MBA Programme, mentors/instructors must be evaluated based on key performance indicators (KPIs) that encompass various aspects of their role in facilitating student learning and development [25-26]. Here are several KPIs for mentors/instructors to offer a high-quality Super MBA Programme:

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 9

(1) Student Engagement:
Participation Rate: Measure the level of student engagement by tracking participation in class discussions, group activities, and online forums.
Attendance Rate: Monitor student attendance in lectures, seminars, and workshops to assess their level of engagement and commitment to the program.

(2) Teaching Effectiveness:
Student Feedback: Gather feedback from students through surveys or evaluations to assess the effectiveness of teaching methods, clarity of instruction, and overall satisfaction with the mentor/instructor.
Learning Outcomes: Evaluate students' mastery of course content and achievement of learning objectives through assessments, exams, and project outcomes.

(3) Mentorship and Support:
Availability: Assess the availability of mentors/instructors to provide guidance, support, and mentorship to students outside of class hours, including office hours, email correspondence, and virtual meetings.
Personalized Support: Measure the extent to which mentors/instructors offer personalized support and guidance tailored to students' individual needs, goals, and aspirations.

(4) Professional Development:
Continuing Education: Track mentors/instructors' participation in professional development activities, such as workshops, conferences, and seminars, to stay current with industry trends and best practices.
Research and Publications: Evaluate mentors/instructors' contributions to research and publications in their respective fields, demonstrating expertise and thought leadership.

(5) Industry Engagement:
Industry Connections: Assess mentors/instructors' ability to leverage industry connections to provide students with networking opportunities, guest speakers, and internship placements.
Alumni Engagement: Measure mentors/instructors' involvement in alumni networks and activities to facilitate mentorship, career guidance, and networking opportunities for students and graduates.

(6) Innovation and Continuous Improvement:
Pedagogical Innovation: Evaluate mentors/instructors' use of innovative teaching methods, technologies, and approaches to enhance student learning experiences and engagement.
Feedback Incorporation: Measure mentors/instructors' responsiveness to student feedback and their ability to incorporate feedback into course delivery and content development.

(7) Ethical Conduct:
Integrity and Professionalism: Assess mentors/instructors' adherence to ethical standards and professionalism in their interactions with students, colleagues, and industry partners.
Fairness and Equity: Ensure mentors/instructors treat all students with fairness, respect, and equity, regardless of background, identity, or personal characteristics.

By monitoring these KPIs for mentors/instructors, Super MBA Programmes can maintain high standards of teaching, mentorship, and student support, ensuring the delivery of a transformative educational experience that prepares graduates to excel as dynamic leaders in the modern business landscape.

7.4.3 API based Accountability for Mentors/Instructors:
Implementing an API (Annual Performance Indicator) score-based accountability system for mentors/instructors is a strategic approach to ensure the delivery of a high-quality Super MBA Programme. The API score serves as a quantitative measure of mentors/instructors' performance, incorporating various metrics and key performance indicators (KPIs) to assess their effectiveness in facilitating student learning and development. Here's a detailed description of how the API score-based accountability system can contribute to offering a high-quality Super MBA Programme:

(1) Performance Metrics and Criteria:
- Define Clear Objectives: Establish clear and measurable objectives for mentors/instructors, aligned with the goals and outcomes of the Super MBA Programme.
- Identify Key Performance Indicators (KPIs): Determine specific KPIs that reflect mentors/instructors' teaching effectiveness, student engagement, mentorship, industry engagement, professional development, and ethical conduct.

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 10

- Set Performance Targets: Establish performance targets or benchmarks for each KPI to provide mentors/instructors with clear expectations and goals to strive towards.

(2) Data Collection and Evaluation:

- Data Collection Methods: Collect relevant data and evidence to evaluate mentors/instructors' performance, including student feedback, attendance records, assessment results, industry engagement activities, and professional development participation.
- Regular Assessment: Conduct regular assessments or evaluations of mentors/instructors' performance throughout the academic year to track progress, identify areas for improvement, and provide feedback.

(3) API Score Calculation:

- Weighted Score Allocation: Assign weights to each KPI based on its importance and relevance to the overall objectives of the Super MBA Programme. For example, teaching effectiveness may carry a higher weight than professional development.
- Score Calculation Method: Use a predetermined scoring method or algorithm to calculate mentors/instructors' API scores based on their performance against the established KPIs and performance targets.
- Transparency and Accountability: Ensure transparency and accountability in the API score calculation process by clearly documenting the methodology, criteria, and data sources used to calculate scores.

(4) Performance Review and Feedback:

- Performance Review Meetings: Conduct regular performance review meetings with mentors/instructors to discuss API scores, provide feedback on strengths and areas for improvement, and set goals for professional development.
- Individual Development Plans: Collaborate with mentors/instructors to create individual development plans that outline specific actions and strategies for enhancing performance and achieving performance targets.
- Recognition and Incentives: Recognize and reward mentors/instructors who consistently achieve high API scores and demonstrate exceptional performance through incentives, awards, or professional development opportunities.

(5) Continuous Improvement:

- Data-Driven Decision-Making: Use API scores and performance data to inform decision-making processes related to mentor/instructor selection, training, and professional development initiatives.
- Continuous Feedback Loop: Establish a continuous feedback loop between mentors/instructors, students, program administrators, and stakeholders to gather input, address concerns, and drive continuous improvement in program quality.

By implementing an API score-based accountability system for mentors/instructors, Super MBA Programmes can ensure accountability, transparency, and continuous improvement in program delivery, ultimately enhancing the quality of education and preparing graduates to excel as dynamic leaders in the modern business landscape.

7.5 Redefining Graduate outcome quality in MBA Programme:
In the ever-evolving landscape of business education, redefining graduate outcome quality in Super MBA Programmes is essential to equip students with the skills, competencies, and attributes needed to excel as dynamic leaders in the 21st century. By identifying Executive Performance Areas, Key Performance Indicators (KPIs), and leveraging awareness of service quality models, Super MBA Programmes aim to go beyond traditional metrics of success to cultivate holistic, impactful, and future-ready graduates. This introduction sets the stage for exploring how Super MBA Programmes strive to redefine graduate outcome quality by emphasizing executive performance areas such as leadership, innovation, and strategic decision-making, implementing KPIs to measure student performance and program effectiveness, and drawing upon service quality models to enhance the overall educational experience and value proposition for students.

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 11

7.5.1 Earning supremacy in Executive Performance Area:

Earning supremacy in Executive Performance Areas is a cornerstone of redefining graduate outcome quality in MBA Programmes, as it equips students with the multifaceted skills and attributes necessary to excel as dynamic leaders in today's complex business landscape [27-28]. Each Executive Performance Area plays a vital role in shaping students into well-rounded and capable executives who can navigate challenges, inspire change, and drive organizational success.

