



Bridging the Expectancy Gap between the Industry and Academia in Higher Management Education in India by Applying the Vroom's Expectancy Model

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Abstract

Students at the level of higher management graduation level acquire relevant knowledge, skills, and attitude. This study focuses on evaluating the need on how this combination would motivate them to be effective employees in any organization they would be employed. Primary data was collected from three different stakeholders – Students, Placement officers at higher management education institutions, and the recruitment officers from such organizations who frequently contact the academic institutions for their recruitment needs. The focus of this study was to apply Vroom's expectancy model in evaluating these as motivational factors. Certain statistical tools, including hypothesis testing, were used to analyze the data collected and extract relevant information. While interpreting the analyzed data, the same was mapped onto the three variables, viz., Expectancy, Instrumentality, and Valence. This process of mapping is very critical for all three stakeholders (students, placement officers, and the recruiters) because this is going to play a key role in the performance-based outcome which is critical for both students and the recruiters.

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1. Introduction

As the world population is ever-increasing, jobs are becoming scarce and people with the required skills have become difficult to gain. In a time where organizations face margin pressure primarily due to the overhead expenses or direct costs, skilled employees play a pivotal role and are

integral to the success of the firm. The situation is not limited to only private organizations; even large government offices of various economies face severe strain on their exchequer due to the outgo of salaries to their employees. An established body of research shows that different skill levels have large economic effects on individuals, employers, and the whole of the economy. And, possessing the right skills would motivate the employees as they are now exposed to a larger opportunity horizon. This study focuses on examining whether the right combination of knowledge, skill, and attitude acquired during their course by the higher management education students would lead them to become motivated employees. Vroom's expectancy theory has been applied in this study to evaluate and analyze this.

1.1 Vroom's Expectancy Model

Motivation is an outcome of the person's expectancy that a specific effort will lead to future performance, to achieving a specific result, and the allure of this result for the individual, known as valence (Condrey, 2005). Vroom's expectancy model proposes that the reason an individual behaves in a specific way is that they are motivated to choose a certain behavior over others due to what they expect the outcome of that selected behavior will be (Oliver, 1974). This theory highlights the need for organizations to recount rewards directly to performance and to confirm that they are those rewards deserved and wanted by the beneficiaries (Montana et al., 2008).

In his theory, Victor Vroom (1964) studied motivation among people and arrived at a conclusion that motivation relies on three different factors viz., Expectancy, Instrumentality, and Valence. Vroom debates that, when employees make choices in their work, they usually choose the one that motivates them the most (Mulder, 2018).

1.1.1 Expectancy

Expectancy is associated with what the employees expect from the efforts that they have put in and its relation to their best performance. Usually, the onus is on the organization which can respond to these difficulties by identifying those factors which can motivate their employees in such a way that they can perform their best. These factors can be infrastructure & facilities offered; training/support provided to an employee by their manager who is responsible to build their subordinates' confidence. In general, Victor Vroom points out that more the effort an employee puts better will be their performance.

Expectancy is the awareness that, as the intensity of effort increases, the performance also increases (Businessballs, 2020). In other words, if one works harder, they will perform better.

Three factors affect this, viz:

- To have the right combination of resources available (for example, raw materials, and time)
- To have the right skills to perform the task
- To have the necessary support to get the work done (for example, support of the supervisor, accurate information about and on the job)

1.1.2 Instrumentality

Every employee contributes to the business outcomes being a part of a machine and is considered as an instrument leading to the business outcomes. It is all about the performance of an employee that is adequate to accomplish the anticipated result. An organization can instigate this by offering better compensation and additional rewards such as promotions or bonuses. A belief must be instilled in an employee that, if they perform well, such indebtedness will be shown for the outcomes. Instrumentality highlights that if one performs better, then the result will be achieved.

