

EMPLOYER EXPECTATIONS OF BACHELOR-LEVEL BUSINESS GRADUATES  
IN UNITED ARAB EMIRATES: A DELPHI STUDY

by

Jean-Mari Hillebrand

Copyright 2014

A Dissertation Presented in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Business Administration in Business Management

University of Phoenix

UMI Number: 3691410

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI 3691410

Published by ProQuest LLC (2015). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code



ProQuest LLC.  
789 East Eisenhower Parkway  
P.O. Box 1346  
Ann Arbor, MI 48106 - 1346

The Dissertation Committee for Jean-Mari Hillebrand certifies approval of the following dissertation:

EMPLOYER EXPECTATIONS OF BACHELOR-LEVEL BUSINESS GRADUATES  
IN UNITED ARAB EMIRATES: A DELPHI STUDY

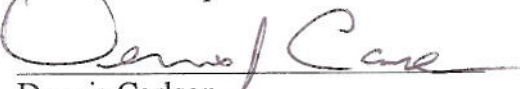
Committee:

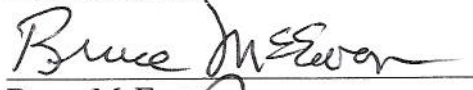
Randall Thompson EdD, Chair

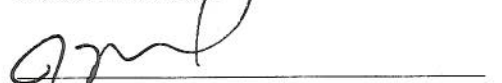
Dennis Carlson PhD, Committee Member

Bruce McEwan PhD, Committee Member

  
Randall Thompson

  
Dennis Carlson

  
Bruce McEwan

  
Jeremy Moreland, PhD  
Dean, School of Advanced Studies  
University of Phoenix  
Date Approved: November 24, 2014

## ABSTRACT

This Delphi Study was designed to explore job-knowledge and practitioner expertise needed by bachelor-level graduates in meeting employer expectations in the United Arab Emirates (UAE) health care industry. An initial supposition was that bachelor-level graduates were not meeting employer expectations because of insufficient job-knowledge, creating a need to align preparation of undergraduate business school graduates with workplace demands in management and finance. Process steps, based on Total Quality Management (TQM) Quality Function Deployment (QFD) House of Quality Principles, involved translating employer job-knowledge requirements into academic knowledge components useful to business school curriculum decision-makers. Combined levels of triangulation were employed to study expectations of UAE employers. Purposive sampling was applied to identify the participants. Data collection methods included 10 semi-structured in-depth interviews and two Responsive e-Delphi rounds. Data analysis involved translating employer job-knowledge requirements into academic knowledge components that contribute to curriculum development to improve learning process quality within UAE undergraduate schools of business. Findings indicated a need to provide students the opportunity to gain understanding and experience in applying theory to solve business problems within a work environment. Specific, accurate academic knowledge specifications embedded in the curriculum during curriculum design are recommended. Findings of this research may be useful to curriculum developers, curriculum revisers, and classroom instructors within UAE schools of business.

## DEDICATION

This dissertation is dedicated to my husband Louis who stood by me throughout this doctoral journey. Your encouragement, patience, support, and constant reminders to remain committed and focused made it possible for me to complete this dissertation.

## ACKNOWLEDGEMENTS

In appreciation, I would like to thank:

- My Committee Chair Dr. Randall Thompson for his leadership, support, motivation, guidance, patience, and time invested throughout this journey.
- My Committee members Dr. Bruce McEwan and Dr. Dennis Carlson for their continued support.
- University of Phoenix DBA faculty members for adding value to my learning.
- The UAE healthcare organization's staff for their support.
- Teachers and educators that have contributed to my learning during my studies.
- My husband for his encouragement, emotional support, and understanding.
- My mother and daughters for their understanding and support during this time.

## TABLE OF CONTENTS

List of Figures .....	xi
Chapter 1: Introduction.....	1
Background of the Problem .....	1
Statement of the Problem.....	2
Purpose of the Study .....	3
Significance of the Problem.....	3
Significance of the Study to Leadership .....	3
Nature of the Study .....	4
Research Questions.....	6
Conceptual Framework.....	6
Participation Criteria.....	9
Definition of Terms.....	10
Assumptions.....	11
Scope of the Study .....	12
Limitations .....	13
Delimitations.....	14
Summary .....	15
Chapter 2: Review of Literature .....	17
Historical Overview of Education-Labor Market Relationships.....	18
Management Theory and Cultural Constraints .....	19
United Arab Emirates Workforce Requirements .....	23
Education Labor Market Gap.....	27
Business School Objectives.....	29
Importance of Business School Employer Collaboration .....	30

Graduate Employability .....	32
Emiratization .....	34
Business School Excellence .....	36
Curriculum.....	39
Recent Research Studies on Business Education and Employer Expectations .....	41
Conclusions .....	46
Summary .....	47
Chapter 3: Method .....	50
Research Design.....	50
Restatement of Research Questions.....	51
Population and Sampling Frame.....	52
Informed Consent.....	55
Confidentiality .....	56
Geographic Location.....	57
Instrumentation .....	57
Triangulation.....	60
Data Collection Process .....	60
Semi-Structured In-depth Interviews.....	61
Delphi Rounds .....	64
Data Coding and Analysis .....	66
Data Coding .....	67
Data Analysis Plan.....	67
Conformability, Credibility, Transferability, and Dependability Strategies.....	68
Summary .....	69



Chapter 4: Presentation and Analysis of Research Results .....	71
Demographic Analysis.....	71
Table 1 Demographics of Participants.....	72
Research Findings.....	72
Semi-Structured In-depth Interview Findings .....	73
Employer Expectations in the Area of Finance .....	73
Employer Expectations in the Area of Management .....	74
Employer Job-knowledge Need Requirements.....	75
Employer Job-knowledge Requirements .....	76
Employer Job-knowledge Found to be Lacking.....	76
E-Delphi Round One and Two Findings .....	77
Employer Job-Knowledge Requirement Importance Level Rating Differences .....	79
Summary .....	83
Chapter 5: Recommendations and Conclusions .....	85
Overview of the Study .....	85
Interpretation and Summary of Findings .....	87
Employer Expectations and Need Requirements.....	90
Employer Job-knowledge Requirements found to be Lacking.....	90
Employer Knowledge Requirements in Academic Disciplines Other than Management and Finance .....	92
Summary of Research Findings and Literature Reviewed .....	92
Teamwork .....	93
Policies, Regulations, and Rules.....	94
Time Management and Customer Care Skills .....	95

Understanding of Operations, Finance, and Information Technology .....	95
Financial Management, Forecasting, Analysis, and Planning .....	95
Accounting Fundamentals, Financial Statements, and Financial Report Writing Job-knowledge Theoretical and Application Skills.....	96
Researcher Reflections.....	96
Trend 1 .....	96
Trend 2 .....	97
Trend 3 .....	97
Conclusions .....	97
Limitations .....	100
Implications.....	101
Recommendations.....	101
Recommendations for Leaders .....	101
Recommendations for Further Research.....	102
Closing Summary.....	103
Chapter 6: A Proposed Undergraduate Business Curriculum Model .....	105
Graduate Preparation and Workplace Demand Alignment .....	105
Research Based Curricula .....	106
Academic Knowledge Components.....	108
Summary.....	111
References.....	112
Appendix A: Semi-Structured In-depth Interview Invitation to Participate.....	129
Appendix B: Informed Consent.....	130
Appendix C: Stimulus Text List of Concepts and Theories .....	132

Appendix D: Semi-Structured In-depth Interview Questions.....	134
Appendix E: Triangulation .....	136
Appendix F: In-depth Interview Discussion Format and Process .....	137
Appendix G: Semi-Structured In-depth Interview Employer Job-knowledge Requirements (Delphi Round One Discussion Input) .....	142
Appendix H: Delphi Round One and Two Importance Rating Results.....	148
Appendix I: Semi-Structured In-depth Interview Coded Transcripts.....	155
Appendix J: Data Analysis Approach and Process.....	168
Appendix K: Linking Job-knowledge Requirements to Subject Area, Theory, and Concepts.....	170
Appendix L: Job-knowledge Requirement and Academic Knowledge Component Alignment .....	191
Appendix M: Job-knowledge Requirement and Academic Knowledge Component Importance Levels Across Organizational Divisions .....	200

## LIST OF FIGURES

Figure 1 Theoretical constructs guiding the research process .....	10
Figure 2 Job-knowledge curriculum alignment and goal achievement in UAE schools of business process.....	100
Figure 3 Research based curriculum design process .....	107
Figure 4 Data collection and analysis framework.....	108
Figure 5 Interpretation of findings model.....	110

## Chapter 1: Introduction

Business leaders in the United Arab Emirates (UAE) have expressed concern that schools of business do not prepare bachelor-level graduates capable of performing entry-level skills required in the workplace (Al Suwaidi, 2010). A mismatch has existed between educational skills and labor market requirements affecting employability of graduates entering the UAE labor market (Playfoot & Hall, 2009). Abu Dhabi Council for Economic Development Department of Planning and Economy (2008) reported on the initiation of education reforms to address the mismatch between educational skills and private sector requirements.

Academics in the Arabian Gulf region attribute the gap between labor market needs and business graduate competencies to teaching methods that have emphasized theoretical studies not matched with labor market requirements (Al-Suwaidi, 2010). A shift in educational programs in the Twentieth Century, caused by mass schooling and increased importance placed on science and mathematics in the UAE, affected employability of business school graduates entering the labor market (Wiseman, 2010). According to Wiseman (2010), curricula of schools of business in the UAE not relevant to practitioners, may have contributed to skill shortages and unemployment of entry-level business school graduates. In 2010, Jelili reported that worker skills within Arab countries were inadequate for meeting labor market demand. During 2010, 25.8% of unemployed UAE nationals held university degrees (Statistics Centre Abu Dhabi, 2010).

### **Background of the Problem**

Factors affecting employability of bachelor-level graduates entering the labor market and relationships between schools of business and employers within the UAE have been a source of concern for governmental leaders and UAE schools of business

(Wiseman, 2010). UAE government leaders have recognized the importance of matching job-knowledge and educational skills with labor market needs to narrow the education/employment gap (Sherif, 2013). In 2009, Playfoot and Hall reported a lack in communication existed between employers and educational institutions in the UAE. The conclusion by Playfoot and Hall was that employers kept job skill requirements in-house and did not collaborate with educational institutions in identifying employer requirements.

### **Statement of the Problem**

The general problem is that UAE business schools have not prepared bachelor-level graduates that meet employer expectations (Al Suwaidi, 2010; Jelili, 2010; Playfoot & Hall, 2009). Business school graduates in the UAE have lacked entry-level job-knowledge and skills required in the workplace (Randall, 2011; Sherif, 2013), which left available positions unfilled that resulted in increased unemployment (Abu Dhabi Council for Economic Development, 2008; Al Suwaidi, 2010; Playfoot & Hall, 2009). The educational programs in business schools in the UAE might not be relevant, which may have affected employability of graduates (Wiseman, 2010).

In 2009, Playfoot and Hall reported that little research was available about employer needs, expectations, and specific job requirements that employers want business school bachelor-level graduates to have when entering the UAE labor market. The specific problem is the need to align preparation of undergraduate business school graduates with workplace demands in the UAE health care industry (Allam & Alfaki, 2013; Braxton, 2011). A study to explore employer needs, expectations, and job-knowledge requirements that might be used to assist curriculum developers in creating curricula more relevant to practitioners, could lead to enhanced graduate preparedness to carry out their roles as employees and increased entry-level

graduate employability (Barhem, Salih, & Yousef, 2008; Bartlett, Ghoshal, & Beamish, 2008; Bennis & O'Toole, 2005; Goetsch & Davis, 2010; Shuayto, 2012).

### **Purpose of the Study**

The purpose of this qualitative Delphi study was to explore job-knowledge and practitioner expertise needed by bachelor-level graduates in meeting employer expectations in the UAE health care industry. The objective was to explore the needs that a panel of experts regarded as necessary for business school graduates entering the UAE labor market.

### **Significance of the Problem**

Practitioner relevant job-knowledge could improve bachelor-level graduate employability, narrow the gap existing between theory and practice, and improve the quality of management, financial services, and employer satisfaction within the UAE health care industry (Bushouse et al., 2011; Guo, 2007; Hughes, Bence, Grisoni, O'Regan, & Wornham, 2011). Employability of graduates is an important measure that affects a business school's accreditation, reputation, and competitive position (Cavico & Mujtaba, 2010; Jones & Hill, 2010; Lim, 2012; Seethamraju, 2012).

Research findings from this dissertation study might enable business school leaders to make curricula modifications to improve stakeholder satisfaction in the health care industry within the UAE.

### **Significance of the Study to Leadership**

Jones and Hill (2010) explained that strategic leadership is the most effective way to increase organizational performance, achieve a competitive advantage, operate effectively, maximize shareholder value, and fulfill organizational goals. Business school leaders have a responsibility to lead strategy implementation processes toward goal accomplishment and mission achievement. Bennis and O'Toole (2005)

described the mission of business schools as the creation of knowledge through research and preparing graduates as educated practitioners.

According to Jones and Hill (2010), successful business school mission achievement is possible through use of a business model grounded in practice, with implementation of strategies that integrate job-knowledge and practitioner expertise. Goetsch and Davis (2010) indicated that collaboration through partnering with employers is an important component of leadership because interaction between business schools and industry is critical to successful program and curriculum design. Inclusion of research relevant to practitioners in curricula and course delivery could lead to business school mission achievement (Bennis & O'Toole, 2005; Jones & Hill, 2010; Jurše, 2009). Through collaboration between business schools and employers, employability of business school graduates can be enhanced (Joseph & Payne, 2011).

### **Nature of the Study**

Traditional Delphi techniques were developed by The Rand Corporation in California to acquire reliable consensus between a group of staff members considered experts in a topic under investigation (Dalkey & Helmer, 1963). Dalkey and Helmer (1963) described the Delphi technique as a method designed to achieve consensus between experts by repeatedly questioning group members through use of questionnaires designed to include controlled opinion feedback in an environment which does not allow any direct confrontation between group members. The Delphi method allows repetitive use of interviews or questionnaires to obtain expert opinions. Dalkey and Helmer emphasized that interview questions need to be set in a way that will encourage and stimulate reasoning processes of experts involved and should place focus on the problem under investigation. Delphi designs provide for



understanding of research issues to structure communication processes, collect primary data from a group of experts, and obtain group consensus (Steinert, 2009).

The Delphi method is an appropriate research method in an educational setting to explore critical employer job-knowledge requirements (Nworie, 2011), which could provide information to business school leaders in curricula and program decision-making processes. Delphi techniques focus on collective opinions of experts, and findings have more quality than individual opinions limited by their individual views (Nworie, 2011). According to Chiravuri, Nazareth, & Ramamurthy (2011), Delphi designs, if compared to the repertory grid (RepGrid), work best for generating consensus and reducing conflict in situations from multiple experts in the short term.

Making use of the Delphi technique also eliminates disadvantages associated with round-table discussions and confrontations caused by opposing viewpoints expressed, and reduces bias that could result from not concealing respondent opinions (Dalkey & Helmer, 1963). Chiravuri et al. (2011) believed RepGrid technique to be superior to the Delphi technique over the long term because of obtainment of more and higher quality knowledge. Post, Rannikmäe, and Holbrook (2011) implemented the Delphi technique over two rounds to determine knowledge and competencies Estonian employers valued and believed necessary for graduates to be productive in the workplace. Steinert (2009) made use of dissensus based online Delphi technique in an explorative approach to identify success factors that may have affected adoption of a mobile data service during an investigation into a research and development issue. Computer based Delphi methodology was used by Steinert to reduce research costs and time spent on research activities.

Delphi research methodology was used to determine opinions of recruitment experts involved with bachelor-level graduates entering the UAE health care industry in functional areas of management and finance, to determine the level of agreement between expert opinions regarding job-knowledge UAE employers expect bachelor-level graduates to have when entering the labor market. Ten semi-structured in-depth interviews were conducted to address research problems and obtain in-depth data relative to specific job knowledge requirements of a large local employer within the UAE health care industry. The objective was to determine job-knowledge that experts from a large employer in the UAE health care industry considered important to business school graduates entering the UAE health care labor market. To reach agreement between six job-knowledge experts regarding the importance employers placed on each of the 103 job-knowledge requirements identified during semi-structured interviews Delphi technique was employed online over two rounds.

### **Research Questions**

The research questions (RQs) that provided the basic framework for this study were as follows:

- RQ1: What job-knowledge requirements are UAE employers in the health care industry expecting UAE graduate schools of business bachelor-level graduates to have when entering the labor market?
- RQ2: What job-knowledge requirements do UAE employers in the health care industry find to be lacking when UAE graduate schools of business bachelor-level graduates enter the labor market?

### **Conceptual Framework**

An initial supposition was that bachelor-level graduates from UAE graduate schools of business were not meeting expectations of employers in the health care

industry when entering the labor market because of insufficient job-knowledge. To address the research problems an initial framework, in which a list of possible reasons why UAE graduate schools of business had not produced bachelor-level graduates that meet employer expectations in the health care industry, was created as follows:

- Schools of business have not produced bachelor-level graduates capable of performing entry-level skills required in the UAE workplace (Al Suwaidi, 2010).
- Business school graduates lack employability skills (Culkin & Mallick, 2011).
- Business school graduates must have more than only the technical skills acquired through business school programs (Grant, Malloy, Murphy, Foreman, & Robinson, 2010).
- Unemployment for UAE graduates is due to a lack of job-skills under Emirati's compared to job-skills of expatriates (Sherif, 2013).
- Graduates lack job-knowledge because business schools placed focus on mass education and profit (Jurse, 2009).
- Changes in the business environment have made business school curricula inefficient and ineffective (Barhem et al., 2008).
- Business school curricula are not matched to UAE employer knowledge need requirements (Barhem, Younies, & Smith, 2011).
- High unemployment identified among poorly trained UAE nationals (Randeree, 2009).

Possible reasons why programs may not have produced graduates that meet employer expectations were obtained from an extensive review of literature regarding the disconnect between theory and practice, the gap between theory and practice, and employer job-knowledge expectations of entry-level business school graduates entering the UAE health care labor market.

Mehrjerdi (2011) emphasized the role of Quality Function Deployment (QFD) in value creation, productivity enhancement, customer requirement analysis, and responding to customer needs within organizations. QFD House of Quality is a design tool, traditionally used to manufacture products that meet customer requirements by including customers in product design decisions and by focusing on achieving customer satisfaction through producing products customers want (Hauser & Clausing, 1988). Mehrjerdi also provided an explanation of how QFD, from a systems thinking perspective, could be used for business decision-making, process improvement, and building competitive advantage. Saleki, Sabet, Roumi, and Dezfoulian (2012) studied factors influencing Total Quality Management (TQM) principles within an educational setting and implementation of TQM concepts with the objective of continuous process improvement, emphasizing the importance of successful implementation of the TQM concept within institutions of higher education.

Denton, Kleinst, and Surendra (2005) employed a TQM, QFD House of Quality approach to curriculum development in business schools. Denton et al. provided an explanation how QFD House of Quality technique could be applied during the design stage of business courses to meet employer requirements, assure quality in curriculum, and increase graduate employability. Gonzalez, Quesada, Mueller, and Mueller (2011) employed QFD methodology to identify the voice of industry in international business curriculum design. Students were viewed as products of higher education and employers were identified as the customers. Gonzalez et al. carried out content analysis of business surveys and international job announcements to identify expectations of customers, translated customer expectations into curriculum requirements, and ranked requirements through use of a

1 to 5-point Likert scale. Findings included information useful in determining areas and courses that meet customer demands, and areas in need of improvement to inform university decision-makers. Theoretical constructs that provided input on which decisions in the dissertation study were based and used to identify data sources and obtain data on employer expectations, needs, and job-knowledge requirements in order to find answers to RQ1 and RQ2 are presented in Figure 1.

### **Participation Criteria**

Participation requirements for participating in semi-structured in-depth interviews and two online Delphi rounds was determined through use of the following criteria:

- (a) Academic qualifications (Bachelor-level or higher).
- (b) Knowledge regarding employer job-knowledge requirements (The number of years participants were involved in supervision and evaluation of graduate work performance in the relevant job-positions served as indicator of participant knowledge regarding employer job-knowledge requirements).
- (c) Academic and job-knowledge in area of hospital administration/management.
- (d) Academic and job-knowledge in area of hospital pharmacy management.
- (e) Academic and job-knowledge in area of health insurance management.
- (f) Academic and job-knowledge in area of finance.
- (g) Academic and job-knowledge in area of human resource management and recruitment.
- (h) Experience in issues related to the employment of bachelor-level graduates entering the UAE health care labor market.

Individual research participants had to meet points (a) and (b) but were not required to meet all criteria because academic and job-knowledge requirements specified in

points (c) through (h) differ across academic disciplines and organizational divisions. Therefore, employees working in a specific division would not be expected to have knowledge related to other divisions. Collectively all selection criteria were met by the 10 research subjects.