(1) Optimum Manager: Students strive to master the art of efficient resource allocation, effective team management, and goal achievement, ensuring optimal performance in organizational operations.

(2) Brave Leader: Leadership qualities such as courage, resilience, and decisiveness are cultivated, empowering students to lead with confidence, navigate uncertainty, and inspire others to follow their vision.

(3) Dynamic Visionary: Students develop the ability to anticipate trends, identify opportunities, and chart a strategic course for the future, fostering innovation and driving organizational growth.

(4) Advanced Technocrat: Proficiency in technology and digital tools is emphasized, enabling students to harness the power of data, automation, and emerging technologies to drive efficiency and innovation.

(5) Effective Financial Acumen: Students gain a deep understanding of financial principles, strategic financial management, and risk analysis, enabling them to make sound financial decisions and drive sustainable growth.

(6) Strategic Decision Maker: Students learn to analyze complex situations, weigh alternatives, and make informed decisions that align with organizational goals and values, driving strategic success.

(7) Emotional Hero: Emotional intelligence and interpersonal skills are honed, enabling students to foster positive relationships, resolve conflicts, and inspire collaboration within teams and across organizations.

(8) Moral Advocate and Ethical Champion: Students develop a strong ethical compass and a commitment to integrity, social responsibility, and ethical leadership, guiding their decision-making and actions.

(9) Dynamic Entrepreneur: Entrepreneurial mindset and innovation skills are fostered, empowering students to identify opportunities, take calculated risks, and create value in entrepreneurial ventures or corporate settings.

(10) Inspiring Role Model: Students strive to embody the qualities of authenticity, humility, and integrity, inspiring others through their actions, values, and leadership style.

By earning supremacy in these Executive Performance Areas, MBA graduates are equipped to redefine graduate outcome quality by embodying excellence, innovation, ethical leadership, and transformative impact in their careers and beyond. Through a holistic approach that integrates academic rigor, experiential learning, and personal development, MBA Programmes prepare students to thrive as visionary leaders and change agents in a rapidly evolving global business landscape.

7.5.2 Key Performance Indicators (KPI) for MBA Graduates:

Inculcating Key Performance Indicators (KPIs) with successful Super MBA graduates is essential to ensure they possess the skills, competencies, and qualities needed to excel as dynamic leaders in the modern business landscape. These KPIs serve as benchmarks for evaluating graduates' readiness to navigate challenges, drive innovation, and achieve sustainable success in their careers. Here are several suggested KPIs to be inculcated with successful Super MBA graduates:

(1) Leadership Effectiveness:
- **Ability to Inspire and Motivate:** Measure graduates' capacity to inspire and motivate others, foster teamwork, and drive collective action towards shared goals.
- Decision-Making Skills: Assess graduates' ability to analyse complex situations, make strategic decisions, and take calculated risks in a timely and effective manner.

(2) Strategic Vision and Innovation:
- **Strategic Thinking:** Evaluate graduates' capability to think critically, anticipate trends, and develop innovative strategies that create value and drive organizational success.
- **Innovation and Creativity:** Measure graduates' propensity to generate new ideas, challenge the status quo, and foster a culture of innovation within organizations.

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 12

(3) Financial Acumen and Business Acuity:
- **Financial Literacy:** Assess graduates' understanding of financial principles, budgeting, forecasting, and financial analysis, enabling them to make informed business decisions.
- **Business Acumen:** Evaluate graduates' grasp of market dynamics, industry trends, competitive analysis, and customer insights, guiding strategic planning and execution.

(4) Communication and Interpersonal Skills:
- **Effective Communication:** Measure graduates' ability to communicate clearly, persuasively, and empathetically, both orally and in writing, to diverse stakeholders.
- **Relationship Building:** Assess graduates' capacity to build and maintain positive relationships, resolve conflicts, and collaborate effectively within and across teams.

(5) Ethical Leadership and Social Responsibility:
- **Ethical Decision-Making:** Evaluate graduates' commitment to ethical conduct, integrity, and corporate social responsibility in their decision-making and actions.
- **Social Impact:** Measure graduates' engagement in initiatives that contribute to social and environmental sustainability, community development, and ethical business practices.

(6) Adaptability and Resilience:
- **Adaptability:** Assess graduates' ability to adapt to change, embrace uncertainty, and thrive in dynamic and ambiguous environments.
- **Resilience:** Measure graduates' capacity to bounce back from setbacks, learn from failures, and persevere in the face of challenges.

(7) Professional Development and Lifelong Learning:
- **Continuous Learning:** Evaluate graduates' commitment to ongoing professional development, lifelong learning, and skill enhancement to stay abreast of industry trends and advancements.
- **Career Advancement:** Measure graduates' progress in their careers, including promotions, job transitions, and leadership roles, as indicators of professional growth and success.

By inculcating these KPIs with successful Super MBA graduates, MBA programmes can ensure that graduates are equipped with the knowledge, skills, and attributes needed to excel as dynamic leaders, innovators, and change agents in the global business landscape. These KPIs serve as a roadmap for continuous improvement and lifelong success in the ever-evolving world of business.

7.5.3 Awareness of Service Quality Models:
To develop successful Super MBA graduates, it is crucial to instill awareness of service quality models that go beyond traditional notions of customer satisfaction and aim for higher levels of customer engagement and value creation. By understanding and implementing service quality models that focus on customer delight and enlightenment, graduates can enhance their ability to drive organizational success and create sustainable competitive advantage [28]. Here's a detailed description of suggested awareness of service quality models for Super MBA graduates:

(1) Customer Satisfaction:
- **Understanding Expectations:** Graduates learn to identify and understand customer expectations through market research, feedback analysis, and customer interactions.
- **Meeting Basic Needs:** Graduates focus on delivering products and services that meet or exceed customer expectations, ensuring satisfaction with quality, reliability, and responsiveness.

(2) Customer Delight:
- **Exceeding Expectations:** Graduates aim to go above and beyond customer expectations by delivering exceptional experiences that surprise and delight customers.
- **Personalization and Customization:** Graduates tailor products, services, and interactions to individual customer preferences, anticipating needs and delivering personalized solutions.
- **Proactive Service:** Graduates proactively identify opportunities to add value, solve problems, and enhance the customer experience, demonstrating initiative and attentiveness.

(3) Customer Enlightenment:
- **Empowerment and Education:** Graduates focus on empowering customers with knowledge, resources, and tools to make informed decisions and achieve their goals.
- **Co-Creation of Value:** Graduates collaborate with customers as partners in value creation, soliciting feedback, co-designing solutions, and fostering co-innovation.

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 13

- **Social Impact and Sustainability:** Graduates align organizational values and actions with societal needs and environmental sustainability, driving positive social impact and contributing to the greater good.