1.1.3 Valence

The ultimate achievement by an employee is valued in different ways by every employee. This particular value depends on the individual's basic needs alone. Intrinsically, it is always a better idea for an organization to identify what their employee values and what their personal needs are. This is from the fact that one employee might value monetary rewards while the other may value a shorter work-week.

Specific and certain factors play an important role in the outcomes that need to be achieved and how an employee behaves. Consider an individual's personality, skills, knowledge, and what they expect, they have on their abilities, for example. Collectively, these factors form a force of motivation that makes an individual behave in a specific manner. There is always an interconnection between an individual's effort, performance, and motivation. Vroom contends that to effectively motivate the employees, it is very critical to have a positive association between how hard they work and their performance.

1.1.4 Perception

In Vroom's Expectancy Theory, Perception is considered an important factor. Usually, an organization might have a perception that it is doing everything adequately the employees need to be motivated. They could be higher than the industry average salary, a greater number of days off, better career growth, training and development programs, etc. These may not be sufficient for the employees to be sufficiently motivated as every employee will have varied perceptions about their motivational factors. There might be few employees who would be motivated if their manager would offer more support. Failure of an organization in doing this will result in less self-driven employees.

1.2 Application of Vroom's Expectancy Theory

The theory allows one to anticipate that the individuals consider working harder when the incentive they get is of more personal value to them. They will be more conscious about the association between the employee's hard work and the outcomes which assumes that both the employee and the organization have to be conscious about the following processes:

- Increase in efforts lead to improved work outcome (performance)
- Improved performance results in larger rewards
- The reward that the employee gets will be valued by them.

It will be hard to motivate an employee even if one of these conditions is not met, especially the last one can become an issue when the reward is not of any personal value to an employee. Hence, an organization must find out those rewards that their employee's value and those which motivate them. But the Expectancy Theory differs here stating that financial benefits are not always the critical factor for employees. This is the reason why there should be an appropriate balance between offering finance-based benefits and fixing a transparent standard on employees' performance, customized to every employee.

2. Literature Review:

Estes et al. (2012) state that many leaders from most organizations and behavioral scholars contemplate the active association between continued effort and motivation as the critical factor to knowing and forecasting the efficiency of human resources. The current study analyzed Vroom's Expectancy Theory (1964) to forecast the effect that period has on the scholarship productivity of tenured faculty in higher education. The outcome of this study reiterates that expectancy theory forecasts that the productivity of tenured faculty will significantly reduce ($p = 0.00097$) when compared to scholarship performance of subjects in the pre-tenure years. The inference and suggestions for higher education leaders are deliberated in the conclusion of the current study.

Parijat and Bagga (2014) claim that motivation is the major driver for all human efforts and is very much needed for all achievements by humans. As one of the characteristics of management, it occupies a very significant place. In this brief paper, the authors have attempted to look into the theory, disclose its characteristics, advantages, and disadvantages in business management relevance. It has also been deciphered that despite its weaknesses, the Theory is beneficial in many aspects. Managers and/or supervisors must also consider the fact that people, their behavior, thoughts, their feelings, and motivators change as they gain experience with time.

Ernst (2014) states that, as an evaluation of teaching instruments by students are progressively supervised online, this research has established that the response rates have reduced drastically. The study uses Vroom's Expectancy Theory (1964) to set the student focus group responses regarding their motivations for completion and non-completion of the paper and online SETs. Outcomes show that they consider the following results when determining whether to complete SETs. Results also show that the lesser online response rate is mainly because of their varying feelings of obligation in the two formats. They also noted that in some specific circumstances, students often answer SETs dishonestly.

The broader definitions no doubt venture beyond the narrow confines of simply obtaining a job. This employability skill should be seen as more of an employee's ability to act and function within a job and not to be viewed merely as an additional tool to get a job (Yorke, 2006). Yorke (2006) tries to capture the idea of employability as a "set of achievements- skills, understanding, personal attributes- that makes graduates more likely to gain employment and be successful in their chosen occupations that stands to benefit the workforce, the community, and the economy as a whole".

