

# Publishing Company and CEO Analysis Papers as Part of a 'Dark-Blue Ocean Strategy' in Professional Education to Grab Employment

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**Area/Section:** Education Management.

**Type of Paper:** Exploratory Research.

**Number of Peer Reviews:** Two.

**Type of Review:** Peer Reviewed as per [C|O|P|E|](#) guidance.

**Indexed in:** OpenAIRE.

**DOI:** <https://doi.org/10.5281/zenodo.15671830>

**Google Scholar Citation:** [PIJMESS](#)

## How to Cite this Paper:

Aithal, P. S. (2025). Publishing Company and CEO Analysis Papers as Part of a 'Dark-Blue Ocean Strategy' in Professional Education to Grab Employment. *Poornaprajna International Journal of Management, Education & Social Science (PIJMESS)*, 2(1), 129-153. DOI: <https://doi.org/10.5281/zenodo.15671830>

**Poornaprajna International Journal of Management, Education & Social Science (PIJMESS)**

A Refereed International Journal of Poornaprajna Publication, India.

**ISSN: 3107-4626**

Crossref DOI: <https://doi.org/10.64818/PIJMESS.3107.4626.0024>

Received on: 25/05/2025

Published on: 16/06/2025

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# Publishing Company and CEO Analysis Papers as Part of a 'Dark-Blue Ocean Strategy' in Professional Education to Grab Employment

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## ABSTRACT

**Purpose:** *The purpose of this scholarly paper is to explore an innovative response to the evolving challenges in professional education, particularly the growing disconnect between traditional academic pathways and meaningful employment opportunities. As employers increasingly seek candidates with demonstrated industry insight, adaptability, and initiative, professional education must evolve beyond routine placement support. In this context, the paper introduces the Dark-Blue Ocean Strategy—a hybrid framework combining the value innovation of Blue Ocean Strategy with the strategic targeting of Black Ocean Strategy—to propose a new model for enhancing employability. Specifically, the paper investigates the effectiveness of publishing Company and CEO Analysis Papers as a differentiated tool for job-seeking, positioning students as proactive analysts rather than passive applicants. This approach aligns with the emerging Reverse Placement Model, where students draw attention from companies by demonstrating strategic understanding and leadership insight, thereby shifting the hiring dynamic from reactive to opportunity-generating. The study aims to evaluate this approach's potential as a future-facing educational innovation that bridges the academic-industry gap.*

**Methodology:** *In this paper, the exploratory qualitative research method is used. The relevant information is collected using keyword-based search in Google search engine, Google Scholar search engine, and AI-driven GPTs. This information is analysed and interpreted as per the objectives of the paper.*

**Analysis & Findings:** *The analysis and key findings of this study reveal that the Dark-Blue Ocean Strategy (DBOS)—a hybrid of Blue and Black Ocean strategic thinking—can be effectively contextualized within higher education as a forward-thinking employability model. Through the lens of Company and CEO analysis publication, the research validates the Reverse Placement Model, wherein students attract employer interest by showcasing strategic insight and initiative. Feasibility assessments indicate that, while resource-intensive, the model is impactful in creating professional visibility and engagement.*

**Originality/Value:** *When contrasted with traditional campus placements, DBOS emerges as a proactive, student-led alternative, empowering learners to position themselves as analysts and thought contributors. A detailed SWOC and ABCD analysis further supports the strategy's potential, highlighting its strengths in visibility and analytical skill development, alongside challenges like scalability and ethical balance. Finally, the study outlines practical implementation patterns for B-schools, including curriculum integration, mentorship frameworks, and industry collaboration, positioning DBOS as a viable and innovative tool to enhance graduate employability.*

**Type of Paper:** *Exploratory Analysis of a New Strategy.*

**Keywords:** Dark-Blue Ocean Strategy, Black Ocean Strategy, Blue Ocean Strategy, Reverse Placement, Professional Education, CEO Analysis, Employment Strategy, SWOC analysis, ABCD stakeholders' analysis

## 1. INTRODUCTION :

### 1.1 Professional higher education and the employment challenge:

The intersection of professional higher education and employment outcomes presents a critical challenge in contemporary academia. While higher education institutions aim to equip graduates with the skills necessary for the workforce, a persistent gap remains between academic training and labour market demands. This misalignment often results in graduates facing underemployment or roles that do not fully utilize their qualifications. For instance, studies have highlighted that many graduates struggle to find employment commensurate with their education levels, leading to a reevaluation of educational strategies to better align with industry needs (Tight, M. (2023). [1]).

The evolving nature of the labour market, influenced by technological advancements and globalization, further complicates this scenario. Employers increasingly seek candidates with practical experience and adaptable skill sets, attributes that traditional academic programs may not sufficiently provide. This shift necessitates a transformation in higher education curricula to incorporate experiential learning opportunities, such as internships and cooperative education, to bridge the gap between theory and practice (Johnston, B. (2003). [2]).

Moreover, the phenomenon of credential inflation has emerged, where higher educational qualifications are required for jobs that previously demanded lower levels of education. This trend exacerbates the employment challenge, as graduates find themselves in a competitive job market where degrees are no longer a guaranteed pathway to suitable employment. Consequently, there is a growing discourse on the need for higher education institutions to reassess their role in preparing students for the realities of the modern workforce (Ait Haddouchane et al. (2017). [3], Nilsson, S. (2020). [4]).

In response to these challenges, innovative strategies are being explored to enhance the employability of graduates. One such approach is the integration of competency-based education, which focuses on the development of specific skills and competencies aligned with industry requirements. By adopting such models, higher education institutions can offer more targeted and practical training, thereby improving employment outcomes for graduates. This paper examines the potential of incorporating publishing company and CEO analysis papers as part of a 'Dark-Blue Ocean Strategy' in professional education to address the employment challenge (Ardoin, S. (2021). [5]).

## 1.2 Definition of CV attractiveness in competitive job markets:

In today's competitive job markets, the concept of Curriculum Vitae (CV) attractiveness has evolved beyond mere presentation, encompassing a blend of qualifications, experiences, and perceived personal attributes that align with employer expectations. CV attractiveness refers to the degree to which a candidate's resume effectively captures the attention of recruiters and conveys suitability for a given role. This encompasses not only the clarity and relevance of information presented but also the inclusion of elements that resonate with industry-specific demands and organizational cultures. As the job market becomes increasingly saturated, the ability of a CV to stand out has become a critical factor in securing employment opportunities (Craig, S. R. (2020). [6]).

Research indicates that various factors contribute to the perceived attractiveness of a CV. These include the strategic presentation of skills and experiences, alignment with job descriptions, and the demonstration of continuous professional development (Dimopoulos, A. (2019). [7]). Moreover, the inclusion of quantifiable achievements and the use of industry-specific keywords can enhance a CV's appeal, particularly in systems that utilize Applicant Tracking Systems (ATS) for initial screenings. Such systems often prioritize resumes that closely match the criteria set forth in job postings, making the optimization of content a vital component of CV attractiveness ([8]).

Beyond content, visual elements and formatting also play a role in how a CV is perceived. A well-structured layout that facilitates easy navigation and highlights key information can positively influence recruiters' impressions. Additionally, the use of professional design elements, while maintaining clarity and readability, can further enhance the overall presentation. However, it's important to balance aesthetic considerations with the need for compatibility with digital screening tools, ensuring that design choices do not hinder the CV's accessibility or readability in various formats [9].

In the context of professional education, integrating assignments such as publishing company and CEO analysis papers can serve as a strategic approach to enhance CV attractiveness. Such assignments not only demonstrate a student's analytical and research capabilities but also reflect an engagement with real-world business scenarios, thereby aligning academic experiences with industry expectations. This alignment can be particularly beneficial in differentiating candidates in a crowded job market, as it showcases a proactive approach to understanding and addressing contemporary business challenges.

By embedding these elements into professional education curricula, institutions can better prepare graduates to present themselves as compelling candidates to potential employers.