By developing awareness of service quality models that progress from customer satisfaction to customer delight and enlightenment, Super MBA graduates can differentiate themselves as strategic leaders who prioritize customer-centricity, innovation, and long-term value creation. Through a holistic understanding of customer needs, preferences, and aspirations, graduates can drive organizational success, foster customer loyalty, and create meaningful impact in the marketplace and society.

7.6 Re-inventing the balance between Globalization and Localization in MBA Education System:

In re-inventing the balance between globalization and localization in MBA education, we must embark on a journey that respects the rich tapestry of local traditions, cultures, and languages while harnessing the transformative power of globalization to propel innovation and progress. The traditional approach to MBA education has often leaned heavily towards globalization, emphasizing standardized business practices and theories derived from Western contexts. However, this approach has sometimes overlooked the nuanced dynamics of local cultures and traditions that profoundly influence business practices and consumer behaviour.

To address this imbalance, we can start by integrating modules within the MBA curriculum that delve deeply into the historical, cultural, and linguistic fabric of the regions where business operates. These modules would not only provide students with a broader understanding of the local context but also foster an appreciation for diverse perspectives and approaches to problem-solving. For instance, case studies could be developed around businesses that have successfully navigated the intersection of globalization and localization, showcasing strategies that leverage cultural insights to drive competitive advantage.

Furthermore, language proficiency could be emphasized as a core competency in MBA programs, recognizing the pivotal role that language plays in effective communication and relationship-building in global business environments. By offering language courses tailored to the regions of focus, students can develop the linguistic skills necessary to engage meaningfully with local stakeholders and navigate cross-cultural interactions with confidence.

In addition to academic coursework, experiential learning opportunities such as international exchanges, internships, and consulting projects could be structured to immerse students in diverse cultural settings. These experiences would not only deepen their understanding of local business practices but also cultivate empathy, adaptability, and cross-cultural competency – essential qualities for future business leaders in an increasingly interconnected world.

Moreover, collaboration between academia, industry, and government bodies can facilitate the co-creation of educational programs that address specific needs and challenges within local economies. By fostering partnerships with local businesses and organizations, MBA institutions can tailor their curriculum to align with the evolving demands of the market while also contributing to economic development and sustainability initiatives.

Ultimately, re-inventing the balance between globalization and localization in MBA education requires a holistic approach that transcends geographical boundaries and embraces the richness of cultural diversity. By integrating local traditions, cultures, and languages into the fabric of MBA programs, we can empower students to become global leaders who not only drive economic growth but also promote social inclusion and sustainable development in a rapidly changing world.

8. COMPARE THE DIFFERENCE BETWEEN GENERAL MBA SUBJECTS AND SUPER MBA SUBJECTS :

General MBA (also called conventional MBA) subjects and Super MBA (also called extra-ordinary MBA) subjects differ in their focus, depth, and outcomes. While both aim to equip students with business knowledge and skills, Super MBA subjects are selected and designed to create highly employable and entrepreneurial graduates with superior capabilities. The following table 2 presents the conceptual comparison between the two:

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 14

Table 2: Conceptual Difference between Conventional MBA and Super MBA

S. No.	Key Indicator	Conventional General MBA	Extra-ordinary/Super MBA
1	Focus	General MBA subjects cover a broad range of business disciplines such as finance, marketing, operations, human resources, and strategy. They provide a comprehensive understanding of various aspects of business management.	Super MBA subjects, on the other hand, focus on specific areas that are in high demand in the job market or are critical for entrepreneurial success. These subjects may include advanced courses in emerging fields like data analytics, digital marketing, entrepreneurship, innovation management, and sustainability.
2	Depth	General MBA subjects typically offer a foundational understanding of key business concepts and theories. They may cover introductory or intermediate-level topics in each business discipline, providing students with a broad but relatively shallow knowledge base.	Super MBA subjects delve deeper into specific areas of expertise, offering advanced coursework and practical training that goes beyond the basics. These subjects emphasize mastery of specialized skills, in-depth analysis, and application of knowledge to real-world challenges.
3	Employability focus	General MBA programs aim to prepare students for a wide range of managerial roles across industries. Graduates may pursue careers in areas such as consulting, finance, marketing, operations, and human resources.	Super MBA programs are tailored to meet the demands of the job market for highly skilled professionals in specialized areas. Graduates are equipped with niche expertise and practical experience that make them highly sought after by employers in specific sectors or industries.
4	Entrepreneurial focus	While general MBA programs may offer elective courses or concentrations in entrepreneurship, Super MBA programs place a stronger emphasis on fostering entrepreneurial skills and mindset.	Super MBA subjects designed for entrepreneurship focus on developing critical skills such as opportunity recognition, business model innovation, venture financing, strategic planning, and risk management. They may also provide hands-on experiences through internships, startup incubators, or consulting projects.
5	Innovation	No topics related to innovation, technology, and future trends to ensure graduates are equipped to thrive in dynamic and rapidly evolving business environments.	Super MBA subjects often incorporate topics related to innovation, technology, and future trends to ensure graduates are equipped to thrive in dynamic and rapidly evolving business environments.
6	Future Readiness	No subjects related to Total automation management, digital transformation	Super MBA subjects may cover areas such as digital transformation, artificial intelligence, blockchain technology, sustainability, and global trends shaping industries. By staying ahead of the curve, graduates are prepared to drive

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 15

			innovation and lead change in their organizations or entrepreneurial ventures.
7	Priority on Pedagogy and Methodology	Conventional classroom-based pedagogy and learning skills-based methodology	Online digital pedagogies and emphasis on experiential learning research skills-based methodology
8	Value additions in terms of Employability skills enhancement and Entrepreneur-ability skills enhancement.	Less emphasis on knowledge-based teaching learning processes. Few teaching case studies are discussed.	Emphasis on experiential learning and research-based employability and entrepreneur-ability enhancement skills. Students will be prepared for both kinds of career – Executive employment and Incubation based self-employment.

Thus, while General MBA subjects provide a broad foundation in business management, Super MBA subjects are tailored to develop specialized skills and knowledge that align with the demands of the job market and entrepreneurial opportunities. Super MBA programs aim to produce graduates who are not only highly employable but also equipped to create and lead successful ventures in today's competitive business landscape.