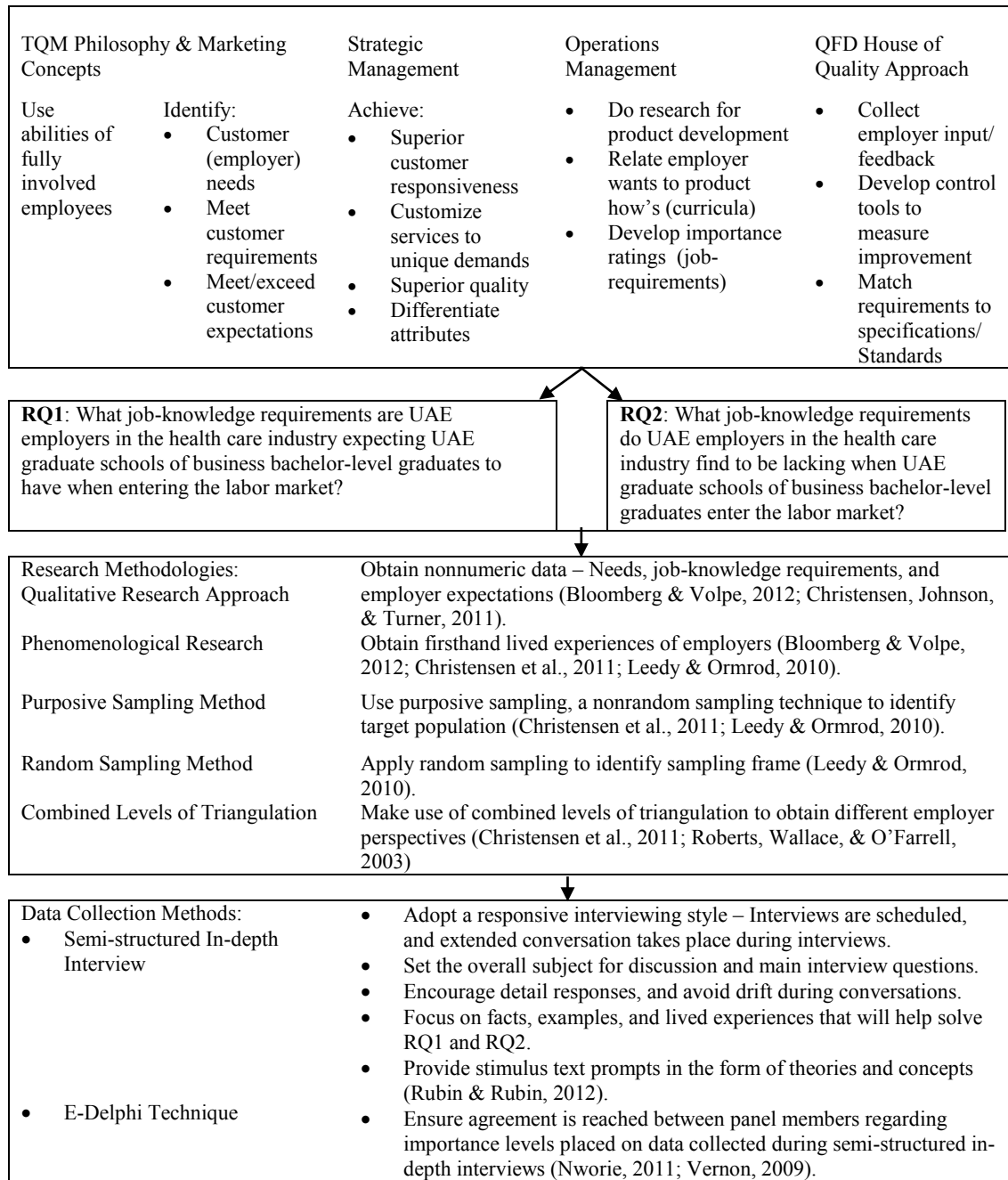


Figure 1. Theoretical constructs guiding the research process.

## **Definition of Terms**

Definitions of terms specific to this study are as follows:

**Emirati.** An Emirati is a national of the United Arab Emirates (McDermott & Neault, 2011).

**Employability.** The point at which job-knowledge requirements of UAE employers in the health care industry and job-knowledge of bachelor-level graduates from UAE schools of business are similar (Boden & Nedeva, 2010).

**Expert.** A person considered knowledgeable regarding employment expectations by health care employers related to entry-level bachelor graduates of UAE business schools (Nworie, 2011; Vernon, 2009).

**Stakeholders.** Employers in the UAE health care industry, bachelor-level graduates, UAE schools of business, the UAE government, and those who have a direct interest in employability of bachelor-level graduates from schools of business in the UAE (Post et al., 2011).

## **Assumptions**

This dissertation study relied on the assumption that employers would provide truthful information regarding job-knowledge theoretical content requirements and the importance placed on each identified job-knowledge requirement. An assumption was that no researcher bias, response bias, and social desirability bias occurred because employer responses reflected true feelings, opinions, or beliefs about job-knowledge requirements. Managerial decisions regarding job-knowledge requirements were assumed unique and dependent on subjective assessment. An assumption of major importance was that job-knowledge requirements could be identified through interaction with employers and that employers were able to communicate or translate job-knowledge requirements into academic terms. During

interviews, employers might not have communicated specific job-knowledge requirements because they may have assumed that this specific information was already known or they believed to be part of general knowledge. Therefore, to avoid job-knowledge requirements from being excluded from communication, use was made of bracketing by including “*stimulus texts*” (Shank, 2006, p. 49) in interview discussions. The research approach was based on the assumption that organizational job-knowledge requirements are uniform and orderly.

### **Scope of the Study**

A Delphi design was used to gain group consensus from expert practitioners to explore the level of agreement regarding job-knowledge requirements UAE employers in the health care industry expected graduates to have when entering the labor market. To select Delphi panel members, 10 experts were invited to participate of which six knowledge experts accepted and participated in two e-Delphi rounds. Data collection involved interviewing 10 employees from three UAE organizations operating in the health care industry under the authority of the selected Abu Dhabi health care company involved with bachelor-level graduates entering the UAE health care labor market. Semi-structured in-depth interviews were used to obtain data regarding employer job-knowledge expectations because the research objective was to gain an understanding of employer expectations regarding job-knowledge requirements in a real life situation.

Face-to-face interviews containing open-ended questions were used to obtain data regarding job-knowledge required from employees working in managerial positions and finance departments of the host organizations. Open-ended questions were an appropriate data collection method because the research objective was to gain an understanding of individual practitioner perceptions, opinions, and experiences



related to job-knowledge requirements of UAE employers in the health care industry. The objective of this research was to identify job-knowledge requirements and expectations of individual employees in order to gain an understanding of employer needs, expectations, and job-knowledge requirements regarding graduates from UAE undergraduate schools of business.

The study was limited to job-knowledge requirements in the academic domain of management and finance in the health care industry. Generic skills, language skills, and skills not directly related to functional areas of management and finance, were not included in the study. Because of limited time and resources available, work readiness skills, attitudes of graduates towards work, punctuality issues, and other factors contributing to employability of bachelor-level graduates or enhancement of business school process effectiveness fell outside the scope of this study and were therefore not addressed.

### **Limitations**

The research findings from this research study may not be representative of other organizations. Participant employer responses may be limited to job related experience and the level of truthfulness of participants. Because the possibility existed that research findings could be limited to certain types of data because of researcher bias, bracketing was used to reduce researcher bias. Interviewer expectations, behavior, visible characteristics, and the interviewee work environment may have created bias. To reduce interviewer bias questions were prepared beforehand so that the interviewer could read questions exactly as written, in which case respondent responses were limited to the written questions and important data might not have been obtained, which was a limitation. The study may also have been

limited to the note taking ability of the interviewer because in-depth interviews were not recorded, and to the credibility and dependability of the method employed.

### **Delimitations**

The study was delimited to three healthcare facilities operating under the authority of an Abu Dhabi health care services company that included company headquarters, hospital and hospital pharmacy, and a health insurance facility operating within the city of Abu Dhabi. Focus of research was on what employers in the UAE health care industry regarded being important job-knowledge for entry-level business school graduates in the academic domain of management and finance. Student expectations regarding employment opportunities, causes of the gap between theory, practice, and factors other than meeting employer expectations and job-knowledge requirements that may have contributed to narrowing the gap between theory and practice did not form part of this research study.

Organizations not involved in the health care industry were not included in the study. Focus of inquiry was placed on job-knowledge important to hospital management, hospital pharmacy management, finance, human resource, and health insurance functions involved in business administration only, and excluded medical and health care related academic knowledge concepts and theory, not directly relevant to recruitment, administrative, managerial, and financial aspects of business operations within UAE hospitals, clinics, health insurance companies, and pharmacies. The study and data collection was limited to available time and monetary resources. Credibility of the research study relied on the assumption that participants were representative of the population. Results of qualitative studies are not generalizable to a larger population and therefore presented a delimitation to the study's credibility.

An inductive approach was followed because facts surrounding UAE employer expectations were used to identify and assess importance of UAE employer job-knowledge requirements. Inductive analysis assisted in identifying expected employer job-knowledge requirements, but might not have provided evidence beyond reasonable doubt that entry-level business school graduates at bachelor level are expected to have specific job-knowledge. Use of semi-structured in-depth interviews and open-ended questions made for difficulty in drawing comparisons between information received from the interviewees.

In-depth interviews were limited by the interviewer's interviewing capabilities because in-depth interviewing requires great skill from the interviewer and may have affected the accuracy of data collected. Interviewer bias may also have limited accuracy of data collected. To avoid interviewer bias and facilitate accuracy of data, two interviewers could have been used but because of resource restrictions, one interviewer conducted all 10 interviews.

### **Summary**

UAE government leaders have recognized the importance of matching job-knowledge and educational skills with labor market needs to narrow the education/employment gap (Sherif, 2013). Playfoot and Hall (2009) reported a lack of communication between employers and educational institutions within the UAE. Wiseman (2010) pointed out that curricula of business schools in the UAE might not be relevant to practitioners, which may have affected employability of graduates and performance efficiency of the curriculum within UAE schools of business.

To address the problem, a qualitative approach allowed for collection of in-depth data relative to specific job knowledge requirements of a large local employer within the UAE health care industry. To collect data, Delphi methodology and semi-

structured in-depth interviews were used to identify job-knowledge requirements employers in the health care industry expect bachelor-level graduates to have in management and finance when entering the UAE labor market. The constant comparative method, a repetitive process of collecting data and comparing data collected to employer job-knowledge categories organized according to level of importance described by (Roberts et al., 2003), was used to analyze data collected.

A review of the literature relevant to employer needs, expectations, and job requirements in the United Arab Emirates is presented in Chapter 2. Topic areas outlined include a historical overview regarding the UAE education-labor market relationship, management theory and cultural constraints, UAE education, workforce requirements, the education-labor market gap, collaboration between UAE schools of business and UAE employers, graduate employability, and curriculum strategies.

## Chapter 2: Review of Literature

The purpose of this qualitative study was to explore job-knowledge and practitioner expertise needed to achieve business school goals in meeting employer expectations in the United Arab Emirates (UAE) health care industry. Employability of entry-level graduates may be achieved through collaboration between employers and business schools resulting in practitioner relevant curricula. To achieve the objective of this study, data regarding current knowledge local employers in the health care industry regarded as being necessary for business school graduates entering the UAE labor market was sought.

A variety of sources were used to gather germinal and recent sources on the problem. Abu Dhabi Chamber of Commerce library, UAE government statistics, University of Phoenix library, and The Emirates Center for Strategic Studies and Research library were searched for sources on the problem. The Delphi technique, Quality Function Deployment (QFD), semi-structured in-depth interviews, stimulus texts, prompts, and open-ended questions were used to collect data.

Literature reviewed included employability of business school bachelor-level graduates entering the UAE labor market, effectiveness of business school processes and mission achievement, factors affecting employability of entry-level graduates, and the gap between academic knowledge and workplace expertise. The relationship between perceptions of business and industry leaders regarding importance placed on skills, competencies, and job-knowledge requirements was investigated. Previous research has been included to provide insight of previous attempts to solve employability problems of bachelor-level graduates from UAE schools of business and improve effectiveness of business school processes, quality, and profitability.

## **Historical Overview of Education-Labor Market Relationships**

Schools of business have not been successful in providing bachelor-level graduates that meet employer expectations and labor market needs in countries including Australia, Canada, Taiwan, UAE, United Kingdom, and the United States of America (Barhem et al., 2008; Bennis & O'Toole, 2005; Chen, 2005; David & David, 2011; Gosling & Mintzberg, 2006; Jackson, 2009). The design, structure, and content of Australian undergraduate programs, according to Jackson (2009), had contributed to the lack of undergraduate talent experienced within the country. Research findings by David and David (2011) identified substantial differences between employer job-requirements and course content taught in undergraduate schools of business in the United States. Research carried out in Taiwan colleges of business by Chen (2005) indicated that practicing financial managers rated ethics as the most important job competency. However, research findings by Chen showed no evidence of ethics being included in curriculum of financial programs of business colleges studied (p. 74). Within UAE schools of business, curricula was revealed by Barhem et al. (2008) to be ineffective and inefficient because of globalization and changes within the business environment.

Not meeting customer expectations is the route of a failing system, and as described by Deming (1975) the result of managerial error, indicating a need for process and output improvement in schools of business. To improve effectiveness of processes within schools of business, Gosling and Mintzberg (2006) provided business school educators with a seven-principle guideline for educating business practitioners in which they emphasized that management education should not be treated solely as preparation for managers, but rather as a factor accompanying manager context and experience. As concluded by Gosling and Mintzberg, differing

perceptions between academics and practitioners existed about what should be taught in schools of business emphasizing the need to customize management education programs through industry interaction, communication, and dialogue.

Gosling and Mintzberg (2006) emphasized the importance of including issues practitioners experience in the workplace and providing opportunity for interaction between classroom learning and practice in business school programs (p. 424). As pointed out by Deming (1975), students may know how to set organizational goals but may not know how to formulate strategy or implement practical methods to achieve the organizational goals, which may have contributed to inability of graduates to carry out managerial job-duties in the workplace. Deming explained that to recognize attainment of quality objectives, organizational leaders should first understand quality systems, be knowledgeable about quality issues, and have the ability to judge quality in order to achieve objectives.

### **Management Theory and Cultural Constraints**

In a paper presented to The American Society of Mechanical Engineers, Frederick Winslow Taylor (1911), the originator of scientific management theory, stated that fundamental principles of scientific management are applicable to the management of universities. Taylor also pointed out that systematic management was a remedy for inefficiency within organizations and recognized the traditional rule of thumb knowledge as an asset of each individual employee; however, critics thought Taylor's view regarding employee capabilities and intelligence was limited. Taylor made use of scientific principles to analyze whether efficiency could be increased in an experiment involving workers loading steel slabs into railroad cars.

To increase productivity, Miller, Catt, and Carlson (1996) posited that Taylor analyzed each job element, before carefully selecting the person he thought would be

best for the job, where after employees were trained in what was termed “proper techniques” (p. 40). Taylor also believed in application of scientific principles to many different jobs to increase productivity and company profits, which are beneficial to both the company and workers. As an alternative to Taylor’s mechanistic thinking, systems thinking described by Flood and Jackson (2000) as systems that transform inputs to outputs through processes within the system (p. 5) was developed. Flood and Jackson advocated taking a total systems intervention approach (TSI) to problem solving within organizations rather than TQM because they believed TSI to have significant advantages above TQM for promoting learning. Houston (2007) viewed systems thinking as organizations that are systems of process, structure, meaning, knowledge, and power and believed TQM methodology to be inappropriate for solving problems within institutions of higher education.

Houston (2007) considered the use of terminology describing higher education as a process and students as work-in-process to be dehumanizing and objected to describing students as customers because the implication thereof, that academics are service providers, does not portray the relationship between academics and students correctly and could result in lowering the status of the teaching profession. Houston recommended use of systems approaches focused on student learning and critical systems heuristics (CHS) to solve problems experienced in higher education. Houston expressed the view that schools of business should place emphasis on uniqueness of graduates and promote diversity instead of emphasizing conformity through applying TQM principles, placing focus on learning, the purpose of higher education, and on identifying ways that better achieve this purpose rather than on controlling means.



In 2010, Karoly noted that forecasted globalization, technological change, expected skill shortages, and increased future demand for highly skilled knowledge workers in the UAE labor market indicated a need for schools of business to adjust organizational processes to expected future demand requirements. According to Heizer and Render (2009), productivity is dependent on effective use of knowledge within knowledge societies. Matching practitioner relevant job-knowledge to curricula could lead to effective use of knowledge and could increase process efficiency and productivity within UAE schools of business (Heizer & Render, 2009). Achieving excellence in UAE schools of business will require an ability to provide superior value to business school students consistently over the long term (Goetsch & Davis, 2010). Changes within the external environment requires redesign of operational processes within UAE graduate schools of business. To remain practitioner relevant, programs and curricula need to match the changing educational and employer needs within the workplace, on a continuous basis (Heizer & Render, 2009).

David and David (2011) advocated realignment of business program curricula and employer requirements to achieve business school objectives and mission. A proactive approach to change, by narrowing the gap existing between the business community and business school academics, could result in competitive advantage creation within undergraduate schools of business (David & David, 2011). Machikita and Ueki, 2013 noted that communication and collaboration facilitated process improvement emphasizing the importance of collaboration between business and industry.

Management theories, concepts, and practices differ across countries (Hofstede, 1993). Research by Hofstede (1993) indicated that theories developed in

the United States to understand management and leadership practice were not appropriate for implementation in Japanese, German, Dutch, and French cultures. According to Hofstede, knowledge of existing conflict between management theories across countries became evident from a comparison made between work of management theorists Frederick Winslow Taylor, an American engineer, and Henry Fayol, a French engineer, at the start of the twentieth century (p. 85). Fayol focused on organizational structures and sources of authority and Taylor placed more value on issues of organizational efficiency.

Hofstede (1993) also identified differences between management styles of managers from different countries. German management theories placed focus on formal systems, and on managers to assign job-tasks and solve work-related problems. In the Japanese culture, peer groups carry out the control function within organizations. Within Chinese organizations, unlike Western culture, ownership and management are not separated and the one owner family member carries out decision-making. In Germany, an apprenticeship system transfers knowledge and learning from the classroom to business and administrative situations in the work environment.

Hofstede (1993) doubted the validity of Western American management theories applied in non-western environments because application of Western management practices in underdeveloped and poor countries in other parts of the world, did not contribute to economic development within these countries. Based on historic performance, Hofstede believed local management theory to be part of local infrastructure and as such, impossible to import into another culture in packaged format successfully (p. 87). Country differences have had a significant influence on usefulness of business school programs by Støren and Aamodt (2010).

## **United Arab Emirates Workforce Requirements**

Randall (2011) noted that higher education institutions in the UAE incorporated a socio-economic model that placed great importance on preparing students for work and economic development of the country. Business schools also offered programs designed to prepare graduates for work, of which business and management courses, were the most popular (Randall, 2011). Changes in the UAE work environment have influenced employment opportunities of entry-level graduates, which lead to increased unemployment and a need for communication and collaboration between employers and schools of business in the UAE (Al Suwaidi, 2010).

The UAE has followed an approach of buying educational models and expertise from other countries to minimize the time required to build an education system (Kirk, 2010). According to Kirk (2010), imported educational models might not be as effective as educational models customized for the UAE. The workforce of organizations must be adequately skilled, and skills updated on a regular basis to maintain or improve organizational competitiveness (de Grip, 2010). Skills needed in the UAE labor market change because of shifts in labor demand and affect the type of skills required for adequate job specific performance (de Grip, 2010).

Perceptions that employers have of the ability of graduates and job knowledge requirements that have changed, necessitated identification of subject knowledge employers regard most important in the workplace by business school academics (Hesketh, 2000). Nicks-McCaleb (2005) recommended focusing on distinctive education needs and workforce requirements instead of implementing a standardized broad policy. Globalization and technological change increased the demand for skilled business school graduates able to work in the global economy in the first

decade of the 21<sup>st</sup> century (Karoly, 2010). Jackson (2009) stated that skill shortages would increase in the future because employers would be seeking more highly skilled knowledge workers. In 2010, Karoly reported that countries in the Arabian Gulf needed an effective education system and a well-functioning labor market to meet employer needs. According to Posner (2009), *pracademics* (i.e., people who have held significant positions as academics and as practitioners) could bridge the gap between academics and practitioners through teaching, communication, cooperation, research, and leadership because practitioners and academics are in a position to contribute and add value to both theory and practice.

Research carried out by Hernández-March, Del Peso, and Leguey (2009) in Spain, directed at identifying entry-level competency requirements for university graduates, focused on finding out whether a mismatch existed between employer demands and higher education. Hernández-March et al. (2009) also investigated ways to align education and current business needs and concluded that the competency most important to Spanish employers was technical field specific knowledge. The ability to assimilate knowledge distinguished university graduates from less educated employees. Negative findings towards higher education identified by Hernández-March et al. were the significant differences between academic knowledge of business school graduates and required workplace expertise, and shortcomings in the development of generic competencies that matched employer job-knowledge requirements. Research findings also identified a need for closer relationship building between employers and universities, to discover specific types of competencies required by employers.

In the United Kingdom (UK), Bennett and Kane (2009) focused research on areas of business and management and examined methods used by business schools to

interact with employers and managerial attitudes towards employer involvement. Research findings indicated a positive attitude toward employer involvement in business school activities. Bennett and Kane pointed out that teaching of transferable skills to under-graduates improved graduate employability. According to O'Brien, Drnevich, Crook, and Armstrong (2010), business school involvement in scholarly research within the United States, contributed economic value to students through increased financial returns, after employment resulting from knowledge and skills students acquired. Lombardoizzi and Casey (2008) investigated the effect of developmental relationships on workplace competence for entry-level graduates in the United States. Research results suggested that through strong developmental relationships the time new graduates needed to become competent employees in organizations could be shortened.

Nolan, Conway, Farrell, and Monks (2010) investigated employer expectations and satisfaction with graduate competencies and made comparisons between graduate perceptions of employer expectations regarding graduate preparedness to carry out their roles as employees in Ireland's hotel industry. According to Nolan et al. (2010), competency in financial management was essential to hospitality and tourism managers. Nolan et al. concluded that an analysis of perceived importance employers placed on specific job-knowledge and relevance to employer job-knowledge requirements informed business school leaders about future job-knowledge requirements in the hotel and tourism industry. Findings provided support for research directed at identifying specific job-knowledge to determine future job-knowledge requirements for entry-level graduates in business and financial management in the UAE health care industry. Wilton (2008) stated that undergraduate business education could be a means to address concerns regarding

shortages in managerial expertise in the UK and dissatisfaction of employers over work-readiness of graduates.