2.1 Major Gaps Identified

- Most of the studies include the requirement of Knowledge, Skill, and Attitude the students possess without mapping them with any expectancy model.
- Skill development and motivation are not studied together at the higher management education level.
- Adopting Vroom's expectancy theory is missing in the studies conducted concerning higher management education in India.

2.2 The Study Objectives

These study objectives are

- To evaluate the perceptions of the recruiters, Management institution's placement officers, and the post-graduate management students towards employability.
- To analyze the motivational aspect by the possession of the right combination of knowledge, skill, and attitude among the students
- To identify and apply the findings to Vroom's expectancy theory

2.3 Hypotheses

Three studied null hypotheses are

- **H0#1:** There is no significant difference between the demographic profile of the respondents and the dimension's perspective of placement officers
- **H0#2:** There is no significant difference between the mean score of autonomous and private university institution concerning the dimension's perspective of placement officers
- **H0#3:** There is no significant difference between the dimension's perspective of placement officers among the total work experience of the respondents as recruiters in the study area

3. Data Sources and Research Methodology

By describing the characteristics of the population under study, the study evaluates the skillset the industry requires and the skill-set the students possess. By identifying the gap, the study tries to map the motivational factors using Vroom's Expectancy Theory. In this research, primary data and secondary data are exploited. Primary data was collected through a thoroughly structured questionnaire. Various published reports, journals, articles related to the research topic are secondary data sources.

MS Excel was used for Exploratory Data analysis, and IBM SPSS (for cross-tabulation, descriptive statistical analysis, ANOVA testing, and Correlation analysis).

4. Analysis and Results

The statistical analysis of the Table 1 brings out that the significant value of the entire dimension' perspectives are more than 0.05 and hence the mean difference existing about these dimensions is not significant at the 5% level. Therefore, H0#1 is accepted. It can be interpreted that

there is no significant difference between the demographic profile of the respondents and the dimension's perspective of placement officers.

Table 1: T-Test for the demographic profile of the respondents and the dimension's perspective of placement officers

| Gender | | N | Mean | S D | T value | Sig. value |
|-------------------|--------|----|------|------|---------|------------|
| Analytical | Female | 18 | 3.48 | 0.77 | 0.52 | 0.60 |
| | Male | 46 | 3.35 | 0.95 | | |
| Augmented | Female | 18 | 4.11 | 0.96 | 1.48 | 0.14 |
| | Male | 46 | 3.70 | 1.03 | | |
| Teamwork | Female | 18 | 4.07 | 0.87 | 1.74 | 0.09 |
| | Male | 46 | 3.64 | 0.91 | | |
| Specialized | Female | 18 | 3.50 | 1.06 | 0.85 | 0.40 |
| | Male | 46 | 3.26 | 0.99 | | |
| Industry oriented | Female | 18 | 4.09 | 0.42 | 1.31 | 0.19 |
| | Male | 46 | 3.83 | 0.77 | | |
| Basic Facilities | Female | 18 | 3.59 | 0.76 | -0.39 | 0.70 |
| | Male | 46 | 3.68 | 0.85 | | |
| Others | Female | 18 | 4.00 | 0.40 | 0.60 | 0.55 |
| | Male | 46 | 3.87 | 0.88 | | |

Table 2: T-Test for the mean score of autonomous and private university institution concerning the dimension's perspective of placement officers