### 1.3 The gap: traditional campus placements vs. self-promotion strategies:

In the evolving landscape of higher education, the traditional model of campus placements is facing scrutiny due to its diminishing effectiveness in securing employment for graduates. Recent data from Devi Ahilya Vishwavidyalaya (DAVV) highlights this concern, revealing that despite an increase in visiting companies, from 150 in 2022–23 to over 250 in 2024–25, only about 10% of the university's 10,500+ students secured placements. This decline underscores the limitations of conventional placement approaches in addressing the dynamic needs of the job market [10]. Conversely, self-promotion strategies have emerged as vital tools for graduates navigating competitive job markets. Effective self-promotion encompasses personal branding, networking, and leveraging digital platforms to showcase one's skills and achievements. Such proactive approaches enable candidates to differentiate themselves and align more closely with industry expectations.

The disparity between traditional campus placements and self-promotion strategies highlights a significant gap in professional education. While institutional placement cells provide structured opportunities, they may not fully equip students with the skills necessary for personal marketing and adaptability in diverse employment scenarios. This gap necessitates a reevaluation of educational strategies to incorporate elements that foster individual agency and market readiness [11].

Integrating assignments such as publishing company and CEO analysis papers into the curriculum can serve as a 'Dark-Blue Ocean Strategy' to bridge this gap. These assignments not only enhance analytical and research skills but also provide tangible outputs that students can leverage in their self-promotion efforts. By aligning academic work with industry-relevant projects, educational institutions can better prepare graduates for the multifaceted challenges of the modern job market (Akmal, H. (2025). [12]).

### 1.4 Introduction to *Dark-Blue Ocean Strategy* (a hybrid of Black Ocean and Blue Ocean):

In the dynamic landscape of professional education, traditional strategies often fall short in addressing the multifaceted challenges of employment. The "Dark-Blue Ocean Strategy" emerges as an innovative approach, synthesizing elements from both Blue Ocean and Black Ocean strategies to create a comprehensive framework aimed at enhancing employability. This hybrid strategy seeks to not only identify uncontested market spaces, as advocated by Blue Ocean Strategy, but also to navigate the complexities and uncertainties inherent in the job market, akin to the considerations of Black Ocean Strategy (Kim, W. C., & Mauborgne, R. (2005). [13]).

Blue Ocean Strategy, introduced by Kim and Mauborgne (2005), emphasizes the creation of new market spaces, or "blue oceans," where competition is rendered irrelevant through value innovation. This approach encourages organizations to break away from saturated markets and instead focus on untapped opportunities by redefining industry boundaries and offering unique value propositions. The strategy underscores the importance of simultaneously pursuing differentiation and low cost to open up new demand and achieve sustainable growth (Kim, W. C., & Mauborgne, R. (2004).[14]).

Conversely, Black Ocean Strategy, though less formally defined in scholarly literature, pertains to navigating highly competitive and uncertain environments, often characterized by aggressive tactics and zero-sum games. It involves a deep understanding of the darker aspects of market competition, including risk management, strategic deception, and the anticipation of adversarial moves. While not extensively documented in academic sources, the concept draws parallels with strategies employed in high-stakes competitive scenarios, where survival and dominance are paramount (Awladhani et al. (2023). [15]).

The integration of these two strategies into the Dark-Blue Ocean Strategy offers a balanced approach that leverages the proactive creation of opportunities from Blue Ocean Strategy and the defensive, risk-aware mindset of Black Ocean Strategy. In the context of professional education, this hybrid strategy can be operationalized through initiatives like publishing company and CEO analysis papers. Such assignments not only foster critical thinking and industry awareness among students but also equip them with the strategic acumen to identify and capitalize on emerging employment opportunities while mitigating potential risks. By adopting the Dark-Blue Ocean Strategy, educational institutions can better prepare graduates to navigate the complexities of the modern job market, enhancing their employability and long-term career success.

### 1.5 Relevance of *Company and CEO Analysis Papers* in this framework:

Incorporating company and CEO analysis papers into professional education serves as a strategic approach to bridge the gap between academic learning and real-world business practices. These analytical assignments compel students to delve into corporate structures, strategic decision-making, and leadership styles, fostering a comprehensive understanding of organizational dynamics. Such engagement not only enhances critical thinking and analytical skills but also aligns with the objectives of the 'Dark-Blue Ocean Strategy' by preparing students to navigate complex employment landscapes with informed perspectives.

The study of CEOs' educational backgrounds and their influence on corporate strategies offers valuable insights into the competencies and experiences that contribute to effective leadership. For instance, research indicates that CEOs with diverse educational experiences can impact corporate risk-taking behaviours and financial decisions, underscoring the importance of a multifaceted educational foundation in leadership roles. By analyzing such case studies, students can appreciate the interplay between education, leadership, and organizational outcomes, thereby informing their own professional development trajectories (Wang, Y., & Wang, Y. (2023). [16]).

Furthermore, company analysis papers enable students to explore the strategic decisions and market positioning of various organizations. This exploration aids in understanding how companies adapt to changing market conditions, innovate, and maintain competitive advantages (Subudhi, R. N., & Das, B. B. (2015). [17]). Engaging with real-world business scenarios through such analyses equips students with practical knowledge and skills that are directly transferable to the workplace, enhancing their employability and readiness to contribute meaningfully to organizational objectives (Ma, et al. (2018). [18]).

Integrating these analytical exercises into the curriculum aligns with the broader goals of professional education to produce graduates who are not only knowledgeable but also adept at applying their learning in practical contexts. By fostering a deep understanding of corporate operations and leadership dynamics, company and CEO analysis papers serve as vital tools in preparing students for successful careers in today's competitive job market (Jackson, D. (2023). [19]).

### 1.6 Brief mention of the *Reverse Placement Model* as a disruption:

The Reverse Placement Model (RPM) represents a significant shift in professional education, challenging traditional campus recruitment methods. Unlike conventional approaches where students apply for jobs through institutional placement cells, RPM empowers students to proactively showcase their expertise, attracting corporate invitations based on demonstrated competencies. This model disrupts the traditional recruitment paradigm by positioning students as thought leaders and subject matter experts, thereby reversing the typical employer-candidate dynamic (Aithal, P. S. (2024). [20]).

Central to RPM is the integration of experiential learning components such as industry analysis, company analysis, CEO evaluations, and business plan development within the curriculum. By engaging in these activities, students build a robust portfolio of work that highlights their analytical and strategic capabilities. Publishing these analyses in academic journals or professional platforms enhances their visibility, making them attractive candidates for organizations seeking innovative and well-prepared talent [20].

The efficacy of RPM lies in its ability to align academic outputs with industry expectations. By producing work that directly addresses real-world business challenges, students demonstrate their readiness to contribute meaningfully to organizational goals. This approach not only increases employability but also accelerates career progression, as companies recognize the value of candidates who can seamlessly transition from academic settings to professional environments.

Incorporating RPM into professional education curricula necessitates a reevaluation of pedagogical strategies. Institutions must foster environments that encourage critical thinking, practical application, and continuous engagement with industry trends. By doing so, they prepare graduates who are not only academically proficient but also equipped with the skills and experiences that resonate with contemporary employment landscapes. The adoption of RPM thus signifies a transformative step towards bridging the gap between education and employment.

### 1.7 Purpose of the paper:

This paper aims to introduce and validate the concept of the *Dark-Blue Ocean Strategy* as a novel approach in professional higher education to enhance employability outcomes. Drawing from the foundational principles of Blue Ocean Strategy (value innovation) and the strategic resilience of Black Ocean contexts (uncertainty management), this study defines and contextualizes the hybrid model specifically for academic ecosystems. By emphasizing non-traditional academic strategies such as publishing company and CEO analysis papers, the study explores how students can move from passive recipients of employment opportunities to active creators of their career narratives through the *Reverse Placement Model*. This proactive method stands in contrast to conventional campus placement systems, encouraging students to attract job offers based on demonstrated analytical acumen and leadership insight (Kim & Mauborgne, 2005 [13]; Aithal, 2024 [20]).