Spoken communication, used in managerial employment, ranked fifth on the skills list developed for undergraduate programs in the UK (Wilton, 2008). In Germany, academic grades were of lesser importance when making decisions regarding who was hired (Hennemann & Liefner, 2010). In the UK, Hughes et al. (2011) emphasized the importance of interaction between academics and practitioners and encouraged knowledge sharing as fundamental to knowledge creation. A review of the literature by Hughes et al. revealed a poor level of engagement between academics and practitioners, which led to concern because of the importance of interaction in the process of knowledge creation.

Research findings regarding managerial skills and competencies indicated that UAE business leaders in the service sector ranked the ability to motivate people as critically important (Barhem et al., 2008). Team working skills, ability to act in a timely effective manner under pressure, and ability to apply strategic thinking skills were very important (Barhem et al, 2008). UAE business leaders also considered financial management, managerial accounting, strategic management, project management, organizational ethics, business law, and marketing management important fields of study (Barhem et al., 2008). Barhem et al. (2008) emphasized the need for networking between employers and business schools, and recommended paying special attention to managerial skills, competencies, and academic fields of study business leaders identified as being important. Barhem et al. (2011) identified having an understanding of cultural dynamics, knowledge of local UAE culture, and knowledge regarding global contracts and networks as factors critically important to the success of global managers working in the UAE. Cerimagic (2010) emphasized

the importance of carrying out management activities in a way that is appropriate, applicable, and relevant to UAE culture. Barhem et al. (2011) found research regarding skills and competencies of Arab managers and research investigations into management, leadership, and organizational behavior in the Arab world limited.

### **Education Labor Market Gap**

In 2010, Al Suwaidi reported that the UAE had a gap between the country's labor market requirements and entry-level business school graduates' capabilities. According to Al Suwaidi, business schools created a skill-knowledge competency gap in the country. To bridge the skill-knowledge competency gap in the UAE, Al Suwaidi emphasized the necessity for coordination between educational institutions and employers. Educational institutions in the Arabian Gulf did not operate in the same way as western counterparts (Al Suwaidi, 2010). A key difference was that Arabian educational systems did not place the same amount of importance on research in curriculum development and on the level of importance placed on profits. Al Suwaidi stated that by matching education and employer needs, and providing life-long learning built upon the knowledge and skills of employees, coordination between employers and education systems was achievable. Through coordination, skills obsolescence resulting from changing workplace requirements could also be minimized (Al Suwaidi, 2010).

Academics in the Gulf region attributed the gap between educational programs and labor market needs to teaching methods that emphasized theoretical studies not matched with labor market requirements (Al Suwaidi, 2010). Inadequate skill-sets are a factor in UAE university graduates' inability to compete in an open labor market (Al Suwaidi, 2010). Coordination between educational institutions and employers, as noted by Al Suwaidi, can narrow the gap between Gulf Co-operation Council (GCC)

labor market requirements and higher education. To equip graduates with skills needed in the workplace, identification of important core competencies for business school graduates entering the UAE labor market is necessary (Al Suwaidi, 2010).

Jackson (2009) stated that institutions of higher education contributed to soft skill deficiencies in the United States, United Kingdom, and Australia. As a result, institutions of higher education pursued policies on development of generic skills. Jackson presented a list of industry-relevant competencies, identified by employers internationally over a period of ten years, confirming the need to find out what employer requirements are regarding graduate competencies. According to Jackson, developed countries do not have the graduate skill sets necessary to support and maintain their knowledge economies. The lack of skills experienced in the United States, UK, and Australia was attributed to design, structure, and content of undergraduate programs. Jackson's research focused on the cause of, and the misalignment between academic knowledge and job-knowledge in the United Kingdom, Australia, and the United States. Jackson stressed a need for industry and institutes of higher education to become more engaged in activities such as work placement, curricula development, and to identify businesses requirements regarding graduate knowledge, skills, and core competencies.

Jelili (2010) stated that education and worker skills were not adequate to meet job demands in Arab countries because of a gap that existed between worker skills and job skill requirements. A practical remedy to unemployment and the expected growing skills-gap was to reform the education system through inclusion of vocational training programs that are in line with labor market needs was recommended. Also suggested by Jelili was to minimize differences between



education and labor markets, improvement of business school processes and employability of business school graduates.

### **Business School Objectives**

Heavily debated in the literature is whether the objective of business schools are profit oriented in order to satisfy investors or to educate and deliver graduates capable of performing job-tasks and duties in the workplace (Jackson & Chapman, 2012, p. 108). Arguments support the view that business schools are profit oriented, developers of higher order skills and intellect, and developers of effective future business leaders (Bennis & O'Toole, 2005; Jackson & Chapman, 2012). Skills and abilities of business school graduates are the essence of management education (Stattelberger, Cornuel, & Plinke, 2011). Boden and Nedeva (2010) described the main purpose of universities in the knowledge economy as creation of a workforce that matches the needs of employers. In Australia, supporters of vocational education reported that the role of community colleges enhances local communities through identification of education and technology employer needs, and provision of skilled workers to organizations (Moodie, 2006).

In 2009, Green, Hammer, and Star stated that universities had become increasingly vocational and were doing more than teaching disciplinary content. Preparing graduates for work requires focusing on applied knowledge and on vocational courses (Randall, 2011). According to Randall, universities in the UAE offer vocational degree programs and are more vocationally oriented than universities in the UK. Research regarding student enrollment by subject area during the 2009-2010 academic year, found vocationally oriented courses in business and management, to be the most popular among UAE students (Randall, 2011).

## **Importance of Business School Employer Collaboration**

Sundberg et al. (2011) emphasized the importance of collaboration between employers and institutions of higher education in the United States. As pointed out by Sundberg et al., identification of desired knowledge and implementation of identified knowledge in the curriculum is a prerequisite to providing graduates with knowledge and competencies needed in the workplace. Analysis of science, technology, engineering, and mathematics (STEM) research findings by Sundberg et al. indicated a need for university faculty and administrative employees to collaborate with organizations and governments to identify skills needed to enhance academic training content, and to design appropriate curriculum to meet future scientist demand. Sundberg et al. believed STEM research findings to be applicable to all sciences.

Reasons for establishing closer ties between industry and business schools in India related to the strong focus placed on lectures with little attention given to important attitudes, values, and skills professional managers required (Choudhary, 2012). Choudhary (2012) believed management faculty placed focus on academic theory instead of focusing on creating partnerships that emphasized the importance of industry-based research, collaboration between business schools, industry, and the Indian Chamber of Commerce. Gitsham (2011) pointed out that business school leaders should be aware of changes in organizational practices and emphasized the importance of flexibility in responding to changes in organizational and management practice in developing work-ready graduates.

To guarantee that Emirati nationals possess the skills required in the workplace, the Department of Planning and Economy Abu Dhabi Government (2008) recognized the need for better links between educational institutions and employers. The relationship between business schools and employers affect employability of

business school graduates in the United States, England, and Australia (Jackson, 2009). Research findings indicate a need for employers and business schools to have joint responsibility regarding the development of required graduate skillsets (Jackson & Chapman, 2012). Nelles and Vorley (2010) stated that in addition to research and teaching, business schools should strive to serve their respective communities by performing activities outside academic environments, and to develop educational programs in response to the needs of employers. According to Molas-Gallart and Castro-Martinez (2007), university students have to be equipped with knowledge, competencies, and skills required in the workplace. Jackson and Chapman (2012) supported the practitioner-relevant job-knowledge view of Molas-Gallart and Castro-Martinez (2007) by emphasizing the importance and need for collaboration between business schools and industry.

Successful collaboration between academics and practitioners has been achieved by both Harvard Business School and the French cosmetic company L'Oréal S. A. Harvard Business School was recognized for leading development of high quality business cases since 1910, when the case study method (CSM) of teaching was introduced (Rebeiz, 2011). Application of CSM involves development of cases by faculty members in collaboration with organizations, and is most useful in teaching managerial skills, including financial acumen skills, interpersonal skills, and leadership skills (Rebeiz, 2011). Employer involvement is crucial to successful case development highlighting the importance of an academic-practitioner relationship.

As part of L'Oréal S. A. recruitment strategy, business simulation programs, L'Oréal e-Strat Challenge and L'Oréal Marketing Award, bridged the gap between education and the professional workplace (L'Oréal, 2006a) by giving participant university students the opportunity to apply academic theory in a simulated work

environment (Najib, 2008). Company recruiters also used the simulation program to identify talented students. In recognition of the program's high quality educational content, the European Foundation for Management Development granted Technology-Enhanced Learning (CEL) accreditation to the L'Oréal e-Strat Challenge strategy game. The success of the simulation program emphasized the importance of employer involvement in business education to improve efficiency of business school processes (IESE Business School, 2005; IESE Business School, 2005; L'Oréal, 2006b).

### **Graduate Employability**

Employability, described by Boden and Nedeva (2010) as the point whereby attributes of individuals and needs of employers are similar, highlighted the importance of employer and business school relationships during curriculum development within business schools. Out-dated curricula is a factor contributing to deficiencies in non-technical skills of Australian business school graduates, which in turn affects employability (Jackson & Chapman, 2012).

An objective of UAE leaders is to become one of the leading knowledge based economies in the world according to Randeree (2009). To achieve this objective, Randeree advocated development of an infrastructure with increased spending on educational research and narrowing the existing knowledge gap. As postulated by Randeree, educational systems in the UAE have not met the changing needs of the UAE labor market. Randaree emphasized the necessity for educational institutions to adapt to changing need requirements of the UAE labor market to meet employer expectations regarding entry-level graduates.

According to Muysken and Nour (2005), education system deficiencies and unskilled labor in Gulf countries created a dependence on foreign technologies, which

led to constrained economic growth and technology development. An investigation into the extent program characteristics related to employability of graduates showed that program characteristics had a significant impact on the value of business school programs in the workplace (Muysken & Nour, 2005). Employability of graduates and ability to carry out assigned job duties are affected negatively by deficiencies in the education system of Gulf countries (Muysken & Nour, 2005).

Several assumptions have influenced perceptions of employability (i.e., being appropriately qualified) in a knowledge-based economy (Brown & Hesketh, 2006). Graduates will not experience situations of unemployment if they are professionally qualified (Brown, Hesketh, & Williams, 2003). Employability is not determined by capabilities of individual employees, but rather by supply and demand on the labor market (Brown et al., 2003). Employability as described by Brown et al. (2003) is dependent on two aspects, fulfilling specific job-requirements, and the hierarchical position of graduates seeking employment. Employability is having the ability to find, maintain, and obtain new employment (Brown et al., 2003).

The main assumption influencing recruitment and selection processes within organizations is that a limited pool of talent, capable of taking up senior management positions exists within a knowledge-based economy (Brown & Hesketh, 2006). To create a competitive advantage for an organization, a match between job knowledge requirements and the knowledge competency of job applicants is needed (Brown & Hesketh, 2006). Economic welfare of society and competitive advantage capability of organizations is dependent on the knowledge, job related expertise, skills, and entrepreneurial qualities of employees (Brown et al., 2003). The ability to create value is dependent upon application of knowledge through productivity and

innovation. Muysken and Nour (2005) advocated for improvement of competitiveness of Arabian Gulf countries internationally by building local capacity.

### **Emiratization**

In 2004, the UAE Ministry of Labor issued a decree that set a compulsory Emiratization target of 2% for all companies having more than 50 employees. Emiratization, as described by Randeree (2009), is a process of recruiting, training, and equipping UAE nationals with knowledge, competencies, and skills needed to carry out job-tasks as expected by employers in the UAE labor market. Before implementing the process of Emiratization, organizational leaders will need to identify existing knowledge and skills of Emirati staff and identify existing knowledge gaps (Randeree, 2009).

Pech (2009) stated that collaboration between professional educators and UAE industry leaders was necessary to achieve optimal results through alignment of educational programs and industry requirements and identifying specific knowledge components expected from graduates entering the labor market. Successful implementation of an Emiratization strategy will require appropriate and relevant business programs (Sowa & De La Vega, 2009) that are matched to the level of students and relevant to employer needs (Pech, 2009). Pech advocated for professional courses designed and developed according to UAE industry standards to achieve quality in business school programs. As Raven (2011) pointed out, Emirati's need qualifications and expertise to takeover jobs from expatriates in the UAE.

Targeted training, according to Pech (2009), is a core component in building professional competence. Having recognized the need for targeted training, educational institutions in the UAE developed courses directed specifically at providing Emirati students an opportunity to gain knowledge and experience needed

to meet demand for expatriates in the UAE job-market (Pech, 2009). The mismatch between qualifications provided by the UAE education and training system and UAE labor market requirements has presented a barrier (Raven, 2011). A challenge to organizational leaders in implementing the Emiratization process is transfer of knowledge from expatriate employees to Emirati. According to Randaree (2009), expatriate employees in the UAE were unwilling to transfer their knowledge to Emirati employees because they believed transfer of knowledge would result in replacement by an Emirati.

A strengths, weaknesses, opportunities, and threats (SWOT) analysis of business school resources, capabilities and competencies identified external opportunities for business schools to create competitive advantage in the UAE market (Jones & Hill, 2010). Globalization, technological changes, expected skill shortages, and increased future demand for highly skilled knowledge workers provide opportunities for business schools in the UAE to create a competitive advantage and remain competitive (Jackson, 2009; Jones & Hill, 2010; Karoly, 2010). To create a competitive advantage business schools could make use of QFD, a planning tool that makes use of research, and marketing to determine customer needs (Gonzalez et al., 2011). An objective of QFD is to improve communication and completeness of product specifications through communicating customer expectations within the organization, and through linking specifications directly to the needs and expectations of customers (Gonzalez et al., 2011). Applying QFD House of Quality methodology can involve identifying employer job-knowledge expectations and requirements, creating the house of quality by linking employer needs to academic theories and concepts, and using findings to develop business program curricula (Gonzalez et al., 2011). Through application of the QFD House of Quality concept, customer

expectations can be translated into specific employer requirements to achieve program and product excellence (Saleki et al., 2012).

According to Nold (2011), knowledge creation is a critical success factor for organizations operating in a global environment. Knowledge creation is achieved through collecting and processing experiences of other employer organizations, resulting in sustainable competitive advantage (Nold, 2011). To improve operational performance, UAE schools of business will need to develop capacity to create and distribute knowledge needed to reduce uncertainty, improve the ability to adapt to change, and increase response time in reaction to changes within the business environment (Ramirez, Morales, & Bolivar-Ramos, 2011).

### **Business School Excellence**

Achieving excellence in business school programs requires an ability to provide superior value to customers consistently over the long term (Goetsch & Davis, 2010). Based on the Baldrige Performance Excellence Program, The Accreditation Council for Business Schools and Programs ([ACBSP], 2011) evaluates educational quality of programs by measuring inputs related to teaching and learning, quality improvement of resources, and research based knowledge development. ACBSP encourages continuous improvement of business school processes, TQM, and adherence to ISO 9000 Standards (ACBSP, 2011). According to Liao, Chang, and Wu (2010), TQM can be successfully used in higher education institutions through support from top management and by demonstrating commitment to continuous improvement, customers, people involvement, and teamwork (p. 1127). In support of TQM, Man and Kato (2010) stated that according to research findings, more than 200 educational institutions have been successfully involved in TQM practices in the United States. Houston (2007) suggested the use of appropriately localized systemic



approaches to quality improvement of higher education rather than TQM methods, tools, and concepts.

Strategic management involves managing organizational strategy making processes as effectively as possible so that sustainable competitive advantage could be achieved (Macfarlane, 2014). Management tasks include determining how organizations strategize, develop, and adapt organizational processes to long-term external environmental change (Macfarlane, 2014; Jones & Hill, 2010; Lumpkin, 2003). To gain a competitive advantage, superior performance is needed which according to Macfarlane (2014), would be possible if both strategy and operational effectiveness could be achieved. Thompson and Strickland (2003) pointed out that competitive advantage could be achieved through adjusting organizational process capabilities and competencies to change, but that long-term competitive advantage might be jeopardized in situations where organizations are unable to respond to change on a continuous basis (Wang, Chiang, & Tung, 2012). An objective of TQM is to provide quality service to customers that will result in competitive advantage gained from increased productivity and lower cost advantage, achieved through continuous operational processes improvement, effective employee utilization, and supplier collaboration (Besterfield, Besterfield-Michna, Besterfield, & Besterfield-Sacre, 2003; Saleki et al., 2012). Deming (1975), an authority on quality issues, developed a 14-point management theory aimed at improving quality, customer satisfaction, and profitability within organizations. Mehrjerdi (2011) stated benefits of a QFD approach included process improvement, competitive advantage, and customer satisfaction. In support of a QFD approach (i.e. ,the marketing concept) holds that organizational goal achievement is possible in situations where marketing

efforts have been targeted at meeting need requirements of target customers (Homburg, Wieseke, & Bornemann, 2009; Kotler, 2000).

David and David (2011) suggested realignment of corporate needs and business curricula based on research findings that indicated a substantial difference between employer requirements advertised in job descriptions and course content in management curricula of business schools in the United States. According to David and David, curricula of business school programs should provide management knowledge, training, and skills, bachelor-level graduates will need when entering the workplace. Analysis of job descriptions identified certifications and management licenses as a pre-requisite for entry-level graduate employment; however, 95% of entry-level graduate resumes reviewed did not meet this job description requirement. David and David stated that measurement of business school performance should be on a basis of competence, application, and understanding of business operations and that closer alignment of employer needs and management program curricula would be beneficial to all stakeholders.

According to Aydarova (2012), educational models and curricula of institutions of higher education in the UAE came from Singapore, the United States, and other Western countries. As noted by Aydarova, the ability to fit local UAE context into transferred curriculum could affect successful implementation. However, goals to localize curriculum of institutions of higher education in the UAE were, in most cases, not stated explicitly. Aydarova believed that the development of local educational models and curricula might be more beneficial to the UAE than importing curricula from other countries (p. 297).

Research carried out in American and non-American undergraduate universities suggest a lack of emphasis placed on conflict management in business

management (Lang, 2009). The relevant culture influences how employees manage conflict within organizations. Within the UAE, employers identified teamwork as an important characteristic of successful global managers (Barhem et al., 2008).

As espoused by Lang (2009), within the global business environment team members need to be able to handle conflict arising during the process of problem solving in the workplace. Within empowered employee team working situations, conflict management is a critical skill. However, the amount of education regarding conflict management education existing in American and non-American undergraduate business schools and universities has not been researched in detail (Lang, 2009).

Barhem et al. (2008) identified the need to have conflict handling and problem-solving skills when entering the UAE labor market. According to Barhem et al. (2008), only a small amount of research was available regarding the amount of conflict handling education included in UAE business school curricula. Little research was available regarding the level of importance employers place on conflict, the level of conflict handling knowledge, and whether having conflict handling knowledge would increase graduate employability within the UAE health care industry (Barhem et al., 2008). Lang (2009) noted that conflict management, training effectiveness, and problem-solving skills increase with higher levels of emotional intelligence. To raise the level of emotional intelligence, Lang suggested including conflict management training in management program curriculum of undergraduate schools of business.

## **Curriculum**

Hennemann and Liefner (2010) found subject matter related to knowledge was over developed and transferable skills and competencies underdeveloped in

curriculum of German geography student graduate programs of Justus Liebig University. Subject related knowledge also did not match job-market requirements. Academic knowledge had low relevance to job requirements but received high importance status in curriculum.

Magableh, Kharabsheh, and Al-Zubi (2011) stated that Jordanian universities failed to provide graduates with needed skills before entering the job market. Curricula of Jordanian universities have been the cause of an identified job-skill mismatch existing in the country (Magableh et al., 2011). Educational systems must be able to provide graduates with tools enabling acquisition of knowledge, develop managerial skills, and build experience. Magableh et al. (2011) advocated linking business school education to companies operating within Jordan.

UAE curriculum strategy has emphasized enhancement of knowledge and skills needed for successful employment, and standards-based curriculum linked to labor market needs that prepare graduates to work in a knowledge-based economy (Ridge & Farah, 2011). According to Green et al. (2009), subject specialists and learning developers should ensure that graduate attributes are interpreted in the context of the specific discipline. Through use of QFD, curriculum and course material provide business graduates with skills, competencies, and knowledge, UAE employers regard as being important in the workplace (Denton et al., 2005).

Identification of entry-level graduate skill-knowledge competencies UAE employers regard as being important, could lead to enhancement of graduate employability, through improved curriculum quality. Denton et al. (2005) provided an explanation of the use of QFD to design curriculum that provided job knowledge and competencies required to translate required graduate capabilities into course and curriculum content. According to Denton et al., skills and abilities of graduates need

revision on a continuous basis to ensure the continuation of valuable service to employers. Goetsch and Davis (2010) pointed out that QFD could enhance organizational competitiveness, identify customer need requirements, and ensure that customer needs are included in product design through collecting input from customers before production of products.

### **Recent Research Studies on Business Education and Employer Expectations**

To identify employer job-knowledge requirements and identify the level of agreement between employers regarding each job-knowledge requirement identified Vernon (2009), noted use of Responsive Delphi, ranking, use of Likert scale, and dissemination of collated responses to e-Delphi round participants as collective group feedback. Nworie (2011) explained that Delphi panelists could be asked to identify issues in their area of expertise instead of responding to questionnaire questions and that Delphi rounds have been limited to two in educational technology research studies. The decision to use Delphi technique involved taking into consideration the importance of agreement regarding job-knowledge requirements, the unavailability of current job-knowledge employer findings, and the possibility of conflicting evidence being present. Benefits of using Delphi techniques included having access to a panel of recruitment experts, convenience of participant response, and reduction of wasted time associated with individual interviews (Vernon, 2009).