9. IDEAL EXECUTIVE/ SUPER EXECUTIVE :

An ideal business school prepares its students as winning Executives for any firm of any industry with the following ten Roles: (1) Manager, (2) Leader, (3) Dynamic visionary, (4) Technocrat, (5) Financial acumen, (6) Strategic decision maker, (7) Emotional hero, (8) Moral advocate and Ethical champion, (9) Dynamic entrepreneur, and (10) Role model. Differentiate these ten roles with respect to their unique characteristics [28]. Each role in business embodies distinct qualities and responsibilities as shown in Table 3:

Table 3: Ten areas of performance and Qualities and responsibilities to be Mastered by an Executive

S. No.	Performance Area	Qualities and responsibilities to be Mastered
1	Manager	Focuses on planning, organizing and executing tasks efficiently. Managers excel in overseeing day-to-day operations, coordinating resources, and ensuring objectives are met within timelines and budgets.
2	Leader	Inspires and motivates teams toward a common goal. Leaders set the vision, create a supportive environment, and guide individuals to achieve collective success. They're adept at communication and empowerment.
3	Dynamic Visionary	Possesses an innovative mindset, capable of foreseeing industry trends and envisioning the future. Visionaries are creative thinkers who push boundaries, driving businesses to evolve and adapt to changing landscapes.
4	Technocrat	Masters technological advancements relevant to the industry. They're experts in leveraging technology for operational efficiency, innovation, and competitive advantage. Constantly updating skills in a rapidly changing tech environment is key.
5	Financial Acumen	Proficient in financial analysis, risk assessment, and resource allocation. These individuals understand financial statements, market trends, and use data to make informed decisions for optimizing profitability and sustainability.
6	Strategic Decision Maker	Analyzes complex situations, weighs risks, and formulates long-term plans. Strategic decision-makers align business objectives

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 16

		with actionable plans, considering both internal and external factors, to steer the company toward success.
7	Emotional Hero	Emphasizes empathy, interpersonal skills, and emotional intelligence. They create a supportive and inclusive work environment, resolving conflicts, and nurturing a positive culture where individuals thrive.
8	Moral Advocate and Ethical Champion	Champions ethical behaviour and integrity within the organization. They ensure that business practices align with ethical standards, promote social responsibility, and navigate moral dilemmas ethically.
9	Dynamic Entrepreneur	Exhibits a risk-taking mindset, innovation, and an appetite for creating new ventures or opportunities. Entrepreneurs are proactive, seizing market gaps and turning ideas into viable business models.
10	Role Model	Exemplifies the values, ethics, and behaviours expected within the organization and industry. They inspire others through their actions, serving as a benchmark for professionalism, dedication, and success.

Each role contributes uniquely to a business's success, and a well-rounded education focusing on these aspects can produce executives capable of thriving in diverse industries and settings.

10. DIFFERENTIATING THROUGH THE ABOVE 10 ROLES OF AN IDEAL BUSINESS SCHOOL GRADUATE :

An ideal business school should indeed equip its graduates to excel in various executive roles across industries. While the ten roles listed in previous section are interconnected, each possesses unique characteristics as shown in Table 4:

Table 4: Focus, Strengths, and Examples of ten roles of an ideal business school graduate

S. No.	Executive Roles	Focus	Strengths	Example
1	Manager	Efficiently planning, organizing, and controlling resources to achieve specific goals within established plans	Execution, delegation, process optimization, resource allocation.	Overseeing a specific project or department, ensuring smooth operations and meeting targets.
2	Leader	Inspiring and motivating individuals and teams towards a shared vision, adapting to changing situations.	Communication, influence, collaboration, decision-making under pressure.	Rallying a team during a crisis, fostering innovation, setting a positive example.
3	Dynamic Visionary	Identifying future opportunities, setting ambitious goals, and driving change with creative solutions.	Strategic thinking, foresight, risk-taking, innovation	Envisioning new markets, developing disruptive technologies, leading industry transformation.
4	Technocrat	Deep understanding of technology and its application in business processes, data analysis, and problem-solving.	Technical expertise, data literacy, analytical skills, efficiency optimization.	Implementing automation tools, leveraging data for insights, managing complex technological infrastructures.
5	Financial Acumen	Understanding financial statements, managing budgets, making sound	Financial modeling, valuation, risk	Securing funding, negotiating contracts, maximizing

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 17

		investment decisions, and mitigating risks.	assessment, strategic financial planning.	shareholder value, ensuring financial stability.
6	Strategic Decision Maker	Evaluating complex situations, weighing risks and benefits, making informed decisions with long-term implications.	Critical thinking, strategic analysis, foresight, problem-solving under uncertainty.	Entering new markets, allocating resources across competing priorities, navigating mergers and acquisitions.
7	Emotional Hero	Building trust, fostering empathy, motivating and supporting team members through challenges, navigating interpersonal dynamics.	Emotional intelligence, communication, conflict resolution, team building, resilience.	Handling team disputes, offering guidance during difficult times, creating a positive and supportive work environment.
8	Moral Advocate and Ethical Champion	Upholding ethical principles, making responsible decisions, advocating for justice and sustainability within the organization.	Strong moral compass, integrity, critical thinking, corporate social responsibility awareness.	Whistleblowing on unethical practices, promoting diversity and inclusion, leading sustainable business practices.
9	Dynamic Entrepreneur	Identifying entrepreneurial opportunities, taking calculated risks, building innovative ventures, adapting to changing markets.	Creativity, initiative, resilience, resourcefulness, adaptability.	Launching new startups, pursuing disruptive ideas, leading product development with a market-centric approach.
10	Role Model	Setting the standard for professionalism, integrity, and leadership, inspiring others to follow their example.	Exemplary work ethic, continuous learning, commitment to personal and professional development, positive influence on others.	Maintaining ethical conduct, demonstrating dedication to work, mentoring others, fostering a culture of excellence.

Remember, these roles are not mutually exclusive, and many executives will need to exhibit competencies from several domains to be successful. An ideal business school should provide a well-rounded education that equips graduates with the skills and knowledge to excel in these diverse roles, preparing them for a dynamic and complex business landscape.

11. ENHANCEMENT OF RESEARCH AND PUBLICATION SKILLS IN EXPERIENTIAL LEARNING AS VALUE ADDITIONS IN MBA PROGRAMME :

The Enhancement of Research and Publication Skills in MBA programs through specialized subject papers offers a dynamic approach to transforming students into extraordinary business leaders. The details of how each subject paper could be structured and the value it adds to the MBA curriculum are briefed below:

(1) Industry Analysis (Semester 1/Trimester 1): [29-30]

- This subject paper focuses on providing students with a comprehensive understanding of the macroeconomic landscape and industry dynamics.
- Students work in teams to conduct in-depth research on various industries, analyzing factors such as product/process analysis, market trends, competitive forces, regulatory environment, and emerging technologies. They can also use SWOC, ABCD, PESTLE, and Predictive analysis for deciding internal factors, stakeholders' perspectives, external factors and predicting the future.

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 18

- Through this analysis, students develop critical thinking skills, market insight, and the ability to identify opportunities and threats within different sectors.
- The culmination of the course could involve the preparation of industry reports or white papers, showcasing students' research findings and strategic recommendations.