| Group Statistics | | | | | | |
|-------------------|--------------------|----|------|------|-----------|------------|
| Type | | N | Mean | SD | 'T' value | Sig. value |
| Analytical | Autonomous | 22 | 3.90 | 0.81 | 3.56 | 0.00 |
| | Private University | 42 | 3.12 | 0.84 | | |
| Augmented | Autonomous | 22 | 4.62 | 0.35 | 5.54 | 0.00 |
| | Private University | 42 | 3.39 | 1.00 | | |
| Teamwork | Autonomous | 22 | 4.27 | 0.83 | 3.53 | 0.00 |
| | Private University | 42 | 3.49 | 0.84 | | |
| Specialized | Autonomous | 22 | 4.05 | 0.86 | 4.80 | 0.00 |
| | Private University | 42 | 2.95 | 0.87 | | |
| Industry oriented | Autonomous | 22 | 4.33 | 0.67 | 3.84 | 0.00 |
| | Private University | 42 | 3.69 | 0.61 | | |
| Basic Facilities | Autonomous | 22 | 3.51 | 0.92 | -1.00 | 0.32 |
| | Private University | 42 | 3.73 | 0.76 | | |
| Others | Autonomous | 22 | 4.03 | 0.67 | 0.92 | 0.36 |
| | Private University | 42 | 3.84 | 0.83 | | |

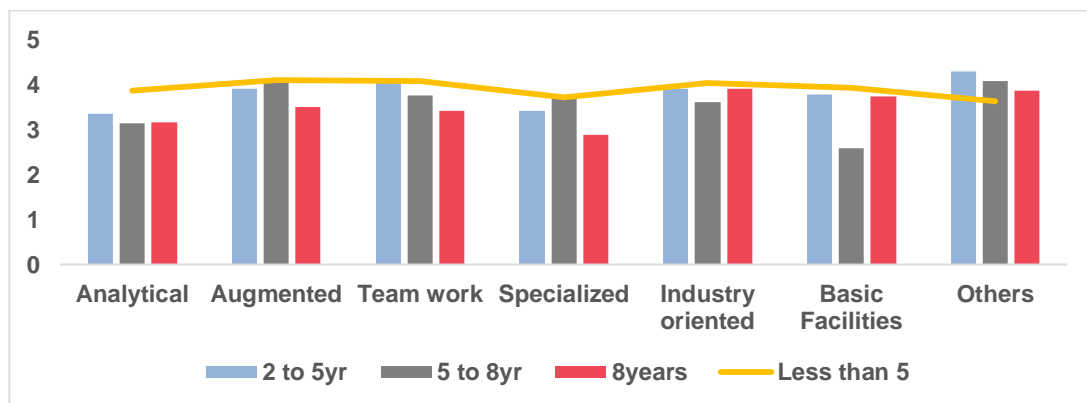
The statistical analysis of the Table 2 brings out that the significant value of the entire dimension' perspectives are more than 0.05 and hence the mean difference existing about these dimensions is not significant at the 5% level. Hence, H0#2 is accepted. It can be interpreted that there is no significant difference between the mean score of autonomous and private university institutions concerning the dimension's perspective of placement officers.

The researchers have applied ANOVA to test the significant difference between the dimension's perspective of placement officers among the work experience and total work experience as a recruitment officer. Table 3 presents the results.