Chen (2005) investigated and compared perceptions and attitudes of general managers and finance professors regarding competencies, in the academic discipline of finance, expected from college students in Taiwan. Perception and attitude differences between finance professors and general managers were also explored. Research methodology used by Chen included quantitative research, in-depth interviews, modified Delphi, and a questionnaire which was sent to full-time

professors and general managers in the financial industry of Taiwan. In-depth interviews were used to collect data regarding finance competencies in order to develop Delphi round questions. Delphi technique was employed to identify perceptions and attitudes of professor and general manager research participants.

Shuayto (2012) explored differences in the relationship between perceptions of industry and business school leaders in the State of Michigan by ranking job-skills according to leader perceptions of what was important to career success achievement for MBA graduates. To identify differences between levels of importance industry leaders and business school leaders placed on specified job-skills, Shuayto surveyed human resource practitioners and MBA program Deans from various business schools within the State of Michigan. Findings showed significant differences between managerial skills industry leaders rated as important, and importance levels business school leaders placed on specific job-skills under study, indicating that business school instructors should teach what prospective employers require. Shuayto suggested carrying out future research to explore possible differences between perceptions of service industry and business school leaders regarding importance placed on job-skills.

Raouf, Kalim, and Siddiqi (2010) studied Pakistani employer expectations of corporate managers and challenges to business education resulting from globalization at The University of Management and Technology using a case study design. Results of the study indicated a need for updated industry relevant curriculum of the university's Masters in Business Administration (MBA) program, a lack of localized course material, a mismatch between employer requirements and MBA curriculum, and a need for employer and alumni feedback on a continuous basis. Raouf et al. (2010) suggested further research be carried out regarding employer job-knowledge

requirements and emphasized the need for collaboration between business school faculty and organizational leaders, practice-based research, and maintaining updated business school curriculum that incorporates employer needs.

McDermott and Neault (2011) concluded that private sector employers in the UAE found Emiratis were lacking job-related skills and motivation during their first year of employment, which led to significantly high employee turnover. To increase retention rates of Emirati employees within financial services companies, organizational leaders in the UAE suggested use of in-house coaching and implementation of a locally customized coach-training program. Results of a pilot in-house coaching project in a UAE financial services company indicated that Emirati employee retention rates could be significantly increased through in-house coaching.

Barhem et al. (2008) carried out research in the UAE to find out whether curricula of management courses taught at the College of Business and Economics were relevant to UAE employer needs. Barhem et al. obtained opinions from business leaders regarding important skill requirements and identified skills and competencies UAE employers regarded most important in the area of management. Findings by Barhem et al. (2008) indicated a need for collaboration between UAE business leaders and educational institutions in the country to narrow the gap existing between theory and practice by future research in the area of finance.

Barhem et al. (2008) surveyed 155 business leaders in the UAE to identify emerging trends and challenges in business education. Structured survey questionnaires were used to rate levels of importance of 21 current competencies obtained from previous research carried out in the UAE. Survey participants were asked to rate competencies according to their current level of importance within the organization and the expected importance after a period of five years into the future.

To identify most important competencies Barhem et al. applied quantitative research techniques. Central tendency was measured by calculating arithmetic averages, and standard deviation values were calculated to determine dispersion of variables around the mean.

Lang (2009) studied importance of conflict resolution skills and the emphasis placed on conflict resolution skills in undergraduate curricula by reviewing 124 university websites of business schools located in the United States and abroad. Data collected were self-reported data obtained from universities that were selected according to university rankings published by World Report and U.S. News in 2005. Course descriptions available on university websites were reviewed and evaluated to determine the level of emphasis placed on conflict resolution within identified courses.

David & David (2011) explored the gap between academic practice and business practice to identify management licenses and certifications required for entry-level job positions and to assess the gap between manager needs and management focus placed on management curricula. Data were obtained from corporate job descriptions, business student resumes, management textbooks, business course syllabi, and conversations with 30 management professors. Content analysis was carried out to identify required credentials and skills.

Cerimagic (2010) emphasized the importance of team dynamics, communication, leadership skills, use of an appropriate leadership style, and knowledge regarding cultural differences, specifically the five cultural dimensions identified by Geert Hofstede, to successful project management in the UAE. Cerimagic pointed out that both knowledge and understanding of cultural dimensions and knowledge of different management practices was necessary to carry out tasks of



a project manager within the multicultural environment of the UAE. In a study carried out by Barhem, Salih, & Yousef (2008), UAE Business leaders identified and rated 21 skills and competencies in the academic discipline of management. The ability to (a) motivate people, (b) provide leadership, (c) think creatively, and (d) the ability to manage diversity were rated most important competencies. Academic disciplines human resource practices, strategic management, financial management, project management, managerial accounting, production and operations management, legal issues, employment law, organizational ethics, sales management, and marketing management were also mentioned. Barhem et al. (2008) noted that UAE business leaders expected (a) effective teamworking ability, (b) change management, (c) leadership, strategic and critical thinking, and (d) the use of information technology in decision-making to be most important in 2013. Barhem et al. (2011) provided forecasted expectations of the most important managerial knowledge requirements for 2016 obtained from public and private sector UAE business leaders. Managerial knowledge requirements were stated as (a) computer skills, (b) communication skills, (c) knowledge of worldwide networks and contacts, (d) knowledge of home culture, and (e) ability to understand cultural dynamics.

Research carried out in Taiwan showed that (a) ethics, (b) ethical decision-making and conduct, (c) regulations, (d) finance related laws, and (e) knowledge regarding financial regulation were considered most important to employers. Chen (2005) emphasized the importance of ethics in financial professions and believed that the ability of business school graduates, to identify ethical issues, could be enhanced by providing instruction in business ethics. Chen, suggested that CFA curricula and course materials reflected viewpoints of practicing financial professionals and that information contained in CFA curricula should therefore be included in business

school curriculum. Other finance competencies similar to findings of this research identified by Chen were (a) cash and liquidity management skills, (b) credit and inventory management skills, (c) financial statement analysis and reporting skills (d) corporate finance fundamentals, (e) Generally Accepted Accounting Principles, and (f) presentation skills. Deloitte Development LLC. (2013) reported the top five most important financial job-knowledge components required by employers as managing: (a) financial planning and analysis (b) liquidity, (c) finance strategy, (d) talent and (e) information technology.

### **Conclusions**

A review of the literature identified lack of job-knowledge, and inability of bachelor-level graduates to meet employer expectations and job-knowledge requirements as factors that may have contributed to employability problems graduates experienced in the UK, Taiwan, Australia, USA, and UAE (David & David, 2011; Jackson, 2009; Sherif, 2013). Differing perceptions between academics and practitioners exist about appropriate curriculum in schools of business, creating a need for educators and practitioners to customize management education programs of undergraduate schools of business through industry interaction, communication and dialogue (Gosling & Mintzberg, 2006). Research findings revealed substantial differences between employer job-requirements and course content taught in undergraduate schools of business (e.g., Chen, 2005; David & David, 2011). Management theories, concepts, and practices differ across countries (Hofstede, 1993). Research theories developed in the United States to understand management and leadership practice are not appropriate for implementation in all countries (Hofstede, 1993). De Grip (2010) believed changes in consumer demand, innovative

technology, and globalization contributed to the shifts in labor demand experienced in the UAE during 2010.

### **Summary**

Research literature reviewed supported employer involvement, collaboration, and the building of strong relationships between institutes of higher education and employers. Academics, who are knowledgeable about employer needs and have theoretical knowledge, are in the best position to narrow the gap between business school programs and requirements in the labor market. However, to obtain a competitive advantage identification of important knowledge, skills, and competencies employers expect from business school graduates when entering the labor market is necessary. To improve employability of graduates, embedding employer requirements in the curriculum is necessary to ensure graduates have the required knowledge and competencies when entering the labor market.

Information regarding content knowledge areas important to employers, could lead to improvement of course outlines, better use of in class contact hours, employer satisfaction regarding need requirements, and improvement of quality and efficiency in business school processes. Business schools could make use of research findings regarding the importance employers place on knowledge, skills, and competencies required of entry-level graduates to make improvements to their programs and curricula, which could then lead to product quality enhancement and the creation of competitive advantage.

After having reviewed the literature, a comparison between previous research studies carried out in the UAE to explore employer expectations and job-requirements, showed differences in the research objective, purpose, design, method, and data collection methodologies used. Barhem et al. (2008) focused on capturing

trends in business education and the theory-practice gap. Based on survey results obtained from 155 UAE business leaders, Barhem et al. suggested further research related to management and employability skills and competencies in areas of finance and economics. Research activities of Randeree (2009) aimed at evaluation of Emiratization policy to inform human resource strategy within the UAE, and Cerimagic (2010) focused on Australian project manager behavior in the UAE workplace. Barhem et al. (2011) were interested in the importance private and public leaders placed on characteristics of global managers in the UAE, and on identifying future managerial knowledge skills expected to be most in demand between 2011 and 2016. To achieve research objectives of this study, semi-structured in-depth interviews were employed to explore job-knowledge and practitioner expertise needed to meet employer expectations and job-knowledge requirements so that findings could be used to improve efficiency of business school processes and enhance employability of bachelor-level business school graduates within the UAE.

Research findings of literature reviewed showed a lack of communication and involvement between UAE employers and institutions of higher education, a need to develop business school curricula that meets UAE labor market needs, and a need to match business school curricula to employer expectations and job-requirements (Barhem et al., 2008). To address the mismatch experienced between theory and practice UAE business schools made use of experiential training, computerized business simulations, and real world case study exercises (L'Oréal, 2006b). However, interaction and communication between employers and UAE schools of business will have to be established to improve employability of bachelor-level graduates in the UAE health care industry because according to reviewed literature, not enough was done in the past to align employer requirements with curriculum to

ensure practitioner relevant curricula in UAE schools of business (Sherif, 2013).

Work readiness skills, language skills, job-knowledge not related to management and finance, attitude towards work, and punctuality issues were not addressed in this research study. Student expectations regarding employment opportunities, causes of the gap between theory, practice, and factors that contribute to narrowing the gap between theory and practice did not form part of this research study.

Geographic location, research method, design and design appropriateness, population, sampling frame, informed consent confidentiality issues, instrumentation and interviewing procedure used in this study is discussed in Chapter 3.

Conformability, credibility, transferability, and dependability issues are discussed. Chapter 3 also contains a restatement of the two research questions that provided a framework to guide research activities.

## Chapter 3: Method

The purpose of this qualitative study was to explore job-knowledge and practitioner expertise needed to achieve business school goals in meeting employer expectations. This study consisted of two major components: (a) a semi-structured interview with 10 experts from human resources, hospital, pharmacy, finance, and health insurance divisions within a large UAE health care organization, from which 103 job-knowledge expectations were formulated and (b) two e-Delphi rounds that ranked the importance of job-knowledge expectations derived from the interviews. Six of the 10 experts participated in the first and second e-Delphi rounds.

Chapter 3 includes discussions regarding the appropriateness, purpose, and reasons for the method employed. The population, target population, and sampling frame are discussed and reasons for choices made are provided. Data access, permissions, informed consent, and confidentiality issues are discussed. Information regarding geographic location, instrumentation, data coding and analysis and strategies used to strengthen credibility and dependability of research and a restatement of the two research questions that provided a framework to guide research activities are included in chapter discussions.

### **Research Design**

Delphi technique has been used in educational settings to provide leaders with information critical to decision-making (Nworie, 2011). To determine the extent of agreement regarding the importance level placed on each job-knowledge requirement identified during in-depth interviews, Responsive Delphi (Vernon, 2009), a modified version of the Delphi technique devised by Dalkey and Helmer (1963) was employed. Traditionally, Delphi discussions commenced with open questioning from which a list of topics for further consideration was created. As input to Delphi Round 1

discussions, Responsive Delphi technique involved the use of discussion topics identified and listed prior to the start of Delphi round discussions for participant comment (Vernon, 2009). To minimize time panel members spent on research activities, both Delphi rounds were conducted electronically.

According to Chiravuri et al. (2011), Delphi designs, compared to the repertory grid (RepGrid), work best for generating consensus and reducing conflict in situations where inconsistent knowledge generation is obtained from multiple experts in the short term. Chiravuri et al. believed RepGrid technique to be superior to the Delphi technique over the long term because of the ability to obtain more and higher quality knowledge. Compared to individual interviews, Delphi techniques increase quality of findings because the collective expert opinions are considered more valued than findings of individuals (Nworie, 2011). Making use of the Delphi technique also eliminates disadvantages associated with round-table discussions and confrontations caused by opposing viewpoints expressed by experts and reduces bias that could result from not concealing respondent opinions (Dalkey & Helmer, 1963). Post et al. (2011) implemented the Delphi technique over two rounds to determine knowledge and competencies Estonian employers valued and believed necessary for graduates to be productive in the workplace. To increase quality, accuracy, and usefulness of findings in this dissertation study, the level of importance placed on each job-knowledge requirement was determined through use of Delphi technique over two rounds.

### **Restatement of Research Questions**

The following research questions (RQs) that provided the basic framework for this study are as follows:

- RQ1: What job-knowledge requirements are UAE employers in the health care industry expecting UAE graduate schools of business bachelor-level graduates to have when entering the labor market?
- RQ2: What job-knowledge requirements do UAE employers in the health care industry find to be lacking when UAE graduate schools of business bachelor-level graduates enter the labor market?

### **Population and Sampling Frame**

The general population consisted of all health care organizations within the United Arab Emirates (UAE) within the capital city of Abu Dhabi. Corporate headquarters, a hospital and hospital pharmacy, and health insurance facility operating within the city of Abu Dhabi under authority of the selected health care company was the target population from which study participants were selected. Participants were randomly selected from employees within the target population that met selection criteria.

The decision to carry out research was made because the company is a large health care employer of business school graduates in the UAE and has the potential to provide job-opportunities for bachelor-level graduates from UAE schools of business. Corporate leadership is supportive of research and Emiratization initiatives, which also influenced the decision to select this organization.

To guide the participant selection process and identify employees that met selection criteria information and advice regarding employee knowledge and expertise was obtained from a senior recruiter. Because information needed to identify employees that meet selection criteria is located in personal files of employees only available to company employees authorized to handle human resource matters, the assistance of a senior recruiter was used to identify and list employees who met semi-



structured in-depth interview participant selection criteria. The senior recruiter contacted listed employees who met selection criteria to establish their willingness to take part in research activities of which 13 executives volunteered. Names of 10 executives were randomly selected from 13 listed volunteers to participate in semi-structured interviews. Scheduling arrangements for 10 semi-structured in-depth interviews were made according to location and time preference of executives respectively.

A senior human resource administrative officer emailed invitations, to participate in both semi-structured in-depth interviews and two e-Delphi rounds, to 17 employees (See Appendix A). Thirteen employees indicated a willingness to participate in research activities of which 10 employees were randomly selected to participate in an estimated one-hour semi-structured in-depth interview and two e-Delphi rounds. Three recruitment officers, four division managers, and three financial managers volunteered to participate from corporate headquarters, hospital administration and finance divisions, health insurance facility, and a hospital pharmacy.

Selection criteria used for participant inclusion included: (a) Bachelor-level or higher, and (b) knowledge regarding employer job-knowledge in area of hospital administration/management. The composition of the 10 participants who participated in the interviews and the six e-Delphi noted with \* was as follows:

- A senior human resource recruitment officer at the selected Abu Dhabi health care services company.
- A recruitment expert from one of the Abu Dhabi health care services company hospitals involved in recruitment of human resource division managers for hospitals.

- \*A recruitment expert from one of the Abu Dhabi health care services company's health care insurance divisions involved in recruitment for health insurance facilities.
- A financial manager from the Abu Dhabi health care services company's corporate headquarters.
- \*A financial manager from one of the Abu Dhabi health care services company hospital pharmacy facilities.
- \*A financial manager from the finance division of the Abu Dhabi health care services company health insurance facilities.
- \*Three division managers from the Abu Dhabi health care services company hospital facilities. Two of three hospital division managers participated in Delphi rounds.
- \*A division manager from one of the Abu Dhabi health care services company hospital pharmacy facilities.

Permission to conduct academic research in the qualitative exploration of employer needs, expectations, and job requirements in the United Arab Emirates at the selected Abu Dhabi health care company was obtained on June 23, 2013. Access to participants and access to information considered confidential, was granted on the condition that confidentiality obligations and terms set forth in the confidentiality agreement was adhered to.

Permission was also granted to use company premises, recruit subjects for participation in research, conduct research at company facilities, use the name of the selected company, and identify the source of data obtained. An agreement was reached that all data obtained would be maintained in a secure and confidential manner, and that access, and use of study data would not be transferred to any other

person without express written consent from the selected health care services company. Access to and use of data were provided only after IRB approval had been obtained.

### **Informed Consent**

Changes in participant behavior or research findings because of informed participation was not anticipated, therefore, research participants were informed regarding all aspects of research. Before the start of each interview, the interviewer provided a detailed explanation regarding the research study purpose and objectives, participant involvement, rights as participants, withdrawal of participation procedure, known risks, and benefits resulting from their participation. After having addressed all participant concerns verbally, prospective participants read and signed an informed consent letter. The informed consent statement included purpose, procedure, and duration of research, potential risks or discomfort that might be associated with participation, confidentiality and anonymity clauses, the six-digit participant identity code, and contact information (See Appendix B). A copy of the informed consent letter, signed by both parties, was given to participants immediately after signing and before interviews commenced.

Prior to participation, prospective participants were informed that participation was voluntary and that participants would be free to withdraw without penalty at any time. Participants who wished to withdraw before, during, or after data collection were instructed to notify the researcher of their decision in writing through email notification. According to withdrawal procedures, the informed consent document of participants, all digital or hard copy documentation, interview transcripts, data, or information obtained through data analysis related to participants who have

withdrawn, had to be deleted or physically destroyed. However, there were no participant withdrawals.

### **Confidentiality**

To ensure anonymity, a six-digit code number was used as participant identification for all research related communications, data obtained during research activities in digital form or hard copy, and contact information of participants. Participant names were not used and all data files were password protected to maintain confidentiality and privacy of research participants. Online data files were deleted after downloading, and saving the data files to disk minimized the risk of hackers gaining access to online data files. Research documentation, signed informed consent letters, interview transcripts, data, and information obtained through e-Delphi discussions and data analysis, will remain stored in a locked file cabinet for a period of three years. Digital files, back-up files, and hard copy research documentation will be physically destroyed after the three-year storage period. Hard copy documentation will be shredded and the storage disk holding all electronic data received during the two online Delphi rounds will be formatted.

Privacy of participant employer and employees under study was, and will be, respected. Violations of privacy was avoided. The identity and other personal information regarding research participants that may have been obtained during the research process, will be protected from public disclosure. However, information regarding employer job-knowledge requirements will be made public in the form of research findings without making the identity of participants known. Opinions and suggested solutions to problems related to academic job-knowledge and application thereof in the workplace, obtained during research activities, was not and will not be presented or publicized in a way that could be connected to an individual participant.

Data and information collected was work related and of a general nature. Personal or sensitive participant information was not required, and was therefore not sought in order to achieve the research objective.

### **Geographic Location**

Abu Dhabi is the largest of the seven emirates, measuring 26,000 square miles; Abu Dhabi Emirate occupies approximately 80% of the UAE (National Geographic, 1996-2012). Research involved participation from identified organizations in the UAE health care industry. Head office of the participant organization is located in the center of Abu Dhabi City on Abu Dhabi Island, which is approximately nine miles long and five miles wide.

Research activities were carried out in the capital city of Abu Dhabi in the Emirate of Abu Dhabi within the United Arab Emirates (UAE). Actual research was done at the selected Abu Dhabi health care services company facilities. Company premises included corporate head office, hospital pharmacy, health care insurance, and hospital administrative facilities in Abu Dhabi. Hospital administration, pharmacy and health care insurance facilities are located within company premises. Interviews were held in the private offices or meeting rooms identified by each interviewee at the respective company facilities.

### **Instrumentation**

A QFD approach was taken toward identification of data sources to obtain raw data used in answering RQ1 and RQ2 from UAE health care employers, thereby indirectly involving them in curriculum design decisions through obtaining and translating employer job-knowledge requirements into academic knowledge components useful to business school decision-makers. Within a QFD House of Quality framework, customer need requirements are matched with product

specifications during the product design stage to meet customer need requirements (Hauser & Clausing, 1988). Theoretical concepts provided academic input on which research methodology selection decisions were based. Methodologies to identify data sources used in obtaining data on employer expectations, needs, and job-knowledge requirements in order to find answers to RQ1 and RQ2 are presented in Figure 1 in Chapter 1.

Data collection methods included semi-structured in-depth interviews, in which a responsive interviewing style was adopted, stimulus text prompts (See Appendix C), a set of interview questions developed prior to interviewing (See Appendix D), and e-Delphi technique for which two Excel Spreadsheet documents were used. Excel spreadsheets were attached to Delphi round introduction emails. The spreadsheet created for discussion input to Delphi Round 1 was used to rank employer job-knowledge requirement importance levels. The Excel spreadsheet developed for Delphi Round 2 was used to obtain consensus on the calculated Round 1 average importance ratings of job-knowledge requirements identified from semi-structured in-depth interview responses.

The following semi-structured in-depth interview questions were used across organizational divisions:

- Can you tell me about your experience regarding work performance of entry-level business school graduates in your employment in the past two years?
- In your opinion, what are the main job tasks entry-level graduates are expected to perform if employed as a financial/human resources/hospital pharmacy/hospital administration/health care insurance manager?
- In which of the following areas do you think bachelor-level graduate job-knowledge improvement efforts should be focused: planning, organizing, staffing,

leading, controlling, coordinating, decision-making, allocation of resources, health care administration, record processing, process quality management, service quality management, workflow management, project management, task scheduling, any other suggestions.