The paper specifically addresses six core objectives: (1) to define and contextualize the Dark-Blue Ocean Strategy within the scope of higher education, (2) to explore the use of company and CEO analysis papers within the Reverse Placement Model, (3) to assess the impact of this model on employment metrics, (4) to propose this model as a feasible and scalable alternative to traditional campus placements, (5) to evaluate the effectiveness of this approach using SWOC (Strengths, Weaknesses, Opportunities, Challenges) and ABCD (Advantages, Benefits, Constraints, Disadvantages) analytical frameworks, and (6) to provide recommendations for integrating such projects within business school curricula. By achieving these aims, this paper positions publication-based project work not just as an academic exercise, but as a strategic differentiator in a highly competitive employment landscape (Jackson, 2023 [19]; Das & Subudhi, 2015 [21]).

## 2. STRATEGIES USED IN PROFESSIONAL EDUCATION TO IMPROVE CV ATTRACTIVENESS :

In the rapidly evolving landscape of employment, especially in highly competitive job markets, professional education must go beyond traditional teaching methods to ensure graduates stand out. One of the most important objectives of modern pedagogy is to enhance the *attractiveness of a student's curriculum vitae (CV)*, making it a compelling document that reflects both academic prowess and practical readiness. Below are several strategic methods widely adopted by institutions to improve CV appeal, followed by a discussion of a novel contrastive approach: publishing targeted Company and CEO analysis papers.

### 2.1 Participation in certifications and MOOCs:

Engagement in certifications and Massive Open Online Courses (MOOCs) allows students to acquire specialized skills beyond traditional curricula. MOOCs offer flexibility and access to courses from renowned institutions, enabling learners to stay abreast of industry trends. Radford et al. (2014) [22] conducted a mixed-methods study revealing that employers view MOOC participation positively, associating it with self-motivation and a commitment to continuous learning. Such credentials can differentiate candidates in competitive job markets.

### 2.2 Internships and project work with reputed firms:

Internships and collaborative projects with established companies provide students with practical experience, bridging the gap between academic knowledge and industry application. Narain and Dwivedi (2023) [23] emphasize that internships are crucial for understanding real-world challenges and developing professional competencies. These experiences not only enhance technical skills but also foster soft skills like communication and teamwork, making candidates more appealing to employers.

### 2.3 Hackathons, business plan contests, and case competitions:

Participation in hackathons, business plan contests, and case competitions cultivates problem-solving abilities and innovation. Such events simulate real business scenarios, encouraging students to devise strategic solutions under pressure. A study by Hossain et al. (2020) [24] highlights that hackathons serve as effective platforms for experiential learning, enhancing entrepreneurial skills and self-efficacy among participants. Success in these competitions can significantly boost a student's CV by showcasing their practical capabilities.

#### **2.4 Publishing research papers and articles in academic or industry journals:**

Publishing research work demonstrates a student's analytical skills and subject matter expertise. Engaging in scholarly writing and contributing to academic or industry journals reflects a proactive approach to learning and a deep understanding of specific topics. Such publications can enhance a candidate's credibility and are often viewed favorably by employers seeking individuals with strong research and communication skills.

#### **2.5 Portfolio development (e.g., LinkedIn, GitHub, Blogs, Personal websites for creatives):**

Developing a comprehensive online portfolio allows students to showcase their skills, projects, and achievements effectively. Platforms like LinkedIn and GitHub serve as dynamic resumes, providing tangible evidence of a candidate's capabilities. Ansari (2024) [25] discusses how a well-maintained GitHub profile can significantly impact a job seeker's prospects by demonstrating practical experience and technical proficiency. Personal blogs and websites further personalize a candidate's profile, reflecting their passion and commitment to their field.

#### **2.6 Contrast with new model: Publishing targeted Company & CEO analysis papers to get noticed by the company itself:**

A novel approach to enhancing CV attractiveness involves students conducting in-depth analyses of specific companies and their CEOs, then publishing these insights in academic or professional forums. This strategy aligns with the 'Dark-Blue Ocean Strategy,' which emphasizes creating unique value propositions in untapped markets. By showcasing a deep understanding of a company's operations and leadership, students can attract direct attention from potential employers, positioning themselves as valuable assets. This proactive method not only demonstrates initiative but also aligns the student's interests with the company's objectives, potentially leading to employment opportunities.

### **3. REVIEW OF LITERATURE :**

#### **3.1 Traditional job placement models in professional education:**

Traditional job placement models in professional education have long served as the primary conduit between academic institutions and the labor market. These models typically encompass centralized placement cells, career counseling services, and on-campus recruitment drives. However, recent studies have highlighted both the strengths and limitations of these conventional approaches. Manlagaylay and Añar (2022) [26] conducted a study at a state university in the Philippines, revealing that while career development and job placement services were implemented, there was a need for continuous improvement to meet the evolving demands of the labor market. The study emphasized the importance of integrating career planning and job placement services to enhance students' employability competencies. Similarly, a study by Hossain et al. (2020) [24] highlighted the role of experiential learning, such as internships and practical training, in bridging the gap between academic learning and industry requirements.

Further research by Narain and Dwivedi (2023) [23] underscored the significance of internships in professional education, noting that hands-on experience with reputed firms not only enhances technical skills but also fosters soft skills like communication and teamwork. These findings suggest that while traditional placement models provide a foundation, there is a pressing need to incorporate more dynamic and practical elements into professional education curricula.

Moreover, the study by Radford et al. (2014) [22] examined the impact of Massive Open Online Courses (MOOCs) and certifications on employability, indicating that participation in such programs can positively influence employers' perceptions of candidates. This points to the evolving landscape of professional education, where traditional models must adapt to include diverse learning modalities and credentialing systems to remain effective.

#### **3.2 Blue Ocean Strategy (Kim & Mauborgne, 2005): Innovation and value creation:**

The concept of Blue Ocean Strategy (BOS), introduced by Kim and Mauborgne (2004) [14], revolutionized strategic thinking by advocating for the creation of uncontested market spaces, termed "blue oceans," as opposed to competing in saturated markets, or "red oceans." Central to BOS is the idea of value innovation, which emphasizes the simultaneous pursuit of differentiation and low cost to

open up new market spaces and drive demand. This approach challenges traditional competitive strategies by focusing on making the competition irrelevant through innovative value creation.

Hammer (2022) [27] further elaborates on the importance of value innovation in creating blue oceans. He illustrates how companies can achieve significant competitive advantages by offering unique value propositions that resonate with customers, thereby reducing competition. Hammer emphasizes that value innovation is not merely about technological advancements but about delivering exceptional value to customers in novel ways.

A systematic literature review by Awladthani et al. (2023) [28] examines the adoption of BOS by small and medium enterprises (SMEs) and its impact on sustainable growth. The study concludes that implementing BOS enables SMEs to overcome market saturation and achieve long-term growth by focusing on innovation and value creation. This underscores the versatility of BOS across different organizational sizes and industries.

The foundational principles of BOS are further detailed in the official Blue Ocean Strategy website [14], which outlines various tools and frameworks designed to assist organizations in identifying and developing blue ocean opportunities. These resources provide practical guidance on how to systematically pursue value innovation and create new demand in the marketplace [29].

### **3.3 Black Ocean Strategy (less discussed academically): Influence, politics, opportunism:**

The concept of the *Black Ocean Strategy* (BOS), introduced by Aithal and Kumar (2015) [30], presents a distinctive approach to strategic management, particularly pertinent in contexts where organizations face severe challenges threatening their survival. Unlike traditional strategies that emphasize competition or innovation, BOS focuses on navigating complex environments through unconventional means, often involving influence, political maneuvering, and opportunistic tactics.