Table 3: ANOVA test by Experience

| | | N | Mean | SD | 'F' value | Sig. value |
|-------------------|-------------------|----|------|------|-----------|------------|
| Analytical | 2 - 5 years | 12 | 3.35 | 0.80 | 2.69 | 0.05 |
| | 5 - 8 years | 8 | 3.13 | 0.57 | | |
| | 8 years | 26 | 3.16 | 0.62 | | |
| | Less than 5 years | 18 | 3.87 | 1.24 | | |
| Augmented | 2 - 5 years | 12 | 3.90 | 1.04 | 1.57 | 0.21 |
| | 5 - 8 years | 8 | 4.10 | 0.63 | | |
| | 8 years | 26 | 3.49 | 1.08 | | |
| | Less than 5 years | 18 | 4.09 | 1.00 | | |
| Team work | 2 - 5 years | 12 | 4.06 | 0.51 | 2.58 | 0.06 |
| | 5 - 8 years | 8 | 3.75 | 0.89 | | |
| | 8 years | 26 | 3.41 | 0.88 | | |
| | Less than 5 years | 18 | 4.07 | 1.06 | | |
| Specialized | 2 - 5 years | 12 | 3.42 | 0.93 | 3.48 | 0.02 |
| | 5 - 8 years | 8 | 3.75 | 0.27 | | |
| | 8 years | 26 | 2.88 | 0.75 | | |
| | Less than 5 years | 18 | 3.72 | 1.33 | | |
| Industry oriented | 2 - 5 years | 12 | 3.90 | 0.77 | 0.74 | 0.54 |
| | 5 - 8 years | 8 | 3.60 | 0.79 | | |
| | 8 years | 26 | 3.91 | 0.41 | | |
| | Less than 5 years | 18 | 4.04 | 0.93 | | |
| Basic Facilities | 2 - 5 years | 12 | 3.78 | 1.08 | 7.05 | 0.00 |
| | 5 - 8 years | 8 | 2.58 | 0.46 | | |
| | 8 years | 26 | 3.74 | 0.64 | | |
| | Less than 5 years | 18 | 3.93 | 0.62 | | |
| Others | 2 - 5 years | 12 | 4.28 | 0.51 | 1.91 | 0.14 |
| | 5 - 8 years | 8 | 4.08 | 0.53 | | |
| | 8 years | 26 | 3.87 | 0.68 | | |
| | Less than 5 years | 18 | 3.63 | 1.04 | | |

The analysis of Table 3 brings out that the significant value of the entire dimension's perspectives are more than 0.05 and therefore the mean difference existing about these dimensions is not significant at the 5% level. Therefore, H_0 is accepted. It can be interpreted that there is no significant difference between the dimension's perspectives of placement officers among the total work experience of the respondents as recruiters in the study area.

**Figure 1: Work Experience.**

To analyze the significant difference between the perspective of the dimensions of placement officers among demographic profile of the respondents such as work experience and total work experience as a recruitment officer, the researcher has applied ANOVA and the results are

- In the case of work experience as placement officer, there is no significant difference

between the perspective of the dimensions of placement officers such as augmented, teamwork, industry-oriented, and others among the work experience of the respondents in the study area. Besides, the result reveals that there is a significant difference between the perspective of the dimensions of placement officers such as analytical, specialized, and basic facilities among the work experience of the respondents as a recruitment officer.

5. Discussion

5.1 Vroom's Expectancy Model

Using the expectancy theory, the individual makes selections based on approximation of how well the expected results of a certain behavior are going to match or lead to the desired results, sooner or later. Motivation is an outcome of the individual's expectancy that a specific effort will lead to the anticipated performance, the instrumentality of this performance to achieving a certain result, and the desirability of this result for the individual, known as valence (Condrey, 2005).

Vroom's expectancy model translates into that the motivation of the choice of behavior is determined by the allure of the outcome. Yet, at the center of the theory is the cognitive process of how a person processes various motivational elements (Oliver, 1974). Vroom's Expectancy Theory stresses the need for organizations to directly associate rewards to performance and to guarantee that the rewards provided are those rewards deserved and wanted by the beneficiaries (Montana et al., 2008).

There were three variables introduced by Vroom (1964) in his expectancy theory viz., Valence, Expectancy, and Instrumentality. These elements are quite critical while choosing one of them over the other as they are well-defined as

- Effort – Performance Expectancy,
- Performance – Outcome Expectancy (Rao, 2000).