(2) Company Analysis (Semester 2/Trimester 2): [31-32]

- In this subject paper, students delve into the intricacies of individual companies, dissecting their business models, financial performance, competitive positioning, and strategic initiatives.
- Working in teams, students conduct comprehensive SWOC analyses, ABCD analysis, PESTLE analysis, financial statement reviews, and benchmarking exercises to assess companies' strengths, weaknesses, opportunities, and threats.
- Through hands-on research and analysis, students gain practical insights into corporate strategy, governance, and performance management.
- The course culminates in the preparation of detailed company profiles or investment memos, where students present their findings and investment recommendations based on thorough analysis.

(3) CEO Analysis (Semester 3/Trimester 3): [28, 33]

- This subject paper shifts the focus to leadership and financial acumen-ship related areas and examines the role of CEOs in shaping organizational culture, driving strategic direction, and fostering innovation.
- Students analyze case studies of prominent CEOs, exploring their leadership styles, decision-making processes, and impact on organizational performance. They can also analyse the 10 CEO Performance Areas (CEOPA), CEO Key Performance Indicator (CEOKPI), CEO Performance Matrix, and Stakeholder Perception Index (SPI),
- Through team-based discussions and debates, students critically evaluate the effectiveness of different leadership approaches in diverse business contexts.
- The course may involve guest lectures from industry leaders, providing students with real-world perspectives on the challenges and opportunities of executive leadership.

(4) Patent Analysis (Semester 4/ Trimester 4): [34-37]

- This subject paper introduces students to the significance of patent analysis in understanding technological advancements and competitive landscapes within industries. It also highlights the importance of patents as intellectual property assets and their role in innovation and market dominance.
- Familiarize students with various methodologies, tools, and frameworks used in patent analysis, such as keyword searches, citation analysis, patent mapping, patent classification systems, and analysis framework such as ABCDEF framework. This also explains how these tools and frameworks can be employed to identify trends, assess technology trajectories, and evaluate the competitive positioning of patents and the companies.
- Engage students in analyzing case studies of companies known for their patent strategies. Encourage them to dissect patent portfolios, identify key patents, and assess the strategic significance of patents in relation to the company's business objectives and market positioning.
- Guide students in understanding the strategic implications of patent analysis for companies, including areas such as product development, market entry strategies, licensing opportunities, and defensive patenting. Encourage critical thinking in evaluating the impact of patents on competitive advantage and long-term sustainability.

(5) New Business Plan Development and Analysis (Semester 4/Trimester 5): [38-39]

- This subject paper immerses students in the entrepreneurial process, guiding them through the ideation, development, and evaluation of new business ventures.
- Working in interdisciplinary teams, students conceptualize innovative business ideas, conduct market research, and formulate comprehensive business plans.
- Throughout the semester, students receive mentorship and feedback from faculty members, industry experts, and successful entrepreneurs.
- The culmination of the course involves the presentation of fully developed business plans, where students showcase their creativity, analytical rigor, and strategic vision.

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 19

(6) Internship & Incubationship: (Semester 4/Trimester 6): [40-42]
- By providing comprehensive education on entrepreneurship, covering topics such as ideation, business planning, market analysis, and funding strategies tailored specifically for digital businesses.
- By Pairing students with experienced mentors from the startup ecosystem who can provide guidance and support throughout the incubation process, offering insights into market trends, product development, and scaling strategies.
- By facilitating hands-on experience through practical exercises, workshops, and real-world projects, allowing students to apply theoretical concepts to the development and launch of their digital ventures.
- By creating opportunities for students to network with industry professionals, investors, and potential collaborators, while also providing access to resources such as co-working spaces, funding networks, and legal support to foster the growth of their digital businesses.

By offering these specialized subject papers as part of the MBA curriculum, students not only enhance their research and publication skills but also develop a deep understanding of industry dynamics, corporate strategy, leadership principles, and entrepreneurial mindset. This experiential learning approach not only distinguishes the MBA program but also equips graduates with the practical knowledge and strategic acumen to thrive in today's dynamic business environment.

12. PROPOSAL OF NEW SUPER MBA MODEL:

Based on above discussion, a new innovative MBA Programme model is proposed. This model make use of three steps/processes: (i) Planning the curriculum for super MBA, (ii) Implementing the curriculum of super MBA, and (iii) Evaluating the super MBA model. The first step of planning the curriculum is presented below with figure 1, details of super-specialization skill subjects in figure 2 and example table 5. Other steps will be considered after implementation and evaluation of the model in future publications.

12.1 Planning the Curriculum:
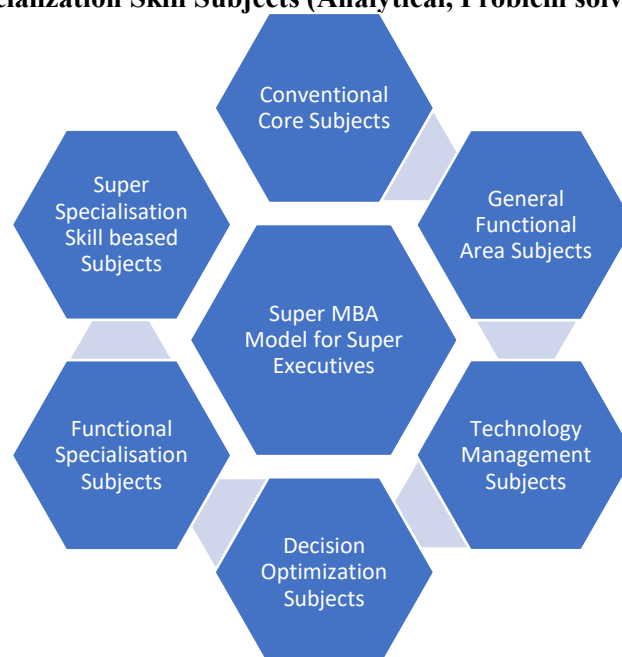**Group 1: Conventional Core Decision Subjects (Individual, Organization, Industry, and Society)**
Group 2: General Functional Area Subjects
Group 3: Technology Management Subjects
Group 4: Decision Optimization Subjects
Group 5: Specialization Functional Subjects
Group 6: Super-Specialization Skill Subjects (Analytical, Problem solving, and Research Skills))

Fig. 1: Curriculum Structure for Proposed Super MBA model for creating Super Executives

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 20

SEMESTER ONE	SEMESTER TWO
(1) Industry Analysis & Publication as Case Study **(Two Industries)**	**(2) Company Analysis & Publication as Case Study** **(Two Companies)**
SEMESTER THREE	**SEMESTER FOUR**
(1) CEO Analysis & Publication as Case study **(Two CEO Analysis)** **(2) Patent Analysis & Publication as Case study** **(Two Patent Analysis)**	**(1) Business Plan Development, Reporting & Publication as Case Study** **(2) Internship/Apprenticeship/Incubationship and Digital Startup Business**

Fig. 2: Semester-wise Super Specialization Skill-based Subjects proposed in this paper