Aithal and Kumar (2015) [30] define BOS as a survival-oriented strategy employed by organizations, especially in developing countries, to overcome high-intensity problems and achieve quick relief. This strategy may involve actions that are legally or ethically ambiguous, such as lobbying, manipulating regulations, or leveraging political connections. The authors argue that BOS is not a substitute for other strategic models but serves as a complementary approach when conventional methods are insufficient to address existential threats.

Further analysis by Aithal, Shailashree, and Kumar (2015) [31] applies the ABCD (Advantages, Benefits, Constraints, Disadvantages) framework to evaluate BOS. Their study reveals that while BOS can offer immediate advantages and benefits, such as rapid problem resolution and market stabilization, it also presents significant constraints and disadvantages, including potential legal repercussions and damage to organizational reputation. The authors emphasize the importance of careful consideration and judicious application of BOS, given its potential risks and ethical implications. The literature suggests that BOS is particularly relevant in environments characterized by regulatory uncertainty, political instability, or intense competition. Organizations may resort to BOS when traditional strategies fail to provide viable solutions, and survival necessitates bold, albeit controversial, actions. However, the adoption of BOS requires a thorough assessment of potential outcomes and alignment with the organization's long-term objectives and ethical standards.

### **3.4 Content-based networking and personal branding literature:**

In the evolving landscape of professional development, content-based networking and personal branding have emerged as pivotal strategies for individuals aiming to distinguish themselves in competitive job markets. These approaches emphasize the creation and dissemination of valuable content to build professional relationships and establish a unique personal identity.

Cullen, Calitz, and Botha (2024) [32] conducted a study exploring how social media platforms serve as effective tools for personal branding. Their research identified two key components of personal branding: interpersonal and intellectual. The study highlighted that while social media is instrumental in enhancing interpersonal personal branding, it is less effective for intellectual personal branding, which is more closely tied to professional image and expertise. This underscores the importance of strategic content creation in establishing a credible professional presence online. Szántó, Papp-Váry, and Radácsi (2025) [33] addressed the measurement of personal brand equity by developing a standardized framework. Their research emphasized the necessity of quantifying personal branding efforts to understand their impact on career advancement. By providing a structured approach to assess

personal brand equity, this study contributes to the strategic management of personal branding initiatives. The concept of content-based networking is further elaborated by McDermott (2024) [34], who posits that personal brands grow through networking, opportunities, and input. He advocates for a proactive approach where individuals create and share content that reflects their expertise, thereby attracting opportunities and expanding their professional networks. This perspective aligns with the notion that consistent and strategic content creation is integral to personal brand development. In the context of strategic management, Aithal and Kumar (2015) [30] introduced the Black Ocean Strategy, which, while primarily focused on organizational survival tactics, also touches upon the importance of influence and opportunism. Their work suggests that individuals can adopt similar strategies by leveraging content to navigate complex professional environments, thereby enhancing their personal brand and networking capabilities.

### 3.5 Gaps in literature: No formal exploration of "Dark-Blue Ocean Strategy" for Reverse Placement Model:

The 'Dark-Blue Ocean Strategy' (DBOS) represents a novel conceptual framework that amalgamates the principles of Blue Ocean Strategy (BOS) and Black Ocean Strategy (BOStr) to address employment challenges in professional education. Despite the individual exploration of BOS and BOStr in various contexts, there exists a conspicuous gap in scholarly literature concerning the formal integration of these strategies into a unified DBOS model, particularly in relation to the Reverse Placement Model (RPM) in higher education.

The BOS, introduced by Kim and Mauborgne (2004) [14], advocates for the creation of uncontested market spaces through value innovation, steering organizations away from saturated markets. While BOS has been applied in educational settings to foster innovation and differentiation (Carrillo et al., 2018 [35]; Ravindran et al., 2023 [36]), these applications primarily focus on institutional strategies rather than individual student employability or RPM. Conversely, the BOStr, as discussed by Aithal and Kumar (2015) [33], emphasizes survival strategies in highly competitive or adverse environments, often involving unconventional or ethically ambiguous tactics. Although BOStr provides insights into organizational resilience, its application in educational contexts, especially concerning student placement strategies, remains underexplored.

The RPM, which involves students proactively engaging with potential employers through targeted initiatives such as publishing company and CEO analysis papers, aligns with the proactive and innovative ethos of DBOS. However, scholarly investigations into RPM are limited, with existing studies focusing on traditional placement models and lacking consideration of integrated strategies like DBOS (Madsen & Slåtten, 2019 [37]). This lacuna in the literature underscores the need for comprehensive research into the DBOS framework's applicability to RPM in professional education. Such exploration could provide valuable insights into enhancing student employability through innovative, strategic approaches that transcend conventional placement paradigms.

## 4. OBJECTIVES OF THE STUDY :

- (1) To define and contextualize the Dark-Blue Ocean Strategy in higher education.
- (2) To explore the Reverse Placement Model through company and CEO analysis publication.
- (3) To evaluate the feasibility and impact of this strategy on employment outcomes.
- (4) To position this hybrid approach as a proactive alternative to campus placements.
- (5) To analyse the Dark-Blue Ocean Strategy of Publication of the Company & CEO analysis using the SWOC & ABCD analysis Framework.
- (6) To suggest the implementation patterns of Company and CEO analysis projects in B-schools.

## 5. METHODOLOGY :

The exploratory qualitative research method is used here. The relevant information is collected using keyword-based search in Google search engine, Google Scholar search engine, and AI-driven GPTs. This information is analysed and interpreted as per the objectives of the paper [38].

## 6. ANALYSIS OF THE 'DARK-BLUE OCEAN STRATEGY':

### 6.1 Black Ocean elements: Strategic targeting, influence, identifying weaknesses in leadership:

The 'Dark-Blue Ocean Strategy' (DBOS) represents a hybrid approach that amalgamates the innovation-centric principles of the Blue Ocean Strategy with the pragmatic, often unconventional tactics of the Black Ocean Strategy. This synthesis aims to equip individuals and organizations with tools to navigate complex professional landscapes, particularly in the realm of employment and talent acquisition.

### **Strategic Targeting**

At the core of the Black Ocean Strategy lies the concept of strategic targeting, which involves identifying and focusing on specific areas within an organization or market that are susceptible to influence or disruption. Aithal and Kumar (2015) [30] elucidate that organizations employing this strategy often pinpoint vulnerabilities or gaps in competitors' operations, leveraging these insights to gain a competitive edge. In the context of professional education, this translates to students conducting in-depth analyses of target companies, discerning areas where their skills and knowledge can address existing challenges, thereby positioning themselves as valuable assets.

### **Influence**

Influence, as a component of the Black Ocean Strategy, pertains to the deliberate efforts to sway decision-making processes within organizations. This can encompass a range of activities, from networking and relationship-building to more assertive tactics aimed at altering perceptions or priorities. Aithal, Shailashree, and Kumar (2015) [31] discuss how such influence is often exerted through strategic communication and the presentation of compelling value propositions. For aspiring professionals, crafting and disseminating insightful company and CEO analyses can serve as a means to influence hiring decisions, showcasing their initiative and alignment with organizational goals.

### **Identifying Weaknesses in Leadership**

A critical aspect of the Black Ocean Strategy involves the identification of weaknesses within leadership structures. By scrutinizing leadership styles, decision-making patterns, and organizational outcomes, individuals can uncover areas where their expertise may offer solutions or improvements. This analytical approach not only highlights the individual's problem-solving capabilities but also demonstrates a proactive mindset geared towards organizational enhancement. Such insights, when effectively communicated, can capture the attention of decision-makers, potentially leading to employment opportunities.

Integrating these elements, the DBOS framework encourages a proactive and strategic approach to career advancement. By combining innovative thinking with targeted analysis and influence, individuals can differentiate themselves in competitive job markets, transforming traditional employment-seeking paradigms.

## **6.2 Blue Ocean elements: Thought leadership, insight creation, innovation in job-seeking:**

The 'Dark-Blue Ocean Strategy' (DBOS) integrates the innovative principles of the Blue Ocean Strategy (BOS) with pragmatic elements from the Black Ocean Strategy, aiming to redefine approaches in professional education and employment acquisition. Central to this strategy are the BOS elements of thought leadership, insight creation, and innovation in job-seeking, which collectively empower individuals to create unique value propositions in the job market.