The following semi-structured in-depth interview questions specific to finance were used:

- In which of the following areas do you think job-knowledge improvement efforts should be focused: budgeting and forecasting, cost control, accounting, managerial accounting, financial management theory and concepts.
- In your view, from the list of financial theories and concepts, is there any specific job-knowledge, theory, or concept you consider instrumental in carrying out job tasks effectively?

The following semi-structured in-depth interview questions specific to human resources were used:

- What selection criteria do you make use of during the recruitment process?
- Have you experienced recruitment problems on the supply side during the recruitment process?
- From your experience, what would be the deciding factor that would single out one job-applicant above other job-applicants in finding employment in the position of a hospital financial manager, hospital administration manager, hospital health care insurance manager, hospital pharmacy manager?

Follow up questions asked during in-depth interviews were based on individual discussion feedback.

Qualifications, experience and expertise of the interviewer and research data analyst included: (a) post-graduate degrees in business management and finance, (b) seventeen years teaching experience in UAE schools of business, (c) experience gained from working as coordinator operations academic affairs office of the deputy vice chancellor of a large UAE university, and (d) experience in conducting interviews.

### **Triangulation**

Three types of triangulation-- data source triangulation; collection method triangulation (Shank, 2006); and, combined levels of triangulation at individual level, group level, and organizational level (Roberts et al., 2003; Turner & Turner, 2009) were used. Combined levels of triangulation (Roberts et al., 2003) was employed to study expectations of UAE employers regarding job-knowledge requirements from different perspectives to provide greater credibility and dependability than could have been achieved through using single level analysis.

Data source triangulation provided different perspectives regarding employer expectations, needs, and job-knowledge requirements which strengthened methodological credibility. A hierarchical chart depicting use of triangulation is presented in Appendix E. A combination of semi-structured in-depth interviews, the Constant Comparative method, and Delphi technique were used to increase quality of findings and further enhance credibility of data through use of collection method triangulation.

### **Data Collection Process**

To determine employer needs, expectations, and specific job-knowledge requirements to be used in the creation of practitioner relevant curricula, which could lead to increased entry-level employability and process efficiency within business



schools, a data collection and analysis framework was developed (See Figure 4). The process involves collecting lived experiences and opinions of employers regarding job-knowledge required, identifying academic knowledge components that match collected job-knowledge requirements, and translating job-knowledge requirements into academic disciplines, theories and concepts to provide practitioner relevant job-knowledge more useful to curriculum developers. Data collection arrangements and activities commenced Monday, May 5, 2014 after having obtained all necessary permissions from the selected health care services company and University of Phoenix IRB board.

### **Semi-Structured In-Depth Interviews**

Semi-structured in-depth interviews, conducted between May 28, 2014 and July 14, 2014 at corporate headquarters, hospital administrative offices, and company health care facilities respectively, provided lived experience accounts of employer expectations, needs, and job-knowledge requirements from 10 respondents.

Recruitment officers, hospital administration managers, hospital pharmacy division managers, and health care insurance division managers involved in managerial and financial activities interviewed, provided employer perspectives, which contributed to the richness of the research findings. A responsive interviewing style was adopted during interviews, which resulted in detailed responses, and less drifting during interviews. To encourage respondents to participate in discussions, the importance and value of their knowledge and experience in solving recruitment and employability problems faced by UAE employers and bachelor-level business school graduates, was emphasized. Asking interviewees their help in solving a mutual business problem, motivated participants to provide their own lived experiences during interview

discussions. Interview discussion format and process steps are presented in Appendix F, and Appendix F: Table AF1.

During interviews, the interviewer ensured that interviewees received the same treatment, and that interviewee responses were based on the same type of interviewer input questions developed prior to interviews (See Appendix D). Follow up questions asked were based on interviewee responses and ensured that more depth and detail was added to responses. Follow-up questions also helped clarify meaning of broadly stated concepts and statements made during discussions. Interview discussions and questions centered on respondent perspectives and viewpoints, because the objective of discussions was to obtain employer perspectives regarding job-knowledge requirements business school bachelor graduates were expected to have when entering the UAE health care labor market. Moving away from questioning sessions to discussion driven sessions, in which respondent opinions and viewpoints based on real workplace experiences were discussed, reduced some of the stress associated with typical interview questioning sessions.

At the start of each interview, interviewees were asked to name academic theories, and concepts they considered necessary for achieving successful work related outcomes. Specifically, interviewees were asked their opinion on what job-knowledge requirements UAE employers in the health care industry expect UAE graduate schools of business bachelor-level graduates to have in functional areas of management and finance when entering the labor market. During discussions focus was placed on finding out what job-knowledge requirements employers found graduates to be lacking. Interviewees were also asked to discuss specific job-knowledge, which they believed to be areas of strength and areas in which

improvement was deemed necessary if graduates were to meet UAE employer job-knowledge expectations.

As a last topic of discussion, stimulus text (See Appendix C) was used to refresh the memory of interviewees regarding academic knowledge interviewees may not have remembered and therefore would not have mentioned during interviews. The objective of in-depth interview discussions was to identify employer job-knowledge requirements. Therefore, it was necessary to obtain interviewee opinions which fall inside and outside the range of topics covered by stimulus text prompts making it necessary to allow answers other than those initiated by stimulus text and prompts. Not allowing answers outside parameters set by prompts will limit identification of employer expectations to prompts provided in stimulus text because answers would be restricted to only the specific job-knowledge items mentioned in the stimulus text. Focus was placed on identification of what employers believed to be important job-knowledge rather than on finding answers initiated by stimulus text topics during the 10 one-hour semi-structured in-depth interviews.

To develop a stimulus text list, academic job-knowledge, theories, and concepts traditionally included in UAE business school curricula, course outlines, prescribed textbooks, and publically advertised job-description documents for positions in health care management and finance, were identified and listed. The list (See Appendix C) was developed from theories and concepts included in management and finance course textbooks used in UAE business schools. Stimulus text was used to prevent interviewees from assuming that certain concepts or theories were part of general knowledge and for this reason, do not mention items that they consider to be important. Interviewees might also have forgotten theoretical names of concepts they believed to be critically important and might not have mentioned these factors during

the interview. Therefore, to prevent inaccurate research findings resulting from recall ability and assumptions that certain job-knowledge was already known, stimulus text was used. During the last 15 minutes, interview questions were repeated to ensure that there were no misunderstandings or miss interpretations of what was meant or said during the interview.

### **Delphi Rounds**

E-Delphi technique was used over two rounds to reach agreement between human resource, hospital management, pharmacy management, finance, and health insurance management Delphi panel experts regarding levels of importance for each of the job-knowledge requirements identified during in-depth interviews conducted. Round 1 commenced on July 15, 2014, one day after completing semi-structured interviews. At the start of Round 1, an introductory email, which included e-Delphi Round 1 task instruction explanations was sent to 10 prospective e-Delphi participants, who had participated in semi-structured in-depth interviews, of which six accepted and participated. A list of job-knowledge requirements obtained from in-depth interviews conducted prior to the start of round one (See Appendix G) was attached to the introductory e-mail. Typically, questionnaires have been used as input (Nworie, 2011) from previous Delphi rounds to focus attention of panel experts on issues to be addressed during each Delphi round and to reconsider responses from previous rounds until consensus is reached. Instead of using questionnaires, a list of UAE health care employer job- knowledge requirements identified during interviews conducted prior to e-Delphi round one, was used as input to e-Delphi Round 1. During round 1, management, finance, and recruitment experts ranked levels of importance of job-knowledge requirements using a 10-point Likert scale.

E-Delphi round 2 was carried out one week after completion of round one to allow time to create a list of job-knowledge requirements arranged according to the average levels of importance based on feedback from e-Delphi round one participants. During Round 2, the objective of panel members was to reach agreement regarding the level of importance individual panel experts placed on each job-knowledge requirement ranked according to workplace importance during e-Delphi round one. At the start of Round 2, panel experts were asked to communicate their agreement and rationale for any disagreement regarding the importance level placed on each of the job-knowledge requirements listed in the Round 2-email attachment.

Panel members received the same discussion input and acted as individuals while making assessments regarding UAE employer job-knowledge requirements. As input to Round 2, an average of Round 1 importance-level ratings calculated from Round 1 responses, was compiled and distributed online to all participating expert practitioners. The objective was to reach consensus regarding importance levels UAE employers placed on specified job-knowledge requirements. Round 1 and 2 responses were submitted at the end of each e-Delphi round through reply email respectively. During both e-Delphi rounds, panel members did not interact with each other. The collective summary findings is presented in Appendix H: Table AH1 through AH5. Identifying and determining the importance of each job-knowledge requirement provided insight into specific job-knowledge UAE employers regarded important and expect graduates from UAE undergraduate schools of business to be successfully employed. Research findings regarding UAE health care employer job-knowledge requirements and corresponding levels of importance were used to answer RQ1 and RQ2.

## **Data Coding and Analysis**

Detailed notes were taken during each of the 10 one-hour interviews. Interviews were not recorded because of cultural considerations and because interviewees were unwilling to discuss their opinions if interviews were recorded. Recording interviews could also have created a formal atmosphere rather than a relaxed informal atmosphere resulting in a situation where the interviewee might have been more inclined to not discuss opinions regarding work related matters freely (Rubin & Rubin, 2012). Because interviews were not recorded, a coded transcript was prepared for each in-depth interview (See Appendix I).

Interview data were written down so that the interviewer did not have to rely on memory to recall what had been discussed during each interview. Actual words used by an interviewee was documented where appropriate. During the interview, the interviewer added comments to transcript data to distinguish between what the interviewee said and what was understood by the interviewer. Unclear statements made by the interviewee during the interview were noted. The interviewer used the last 15 minutes of the interview to clarify unclear or not fully understood statements that were made by the interviewee during the interview by repeating unclear statements and asking the interviewee to confirm correctness of responses. Clarifications were also documented.

Straight after the interview, the interviewer wrote down all thoughts, possible bias detected, whether the interview went well or not, and any other ideas, issues or related comments that came to mind. As was suggested by Rubin and Rubin (2012), interviewer thoughts were kept separate from the data collected from interviewees during interviews. Immediately after each interview, the interviewer read the interview notes, created a summary of the interview, and completed sentences or

points that were noted briefly so that all handwritten interview notes were transcribed directly after each semi-structured in-depth one-hour interview. Interview summaries included main points discussed, ideas, and suggestions of the interviewee. Interview data obtained was linked to the interviewee through the six-digit identification code stated on the interviewee's signed informed consent letter. Other information that was included in the summary was interview location, date, and duration of the interview. The reason why each interviewee was selected to participate was also documented. Names of participants were not used during the entire research process.

**Data coding.** To ensure all interviewee comments and other interview data is retrievable, a coding and labeling system was used to retrieve, sort, and compare comments made by individual interviewees. Hierarchical coding was used to code concepts and job-knowledge according to job position and subject area. Label names were short informative descriptions of each category. To guide the coding process, decisions were made on the most appropriate label name, label definition, method of identifying and recognizing specific categories during the interview, and what was not to be included in a specific category. After completion of all the interviews, data items categorized under the same label were identified, and placed in a separate file together with a summary of items contained within the file. Concepts contained in each file were sorted according to subcategories, comparisons between data items were made, and summaries were made of findings.

**Data analysis plan.** Data collected during the 10 semi-structured in-depth interviews and two e-Delphi rounds were analyzed through identification of job-knowledge concepts and theories in interview transcripts that provided answers to RQ1 and RQ2. The data analysis approach and process followed is explained in Appendix J. From the coded in-depth interview transcripts, respondent statements,

grouped under practitioner expertise, were divided into four categories labeled UAE employer expectations, UAE employer needs, UAE employer job-knowledge requirements, and job-knowledge found to be lacking. Job-knowledge requirements that fell outside academic disciplines management and finance were grouped together. Within each of the categories, job-knowledge statements and phrases specific to the research problem, made by in-depth interviewees, were identified and listed. Sub-categories were used to separate job-knowledge requirements for job positions in hospital administration and management, finance, human resource management, hospital pharmacy management, and health care insurance management. To inform practice, practitioner expertise and academic knowledge was aligned to provide practitioner relevant job-knowledge, in areas of management and finance, that may be used by curriculum developers to improve process efficiency and graduate employability within UAE Schools of business (See Appendix K: Figure AK1 through AK7; Appendix L: Table AL1 through AL5).

### **Conformability, Credibility, Transferability, and Dependability Strategies**

The qualitative approach to validity, viewed in the traditional way, is presented by the four concepts, credibility, dependability, conformability, and transferability of research. Together these four concepts determine the level of trustworthiness of research findings (Hernon & Schwartz, 2009; Liu, Ghauri, & Sinkovics, 2010). A participant check process was used to ensure dependability of the research study (Hernon & Schwartz, 2009). The purpose of this process was to establish an audit trail that linked data source, collection method, and use of data, to ensure that interviewer notes provided correct information, and that researcher claims were substantiated (Jiang & Cao, 2011). Bias bracketing was employed to reduce possible researcher bias. To meet conformability and transferability requirements,



clear descriptions of the methodology used, and explanations of processes followed during data collection and analysis, was developed to enable other researchers to create similar studies using other populations (Hernon & Schwartz, 2009; Shank, 2006; Jiang & Cao, 2011). To increase dependability and consistency of this research, demographic data of research subjects and detailed explanations of processes followed were provided in the form of tables, diagrams, and frameworks (See Table 1; Figure 1 through Figure 5).

### **Summary**

The purpose of this qualitative study was to explore job-knowledge and practitioner expertise needed to achieve business school goals in meeting employer expectations. To achieve the study purpose a qualitative research approach was taken to obtain information regarding UAE employer job-knowledge expectations because managerial decisions regarding job-knowledge requirements were assumed unique and dependent on subjective employer assessment. Data collection was carried out through semi-structured, one-hour, in-depth interviews. To achieve the research objective consensus regarding the level of importance employers placed on specific job-knowledge was determined through use of the e-Delphi technique. Delphi panel members included recruitment experts, division managers, and financial managers within the UAE health care industry who are considered to have expert knowledge of employer job-knowledge requirements. Stimulus text prompts, bias bracketing, and triangulation methodology, through combining organizational, group, and individual principal levels relevant to business management to explore different employer perceptions, was employed to enrich research results and enhance credibility of research findings.

Analysis and results of semi-structured in-depth interviews are discussed in Chapter 4. Delphi round results and analysis were discussed in detail and are included in Chapter 4 discussions. The levels of importance placed on each of the identified job-knowledge requirements and consensus reached between panel members are included in Chapter 4.

## Chapter 4: Presentation and Analysis of Research Results

The purpose of this Delphi study was to explore job-knowledge and practitioner expertise needed to achieve business school goals in meeting employer expectations in the UAE. A qualitative approach was taken to obtain opinions and views, based on real life experiences from employers about needs, and job-knowledge requirements expected of bachelor-level graduates from UAE schools of business when entering the health care labor market. The decision, to achieve the study's purpose through qualitative inquiry, was made because employer opinions regarding theoretical job-knowledge requirements were assumed unique and dependent on subjective assessment. Another factor considered was the possibility that a situation in which multiple realities experienced by participating employers could have existed.

This chapter contains an explanation on how the study purpose was achieved and includes discussions on semi-structured in-depth interview and Delphi Round 1 and Round 2 findings. Participant information, demographics, and responses received from 10 semi-structured interviews and two e-Delphi rounds were discussed. The level of importance placed on identified employer job-knowledge requirements during the semi-structured in-depth interviews was a critical part of this study and was therefore included in this chapter.

### **Demographic Analysis**

The sampling frame of this study consisted of people employed in UAE health care facilities located in the city of Abu Dhabi who volunteered to participate in the research study. Research subjects were selected according to organizational function, job-title, qualifications, knowledge, and experience in recruitment requirements of bachelor-level graduates from UAE schools of business entering the health care labor

market. Ten employees participated in semi-structured in-depth interviews. Six in-depth interview participants also took part in two online Delphi rounds.

Demographic data from 10 semi-structured in-depth interview participants and six Delphi panel experts are presented in Table 1. The six e-Delphi panel members were also participants in the semi-structured in-depth interviews. Participating Delphi panel members were experts in areas of management and finance and had extensive workplace experience in their respective professions.

Table 1

*Demographics of Participants*

College	Interview Participants ( <i>N</i> = 10)	Delphi Panel Experts ( <i>N</i> = 6)
<b>Education</b>		
Bachelor-level	5	1
Post Graduate Level	5	5
<b>Level of Management</b>		
Top Management Level	5	5
Middle Management Level	5	1
Total	10	6

**Research Findings**

Semi-structured in-depth interview research findings, presented in Appendix G, provided answers to RQ1: What job-knowledge requirements are UAE employers in the health care industry expecting UAE schools of business bachelor-level graduates to have when entering the labor market? Answers were also found to RQ2: What job-knowledge requirements do UAE employers in the health care

industry find to be lacking when UAE graduate schools of business bachelor-level graduates enter the labor market?

E-Delphi round findings presented in Appendix H, provided insight into the importance of job-knowledge requirements in the workplace. Findings also revealed similarities and differences regarding job-knowledge requirements across organizational functions and academic disciplines.

**Semi-structured in-depth interview findings.** Semi-structured in-depth interview findings contained 27 job-knowledge requirements in finance, 29 in health care insurance, 21 from hospital administration/management, 14 from hospital pharmacy, and 12 from the human resource recruitment (See Appendix G).

Job-knowledge requirements identified from the hospital pharmacy division not relevant to management and finance were excluded from the study. Entry-level bachelor graduates from UAE schools of business do not meet employment requirements within this division. Candidates for the hospital pharmacy division must have a postgraduate qualification specializing in pharmacy which disqualifies bachelor-level business school graduates.

***Employer expectations in the area of finance.*** Employer expectations regarding job-knowledge included the following academic components in the area of finance:

- Working knowledge of Information Technology Enterprise Resource Planning (Specialized computer program skills).
- Knowledge of Microsoft Excel.
- Knowledge, skills, and ability to produce and present accurate reports (including financial reports).
- Work accuracy and ability to focus on detail during day-to-day job-task activities.

- Knowledge of Revenue Cycle Management (Claims, billing, revenue collection, and tracking).
- Knowledge of financial forecasting, cash budgets, payment pattern of patient/customers, cash payments and receipts, managing the cash flow cycle, collections and disbursements, and knowledge of banking systems.
- Specialized knowledge and understanding of subject knowledge in area of study (major).

***Employer expectations in the area of management.*** Employer expectations regarding job-knowledge included the following academic components in the area of management:

- Knowledge and understanding of policies, regulations, vendor contract terms, and legal issues relevant to UAE health care industry.
- Knowledge and understanding of the customer care concept.
- Knowledge and understanding of managing and working with people in a work environment (people skills).
- Knowledge, understanding, and ability to analyze, measure, monitor, and report performance results.
- Knowledge and understanding of change management principles and ability to implement change management.
- Knowledge and understanding of the continuous improvement concept.
- Knowledge and understanding of strategic management concepts and purpose (Policy, mission, core values).
- Knowledge and understanding of ethical decision-making.

***Employer job-knowledge need requirements.*** From interviewee responses, the following employer job-knowledge need requirements applicable to all functional areas were identified:

- Knowledge of work ethics (Organizational ethics, which include societal ethics, professional ethics, and individual ethics).
- Knowledge and skills to manage work related stress (Approaches to stress management and types of counselling).
- Knowledge of job-involvement and self-motivation (Degree to which employees invest time in their job, and treat the job as an important part of their life).
- Knowledge and ability to identify where and how theoretical knowledge learned could be utilized in the workplace. Experience from case studies or simulations relevant to the UAE health industry.
- Knowledge specific to the position applied for. Qualifications are too general or not specific enough. Employers need programs and curriculum to be more specialized and less general.
- Background knowledge and terminology of the UAE health care industry.
- Updated knowledge of legal requirements rules, and regulations specific to UAE.
- Knowledge of performance appraisal and reward systems.
- Knowledge and ability to work in teams.
- Knowledge and understanding of leadership.
- Creative thinkers. Employers need graduates to be able to engage in new idea or strategy generation through creative thinking, respond to opportunities available to the organization, find new ways of doing things, improve process efficiency, and think creatively when solving problems or during decision-making.

- Knowledge and understanding of emotional intelligence attributes, self-awareness, self-regulation, motivation, empathy, and social skills.
- Management knowledge that is current and in line with their profession, employer, and industry requirements.
- Knowledge, understanding, and ability to adapt to change (willingness to accept new ideas and embrace organizational change).
- Employers need employees that are ready to accept risk associated with implementation of new idea strategies and risk associated with change.
- Employees need to be proficient in English language and have the ability to deal with people from different cultures and backgrounds.
- Have knowledge of and be able to manage performance contracts for hospitality, security, catering, transportation, cleaning, retail coffee shop, and laundry services.
- Knowledge and understanding of organizational commitment and job-involvement concepts.

***Employer job-knowledge requirements.*** Job-knowledge requirements categorized under employer job-knowledge requirements totaling 103 are listed according to organizational function and division and are presented in Appendix M.

***Employer job-knowledge found to be lacking.*** From interviewee responses, the following employer job-knowledge found to be lacking across all functional areas were identified:

- Knowledge and ability to identify where and how theoretical knowledge learned could be used in the workplace.
- Knowledge of work ethics.
- Knowledge of job-involvement and self-motivation.



- Knowledge and understanding of the leadership concept.
- Knowledge and ability to work in teams.
- Knowledge of performance appraisal procedures and rewards.
- Knowledge of legal requirements, rules, and regulations specific to the UAE.
- Knowledge and skills to manage work related stress.
- Knowledge of information management enterprise resource planning systems, ERP computer technology.
- Working knowledge of Microsoft Excel, including IF statements, writing entering and using formulas in spreadsheets.
- Customer care job knowledge and application skills.
- Revenue cycle management theoretical job-knowledge and workplace application skills.
- Financial analysis and report writing job-knowledge theoretical and application skills.