12.2 Example for Super MBA Subjects:
Table 5: Few examples of Super MBA Subjects

S. No.	General Core Subjects	General Functional Subjects	Technology Management Subjects	Functional Specialization Subjects	Super Specialization Skill based Subjects
1	Principles of Management,	Production Management	Management Information systems	Logistic & Supply chain Management	Industry Analysis
2	Organizational Behaviour	Marketing Management	E-Business	Aviation Management	Company Analysis
3	Business Economics	Financial Management	Big Data Analytics & Business Intelligence	Agricultural Management	CEO Analysis
4	Strategic Management	Human Resource Management	Digital Business Management	Investment Management	Patent Analysis
5	International Business	Procurement Management	Artificial Intelligence Systems Management	Entrepreneurship Management	Business Plan Development & Reporting
6	Business Ethics	Customer Resource Planning & Management	Managing Technology Innovations	Hospitality & Tourism Management	Internship/ Apprenticeship
7	Total Quality Management	Information System Management	Technology Prediction & Forecasting	Hospital Administration	Incubationship and Digital Startup Business

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 21

13. COMPARISON OF GENERAL MBA & SUPER MBA SUBJECTS SEMESTERWISE :

A comprehensive list for six subjects per semester for both a General MBA program and a Super MBA program is given below:

13.1 General MBA Programme Subjects:

Semester 1:

(1) **Financial Accounting:** Covers principles and practices of financial accounting, including preparation of financial statements and analysis of financial data.

(2) **Marketing Management:** Focuses on marketing concepts, strategies, market research, product development, pricing, promotion, and distribution.

(3) **Managerial Economics:** Examines economic principles and tools for managerial decision-making, including demand analysis, cost estimation, and pricing strategies.

(4) **Organizational Behaviour:** Studies individual and group behaviour within organizations, including topics such as motivation, leadership, communication, and organizational culture.

(5) **Business Statistics:** Introduces statistical methods and techniques for data analysis and decision-making in business contexts.

(6) **Operations Management:** Covers principles and techniques for managing business operations, including process design, inventory management, quality control, and supply chain management.

Semester 2:

(1) **Financial Management:** Focuses on financial decision-making, capital budgeting, risk management, capital structure, and financial markets.

(2) **Strategic Management:** Examines strategic planning processes, competitive analysis, formulation, implementation, and evaluation of strategies.

(3) **Human Resource Management:** Covers principles and practices of HR management, including recruitment, selection, training, performance appraisal, and compensation.

(4) **Business Law and Ethics:** Explores legal and ethical issues in business, including contracts, torts, intellectual property, corporate governance, and social responsibility.

(5) **Managerial Communication:** Enhances written and oral communication skills for effective business communication, negotiation, and persuasion.

(6) **Information Technology Management:** Introduces concepts of IT management, including information systems, technology infrastructure, cybersecurity, and digital transformation.

Semester 3:

(1) **International Business:** Explores the challenges and opportunities of conducting business in global markets, including cultural differences, international trade, and multinational strategies.

(2) **Entrepreneurship:** Provides an overview of entrepreneurial concepts, startup financing, business planning, innovation management, and new venture creation.

(3) **Corporate Finance:** Focuses on financial decision-making in corporate settings, including capital structure, dividend policy, mergers, and acquisitions.

(4) **Supply Chain Management:** Covers strategies and techniques for managing supply chain operations, including logistics, procurement, distribution, and sustainability.

(5) **Leadership and Change Management:** Examines theories and practices of leadership, change management, and organizational development.

(6) **Business Analytics:** Introduces tools and techniques for data-driven decision-making, including data mining, predictive modelling, and business intelligence.

Semester 4:

(1) **Strategic Marketing Management:** Explores advanced topics in marketing strategy, including brand management, market segmentation, product innovation, and digital marketing.

(2) **Innovation and Technology Management:** Examines strategies for managing innovation, technology adoption, research and development, and intellectual property.

(3) **Corporate Governance and Risk Management:** Focuses on principles of corporate governance, risk assessment, compliance, and ethical decision-making.

(4) **Project Management:** Introduces project management methodologies, tools, and techniques for planning, executing, and controlling projects.

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 22

(5) Sustainability and Corporate Social Responsibility: Explores the role of businesses in addressing environmental, social, and ethical issues, including sustainability reporting and stakeholder engagement.

(6) Negotiation and Conflict Resolution: Enhances negotiation skills and strategies for resolving conflicts and disputes in business settings.

13.2 Super MBA Programme Subjects:

Semester 1:

(1) Design Thinking and Innovation: Emphasizes creative problem-solving, innovation processes, and design thinking methodologies for product and service development.

(2) Market Research and Analysis: Focuses on advanced techniques for market research, data analysis, consumer behaviour, and market segmentation.

(3) Financial Modelling and Valuation: Provides hands-on experience in financial modelling, valuation methods, investment analysis, and risk assessment.

(4) Lean Startup Methodology: Introduces lean startup principles, customer development, rapid prototyping, and minimum viable product (MVP) testing.

(5) Digital Marketing Strategy: Covers advanced topics in digital marketing, including SEO, SEM, social media marketing, content marketing, and analytics.

(6) Venture Capital and Private Equity: Explores venture capital and private equity financing, deal structuring, due diligence, and investment management.

(7) Industry Analysis & Publication: Two Industry Analysis Research Case Study (Team of 3 members).

Semester 2:

(1) Entrepreneurial Finance: Focuses on financing options for startups, including crowdfunding, angel investment, venture debt, and alternative financing models.

(2) Growth Hacking and Scaling: Examines growth hacking strategies, user acquisition, retention techniques, and scaling challenges for high-growth startups.

(3) Strategic Leadership for Entrepreneurs: Enhances leadership skills and strategies for entrepreneurs, including vision setting, team building, and organizational culture.

(4) Business Model Innovation: Explores innovative business models, disruptive innovation, platform strategies, and ecosystem development.

(5) Technology Entrepreneurship: Covers technology commercialization, intellectual property management, technology licensing, and startup ecosystem dynamics.

(6) Social Entrepreneurship and Impact Investing: Examines the role of social entrepreneurship in addressing social and environmental challenges, including impact investing, sustainable business models, and triple bottom line (People, Planet, Profit).

(7) Company Analysis & Publication: Two Company Analysis Research Case Study (Team of 2 members).

Semester 3:

(1) Corporate Innovation Management: Focuses on fostering innovation culture, managing innovation pipelines, open innovation, and corporate entrepreneurship initiatives.

(2) Startup Legal and Regulatory Issues: Explores legal and regulatory challenges facing startups, including entity formation, contracts, IP protection, and compliance.

(3) Advanced Data Analytics for Business: Provides advanced training in data analytics techniques, including machine learning, predictive analytics, and big data management.