### **Thought Leadership**

Thought leadership involves establishing oneself as an authority in a specific domain, thereby influencing others' perceptions and decisions. In the context of BOS, thought leadership is achieved by venturing into uncharted territories and presenting novel ideas that challenge conventional wisdom. Kim and Mauborgne (2004) [14] emphasize that organizations can achieve market leadership by creating "blue oceans" of uncontested market space, thereby rendering competition irrelevant. Translating this to individual career strategies, professionals can position themselves as thought leaders by identifying and articulating unique insights into industry trends, company strategies, or leadership approaches, thereby differentiating themselves in the job market.

### **Insight Creation**

Insight creation pertains to the ability to synthesize information and generate novel perspectives that offer value to organizations. BOS advocates for value innovation, which combines differentiation and low cost to open new market spaces (Kim & Mauborgne, 2005) [13]. Individuals can apply this principle by conducting in-depth analyses of target companies and their leadership, identifying areas for improvement or innovation, and presenting these findings through well-crafted reports or publications.

Such proactive initiatives demonstrate a deep understanding of the organization's challenges and opportunities, positioning the individual as a valuable asset.

### **Innovation in Job-Seeking**

Traditional job-seeking methods often involve competing in saturated markets with similar qualifications and experiences. BOS encourages breaking away from the competition by creating unique value propositions. Applying this to job-seeking, individuals can innovate by developing personalized strategies that showcase their unique skills and insights. For instance, publishing comprehensive analyses of prospective employers and their CEOs not only demonstrates initiative but also provides tangible evidence of the individual's capabilities and alignment with the company's vision. Such innovative approaches can capture the attention of hiring managers and create new opportunities that may not have existed through conventional application processes.

Incorporating these BOS elements into the DBOS framework empowers individuals to transcend traditional employment acquisition methods. By establishing thought leadership, generating valuable insights, and innovating in their job-seeking approaches, professionals can create their own "blue oceans" of opportunity, thereby enhancing their employability and career progression.

### **6.3 Combining both in Dark-Blue Ocean: Ethically strategic and intellectually innovative:**

The 'Dark-Blue Ocean Strategy' (DBOS) represents a hybrid strategic framework that amalgamates the innovative, value-creating principles of the Blue Ocean Strategy (BOS) with the pragmatic, survival-oriented tactics of the Black Ocean Strategy (BOStr). This integration aims to equip individuals, particularly in professional education, with a comprehensive approach to enhance employability by combining ethical innovation with strategic acumen.

#### **Ethically Strategic Components**

The BOStr, as conceptualized by Aithal and Kumar (2015) [x], emphasizes survival strategies employed by organizations facing intense challenges. These strategies often involve unconventional methods, including leveraging influence and identifying leadership weaknesses, to navigate complex environments. While BOStr acknowledges that such tactics may sometimes border on ethical ambiguities, the DBOS framework advocates for the adaptation of these strategies within ethical boundaries. By focusing on strategic targeting and influence, individuals can proactively engage with potential employers, demonstrating their understanding of organizational dynamics and positioning themselves as valuable assets.

#### **Intellectually Innovative Elements**

The BOS, introduced by Kim and Mauborgne (2004) [14], encourages the creation of uncontested market spaces through value innovation. In the context of professional education, this translates to individuals developing unique value propositions that set them apart in the job market. By engaging in activities such as publishing company and CEO analysis papers, individuals not only showcase their analytical capabilities but also contribute novel insights that can influence organizational strategies. This approach aligns with the BOS principle of offering differentiated value, enabling individuals to carve out unique niches in their professional pursuits.

#### **Synergizing Strategy and Innovation**

The DBOS framework synergizes the strategic targeting and influence tactics of BOStr with the innovation-driven principles of BOS. This amalgamation empowers individuals to navigate the job market proactively, employing ethically grounded strategies to identify and capitalize on opportunities. By combining strategic acumen with intellectual innovation, individuals can effectively differentiate themselves, thereby enhancing their employability and contributing meaningfully to organizational success.

### **6.4 Examples and hypothetical scenarios (e.g., student analyzes Tesla & Elon Musk, gets HR attention):**

The 'Dark-Blue Ocean Strategy' (DBOS) integrates the innovative, value-creating principles of the Blue Ocean Strategy (BOS) with the pragmatic, survival-oriented tactics of the Black Ocean Strategy (BOStr). This hybrid approach empowers individuals to navigate the competitive job market by creating unique value propositions and strategically targeting potential employers.

#### **Hypothetical Scenario: Analyzing Tesla and Elon Musk**

Consider a graduate student specializing in business analytics who aspires to work at Tesla. Instead of following traditional application routes, the student conducts a comprehensive analysis of Tesla's strategic initiatives and Elon Musk's leadership style. This analysis includes evaluating Tesla's market positioning, innovation strategies, and organizational culture. The student publishes the findings in a reputable industry journal and shares them on professional platforms like LinkedIn. This proactive approach not only showcases the student's analytical skills but also demonstrates a deep understanding of Tesla's operations and leadership dynamics. Such an initiative aligns with the BOS principle of creating uncontested market space by offering unique value, thereby capturing the attention of Tesla's recruitment team.

### **Strategic Targeting and Influence**

Drawing from the BOSr framework, the student identifies specific challenges Tesla faces, such as supply chain disruptions or market competition. By proposing innovative solutions to these issues in the published analysis, the student positions themselves as a problem-solver who can contribute to Tesla's success. This strategic targeting and influence reflect the BOSr's emphasis on leveraging unconventional methods to achieve organizational objectives.

### **Creating a Unique Professional Identity**

By combining the BOS's focus on innovation with the BOSr's strategic targeting, the student crafts a unique professional identity that differentiates them from other candidates. This approach exemplifies the DBOS's potential to transform traditional job-seeking methods into proactive, value-driven strategies that resonate with potential employers.

## **7. SWOC ANALYSIS (STRENGTHS, WEAKNESSES, OPPORTUNITIES, CHALLENGES) :**

SWOC Analysis—an extension of the traditional SWOT framework—serves as a comprehensive tool for evaluating internal and external dimensions of a proposal, where “Strengths” and “Weaknesses” are examined alongside outward-looking “Opportunities” and “Challenges” to facilitate balanced, future-oriented planning (Patel, Patel, & Bansal, 2014 [39]; Gürel & Tat, 2017 [40]). While SWOT provides a widely accepted model for situational analysis (Gürel & Tat, 2017 [40]), the SWOC variant refines its scope by explicitly emphasizing “Challenges”—a more positively framed concept that invites proactive solutions rather than defensive reactions (Patel et al., 2014 [39]). The tool's strength lies in its adaptability across contexts—from institutional governance to personal career mapping—allowing strategic planners to link internal capabilities to external windows of opportunity while systematically foreseeing potential roadblocks [41-43].

### **7.1 Strengths of the proposal:**

Strengths of the proposal of Publishing Company and CEO Analysis Papers as Part of a 'Dark-Blue Ocean Strategy' in Professional Education to Grab Employment:

- (1) **Demonstrates Initiative and Proactive Learning:** Publishing such papers shows students are not passive job seekers but actively *create opportunities* by researching target organizations—an essential trait in high-performing professionals.
- (2) **Enhances Research and Analytical Skills:** The process cultivates *deep critical thinking, business analysis, and data interpretation* skills—qualities that are essential for roles in consulting, strategy, and analytics.
- (3) **Showcases Company-Specific Knowledge:** Tailored analysis proves that the student *understands the company's vision, leadership dynamics, and challenges*, making their profile highly relevant to the employer.
- (4) **Signals Thought Leadership Potential:** Publicly shared analyses allow students to position themselves as *emerging thought leaders*, especially when their insights align with real-world industry debates and executive decisions.
- (5) **Increases Visibility to Target Employers:** Well-published content (especially on platforms like LinkedIn or SSRN) enhances *discoverability by hiring teams*, functioning as a reverse signal for recruitment.
- (6) **Builds a Unique Portfolio Artifact:** These papers serve as *standalone intellectual assets* in a student's CV or LinkedIn portfolio, distinct from typical certifications or grades.