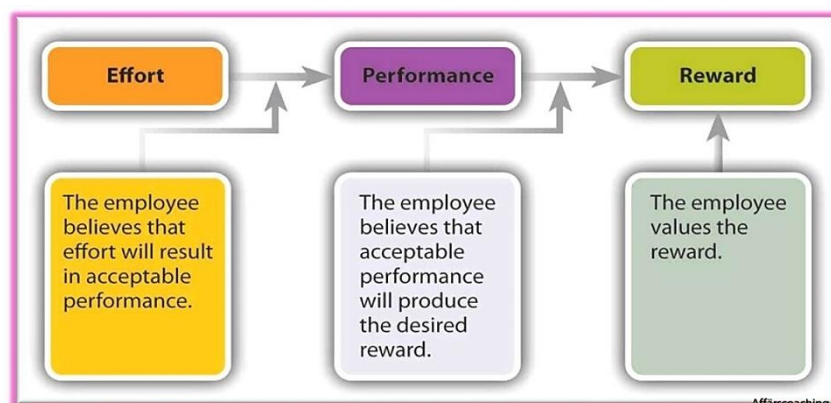


Figure 2: Expectancy Theory

(Image Source: <http://wikispaces.psu.edu/display/PSYCH484/4.+Expectancy+Theory>)

5.1.1 Expectancy: Effort → Performance (E→P)

Expectancy is considered as the belief that the effort of one will result in achieving desired performance goals which are most commonly formed on an individual's experience from the past, self-confidence or self-efficacy, and the professed challenges of the performance standard or goal (Chiang, et al. 2008).

- **Self-efficacy:** It is the belief of an individual about their ability to perform a specific behavior successfully. A person will gauge if they possess the required skills or desired knowledge to achieve their performance goals.
- **Goal difficulty:** This occurs when the performance goals set are too high and will lead to low expectancy in all probabilities. The possibility of occurrence of this situation is when the employee believes that the desired results are out of their reach.
- **Perceived control:** There must be a strong belief among the individuals that they have control over the expected outcome to some extent. Expectance and hence the motivation would be low when the individuals perceive that the outcome is over and above their capability to affect their behavior.

5.1.2 Instrumentality: Performance → Outcome (P → O)

The trust that an individual will receive a reward if their anticipated performance is met is referred to as Instrumentality. This reward may offer itself in the form of an increment, a promotion, recognition by the manager and the management, or some feeling of achievement. Instrumentality for an individual appears to be low when the reward offered is the same for all the given performances.

5.1.3 Valence V(R)

The value that a person puts on the rewards of an outcome which in turn is based on their individual needs, values, goals and various sources of motivation is referred to as Valence. The factors that influence valence include an individual's needs, values, goals, priorities, and sources that build up their motivation for a specific outcome.

5.2 Application of Vroom's Expectancy Model to This Research

The researcher, under the guidance of their guide and other industry experts, has attempted to adapt Vroom's expectancy model to this research. The three different variables of the model have been assigned to three stakeholders in the research.

5.2.1 Expectancy: Effort → Performance (E→P)

As discussed, expectancy is considered as the belief that the effort of one will result in achieving desired performance goals. In this case, the researcher has assigned this variable to the student's perspective. Here the student has to put in their effort to learn the required skills to help them prepare to meet the corporate expectations. According to the model, a student has to believe that their effort will result in acceptable performance. This variable focuses more on the efforts of the student's side with the help of the institution. The skills identified in this research would act as the foundation for the institutions to develop the most desirable course curriculum in the industry that would reduce the gap between the students' preparedness for the corporate responsibilities and the corporates' expectation from an inexperienced but eligible management post-graduate.

5.2.2 Instrumentality: Performance → Outcome (P→O)

Going through the instrumentality is a belief that an individual will be rewarded if the anticipated performance is met. This is what exactly the recruiters/corporate houses feel. They put this matter in simple words – you get what you sow. The recruiters believe that if the students perform well, they will get the desired rewards in terms of their corporate dreams coming true. The recruiters expect the institutions to design their delivery in such a way that the students start performing from the word GO.

To ensure that the students' instrumentality doesn't come down, there must be continuous effort to improve the students' self-efficacy during their entire tenure within the institution.