(4) Strategic Partnerships and Alliances: Examines strategies for forming strategic partnerships, alliances, and ecosystem collaborations to drive growth and innovation.

(5) Startup Marketing and Growth Strategies: Covers advanced marketing strategies for startups, including growth hacking, viral marketing, and customer acquisition.

(6) Funding Strategies for High-Growth Ventures: Explores strategies for raising capital at different stages of startup growth, including IPOs, debt financing, and strategic partnerships.

(7) CEO Analysis & Publication: Two CEO Analysis Research Case Study (Individual based).

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 23

Semester 4:

(1) Entrepreneurial Leadership and Vision: Enhances leadership capabilities for entrepreneurial success, focusing on vision setting, resilience, and adaptive leadership.

(2) Innovation Ecosystems and Ecosystem Leadership: Explores the dynamics of innovation ecosystems, ecosystem mapping, and strategies for ecosystem leadership.

(3) Corporate Venturing and Innovation Partnerships: Examines corporate venturing models, innovation partnerships, and strategies for collaboration between startups and established companies.

(4) Impact Entrepreneurship and Sustainable Business Models: Explores the role of entrepreneurship in addressing social and environmental challenges, including impact measurement, sustainable business models, and corporate social responsibility.

(5) Entrepreneurial Negotiation and Conflict Resolution: Enhances negotiation skills and strategies for entrepreneurs, including deal negotiation, conflict resolution, and stakeholder management.

(6) Entrepreneurial Capstone Project through Incubationship: Provides an opportunity for students to apply their knowledge and skills in developing a comprehensive business plan, startup pitch, or entrepreneurial project under the guidance of faculty and industry mentors.

(7) Patent Analysis & Publication, Business Plan Development & Publication, and Incubationship: New Business Plan development (Team based).

These suggested subjects aim to provide a comprehensive education tailored to the needs of students pursuing either a General MBA or a Super MBA program. The Super MBA program focuses more on specialized knowledge and skills relevant to entrepreneurship and innovation, while the General MBA program provides a broader foundation in business management principles and practices.

14. CONCLUSION :

In conclusion, the exploration of a new model of super innovative MBA program aimed at cultivating super executives has revealed significant insights and potential pathways for transforming traditional business education. Through a comprehensive review of existing MBA program objectives and literature, this study has identified the need for redefining the objectives of MBA programs to meet the evolving demands of the business landscape [43-44].

By proposing an extraordinary MBA program with redefined objectives, this paper advocates for a paradigm shift in the way business education is conceptualized and delivered. Emphasizing the importance of quality issues in shaping MBA graduates into super executives, the study proposes a holistic approach that encompasses program quality, mentor quality, and graduate outcome quality.

Furthermore, the incorporation of value-added differentiation concepts such as experiential learning and customized research learnings, along with a redefined role for mentors and instructors, underscores the importance of practical, hands-on experiences and personalized guidance in nurturing the next generation of business leaders. Finally, by offering suggestions in the form of postulates for implementing the super MBA program in world-class institutions and business schools, this study aims to catalyze a transformative shift in business education that aligns with the dynamic needs of the global business community.

REFERENCES :

[1] Aithal, P. S. (2015). Comparative Study on MBA Programmes in Private & Public Universities–A case study of MBA programme plan of Srinivas University. *International Journal of Management Sciences and Business Research*, *4*(12), 106-122. Google Scholar↗

[2] Boyatzis, R. E., & Renio Case, A. (1989). The Impact of an MBA Programme on Managerial Abilities. *Journal of Management Development*, *8*(5), 66-77. Google Scholar↗

[3] Sulaiman, A., & Mohezar, S. (2009). Quality in an MBA programme: students' perceptions. *International Journal of Management Education (Oxford Brookes University)*, *7*(2), 01-09. Google Scholar↗

[4] Aithal, P. S., & Jeevan, P. (2016). Strategic rethinking of management education: green MBA model. *International Journal of Management, IT and Engineering*, *6*(1), 55-73. Google Scholar↗

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 24

[5] Aithal, P. S. (2015). MBA++ as a Unique & Successful Model in Integrated Development of Business Executives. *International Journal of Management, IT and Engineering*, *5*(7), 124-133. Google Scholar↗

[6] Gupta, A., & Turek, J. (2015). Empirical investigation of predictors of success in an MBA programme. *Education+ Training*, *57*(3), 279-289. Google Scholar↗

[7] Aithal, P. S., & Suresh Kumar, P. M. (2015). Enhancement of Graduate attributes in Higher Education Institutions through Stage Models. *IMPACT: International Journal of Research in Business Management*, *3*(3), 121-130. Google Scholar↗

[8] Aithal, P. S. (2016). Innovations in student centric learning–A study of top business schools in India. *International Journal of Engineering Research and Modern Education (IJERME)*, *1*, 298-306. Google Scholar↗

[9] Baruch, Y., & Peiperl, M. (2000). The impact of an MBA on graduate careers. *Human Resource Management Journal*, *10*(2), 69-90. Google Scholar↗

[10] Datar, S. M., Garvin, D. A., & Cullen, P. G. (2011). Rethinking the MBA: Business education at a crossroads. *Journal of Management Development*, *30*(5), 451-462. Google Scholar↗

[11] Slater, D. J., & Dixon-Fowler, H. R. (2010). The future of the planet in the hands of MBAs: An examination of CEO MBA education and corporate environmental performance. *Academy of Management learning & education*, *9*(3), 429-441. Google Scholar↗

[12] Prince, M., Burns, D., Lu, X., & Winsor, R. (2015). Knowledge and skills transfer between MBA and workplace. *Journal of workplace learning*, *27*(3), 207-225. Google Scholar↗

[13] Rubin, R. S., & Dierdorff, E. C. (2013). Building a better MBA: From a decade of critique toward a decennium of creation. *Academy of Management Learning & Education*, *12*(1), 125-141. Google Scholar↗

[14] Bedwell, W. L., Fiore, S. M., & Salas, E. (2014). Developing the future workforce: An approach for integrating interpersonal skills into the MBA classroom. *Academy of Management Learning & Education*, *13*(2), 171-186. Google Scholar↗

[15] Cullen, A. (2017). *Developing 21st century business leaders through practice: The organizational dynamics and role of librarians and other facilitators of experiential field-based learning in US MBA education*. Simmons College. 01-67. Google Scholar↗

[16] Anita Walsha and Philip Powel (2020). Re-imagining the MBA: an arts-based approach. *Higher Education Pedagogies, 5*(1), 148–164. Google Scholar↗

[17] Green, T. (2015). Flipped classrooms: An agenda for innovative marketing education in the digital era. *Marketing Education Review*, *25*(3), 179-191. Google Scholar↗

[18] Bower, J. L., & Christensen, C. M. (1996). Disruptive technologies: Catching the wave. *The Journal of Product Innovation Management*, *1*(13), 75-76. Google Scholar↗