- (7) **Encourages Ethical, Strategic Thinking:** The Dark-Blue Ocean Strategy integrates *innovation (Blue Ocean)* with *strategic targeting (Black Ocean)* in an ethical manner—teaching students balance in professional positioning.
- (8) **Supports the Reverse Placement Model:** Instead of waiting for placement opportunities, students *attract attention from recruiters and executives directly* through relevant and insightful publications.

### 7.2 Weakness of the proposal:

Weakness of the proposal of Publishing Company and CEO Analysis Papers as Part of a 'Dark-Blue Ocean Strategy' in Professional Education to Grab Employment:

#### (1) Risk of Misalignment with Company Values:

If the analysis misinterprets the company's mission or culture, it may *create a negative impression* rather than attracting attention.

(2) **Quality Depends Heavily on Research and Writing Skills:** Poorly researched or inarticulately written papers can *backfire*, making the student appear unprepared or lacking depth.

(3) **Time-Consuming and Resource-Intensive:** High-quality company and CEO analyses require *significant time, effort, and guidance*, which may not be feasible for all students or institutions.

(4) **Limited Immediate Recognition by Employers:** Some companies may *overlook unsolicited publications* or fail to appreciate them unless accompanied by direct networking or referrals.

(5) **Intellectual Risk: Potential for Inaccuracy or Bias:** Publicly analyzing corporate leaders or decisions can lead to *factual inaccuracies or unintended critiques*, which might alienate the company.

(6) **Lack of Standard Evaluation Metrics:** Unlike certifications or grades, *there's no standardized way to assess* the quality and impact of such analysis papers on a CV.

(7) **Not Suitable for All Disciplines or Roles:** This strategy may be *less effective in technical fields* (e.g., core engineering, design) where skill demonstration via projects or portfolios is prioritized over written analysis.

(8) **Dependence on Digital Visibility Platforms:** The success of the strategy hinges on effective *distribution and platform visibility* (e.g., LinkedIn, SSRN, GitHub), which not all students may leverage well.

### 7.3 Opportunities of the Proposal:

Opportunities of the proposal of Publishing Company and CEO Analysis Papers as Part of a 'Dark-Blue Ocean Strategy' in Professional Education to Grab Employment:

#### (1) Direct Engagement with Potential Employers:

Publishing targeted analyses enables *reverse placement opportunities*, where companies may initiate contact based on the student's insights and relevance.

(2) **Enhanced Personal Branding and Visibility:** Regular publication of company and CEO insights helps students establish a *strong personal brand*, particularly on professional platforms like LinkedIn, Medium, or SSRN.

(3) **Thought Leadership in Niche Domains:** Students can carve out a *reputation as emerging experts* in specific sectors (e.g., fintech, automotive, edtech) by consistently analyzing key players in those domains.

(4) **Stronger Networking and Mentorship Opportunities:** Insightful publications can open doors to *networking with professionals, alumni, or even executives*, leading to internships, mentoring, or advisory roles.

(5) **Portfolio Enhancement for International or Competitive Roles:** Well-crafted publications can *differentiate students in global applications* (e.g., top B-schools, multinational job roles) where analytical depth is valued.

(6) **Gateway to Academic and Industry Recognition:** Publishing in institutional journals, SSRN, or conference proceedings *adds scholarly credibility* and may even lead to awards, presentations, or citations.

(7) **Cross-disciplinary Skill Development:** The process enhances multiple transferable skills—*strategic thinking, writing, market research, leadership assessment*—that are valuable across careers.

(8) **Institutional Branding and Curriculum Innovation:** Adoption of this model by colleges can serve as an *innovative educational practice*, improving placement statistics and employer engagement at the institutional level.

#### 7.4 Challenges of the Proposal:

Challenges of the proposal of Publishing Company and CEO Analysis Papers as Part of a 'Dark-Blue Ocean Strategy' in Professional Education to Grab Employment:

- (1) **Ethical Sensitivities and Risk of Misjudgment:** Publicly analyzing real companies and their CEOs may raise *ethical questions*, especially if critiques or conclusions are *perceived as biased or speculative*.
- (2) **Misinterpretation as Manipulative or Opportunistic:** Recruiters or executives may *misread the analysis as mere flattery or insincere praise*, undermining its intended impact.
- (3) **Legal and Reputation Risks for Students and Institutions:** Poorly cited or factually incorrect statements about companies could *expose students and institutions to defamation risks* or reputational backlash.
- (4) **Requires High Level of Maturity and Professionalism:** Crafting a balanced and insightful analysis without appearing *presumptuous or overly critical* demands significant *communication skill and judgment*.
- (5) **Risk of Breaching Confidential or Proprietary Boundaries:** In attempting deep analysis, students may unknowingly *cross lines into non-public or speculative information*, creating *compliance concerns*.
- (6) **Variability in Company Reception:** Some companies may appreciate the engagement, while others may *ignore or actively dislike unsolicited analysis*, depending on their internal culture.
- (7) **Difficult to Standardize or Evaluate in Academia:** Unlike traditional assignments or exams, such papers are *highly subjective* in evaluation, which may limit *scalability and integration into curricula*.
- (8) **Dependence on Platforms for Visibility and Impact:** The success of this strategy depends heavily on *effective digital publishing, SEO, and strategic sharing*, which many students may struggle to execute well.

### 8. ABCD ANALYSIS (ADVANTAGES, BENEFITS, CONSTRAINTS, DISADVANTAGES) :

#### 8.1 About ABCD analysis Framework:

ABCD analysis—an evolution of traditional SWOT-type frameworks—offers a structured mechanism for both qualitative and quantitative evaluation of strategies, projects, or business models by systematically examining **Advantages, Benefits, Constraints, and Disadvantages** (Aithal, 2015 [44]; Aithal 2016 [45]). It has been employed widely in case-study methodologies, allowing students and researchers to **identify determinant issues**, tease out critical contributing factors, and assess each quadrant's constituent elements to inform balanced decision-making. There are four types of analysis approaches including (1) ABCD listing [46-56], (2) ABCD analysis from stakeholders' points of view [57-66], (3) ABCD factor and elemental analysis [67-72], and (4) ABCD quantitative analysis [73-93]. The framework not only supports lateral, reflective thinking but also enables **quantitative prioritization**, where factors are weighted based on their relative impact and importance through structured factor analysis. Its adaptability spans diverse contexts—from evaluating corporate systems to exploring pedagogical tools and business strategies—making ABCD a versatile tool for both **research-focused analysis** and **teaching-oriented case studies**. However, effective application hinges on methodological rigor and clarity in defining determinant issues and weighting criteria to ensure actionable, balanced insights.

#### 8.2 ABCD Listing from Various Stakeholders' Points of View:

##### Advantages of the proposal :

Advantages of the proposal of Publishing Company and CEO Analysis Papers as Part of a 'Dark-Blue Ocean Strategy' in Professional Education to Grab Employment under the four stakeholders Viz., Students, Higher education institutions, Companies, and CEOs, are listed below:

##### (1) For Students: Unique Visibility in the Job Market:

Students gain distinct recognition by showcasing targeted expertise and *standing out among applicants* who rely on generic CVs or standard applications.

##### (2) For Students: Builds a Reputation for Analytical Thinking:

Publishing insightful papers *demonstrates critical thinking, industry awareness, and communication skills*, making students attractive for strategic, consulting, or leadership roles.

##### (3) For Higher Education Institutions: Enhances Academic Reputation and Placement Outcomes:

Incorporating this strategy into the curriculum strengthens the institution's brand as *innovative and industry-engaged*, improving graduate employability metrics.