**E-Delphi round one and two findings.** During Round 1 and Round 2, Delphi panel members rated employer job-knowledge requirement importance in the workplace on a Scale 1 to 10. Use of a 10-point scale provided data that specified the degree of importance more closely than what could be obtained from a scale-point less than 10 because the degree of importance placed on job-knowledge requirements in the workplace could influence curriculum, course outline, and learning outcome weighting decisions. Number 1 represented the most important level of importance.

During Round 1 all six panel members individually ranked importance levels of 21 hospital management job-knowledge requirements, five of six panel members ranked 27 finance job-knowledge requirements, and two of the six panel members ranked 14 pharmacy management job-knowledge requirements, 12 human resource

job-knowledge requirements, and 29 health insurance job-knowledge requirements respectively. Round 2 participation involved communicating agreement/disagreement regarding average levels of importance, calculated from responses received during Round 1, assigned to job-knowledge requirements in the respective fields of expertise. Round 2 responses received from the six participating panel experts included responses of agreement on the calculated average Round 1 rating, used as input to Round 2, for hospital administration/management, pharmacy management, human resource management/recruitment, and finance job-knowledge requirements.

Responses from the two panel experts that rated the 27 health insurance job-knowledge requirements showed that agreement was reached on two job-knowledge requirements only. Health insurance panel experts from this division agreed that revenue cycle management and health care insurance claim procedures were most important and agreed on an importance level of 1 for both of these job-knowledge requirements. Job-knowledge requirements, on which these two panel members had significant differences of opinion, were: (a) customer care, (b) performance leadership, (c) performance monitoring, measurement, and reporting, (d) managing and adapting to change, (e) the management process (planning, organizing, staffing, leading, and controlling), and (f) teamwork (See Appendix H: Table AH4). Reasons for disagreement were not provided. A possible explanation for disagreement may be that one of the two health insurance experts, also a financial manager, may have rated job-knowledge importance from a financial perspective. The other panel member, a human resource recruitment and health insurance expert, may have rated importance of health insurance job-knowledge requirements from a management perspective. Delphi Round 2 importance level ratings also differed across organizational divisions for specific job-knowledge requirements.

*Employer job-knowledge requirement importance level rating differences.*

Identified differences of opinion on levels of importance placed on employer job-knowledge requirements between semi-structured in-depth interview and Delphi technique data collection methods and between organizational divisions, presented in Appendix H and Appendix M, are as follows:

- Semi-structured in-depth interview responses indicated that teamwork was an important job-knowledge requirement in areas: (a) Human Resource Recruitment, (b) Hospital Administration/Management, (c) Hospital Pharmacy Management, (d) Health Insurance Management, and (e) Finance. Delphi Round 2 job-knowledge importance-level rating, on which all participating panel experts agreed, placed teamwork in the most important level of importance category, importance Level 1, and in importance category Levels 2, 3, 4, and 6.
- The decision-making job-knowledge requirement, identified as important from all five areas of expertise during interviews, was placed in importance category Levels, 2, 3, 4 and 6 by panel experts during Delphi Round 2. Decision-making styles and team decision-making job-knowledge requirements identified during semi-structured in-depth interviews were considered by Delphi panel members to be on importance Level 3, and ethical decision-making was placed on importance Levels 3 and 6.
- Problem-solving academic knowledge component was identified as important during interviews and received importance ratings of 2 and 4 from Delphi panel experts during Round 2.
- Conflict management was stated as important within the hospital pharmacy division during semi-structured in-depth interviews and was assigned an importance Level of 2 by two panel members during Delphi Round 2.

- Managing and adapting to change identified as important during semi-structured in-depth interviews across all organizational divisions except finance, was assigned importance Levels of 3, 4, and 9.
- E-Delphi Round 2 panel experts rated work-stress, identified as important from a financial perspective during semi-structured interviews, at importance Level 10.
- People-skills were stated to be important during semi-structured in-depth interviews from human resource recruitment and hospital administration perspectives. E-Delphi Round 2 panel experts rated the level of importance for people-skills at Levels 4 and 5, respectively.
- Communication skills were perceived to be important from both human resource and hospital administration perspectives and received an importance-level rating of 2 from hospital administration and an importance Level of 4 from the human resource organizational function during Delphi Round 2.
- E-Delphi Round 2 panel members rated the importance of culture and cultural diversity at Levels 2, 4, and 5. The ability to work in a global environment was also perceived to be important according to interviewees representing the hospital pharmacy division. E-Delphi Round 2 panel experts placed an importance Level of 2 on the working in a global environment job-knowledge requirement. Cultural differences and the importance of working with people from different cultures was identified as important by interviewees representing the viewpoints of human resource recruitment, hospital management, and hospital pharmacy divisions.
- Knowledge and understanding of the leadership concept, leadership styles, and strategic leadership was considered to be very important to interview participants from human resource, hospital pharmacy, health care insurance, and finance

divisions. Importance levels placed on the leadership knowledge job-knowledge requirement by e-Delphi panel members during Round 2 was Level 2 and Level 4.

- Performance leadership was given an importance Level of 7 in the health care insurance division. This job-knowledge requirement was also mentioned to be important by semi-structured interview participants representing the health care insurance division.
- Strategic leadership was identified as important during semi-structured in-depth interviews. During Delphi Round 2 this job-knowledge requirement was assigned an importance rating of Level 2 for employees working in the hospital pharmacy and health care insurance divisions.
- Motivational techniques were considered important during interviews, and was given an importance rating of Level 2 for people working in the hospital pharmacy division, and Level 4 for employees working in the human resource division during Delphi Round 2.
- Knowledge and understanding of the management process: (a) planning, (b) organizing, (c) staffing, (d) leading, and (e) controlling was identified as important by interviewees representing organizational divisions finance, and health care insurance during semi-structured in-depth interviews. E-Delphi panel experts rated importance levels for the management process at Levels 2, and 6, respectively.
- Theoretical knowledge of planning was identified as an important job-knowledge requirement by interviewees from hospital management, hospital pharmacy, health care insurance, and finance divisions. Importance ratings assigned to the job-knowledge requirement planning was Level 1, 2 and Level 4.

- Organizing was mentioned as important by interviewees from the perspective of hospital management, health care insurance, and finance. E-Delphi Round 2 panel member ratings, according to importance in the workplace on job-knowledge requirement organizing, was Level 3, Level 6, and Level 8 respectively.
- The job-knowledge requirement controlling, which was also important to semi-structured in-depth interview participants representing organizational functions of finance, health care insurance, and hospital management were considered to have importance Levels of 2, 3, 4, , and 6.
- Managing time was stated as important during interviews and was rated as most important by e-Delphi panel experts representing viewpoints from hospital pharmacy divisions. From a financial perspective, importance for this job-knowledge requirement was placed at a Level of 3.
- Quality management job-knowledge was considered important for interviewees from organizational divisions; hospital pharmacy, hospital management, health care insurance, and human resources. Ratings from e-Delphi Round 2 results on importance levels for quality management was Levels 2, 4, and 7.
- Job-knowledge and understanding of the Total Quality Management concept of zero error, customer focus, and continuous process improvement, was identified as important during semi-structured interviews by interviewees representing viewpoints from human resources, hospital pharmacy management, health care insurance and hospital management. E-Delphi round two importance levels, agreed on by panel experts for (a) error avoidance job-knowledge was Levels 2, 4, and 7 (b) Levels 3 and 4 for process improvement; and (c) Levels 1 and 5 for customer care.

- Legal aspects, ethics, and corporate social responsibility were identified as important during semi-structured in-depth interviews. Importance levels assigned to legal aspects, ethics, and corporate social responsibility by panel experts representing health care insurance, hospital pharmacy, hospital management, and human resources, during Delphi Round 2 were Levels, 2, 3, 4, 5, 6, and 7, respectively. E-Delphi Round 2 panel experts also rated job-knowledge of policies, regulation, and rules, identified as important by an interviewee from the recruitment department during in-depth interviews as most important, at Level 1.
- Confidentiality issues and code of conduct were identified as important during interview discussions. E-Delphi panel experts placed the importance of job-knowledge regarding confidentiality matters on importance Level 5 for employees working in hospital administration.
- From a financial perspective, job-knowledge rated as most important by e-Delphi Round 2 panel experts included financial report writing and accuracy; resource allocation and budgeting; financial forecasting, analysis, and planning; capital budgeting process and capital budgeting decision; working knowledge of Microsoft Excel, IF statements, and formulas; working knowledge of Enterprise Resource Planning systems software, financial modeling, revenue cycle management, claim procedures, and knowledge of financial accounting and financial statements.

## **Summary**

The purpose of this qualitative study was to explore job-knowledge and practitioner expertise needed to achieve business school goals in meeting employer expectations. An explanation is provided on how collaboration between UAE health care industry employers and UAE schools of business lead to practitioner relevant

job-knowledge useful to business school decision-makers. Use of practitioner relevant job-knowledge requirements in making better informed decisions regarding curricula, textbook selection, and weight assigned to specific academic knowledge components in course outlines is discussed, and linked to operational process effectiveness and business school goal achievement. Research methodology, the processes of data collection, analysis, and research results are explained. Responses from semi-structured in-depth interviews and Delphi round two results were also discussed. The process by which consensus was reached regarding importance levels placed on employer job-knowledge requirements was discussed and a discussion on interpretation of research findings was included. Responses received from the 10 semi-structured interviews and importance-level rating procedures and results of the two e-Delphi rounds were included in chapter 4 discussions.

A comparison between research findings and literature reviewed in Chapter 2 of this research study are discussed in Chapter 5. Recommendations and conclusions are provided and the significance of findings to business school process improvement are discussed. Recommendations for further research is also included in Chapter 5 discussions.



## Chapter 5: Recommendations and Conclusions

The purpose of this qualitative study was to explore job-knowledge and practitioner expertise needed to achieve business school goals in meeting employer expectations. The objective was to explore needs that health care employers regard necessary for business school graduates entering the UAE labor market. Research findings of this study were compared to findings of studies from literature reviewed. Differences and similarities between job-knowledge requirements, importance employers placed on skills, competencies, and job-knowledge requirements were identified and are discussed in this chapter. Interpretation of findings, conclusions, recommendations, significance of research findings to business process improvement, implications, limitations, and recommendations for future research have been included in Chapter 5 discussions.

### **Overview of the Study**

The sampling frame of this study consisted of people employed in UAE health care facilities located in the city of Abu Dhabi who volunteered to participate in the research study. Research participants were selected from five organizational functions: human resources, hospital administration, health care insurance management, pharmacy management, and finance according to qualifications, their job-position, work related experience, and academic knowledge in management and finance. During the semi-structured in-depth interview participant selection process, the researcher made use of advice from a knowledgeable senior recruiter who listed employee names that met selection criteria. Employees that met selection criteria were then randomly selected from the list and invited to participate in both the semi-structured in-depth interviews and two e-Delphi rounds. Selection criteria used included:

- (a) Academic qualifications (Bachelor-level or higher).
- (b) Knowledge regarding employer job-knowledge requirements.
- (c) Academic and job-knowledge in area of hospital administration/management.
- (d) Academic and job-knowledge in area of hospital pharmacy management.
- (e) Academic and job-knowledge in area of health insurance management.
- (f) Academic and job-knowledge in area of finance.
- (g) Academic and job-knowledge in area of human resource management and recruitment.
- (h) Experience in issues related to the employment of bachelor-level graduates entering the UAE health care labor market.

Individual research participants had to meet points (a) and (b) but were not required to meet all criteria. Collectively all selection criteria were met by the 10 research subjects. Because information needed to identify employees that meet selection criteria is located in personal files of employees only available to company employees authorized to handle human resource matters, the advice from a senior recruiter was used to identify and list employees that met semi-structured in-depth interview participant selection criteria. The senior recruiter contacted employees that met selection criteria to establish their willingness to take part in research activities of which 13 executives volunteered. Names of 10 executives were randomly selected from 13 listed volunteers to participate in semi-structured interviews. Scheduling arrangements for 10 semi-structured in-depth interviews were made according to location and time preference of executives respectively. Panel expertise break-up was; six hospital management experts, five financial experts, two pharmacy management experts, two health insurance experts, and two human resource management and recruitment experts.

Six of the 10 in-depth interview participants participated online over two Delphi rounds. Panel members received the same list of job-knowledge requirements, generated during in-depth interviews, required to carry out job-tasks in areas (a) human resources, (b) hospital pharmacy management, (c) hospital management and administration, (d) finance, and (e) health insurance management as input to both Delphi rounds (See Appendix G). In Round 1 panel experts rated 103 listed job-knowledge requirements, according to level of importance in the workplace in their respective area/areas of expertise using a 10 point scale. Round 2 participation involved communicating (a) agreement/disagreement (b) reason for disagreement, and (c) rating they would agree with if in disagreement, regarding Round 1 ratings of the 103 job-knowledge requirements, determined by calculating average rating of responses received from participating panel experts within their respective area/areas of expertise (See Appendix H and Appendix M).

### **Interpretation and Summary of Findings**

Findings from a comparison made between job-knowledge requirements, identified as important during semi-structured in-depth interviews and e-Delphi Rounds, showed significant differences in importance levels stated for individual job-knowledge requirements. The number of times a specific job-knowledge requirement was mentioned during semi-structured in-depth interviews did not reflect the same degree of importance placed on that specific job-knowledge requirement during Delphi Round 2. Differences in importance level ratings for individual job-knowledge requirements were also identified between organizational divisions (See Appendices I and N). That specific job-knowledge was considered important could be determined from data collected from semi-structured in-depth interviews. However, how important a specific job-knowledge requirement is considered to be in

the workplace could not be determined through use of numbers to measure importance. Differences in importance levels from Delphi rounds showed that importance levels do differ across organizational divisions. Counting the number of interviewees or the number of times the importance of a specific job-knowledge requirement was mentioned to be important provided information that the job-knowledge is important but did not indicate how important the job-knowledge is for carrying out job-tasks within a specific organizational division. Obtaining importance-level ratings of job-knowledge required in the workplace could contribute to usefulness of findings in curriculum and course outline decision-making. Five interviewees from five divisions identified teamwork as important. However, importance-level ratings for this job-knowledge differed across organizational divisions. In situations where information is needed on how important specific job-knowledge is, Delphi method rating and consensus seemed to be preferable. Research findings emphasized the importance of specific academic knowledge components bachelor graduates are required to have if they are to be successfully employed in the UAE health care labor market. Within the academic discipline of management, the following job-knowledge requirements were rated most important in the workplace by Delphi panel experts:

- (a) Teamwork.
- (b) Job-knowledge and understanding of policies, regulations, and rules.
- (c) Customer care job knowledge and application skills.
- (d) Time management skills.
- (e) Background knowledge and understanding of operations, finance, information technology, and ability to integrate these activities.

Knowledge and understanding of job-knowledge requirements important within the academic discipline of finance were as follows:

- (a) Know procedures to follow that will ensure financial reports provide accurate information.
- (b) Resource allocation and budgeting.
- (c) Financial forecasting, analysis, and planning theoretical and application competencies.
- (d) Financial analysis and report writing job-knowledge theoretical and application skills.
- (e) Theoretical knowledge related to the capital budgeting process and the capital budget decision.
- (f) Working knowledge of Microsoft Excel, including IF statements, writing entering and using formulas in spreadsheets.
- (g) Working knowledge of Enterprise Resource Planning systems software such as Oracle, SAP, or any other financial management software program.
- (h) Financial modeling theoretical knowledge and application skills.
- (i) Theoretical and working knowledge of accounting fundamentals and financial statements.
- (j) Revenue cycle management theoretical job-knowledge and workplace application skills.
- (k) Job-knowledge of health insurance claim procedures and ability to apply knowledge in the workplace.

According to responses received from interviewees, academic knowledge and understanding of operational processes within relevant divisions, an understanding of relevant information technology, and the ability to integrate operational activities was

considered to be extremely important in academic disciplines of both management and finance. Responses received from interviewees also emphasized the importance of the ability to identify where and how theoretical knowledge and concepts already known could be utilized in the workplace.

**Employer expectations and need requirements.** Employer expectations and need requirements identified included:

- (a) Knowledge and ability to identify where and how theoretical knowledge learned could be utilized in the workplace.
- (b) Knowledge, understanding, and ability to analyze, measure, monitor, and results.
- (c) Knowledge specific to the position applied for.
- (d) More specialized less general qualifications.
- (e) Working knowledge of information technology Enterprise Resource Planning systems and Microsoft Excel computer programs.

**Employer job-knowledge found to be lacking.** Employer job-knowledge found to be lacking included:

- (a) Knowledge and ability to identify where and how theoretical knowledge learned could be used in the workplace.
- (b) Knowledge of work ethics.
- (c) Knowledge of job-involvement and self-motivation.
- (d) Knowledge and understanding of the leadership concept.
- (e) Knowledge and ability to work in teams.
- (f) Knowledge of performance appraisal procedures and rewards.
- (g) Knowledge of legal requirements, rules, and regulations specific to the UAE.
- (h) Knowledge and skills to manage work related stress.

- (i) Knowledge of information management Enterprise Resource Planning systems, ERP computer technology.
- (j) Working knowledge of Microsoft Excel, including IF statements, writing entering and using formulas in spreadsheets.
- (k) Customer care job knowledge and application skills.
- (l) Revenue cycle management theoretical job-knowledge and workplace application skills.
- (m) Financial analysis and report writing job-knowledge theoretical and application skills.

Literature reviewed and findings of this dissertation study indicated that skill-sets of entry-level business school graduates do not meet all specified employer requirements. Graduates were found to be lacking job-knowledge important to employers. Possible explanations for the perceived inability of graduates to perform specific job-tasks identified include the following:

- Graduates may not have acquired all job-knowledge needed to carry out job-tasks because one or more knowledge components were omitted from course curriculum.
- All relevant academic knowledge components were included in curriculum as stand-alone items instead of grouping all knowledge components needed to accomplish individual job-tasks identified by employers together in curriculum and course outlines.
- Graduates lacked skills to integrate knowledge components needed to accomplish the specified job-tasks.

- Interrelationships between academic components, sequence and processes of learning to be followed to obtain identified competencies, were not specified in curriculum.
- Job-knowledge was not translated into academic knowledge understandable to curriculum developers resulting in course outline learning outcomes that are not matched to job-task competencies and therefore do not provide the desired learning.

**Employer knowledge requirements in academic disciplines other than management and finance.** Employer knowledge requirements in academic disciplines other than management and finance included:

- (a) Knowledge of terminology used in the health care industry.
- (b) Background knowledge of the UAE health care industry.
- (c) Knowledge related to the health care work environment.

### **Summary of Research Findings and Literature Reviewed**

Employer job-knowledge requirements identified during semi-structured in-depth interviews were numbered and listed according to level of importance placed on job-knowledge requirements in the workplace. Listed job-knowledge requirements were also matched to academic knowledge components relevant to each job-knowledge requirement (See Appendix M), to better inform curriculum decision-makers. A comparison between findings of this study and findings of prior research revealed similarities and differences in research findings. Research findings from prior research, 2008 through 2014, including findings from this research, repeatedly placed teamworking ability, ethics, and understanding, application, and integration competencies as most important to employers across academic disciplines, industries, and countries.



**Teamwork.** Findings from prior research supported the importance placed on teamwork (Avramenko, 2012; Barhem et al., 2008; Gershengorn, Kocher, and Factor (2014); Govender, 2013; Strom, Thompson, & Strom, 2013). However, Valsecchi, Wise, Mueller, and Smith (2012) pointed out that teamwork may not be appropriate within health care industry call centers. Xiao, Parker, and Manser (2013) emphasized the importance of teamwork within the health care industry by pointing out that safety and quality of healthcare depended on efforts of care providing team workers. Xiao et al. (2013) concluded that generic nontechnical teamworking skill elements decision-making, communication, leadership, and managing stress, were found to be most important in ensuring safety and efficiency within high-risk health care environments.

Tabatabaei and Lam (2013) emphasized the importance of teamworking skills within organizations and in curricula of engineering and technology programs. Strom et al. (2013) stated that to perform well in teams, was an essential element within an interdependent workplace environment. Parumasur, and Govender (2013), assessed managerial perceptions of the importance of teamwork within a TQM environment and came to the conclusion that teams and teamwork were essential elements of management. Gershengorn et al. (2014), suggested the use of multidisciplinary work teams within hospital intensive care units to improve both clinical operations and patient safety. Barhem et al. (2008) ranked the ability to work effectively in a team and the ability to motivate people, within the top five most important skills, identifying teamwork as very important and the ability to motivate people as critically important to UAE business leaders. Lang (2009) emphasized the importance of conflict management in team environments and reported a lack of emphasis placed on conflict resolution within curricula of universities studied. Gonzalez et al. (2011) analyzed 110 job announcements for positions in international business and surveyed

633 employers in the United States. Findings reported capacity to work in international teams and knowledge of international regulations as important to employers in the United States. However, knowledge of international regulations were reported to have higher importance than teamwork.

The importance of teamwork was further emphasized by importance placed on other academic knowledge components necessary to carry out teamwork activities. Understanding concepts and theory and applying theory in practice may be influenced by inaccurate, incomplete, or incorrect grouping of academic knowledge components that comprise the total job-skillset needed to carry out job tasks in a work environment.