[19] Kolb, A. Y., & Kolb, D. A. (2009). Experiential learning theory: A dynamic, holistic approach to management learning, education and development. *The SAGE handbook of management learning, education and development*, *7*(2), 42-68. Google Scholar↗

[20] Yeadon-Lee, A., & Worsdale, G. (2012). An analysis of the use of action learning on an MBA programme. *The international journal of management education*, *10*(3), 178-185. Google Scholar↗

[21] Day, D. V., Harrison, M. M., & Halpin, S. M. (2008). *An integrative approach to leader development: Connecting adult development, identity, and expertise*. Routledge. Google Scholar↗

[22] Mohamed Mousa, Hiba Massoud, Rami Ayoubi (2022). Responsible Management Education in Time of Crisis: A Conceptual Framework for Public Business Schools in Egypt and Similar Middle Eastern Context. Public Organiz Rev., 22(2), 403–419. Google Scholar↗

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 25

[23] Aithal, P. S., & Aithal, S. (2023). New Research Models under Exploratory Research Method. A Book "Emergence and Research in Interdisciplinary Management and Information Technology" edited by P. K. Paul et al. Published by New Delhi Publishers, New Delhi, India, 109-140. Google Scholar↗

[24] Schlegelmilch, B. B. (2020). Why business schools need radical innovations: Drivers and development trajectories. *Journal of Marketing Education*, *42*(2), 93-107. Google Scholar↗

[25] Kulkova, I., & Mikhaylova, A. (2021). Methodology for assessing the executives' performance ensuring the healthcare companies sustainable development. In *E3S Web of Conferences* (Vol. 296, p. 06007). EDP Sciences. Google Scholar↗

[26] Aithal, P. S., & Aithal, S. (2023). Key Performance Indicators (KPI) for Researchers at Different Levels & Strategies to Achieve it. *International Journal of Management, Technology, and Social Sciences (IJMTS)*, *8*(3), 294-325. Google Scholar↗

[27] Russell, C. J. (2001). A longitudinal study of top-level executive performance. *Journal of Applied Psychology*, *86*(4), 560-572. Google Scholar↗

[28] Aithal, P. S. (2023). Anticipated Attributes of Chief Executive Officers Based on Newly Developed CEO Matrix. *International Journal of Applied Engineering and Management Letters (IJAEML)*, *7*(4), 216-248. Google Scholar↗

[29] Aithal, P. S. (2017). Industry Analysis–The First Step in Business Management Scholarly Research. *International Journal of Case Studies in Business, IT and Education (IJCSBE)*, *1*(1), 1-13. Google Scholar↗

[30] Venkata Lakshmi Suneetha M. & P. S. Aithal (2024). A Sectoral Analysis of BSE-Listed Indian Pharma Companies. International Journal of Case Studies in Business, IT, and Education (IJCSBE), 8(1), 271-290. Google Scholar↗

[31] Aithal, P. S. (2017). Company Analysis–The Beginning Step for Scholarly Research. *International Journal of Case Studies in Business, IT and Education (IJCSBE)*, *1*(1), 1-18. Google Scholar↗

[32] Aithal, P. S. (2017). An effective method of developing business case studies based on company analysis. *International Journal of Engineering Research and Modern Education (IJERME)*, *2*(1), 16-27. Google Scholar↗

[33] Rechner, P. L., & Dalton, D. R. (1991). CEO duality and organizational performance: A longitudinal analysis. *Strategic management journal*, *12*(2), 155-160. Google Scholar↗

[34] Aithal, P. S., & Aithal, S. (2018). Patent analysis as a new scholarly research method. *International Journal of Case Studies in Business, IT, and Education (IJCSBE), (2018)*, *2*(2), 33-47. Google Scholar↗

[35] Aithal, P. S., & Aithal, S. (2023). Introducing systematic patent analysis as an innovative pedagogy tool/experiential learning project in HE Institutes and Universities to boost awareness of patent-based IPR. *International Journal of Management, Technology, and Social Sciences (IJMTS)*, *8*(3), 395-413. Google Scholar↗

[36] Aithal, P. S., & Aithal, S. (2018, August). A New Method of Scholarly Research–Patent Analysis. In *Proceedings of Conference-Exploring Avenues in Banking, Management, IT, Education & Social Sciences* (pp. 69-83). Google Scholar↗

[37] Aithal, S., & Aithal, P. S. (2019). How to Customize Higher Education at UG & PG levels using Patent Analysis & Company Analysis as New Research Methods in Technology, Health Sciences & Management Education. *Health Sciences & Management Education (January 30, 2019). In Information Technology and Education, Challenges and Opportunities of Smarter Learning Systems, New Delhi Publishers, India*, 25-59. Google Scholar↗

[38] Wheadon, J. D., & Duval-Couetil, N. (2014). Business plan development activities as a pedagogical tool in entrepreneurship education. *The Journal of Engineering Entrepreneurship*, *5*(1), 31-48. Google Scholar↗

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 26

[39] Fernandes, S. F. M., & da Cunha Brandão, A. M. P. (2017). Business Plan: In or Out? A Holistic View of the Combination of Planning and Learning Processes when Evaluating Business Opportunities. In *Entrepreneurship-Development Tendencies and Empirical Approach*. IntechOpen. Google Scholar↗

[40] Aithal, P. S., & Aithal, S. (2023). Super Innovation in Higher Education by Nurturing Business Leaders through Incubationship. *International Journal of Applied Engineering and Management Letters (IJAEML)*, *7*(3), 142-167. Google Scholar↗

[41] Aithal, P. S., & Aithal, S. (2023). Incubationship–A Systematic Analysis of Recently Announced Super Innovation in Higher Education using SWOC, ABCD, and PESTL Frameworks. *International Journal of Case Studies in Business, IT, and Education (IJCSBE)*, *7*(4), 48-90. Google Scholar↗

[42] Aithal, P. S. (2023). Monocorns and Multicorns–Emerging Startup Models from Higher Education Institutes. *International Journal of Case Studies in Business, IT and Education (IJCSBE)*, *7*(4), 165-197. Google Scholar↗

[43] Betchoo, N. K. (2015). Tailoring an MBA degree with a difference in a new university case: Universite ́des Mascareignes, Mauritius. *International Letters of Social and Humanistic Sciences*, *56*, 35-43. Google Scholar↗

[44] Beenen, G., & Rousseau, D. M. (2010). Getting the most from MBA internships: Promoting intern learning and job acceptance. *Human Resource Management: Published in Cooperation with the School of Business Administration, The University of Michigan and in alliance with the Society of Human Resources Management*, *49*(1), 3-22. Google Scholar↗

****

P. S. Aithal, et al. (2024); www.poornaprajnapublication.com

PAGE 27