- (4) **For Higher Education Institutions: Differentiation in Competitive Education Space:**  
Institutions that adopt this model position themselves as *forward-thinking*, offering students career strategies beyond traditional placement approaches.
- (5) **For Companies: Access to Insightful, Proactive Talent:**  
Organizations benefit by discovering students who *already understand their business challenges*, reducing onboarding and training time.
- (6) **For Companies: Informal Market Research and Employer Branding:**  
Student-written papers can offer *fresh external perspectives* on company strategy and leadership while promoting the firm among emerging talent pools.
- (7) **For CEOs and Executives: Thought Recognition and Leadership Reflection:**  
Receiving well-researched analyses enhances a CEO's *public visibility, leadership reputation*, and may trigger internal reflections on strategy and positioning.
- (8) **For All Stakeholders: Strengthens Academia–Industry Linkages:**  
The proposal fosters *collaboration and dialogue between students, educators, and industry leaders*, aligning academic outputs with real-world expectations.

#### **Benefits of the proposal:**

Benefits of the proposal of Publishing Company and CEO Analysis Papers as Part of a 'Dark-Blue Ocean Strategy' in Professional Education to Grab Employment under four stakeholders, Viz., Students, Higher education institution, Company, and CEOs are listed below:

- (1) **For Students: Increased Chances of Early Job Offers and Interviews:**  
Publishing targeted and insightful analysis can *directly attract HR attention*, resulting in *early interview calls* or even pre-placement offers.
- (2) **For Students: Builds a Recognized Professional Identity:**  
Students develop a *public intellectual footprint*, boosting credibility as thought leaders in specific industries, which can lead to *speaking opportunities, collaborations, or freelance consulting roles*.
- (3) **For Students: Better Fit with Desired Organizations:**  
Through research and publication, students engage deeply with organizations they admire, enabling a *stronger alignment between personal values and employer mission*.
- (4) **For Higher Education Institutions: Tangible Evidence of Graduate Competency:**  
Published company/CEO analysis papers serve as *portfolio-grade artifacts*, demonstrating the institution's success in preparing students for real-world analytical roles.
- (5) **For Higher Education Institutions: Enhanced Employer Partnerships and Campus Engagement:**  
Institutions showcasing student publications may attract *increased corporate engagement, sponsored projects, or custom recruitment drives*.
- (6) **For Companies: Access to Pre-vetted, Insight-Ready Candidates:**  
Companies benefit by identifying job applicants who have already *demonstrated an understanding of their market, strategy, and leadership context*, reducing hiring friction.
- (7) **For CEOs: Reputational Boost and Academic Interest:**  
Insightful, balanced analysis of a CEO's leadership style can contribute to *their visibility, influence, and long-term leadership narrative*, especially among young professionals.
- (8) **For All Stakeholders: Development of a Win-Win Academic-Industry Ecosystem:**  
The model promotes a *forward-looking employment ecosystem*, where *students build credibility, companies spot talent early, and institutions serve as platforms of innovation*.

#### **Constraints of the proposal:**

Constraints of the proposal of Publishing Company and CEO Analysis Papers as Part of a 'Dark-Blue Ocean Strategy' in Professional Education to Grab Employment under the stakeholders, Viz., Students, Higher education institution, Company, and CEOs are listed below:

- (1) **For Students: Need for Faculty Mentorship and Guidance:**  
Crafting a high-quality company or CEO analysis requires *structured mentorship*, which may not always be readily available or equitably distributed among students.

**(2) For Students: Limited Access to Reliable, Updated Business Data:**

Without subscriptions to databases like *Bloomberg*, *Capital IQ*, or *Statista*, students may face difficulties in conducting *accurate and up-to-date company analysis*.

**(3) For Students: High Time and Skill Commitment:**

The proposal demands strong *research, writing, and strategic thinking skills*—often requiring *more time than standard coursework*, which may discourage participation.

**(4) For Higher Education Institutions: Need for Curriculum Restructuring:**

Integrating company/CEO analysis into programs may require *curricular changes, dedicated credit allocation, evaluation rubrics, and faculty training*.

**(5) For Higher Education Institutions: Publication and Platform Support:**

Institutions must invest in *journals, publishing partnerships, or digital platforms* to support and promote student work—a logistical and financial constraint.

**(6) For Companies: Potential Sensitivity to Public Analysis:**

Some companies may view external student analyses—especially if critical or speculative—as *intrusive or reputationally risky*, limiting engagement.

**(7) For CEOs: Risk of Misinterpretation or Reputation Mismanagement:**

Even well-intentioned analysis of a CEO's decisions or leadership style may *misrepresent context*, creating discomfort or resistance from leadership.

**(8) For All Stakeholders: Absence of Formal Industry-Academia Evaluation Framework:**

There is currently *no standardized method* to evaluate, reward, or respond to these analyses from an employment perspective, limiting institutionalization of this approach.

**Disadvantages of the proposal:**

Disadvantages/drawbacks of the proposal of Publishing Company and CEO Analysis Papers as Part of a 'Dark-Blue Ocean Strategy' in Professional Education to Grab Employment under the various stakeholders, viz., are Students, Higher education institution, Company, and CEOs are listed below:

**(1) For Students: Not Easily Scalable for All Learners:**

The proposal demands individualized effort and deep analysis, making it *unsuitable for large classroom settings or students with weaker research skills*.

**(2) For Students: Risk of Over-Personalization Without Strategic Focus:**

Students may produce *overly subjective or sycophantic content* if not guided properly, weakening the academic value and credibility of their work.

**(3) For Students: No Guaranteed Employment Outcome:**

Despite the effort invested, there is *no assured return* in the form of a job offer, leading to potential disillusionment among students.

**(4) For Higher Education Institutions: High Mentoring and Resource Demand:**

Faculty must dedicate *significant time for supervision, feedback, and evaluation*, limiting the ability to scale the model across departments.

**(5) For Higher Education Institutions: Uneven Quality Across Submissions:**

The quality of published papers may *vary widely*, which could affect the institution's reputation if substandard analyses are made public.

**(6) For Companies: Saturation or Redundancy Risk:**

Popular companies like Google or Tesla might be *repeatedly analyzed by many students*, reducing the originality and value of such efforts for recruiters.

**(7) For CEOs: Risk of Personal Exposure or Unwanted Visibility:**

CEOs may be *uncomfortable with unsolicited analysis* of their leadership, particularly if they believe it lacks depth or context, leading to pushback.

**(8) For All Stakeholders: Requires Clear Ethical and Academic Guidelines:**

Without formalized structures, there's a risk of *academic misuse, plagiarism, or exaggeration* in student reports, compromising integrity and professionalism.

**8.3 ABCD Analysis Matrix:**

The following table is the ABCD matrix of "Publishing Company and CEO Analysis Papers as Part of a 'Dark-Blue Ocean Strategy' in Professional Education to Grab Employment". This ABCD Matrix

evaluates the proposal based on its Advantages, Benefits, Constraints, and Disadvantages, mapped across key stakeholders: Students, Higher Education Institutions, Companies, and CEOs (table 1 to 4).

**Table 1: Advantages**

S. No.	Aspect	Stakeholder Impact
1	Unique visibility in the job market	Students gain differentiation and attract attention through focused content.
2	Builds analytical reputation	Students demonstrate business acumen and strategic thinking.
3	Enhances academic reputation and placement outcomes	Institutions show innovation in bridging academia and industry.
4	Differentiation in education offerings	Helps institutions stand out in a competitive education ecosystem.
5	Access to pre-vetted talent	Companies identify students already aligned with their goals.
6	Informal employer branding and feedback	Companies gain insights and visibility through published analyses.
7	Leadership recognition and image enhancement	CEOs benefit from external validation and academic engagement.
8	Stronger academia-industry linkage	All stakeholders benefit from a collaborative, strategic employment model.