**Policies, regulations, and rules.** In support of importance placed on job-knowledge and understanding of policies, regulations, rules, ethics, and social responsibility within organizations, Barhem et al. (2008) identified legal issues, social responsibility, and corporate governance as important in UAE organizations. Chen (2005) emphasized the urgent need for inclusion of ethics in curricula of finance related courses as ethics was rated the most important competency by Taiwanese finance professors and general managers. Research carried out in the United Kingdom by Gitsham (2011) noted the lack of job-knowledge and skills in environmental, social, and corporate governance related areas, among middle and senior management, within organizations researched. Findings of Shuayto (2012) revealed contradicting viewpoints regarding importance of ethical values between business managers who regarded ethics as most important and MBA program deans in the state of Michigan who rated ethics as a less important managerial skill. Goby and Nickerson (2012) explored the impact of ethics and corporate social responsibility in UAE business school undergraduate business communication courses. Findings

indicated enhanced graduate learning and course curriculum more relevant to demands of UAE employers. The importance of ethics is also emphasized in the Chartered Global Management Accountant Competency Framework (“*Chartered Global Management Accountant*,” 2014) and the Chartered Institute of Management Accountants (CIMA) Report Addressing the Employability Crisis: Reconnecting Education, Skills and Jobs (“*Chartered Institute of Management Accountants*,” 2014).

**Time management and customer care skills.** To inform curriculum decision-making, Shuayto (2012) ranked most important managerial skills in the workplace according to business manager and MBA program dean perspectives. However, time management skills were not ranked within the top seven most important managerial skills by both business managers and program deans. Barhem et al. (2011) identified knowledge and ability to manage time zones as important to UAE business managers. André (2013) stated that a need existed to include Educare in business school curriculum and that business school students should be taught how to implement corporate social responsibility before taking up managerial positions in the workplace.

**Understanding of operations, finance, and information technology.**

Avramenko (2012) researched use of business simulations to enhance employability of students by providing them the opportunity to apply concepts and theory within a simulated work environment. Findings suggested improvement in theory application, leadership, negotiation, and decision-making skills of simulation participants. Avramenko noted teamworking, critical thinking, negotiation, motivation, and time management skills as possible benefits from participating in business simulations.

**Financial management, forecasting, analysis, and planning.** CFO Signals survey findings indicated that financial strategy, planning, and analysis were

considered top financial priorities (Deloitte Development LLC., 2013). Honoré and Costich (2009), noted that financial management competencies were critical to progress in public health finance and described the lack of financial management knowledge as a barrier to advancement in the public health sector.

**Accounting fundamentals, financial statements, and report writing job-knowledge theoretical and application skills.** Findings from global research carried out within organizations from different industries indicated that job-knowledge required from professionals in finance included, (a) financial accounting, (b) financial reporting and analysis, (c) cost accounting and management, (d) planning and control, (e) accounting information systems, and (f) ethics (2015 CIMA Professional Qualification Syllabus, 2014). Findings from the 2015 CIMA Syllabus correspond to findings of this dissertation study on the following job-knowledge requirements (a) financial accounting (b) managerial and cost accounting, and (c) financial reporting and analysis.

### **Researcher Reflections**

An analysis of findings of a comparison between findings and literature reviewed revealed three major trends. The concentration of responses from research findings provided strong support for Trends 1 and 2. Responses from research findings did not strongly support Trend 3.

**Trend 1.** Findings noted job-knowledge required grouped under a generic category. However, findings also suggested a need for specific job-knowledge. The assumption was made that the specific job-knowledge competencies required, were work specific technology tools needed to apply knowledge in the workplace identifying a need to be knowledgeable about and be able to use specific computer software used within organizations in the UAE health care industry.

**Trend 2.** Research findings identified and emphasized specific job-knowledge but seemed not to illuminate interrelationships between individual course groupings or between elements within each course grouping. Interrelationships between academic knowledge groupings were not apparent and their importance seemed not recognized. Therefore, the assumption was made that job-knowledge requirement specifications in management and finance course curriculum may not have included important elements needed to carry out job-related tasks in the workplace affecting relevancy and quality of business school curriculum.

**Trend 3.** Findings related to Trend 3 indicated that to meet employer job-knowledge expectations business school curriculum should include the academic knowledge component of teamwork. However, the ability to work in a team involves a combination of competencies and should not be viewed as a stand-alone item. To meet employer teamwork expectations, knowledge regarding conflict management, rules, motivating people, leadership, ethics, stress management, employee empowerment, employee involvement, time management, individual differences, and emotional intelligence, also identified as important to employers, should first be obtained. Therefore, the assumption was made that to be practitioner relevant, academic knowledge components necessary to carry out job-tasks expected by employers, should clearly specify interrelationships between knowledge components and the sequence and process of learning by which the needed competencies are obtained.

## **Conclusions**

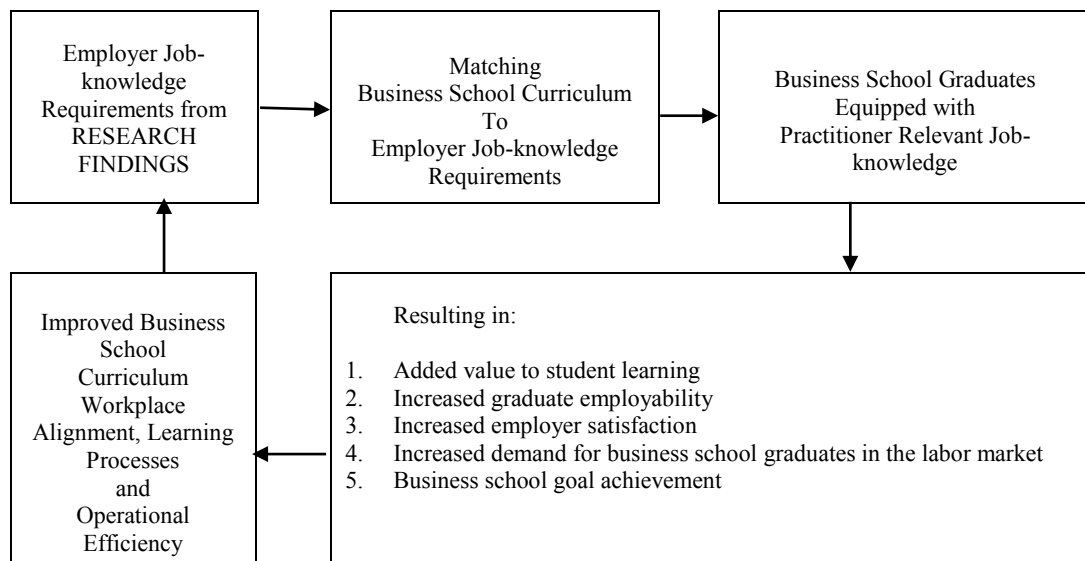
Expectations, needs, and job-knowledge requirements of UAE health care employers identified in this dissertation study were substantiated by prior research findings. Employer descriptions of job-knowledge, skills, and competencies were

provided in workplace terms and described the outcome of the learning processes. The importance of interrelationships between academic knowledge components and competencies to perform job related tasks, and the ability to use the most appropriate combination of competencies to achieve job-tasks was emphasized. A need to provide students the opportunity to gain understanding and experience in applying theory to solve business problems in creative and innovative ways, develop strategies, analyze, and integrate outcomes within a work environment was identified. Including specific accurate academic knowledge specifications in curriculum and providing students the opportunity to apply theory in a work environment may therefore, be considered during curriculum design.

Prior research reviewed showed that systems thinking, TQM, and QFD methodologies used within institutions of higher education could lead to improved operational processes and competitive advantage within schools of business. Findings indicated that QFD House of Quality principles could be used as guideline in business schools to involve employers in curriculum design to ensure that curriculum meets customer expectations. Data source, data collection method, and combined levels of triangulation did not seem to influence specific job-knowledge requirements of employers although differences in importance levels of job-knowledge requirements noted in findings of qualitative and quantitative studies may have influenced findings. Levels of importance also seemed to differ across organizational functions and job-positions. Findings from prior research and findings from this dissertation revealed similarities regarding specific job-knowledge requirements identified as important in areas of management and finance even though the research purpose, methodologies, and data collection methods differed.

The process by which academic knowledge and practitioner expertise could be used to improve operational processes and achieve excellence within UAE schools of business involves exploration and identification of academic knowledge and practitioner expertise. Information of job-knowledge requirements employers regard most important in the workplace, translated into specific academic knowledge components, and used as input during curriculum design to inform decision-makers leads to employer relevant curriculum and improvement of operational processes within business schools. Business school graduates, equipped with job-knowledge required by UAE health care employers, entering the labor market are more likely to meet or exceed employer expectations; thereby increasing customer satisfaction among employers and demand for business school graduates in the UAE health care labor market.

The process by which academic knowledge and practitioner expertise could be used to improve operational processes and achieve excellence within UAE schools of business involves exploration and identification of academic knowledge and practitioner expertise. Knowledge regarding UAE employer job-knowledge requirements related to managerial positions in management and finance within the UAE health care industry, could enable business school leaders to make better-informed decisions regarding curricula and business school programs offered to students. Through better alignment between UAE undergraduate schools of business curriculum and employer job-knowledge requirements, employability of bachelor-level graduates could be enhanced and stakeholder satisfaction within the UAE health industry could be achieved (See Figure 2).



*Figure 2.* Job-knowledge curriculum alignment and goal achievement in UAE schools of business process.

### **Limitations**

The study may have been limited to the credibility and dependability of the Delphi method employed. The research findings from this research study may not be representative of other business programs in other countries. Interviewer expectations, behavior, visible characteristics, and the work environment in which interviews were conducted may have created bias. Not having recorded in-depth interview responses may also have posed a limitation. Participant employer responses may be limited to job related experience and the level of truthfulness of participants. Research findings may have been limited to academic knowledge and experience of research participants and the ability to translate employer job-knowledge requirements into academic knowledge components, in the form of theories and concepts, needed to meet employer expectations. To be useful to business school decision-makers, it is important that employer job-knowledge requirements are



translated into specific, detailed, and accurate academic components to ensure that practitioner relevant job-knowledge requirements are used to inform curriculum decisions. Through better-informed decision-making, quality of learning and operational processes improvement within UAE schools of business might be achieved.

### **Implications**

To bridge the gap between theory and practice employer job-knowledge requirements need to be identified, translated into academic knowledge components, and incorporated into curriculum during the design stage to achieve the required outcome. A process, based on QFD House of Quality principles, by which employer job-knowledge requirements can be translated into practitioner relevant business school curriculum is presented (See Figure 3). Findings of this research may be useful to curriculum developers, curriculum revisers, classroom instructors, and in selecting the most appropriate textbooks and programs in UAE schools of business.

### **Recommendations**

Based on findings, analysis, and conclusions of this study recommendations for (a) business school curriculum decision-makers and curriculum revisers, and (b) researchers planning to explore employer job-knowledge requirements are presented.

**Recommendations for leaders.** To ensure that curriculum is practitioner relevant, business school decision-makers and curriculum revisers could consider the following:

1. Translate employer job-knowledge requirements into academic knowledge components. Include clear, specific, and accurate course specifications and interrelationships between academic course components and knowledge needed to

carry out job tasks in course curriculum during the design stage. Ensure that the total package of knowledge components required to carry out expected tasks in the workplace have been included in curriculum.

2. Obtain or develop computer simulations capable of providing students the opportunity to apply relevant theory and concepts in a simulated work environment similar to that of UAE health care organizations. Include computer software, specific to computer software programs used in the health care industry, in the simulation.

**Recommendations for further research.** Researchers planning to explore employer job-knowledge may be interested in the following research topics:

- Explore the possibility that employers may not be able to communicate or translate job-knowledge requirements in academic terms and implications thereof on business school process improvement initiatives. A qualitative research approach could be used to explore differences between perceptions of employers and academics regarding job-knowledge needed to carry out specified job-tasks.
- Investigate the use of standardized business school curriculum across countries and the effect of cultural differences on employer job-knowledge requirement specifications in areas of management and finance.
- Investigate possible differences between research findings of studies in which pre-determined job-knowledge requirements, taken from existing curricula, were used to identify employer job-knowledge requirement importance and studies in which first-hand accounts of employer lived experiences regarding job-knowledge requirements were used. Possible effects of using differently obtained job-knowledge requirement lists on credibility and dependability of research findings could be included. The method of difference, a qualitative method of data

analysis could be used to compare characteristics between research findings of studies in which predetermined job-knowledge requirements were used to determine job-requirement importance in the workplace and studies in which first-hand accounts of employer lived experiences regarding job-knowledge requirements were used.

### **Closing Summary**

A comparison between findings of studies from literature reviewed and findings of this dissertation study revealed differences and similarities between, job-knowledge requirements, importance employers placed on skills, competencies, and job-knowledge requirements. Findings from a comparison made between job-knowledge requirements, identified as important during semi-structured in-depth interviews and e-Delphi Rounds, showed significant differences in importance levels stated for individual job-knowledge requirements. In situations where information is needed on how important specific job-knowledge is, Delphi method rating and consensus seemed to be preferable.

Research findings emphasized the importance of specific academic knowledge components bachelor graduates are required to have if they are to be successfully employed in the UAE health care labor market. Within the academic disciplines of management and finance specific job-knowledge expectations, needs, and requirements were identified and rated according to importance in the workplace. The importance of interrelationships between academic knowledge components and competencies to perform job related tasks, and the ability to use the most appropriate combination of competencies to achieve job-tasks was emphasized. A need to provide students the opportunity to gain understanding and experience in applying

theory to solve business problems in creative and innovative ways, develop strategies, analyze, and integrate outcomes within a work environment was identified.

Findings indicated that QFD House of Quality principles could be used as guideline in business schools to involve employers in curriculum design and ensure that curriculum meets customer expectations. Information of job-knowledge requirements employers regard most important in the workplace, translated into specific academic knowledge components, and used as input during curriculum design to inform decision-makers leads to employer relevant curriculum and improvement of operational processes within business schools. Through better alignment between UAE undergraduate schools of business curriculum and employer job-knowledge requirements, employability of bachelor-level graduates could be enhanced and stakeholder satisfaction within the UAE health industry could be achieved. Based on findings, analysis, and conclusions of this study recommendations for business school curriculum decision-makers and curriculum revisers, researchers planning to explore employer job-knowledge requirements, and recommendations for further research are presented.

A model that educational leaders might use to align preparation of undergraduate business school graduates with workplace demands is presented in Chapter 6. Also included in Chapter 6 are a data collection and analysis framework, explanation of process steps followed to create practitioner relevant curricula, and the output of the process by which academic knowledge was linked to content courses and academic disciplines of management and finance.

## Chapter 6: A Proposed Undergraduate Business Curriculum Model

The purpose of this qualitative Delphi study was to explore job-knowledge and practitioner expertise needed by bachelor-level graduates in meeting employer expectations in the UAE health care industry. The objective was to explore the needs that a panel of experts regarded as necessary for business school graduates entering the UAE labor market. Chapter 6 is focused on providing a model that educational leaders might use to align preparation of undergraduate business school graduates with workplace demands in the UAE health care industry.

### **Graduate Preparation and Workplace Demand Alignment**

Alignment of undergraduate business school graduate preparation and workplace demands may be achieved by the application of Quality Function Deployment (QFD), a Total Quality Management (TQM) technique, House of Quality principles. QFD House of Quality is a design tool, traditionally used to manufacture products that meet customer requirements by including customers in product design decisions and by focusing on achieving customer satisfaction through producing products customers want (Hauser & Clausing, 1988). Qualitative in-depth interviews is one of the methods used to identify customer wants, and because all customer preferences are not equal, importance weighting is determined based on survey data or experience gained from customer interactions (Hauser & Clausing, 1988). Gonzalez et al. (2011) advocated the use of TQM in schools of business to achieve excellence in academic programs and student learning outcomes. To include employer job-knowledge and skill expectations of entry-level graduates in curricula Denton et al. (2005) employed QFD House of Quality techniques.

## **Research Based Curricula**

The research based curricula process shown in Figure 3, provides an explanation of steps to translate employer job-knowledge requirements into practitioner relevant business school curriculum during the design stage. Process steps include; collaboration with industry to generate data input from employers (Step1). Employer job-knowledge requirement input from employers (Step 2). Academic knowledge component and interrelationship identification and specification (Step 3). Alignment of employer job-knowledge requirements and academic components (Step 4). Creation of information useful to business school decision-makers regarding curricula, textbook selection, and weight assigned to specific academic knowledge components in course outlines. Making use of employer input during the curriculum design stage to ensure that core content courses are identified (Step 5), and that curricula is research based and practitioner relevant (Step 6). Based on Quality Function Deployment (QFD) House of Quality planning tool principles (Hauser & Clausing, 1988), data collection and analysis focused on the identification of employer job-knowledge expectations and translation of job-knowledge requirements into academic knowledge components.

Identification of employer expectations and job-knowledge requirements relevant to human resources, hospital administration and management, pharmacy management, finance, and health insurance was achieved through use of semi-structured in-depth interviews. Data collection included data regarding levels of importance placed on job-knowledge components in the workplace obtained through use of Delphi technique. Data analysis involved translating employer job-knowledge requirements into academic knowledge components that contribute to curriculum

development to improve learning process quality within undergraduate schools of business in the UAE.

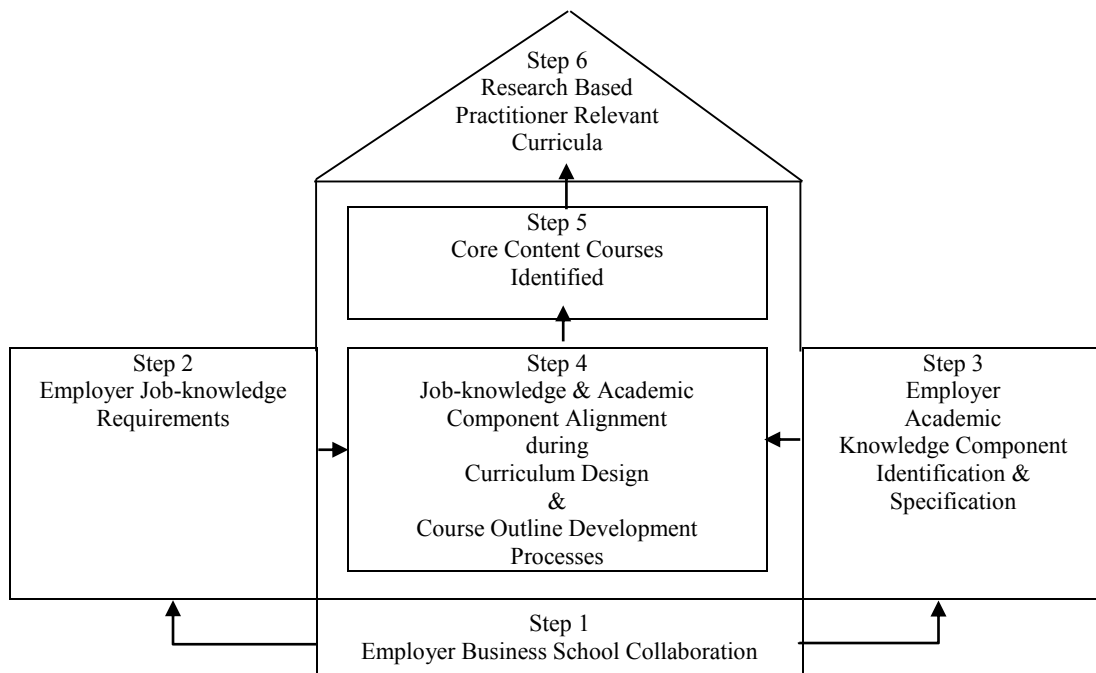


Figure 3. Rresearch based curriculum design process.

Figure 4 is a depiction of the data collection and analysis framework developed to determine employer needs, expectations, and specific job-knowledge requirements to create practitioner relevant curricula, which could lead to increased entry-level bachelor graduate employability within business schools. The data collection and analysis framework provides an explanation on how lived experiences and opinions of employers was collected (Step 1) analyzed (Step 2) and aligned with academic knowledge (Step 3) to provide practitioner relevant job-knowledge (Step 4) in human resources, hospital management, pharmacy management, finance, and health insurance (Step 5). Practitioner job-knowledge was arranged by level of importance in the workplace (Step 6), and then in Step 7 grouped into major areas of management and finance.

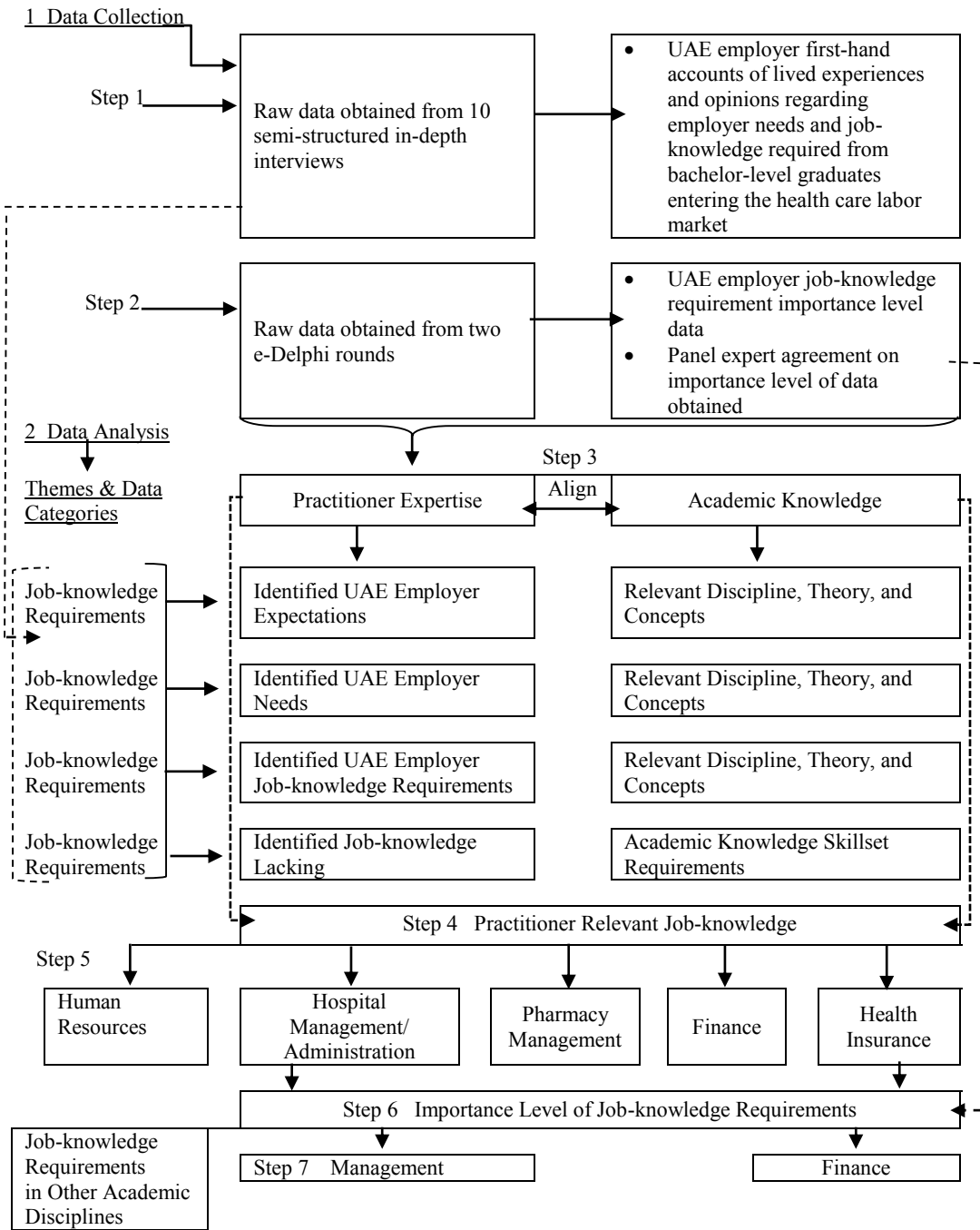


Figure 4. Data collection and analysis framework.