The factors associated with the individual's instrumentality for the outcomes are trust, control, and policies. These translate into the following:

- To trust the people who choose who gets what outcome, based on the anticipated performance. In this case, it is the recruiters. It can be inferred that the students must trust the recruiters in their outcome. Though this is the norm, there will be times when the outcome may not be directly proportional to the performance. In those situations, the students should not lose their confidence and must continue to give their best performance. This will lead to better outcomes.
- At the same time, a student must also have control of the decision process, of who gets what outcome. A recruiter desires that the student must have most of the control of how the decision is made concerning the performance levels and also the type of outcome that completely depends on the performance of the student.
- Policies understanding of the association between performance and outcomes. It can be inferred that the recruiter makes a student understand the policies about the performance and the respective outcomes. A recruiter feels that the student must have a considerable understanding of the corporate policies that bring about the relation between the performance of the student and the desired outcome.

5.2.3 Valence (Reward)

The value that a person puts on the rewards of an outcome which in turn is based on their individual needs, values, goals, and various sources of motivation is Valence. They will be in a position to evaluate the efforts put in by the students, the performance of the students, and also the outcome as per the recruiters' records. This team plays a vital role in understanding the requirements from the recruiters and pass them on to the institution which designs and delivers the relevant and effective course curriculum. Placement officers will be in a better position to assess the valence for an outcome of a student's performance and the assessment will go back to the institution as feedback.

The placement officers derive the most influential factors for suitable valence that include individual's values, needs, goals, preferences, and sources that reinforce their motivation for a specific outcome. This process of mapping is very critical for all three stakeholders (students,

placement officers, and the recruiters) because this is going to play an important role in the performance-based outcome which is critical for both students and the recruiters.



Figure 3: Simplification of Vroom's expectancy model variables to this research.

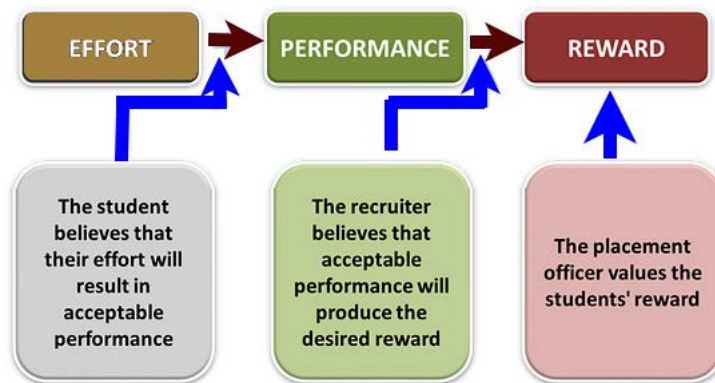


Figure 4: Application of Vroom's expectancy model to this research

6. Conclusion

This study finds that there is no significant difference between the demographic profile of the respondents and the dimension's perspective of placement officers and there is no significant difference between the mean score of autonomous and private university institutions concerning the dimension's perspective of placement officers. Also, there is no significant difference between the dimension's perspective of placement officers among the total work experience of the respondents as recruiters in the study area.

This study has wide scope across the country in terms of assessing the available skills in academics, match with expected skills of Industry. It is going to help the academics make their wards employer-ready. This means that the student, by the time they pass out of the institution, will possess the required generic and specific skill set to match the industry requirement. The academic institutions will be in a better position to understand, analyze, evaluate, and implement the required skillsets in their curriculum. They gain an advantage in taking the pride of their wards being prepared with the skillset needed along with the academic achievements. By referring to this study, the placement officers' task becomes simpler. They will have their hands on the best profiles that can be presented to prospective employers without much filtering. Their main responsibility would be to keep getting the updates on the skills needed for a specific job from a specific industry and pass it on to their academic counterpart so that the same can be implemented without much delay.

On the other hand, this study will help the recruiters understand the efforts put by the academic institutions and their placement officers in bridging the industry-academia gap in imparting skill-based training. It would also help them in collaborating with the academia in sharing the skill and expertise needed for the latter's ward to be more employable.

7. Availability of Data, and Material

Data can be made available by contacting the corresponding author.

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