**Table 2: Benefits**

S. No.	Aspect	Stakeholder Impact
1	Early job offers and interview calls	Students get noticed by companies ahead of traditional hiring cycles.
2	Recognition as a thought leader	Builds students' professional identity and long-term credibility.
3	Better job-organization alignment	Students apply to companies they understand deeply.
4	Proof of competency in placement	Institutions can showcase student papers as evidence of employability.
5	More employer partnerships	Institutions may attract campus drives from firms analyzed by students.
6	Time-saving hiring for companies	Pre-analyzed talent shortens selection and onboarding processes.
7	Public image benefits for CEOs	Encouraging leadership-focused papers enhances the CEO's leadership brand.
8	Creation of a mutually beneficial ecosystem	Enhances student-industry-institution collaboration for innovation and employment.

**Table 3: Constraints**

S. No.	Aspect	Stakeholder Impact
1	Requires skilled mentorship	Students need academic/faculty support for quality output.
2	Limited access to data sources	Students may lack institutional access to premium databases.
3	High learning curve	Time and intellectual effort required may discourage wider adoption.
4	Institutional effort in curriculum design	Requires course restructuring and integration into program outcomes.

5	Platform and publishing requirements	Institutions need to invest in publishing infrastructure.
6	Company hesitation	Some firms may be unwilling to engage with unsolicited student analyses.
7	Leadership discomfort	CEOs may be wary of being evaluated publicly by students.
8	Lack of industry evaluation norms	No established framework for assessing the employment impact of such work.

**Table 4: Disadvantages**

S. No.	Aspect	Stakeholder Impact
1	Not scalable for large cohorts	Students and faculty cannot easily manage mass participation.
2	Over-personalized or flattery-laden content	Risks lowering the credibility of the analysis if not objectively handled.
3	No job guarantee despite the effort	Students may not receive a response, leading to frustration.
4	Faculty overload	Mentorship demands are high and may not be sustainable.
5	Inconsistent output quality	Some student work may be poorly written or researched.
6	Analysis redundancy for top firms	Companies may be oversaturated with repetitive submissions.
7	CEO sensitivity to critique	Public commentary may be perceived negatively.
8	Ethical and quality assurance gaps	Risk of plagiarism, data misuse, or reputational harm if unsupervised.

## 9. SUGGESTIONS FOR IMPLEMENTATION :

To successfully institutionalize the proposed strategy within professional education, particularly in B-schools and career-oriented postgraduate programs, the following actionable recommendations are proposed:

### (1) Create a Guided Framework for Company and CEO Analysis Projects in B-Schools:

B-schools should develop a structured and academically rigorous framework to guide students in conducting company and CEO analysis projects. This framework should include:

- (i) A step-by-step template covering company overview, strategic positioning, leadership style, SWOT/SWOC analysis, financial performance, and industry benchmarking.
- (ii) Recommended research sources (e.g., annual reports, press releases, interviews, academic databases).
- (iii) Guidelines for citations, formatting, tone, and ethics to maintain academic integrity.
- (iv) A rubric for evaluation based on analytical depth, relevance, originality, and clarity.

This structured approach ensures consistency in quality and enhances both student learning and institutional credibility. It also helps distinguish these projects from informal or opinion-based content.

### (2) Encourage Faculty-Reviewed Publishing via Institute Blogs or Journals:

For greater impact, B-schools should facilitate faculty-reviewed publication of these analyses:

- (i) Launch dedicated institutional blogs, newsletters, or journals to host student-authored Company and CEO analysis papers.
- (ii) Establish a review board of faculty and alumni to provide constructive feedback and ensure content accuracy before publication.
- (iii) Provide credit or recognition (e.g., digital badges, resume endorsements, extra credits) for students whose work is published.

This controlled publishing pipeline ensures academic rigor while simultaneously building the student's personal brand and portfolio. It also increases the school's visibility as an industry-aware academic hub.

### (3) Integrate This into Employability Skill Training or Branding Modules:

The Company and CEO analysis initiative should be embedded within broader career-readiness and personal branding modules, such as:

- (i) Soft skill training: Strategic communication, professional writing, and executive summarization.
- (ii) Brand-building workshops: Enhancing LinkedIn profiles, blogs, and digital portfolios using published work.
- (iii) Mock employer interactions: Where students present their analyses to faculty or simulated panels acting as industry representatives.

This integration reinforces the message that employability goes beyond grades and includes proactive engagement, thought leadership, and strategic self-positioning.

#### **(4) Collaborate with Companies for Feedback on Such Submissions:**

To enhance real-world relevance, institutions should establish channels for corporate feedback on student submissions:

- (i) Encourage students to share their analyses with the company's HR, alumni, or PR departments as part of their outreach.
- (ii) Partner with industry mentors, CXOs, or hiring managers to review selected top papers and offer feedback.
- (iii) Invite companies to sponsor topics, offer guest lectures, or even co-author analysis projects with students.

Such collaboration not only validates the student's effort but may also lead to internship offers, talent scouting, or mentorship opportunities, thereby operationalizing the Reverse Placement Model.

#### **(5) Establish Ethical Boundaries to Avoid Manipulative Content (Guard Against Black Ocean Overuse):**

Given the influence of Black Ocean elements (e.g., strategic targeting, influence), there is a risk of students producing overly flattering or manipulative content aimed solely at gaining attention. To mitigate this:

- (i) Create a code of conduct outlining acceptable tone, critique balance, and use of public information.
- (ii) Educate students on ethical analysis practices, including transparency, objectivity, and respect for corporate confidentiality.
- (iii) Encourage fact-based assessments over speculation, and peer or faculty reviews to ensure alignment with academic standards.

By establishing ethical boundaries, institutions can maintain the intellectual integrity of the initiative while preventing reputational risks for students, companies, and the school itself.

## **10. CONCLUSION :**

### **(1) Recap of the Exploratory Insights on Dark-Blue Ocean Strategy:**

This study examined the innovative framework of the Dark-Blue Ocean Strategy (DBOS), a unique blend of the Blue Ocean Strategy's value innovation and the Black Ocean Strategy's tactical realism. In the context of professional education, DBOS encourages students to move beyond passive job-seeking models and adopt a strategically ethical, intellectually creative approach to employment. By combining the forward-thinking ideals of thought leadership and differentiation (Blue Ocean) with pragmatic targeting and influence (Black Ocean), this strategy offers students an opportunity to create their own competitive advantage in a crowded job market. The proposal to publish Company and CEO Analysis Papers emerges from this hybrid philosophy, offering an actionable mechanism through which students can apply DBOS to their career pathways.

### **(2) Potential of Reverse Placement Model as a Future-Facing Employment Tactic:**

One of the most impactful outcomes of this strategy is its support for the Reverse Placement Model (RPM), wherein students actively *attract attention from employers* by demonstrating deep domain understanding, industry relevance, and strategic alignment with targeted companies. Unlike traditional campus placements, where students await opportunities from institutional arrangements, RPM positions students as *visible and proactive job candidates*. Through structured and insightful publishing, they can prompt interest from hiring teams, alumni networks, or even C-suite executives. This method not only increases employability but also facilitates *better employer-employee fit*, encouraging long-term career

success. The Reverse Placement Model, enabled through DBOS, thus presents itself as a *future-forward tactic* in a dynamic and evolving job ecosystem.

**(3) Call for Academic Research and Real-World Experimentation on this Hybrid Approach:**

Given the novelty of the Dark-Blue Ocean Strategy, this paper advocates for a systematic academic inquiry into its application across institutions and disciplines. While the conceptual synergy between Blue and Black Ocean Strategies offers theoretical appeal, its full potential can only be realized through empirical research, pilot projects, and curricular innovation. Academic institutions are encouraged to experiment with guided implementation of company/CEO analysis projects, track placement outcomes, and develop metrics to evaluate their long-term impact on employability. Similarly, collaborations with industry partners to provide feedback, mentorship, or co-authorship opportunities will enrich the approach. In doing so, educators, researchers, and recruiters can collectively shape a *new paradigm of employment engagement*, anchored in both strategic thought and ethical action.

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