### Academic Knowledge Components

Output of the process, by which academic knowledge was linked to content courses and academic disciplines of management and finance, provided 14 management content courses and four financial content courses from which academic knowledge components required by employers could be obtained (See Figure 5).



Content courses containing academic job-knowledge required by employers in the academic discipline of management include:

- Organizational Behavior
- Leadership
- Performance Management
- Performance Leadership
- International (Global) Management
- Strategic Management
- Management Fundamentals
- Total Quality Management
- Project Management
- Operations Management
- Management of Change
- Marketing Management (Customer Care)
- Legal Environment of Business
- Information Systems Management

Content courses grouped under the academic discipline of finance containing the academic knowledge components required by employers include: (a) Corporate Financial Management, (b) Financial Accounting, (c) Managerial Accounting, and (d) Corporate Governance. Findings regarding employer job-knowledge requirements, academic knowledge components, relevant academic content areas, and academic disciplines providing practitioner relevant job-knowledge useful to decision makers is summarized in Figure 5.

Employer Job-Knowledge Requirement Academic Knowledge Components				Academic Discipline and Area of Study	
Teams, Teamwork, & Teambuilding	Team Participation Effective Teams	Employee Involvement & Commitment Concepts	Resource Allocation	1. Organizational Behavior 2. Leadership 3. Performance Management 4. Performance Leadership 5. International (Global) Management 6. Strategic Management 7. Management Fundamentals 8. Total Quality Management 9. Project Management 10. Operations Management 11. Management of Change 12. Marketing Management (Customer Care) 13. Legal Environment of Business 14. Information Systems & Technology Management	M A N A G E M E N T
People Skills, Performance Appraisal & Reward Systems	Gantt Charts, PERT, CPM & Workflow Diagrams	Communication Skills & Data Base Information Systems	Ethics, Confidentiality & Code of Conduct		
Time Management Skills	Customer Care Concept	Corporate Social Responsibility	ISO Processes & Concept		
Motivational Techniques	Record Processing & Workflow Management	Industry Analysis & Competitive Advantage	Formulating Strategy		
Service Quality Management	Leadership Styles Coaching	Concept of Leadership & Performance Leadership	Strategic Leadership		
Mission & Core Value Concepts	Decision-Making Operational Processes & Techniques	Medical Waste Removal Process & Infection Control Procedure	Goal Setting (SMART Goal Concept)		
Conflict Management	Negotiation & Mediation Procedures	Creative Thinking & Problem-solving Techniques	Emotional Intelligence Concept		
Management of Change	Individual Differences & Cultural Diversity Management	SWOT, Five Forces of Competition & Value Chain Concepts	Work-Stress Management		
Planning, Organizing, Coordinating, Leading & Controlling	Auditing, checking Monitoring Processes & Quality Control	Error Avoidance & Work Task Accuracy	Organizational Systems, Structures, and Processes		
Occupational Health & Safety Issues (International Safety)	TQM, Quality Management & Continuous Process Improvement Concept	Legal Issues, Policies, Regulations, Legislation (Labeling) & Rules	Balanced Scorecard Six Sigma Plan Do Check Act		
Financial Accounting Principles & Financial Statements	Managerial Accounting Techniques	Enterprise Resource Planning (ERP)	Banking System Knowledge		
Financial Budgeting & Capital Budgeting Processes	Financial Management & Asset Management	Health Insurance Claim & Billing Processes	Microsoft Excel, IF Statements & Formulas		
Revenue Cycle Management (revenue collection & tracking)	Financial Analysis Report Writing, & Presentation	Financial Modelling, Financing Decision & Forecasting	Working Capital Management		

Figure 5. Interpretation of findings model.

## **Summary**

Alignment of undergraduate business school graduate preparation and workplace demands may be achieved by the application of Quality Function Deployment (QFD) House of Quality principles. The process by which academic knowledge and practitioner expertise could be used to improve operational processes and achieve excellence within UAE schools of business involves exploration and identification of academic knowledge and practitioner expertise. Business school graduates, equipped with job-knowledge required by UAE health care employers, entering the labor market are more likely to meet or exceed employer expectations; thereby increasing customer satisfaction among employers and demand for business school graduates in the UAE health care labor market. Knowledge regarding UAE employer job-knowledge requirements related to managerial positions in management and finance within the UAE health care industry, could enable business school leaders to make better-informed decisions regarding curricula and business school programs offered to students. Through better alignment between UAE undergraduate schools of business curriculum and employer job-knowledge requirements, employability of bachelor-level graduates could be enhanced and stakeholder satisfaction within the UAE health industry could be achieved.

## References

- Abu Dhabi Council for Economic Development (2008). *The Abu Dhabi economic vision 2030*. Retrieved from <http://gsec.abudhabi.ae/Sites/GSEC/Navigation/EN/publications,did=131400,render=renderPrint.htm>
- Accreditation Council for Business Schools and Programs (ACBSP). (2011). *A process book for institutions seeking initial accreditation*. Retrieved from <http://www.acbsp.org/p/cm/ld/fid=81>
- Allam, A., & Alfaki, I. M. A. (2013) "Transforming the United Arab Emirates into a knowledge-based economy: The role of science, technology and innovation". *World Journal of Science, Technology and Sustainable Development*, 10(2), 84-102.
- Al Suwaidi, J. S. (2010). *Education and the requirements of the GCC labor market*. Abu Dhabi, United Arab Emirates: The Emirates Center for Strategic Studies and Research.
- André, K. (2013). The ethics of care as a determinant for stakeholder inclusion and CSR perception in business education. *Society and Business Review*, 8(1), 32-44. doi: 10.1108/17465681311297667
- Avramenko, A. (2012). Enhancing students' employability through business simulation. *Education + Training*, 54, 355-367.
- Aydarova, O. (2012). If not "the best of the west," Then "look east": Imported teacher education curricula in the Arabian Gulf. *Journal of Studies in International Education*, 17, 284-302. doi:10.1177/1028315312453742
- Barhem, B., Salih, A. H., & Yousef, D. A. (2008). The business curriculum and future employment market: UAE business leaders' views. *Education, Business and*

*Society: Contemporary Middle Eastern Issues*, 1, 124-137.

doi:10.1108/17537980910960717

- Barhem, B., Younies, H., & Smith, P. C. (2011). Ranking the future global manager characteristics and knowledge requirements according to UAE business managers' opinions. *Education, Business and Society: Contemporary Middle Eastern Issues*, 4, 229-244. doi:10.1108/17537981111159984
- Bartlett, C., Ghoshal, S., & Beamish, P. (2008). *Transnational management. Text, cases, and readings in cross-border management*. New York, NY: McGraw-Hill.
- Bennett, R., & Kane, S. (2009). Employer engagement practices of UK business schools and departments: An empirical investigation. *Journal of Vocational Education and Training*, 61, 495-516. doi:10.1080/13636820903363584
- Bennis, W. G., & O'Toole, J. (2005). How business schools lost their way. *Harvard Business Review*, 83(5), 96-104.
- Besterfield, D. H., Besterfield-Michna, C., Besterfield, G. H., & Besterfield-Sacre, M. (2003). *Total quality management*. Upper Saddle River, NJ: Prentice Hall.
- Bloomberg, L. D., & Volpe, M. (2012). *Completing your qualitative dissertation: A roadmap from beginning to end*. Thousand Oaks, CA: Sage.
- Boden, R., & Nedeve, M. (2010). Employing discourse: universities and graduate 'employability'. *Journal of Education Policy*, 25, 37-54.  
doi:10.1080/02680930903349489
- Braxton, R. J. (2011). Managing the unemployment tsunami: Education and workforce development. *The Journal of Human Resource and Adult Learning*, 7(2), 66-70.

- Brown, P., & Hesketh, A. (2006). Review of the mismanagement of talent: Employability and jobs in the knowledge economy. *Industrial & Labor Relations Review*, 59(4), 83.
- Brown, P., Hesketh, A., & Williams, S. (2003). Employability in a knowledge-driven economy. *Journal of Education & Work*, 16, 107.
- Bushouse, B. K., Jacobson, W. S., Lambright, K. T., Llorens, J. J., Morse, R. S., & Poocharoen, O. (2011). Crossing the divide: Building bridges between public administration practitioners and scholars. *Journal of Public Administration Research and Theory*. Oxford, UK: Oxford University Press.  
doi:10.1093/jopart/muq063
- Carpenter, M. A., & Sanders, W. G. (2009). *Strategic management: A dynamic perspective concepts and cases*. Upper Saddle River, NJ: Pearson Prentice-Hall.
- Cavico, F. J., & Mujtaba, B. G. (2010). An assessment of business schools' student retention, accreditation, and faculty scholarship challenges. *Contemporary Issues in Education Research*, 3(1), 107-118.
- Cerimagic, S. (2010). Influence of culture on project practices: Insights from Australian project managers in UAE. *Education, Business and Society: Contemporary Middle Eastern Issues*, 3, 277-288.  
doi:10.1108/17537981011089578
- Chartered Global Management Accountant. (2014). *Chartered Global Management Accountant Competency Framework*. Retrieved from <http://www.cgma.org/Resources/Tools/Pages/cgma-competency-framework.aspx>

- Chartered Institute of Management Accountants (CIMA). (2014). *Addressing the employability crisis: Reconnecting education, skills, and jobs*. Retrieved from <http://www.voced.edu.au/content/ngv64198>
- Chartered Institute of Management Accountants. (2014). CIMA professional qualification syllabus. Retrieved from <http://www.cimaglobal.com/Students/2015-syllabus/>
- Chen, M. (2005). Ethics: An urgent competency in financial education. *The Journal of American Academy of Business, Cambridge*, 6(2), 74-79.
- Chiravuri, A., Nazareth, D. & Ramamurthy, K. (2011). Cognitive conflict and consensus generation in virtual teams during knowledge capture: Comparative effectiveness of techniques. *Journal of Management Information Systems*, 28, 311-350.
- Choudhary, N. (2012). Management education and the industry: An X-RAY of potentials for increased partnership. *Bharati Vidyapeeth's Institute of Management & Research Management Edge*, 5(1), 27-34.
- Christensen, L. B., Johnson, R. B., & Turner, L.A. (2011). *Research methods, design, and analysis*. Boston, MA: Pearson.
- Culkin, N., & Mallick, S. (2011). Producing work-ready graduates: The role of the entrepreneurial university. *Internal Journal of Marketing Research*, 53, 347-368. doi:10.2501/IJMR-53-3-347-368
- Daft, R. L., & Marcic, D. (2007). *Management: The new workplace*. Toronto, Ontario: Thompson South-Western.
- Dalkey, N., & Helmer, O. (1963). An experimental application of the Delphi Method to the use of experts. *Management Science*, 9, 458-467.

- David, F. R., & David, F. R. (2011). Comparing management curricula with management practice. *Society for Advanced Management Journal*, 76(3), 48-55.
- De Grip, A. (2010). *Implications of labor market dynamics for lifelong learning*. Paper presented at the ECSSR 15<sup>th</sup> Conference on Education and the Requirements of the GCC Labor Market. Abu Dhabi, United Arab Emirates: The Emirates Center for Strategic Studies and Research.
- Deloitte Development LLC. (2013). *What North America's top finance executives are thinking and doing*. Retrieved from [http://www.deloitte.com/view/en\\_US/us/Insights/browse-by-role/Chief-Financial-Officer-CFO/CFO-Signals/3188f2d145c3d310VgnVCM3000003456f70aRCRD.htm](http://www.deloitte.com/view/en_US/us/Insights/browse-by-role/Chief-Financial-Officer-CFO/CFO-Signals/3188f2d145c3d310VgnVCM3000003456f70aRCRD.htm)
- Deming, W. E. (1975). On some statistical aids toward economic production. *Interfaces* 5(4), 1-15. Retrieved from <http://www.jstor.org>
- Denton, J. W., Kleinst, V. F., & Surendra, N. (2005). Curriculum and course design: A new approach using quality function deployment. *Journal of Education for Business*, 81, 111.
- Department of Planning & Economy Abu Dhabi Government. (2008). *Abu Dhabi economic vision 2030*. Retrieved 25 May 2012 from <http://www.abudhabi.ae/Sites/GSEC/Navigation?EN/publications,did=131400.html>
- Flood, R. L., & Jackson, M. C. (2000). *Creative problem solving: Total systems intervention*. West Sussex, England: Wiley.
- Gershengorn, H. B., Kocher, R., & Factor, P. (2014). Management strategies to effect change in intensive care units: Lessons from the world of business: Part I.



- targeting quality improvement initiatives. *Annals of the American Thoracic Society*, 11, 264-269.
- Gitsham, M. (2011). CEO perspectives: management education in a changing context. *Corporate Governance*, 11, 501-512. doi:10.1108/14720701111159316
- Goby, V. P., & Nickerson, C. (2012). Introducing ethics and corporate social responsibility at undergraduate level in the United Arab Emirates: An experiential exercise on website communication. *Journal of Business Ethics*, 107(2), 103-109. doi:10.1007/s10551-011-1025-4
- Goetsch, D. L., & Davis, S. B. (2010). *Quality management for organizational excellence: Introduction to total quality*. Upper Saddle River, NJ: Pearson.
- Gonzalez, M. E., Quesada, G., Mueller, J., & Mueller, R. D. (2011). International business curriculum design: Identifying the voice of the customer using QFD. *Journal of International Education in Business* 4(1), 6-29. doi:10.1108/18363261111170568
- Gosling, J., & Mintzberg, H. (2006). Management education as if both matter. *Management Learning*, 37, 419-428. doi:10.1177/1350507606070214
- Grant, D. M., Molloy, A. D., Murphy, M. C., Foreman, J., & Robinson, R. A. (2010). Real World Project: Integrating the classroom, external business partnerships and professional organizations. *Journal of Information Technology Education: Innovations in practice*, 9, 167-196.
- Green, W., Hammer, S., & Star, C. (2009). Facing up to the challenge: Why is it so hard to develop graduate attributes? *Higher Education Research & Development* 28, 17-29. doi:10.1080/07294360802444339

- Guo, C. (2007). Is sustainable competitive advantage an achievable Holy Grail: The relevance gap between academia and business. *Journal of Business and Management, 13*, 115-126.
- Hauser, J. R., & Clausing, D. (1988). The House of Quality: Design is a team effort, but how do marketing and engineering talk to each other? *Harvard Business Review, 66*(3). Retrieved from <http://www.google.ae/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CCEQFjAB&url=http%3A%2F%2Fusers.encs.concordia.ca%2F~andrea%2Finse6411%2FQFD%2520Hauser%2520%2526%2520Clausing.pdf&ei=BZgcVLnmD4TaaNCggqAJ&usg=AFQjCNHGwkb5E9aH6swe4FSUjIXX9Tz9sQ>
- Heizer, J., & Render, B. (2009). *Operations management*. Upper Saddle River, NJ: Pearson.
- Hennemann, S., & Liefner, I. (2010). Employability of German geography graduates: The mismatch between knowledge acquired and competencies required. *Journal of Geography in Higher Education, 34*, 215-230.  
doi:10.1080/03098260903227400
- Hernández-March, J., Del Peso, M. M., & Leguey, S. (2009). Graduates skills and higher education: The employer's perspective. *Tertiary Education & Management, 15*(1), 1-16. doi:10.1080/13583880802699978
- Hernon, P., & Schwartz, C. (2009). Reliability and validity. *Library and Information Science Research, 31*(2), 73-74.
- Hesketh, A. J. (2000). Recruiting an elite? Employers' perceptions of graduate education and training. *Journal of Education & Work, 13*, 245-271.  
doi:10.1080/13639080050171330

- Hirt, G. A., Block, S. B., & Danielsen, B. R. (2011). *Corporate finance foundations*. New York, NY: McGraw-Hill Irwin.
- Hofstede, G. (1993). Cultural constraints in management theories. *The Executive*, 7(1), 81-88. Retrieved from <http://users.ipfw.edu/todorovz/teaching/401/readings/Cultural%20constraints%20in%20mgmt%20theories%20Hofstede.pdf>
- Homburg, C., Wieseke, J., & Bornemann, T (2009). Implementing the marketing concept at the employee-customer interface: The role of customer need knowledge. *Journal of Marketing*, 73, 64–81.
- Honoré, P. A., & Costich, J.F. (2009). Public health financial management competencies. *Journal of Public Health Management and Practice*, 15(4), 311-318. doi:10.1097/PHH.0b013e31819c1308
- Houston, D. (2007). TQM and higher education. A critical systems perspective on fitness for purpose. *Quality in Higher Education*, 13(1), 3-17. doi:10.1080/13538320701272672
- Hughes, T., Bence, D., Grisoni, L., O'Regan, N., & Wornham, D. (2011). Scholarship that matters: Academic-practitioner engagement in business and management. *Academy of Management Learning & Education*, 10(1), 40-57. doi:10.5465/AMLE.2011.59513272
- IESE Business School (2005). *International Graduate School of Business finalists in L'Oreal challenge*. Retrieved from <http://www.iese.edu/Aplicaciones/News/>
- Jackson, D. (2009). *An international profile of industry-relevant competencies and skill gaps in modern graduates*. doi:10.3794/ijme.83.288

- Jackson, D., & Chapman, E. (2012). Non-technical skill gaps in Australian business graduates. *Education and Training, 54*, 95–113.  
doi:10.1108/00400911211210224
- Jelili, R. B. (2010). *The Arab region's unemployment problem revisited*. Retrieved 25 May 2012 from <http://www.arab-api.org/jodep/products/delivery/wps1015.pdf>
- Jiang, K., & Cao, X. (2011). Design and implementation of an audit trail in compliance with US regulations. *Clinical Trials, 8*, 624-33.
- Jones, G. R., & Hill, C. W. L. (2010). *Theory of strategic management*. Independence, KY: Cengage.
- Joseph, A., & Payne, M. (2011). An essential partnership for preparing students to work in the global knowledge economy. *The International Journal of Learning 17(11)*, 417-427.
- Jurše, M. (2009). Dynamic market-oriented strategic transformation of university business school in transition countries as institutional response to increased internationalization of business education. *Academija MM*, 63-76.
- Jurše, M. (2011). A market perspective of aligning university business education in transition countries with the emerging globalisation of higher education. *Transformations in Business and Economics, 10*, 104-124.
- Karoly, L. A. (2010). The role of education in preparing graduates for the GCC labor market. *Education and the requirements of the GCC labor market*. Abu Dhabi, UAE: The Emirates Center for Strategic Studies and Research.
- Kirk, D. (2010). *The development of higher education in the United Arab Emirates*. Abu Dhabi, UAE: The Emirates Center for Strategic Studies and Research.
- Kotler, P. (2000). *Marketing management*. Upper Saddle River, NJ: Prentice Hall.

- Kotler, P., & Keller, K. L. (2009). *Marketing management*. Upper Saddle River, NJ: Pearson.
- Lang, M. (2009). Conflict management: A gap in business education curricula. *Journal of Education for Business, 84*, 240-245.
- Leedy, P. D., & Ormrod, J. E. (2010). *Practical research: Planning and design* (9th ed.). Upper Saddle River, NJ: Pearson.
- Liao, S., Chang, W., & Wu, C. (2010). Exploring TQM-innovation relationship in continuing education: A system architecture and propositions. *Total Quality Management 21*, 1121-1139. doi:10.1080/14783363.2010.529330
- Lim, H. L. (2012). Generation Y workforce expectations: Implications for the UAE, education, business and society. *Contemporary Middle Eastern Issues, 5*, 281-293.
- Liu, C. Ghauri, P. N., & Sinkovics, R. R. (2010). Understanding the impact of relational capital and organizational learning on alliance outcomes. *Journal of World Business, 45*, 237-249. Retrieved from <http://www.sciencedirect.com>
- Lombardozi, C., & Casey, A. (2008). The impact of developmental relationships on the learning of practice competence for new graduates. *Journal of Workplace Learning, 20*, 297-315.
- L'Oréal (2006a). *Company overview: Awards and recognitions*. Retrieved June 5, 2012 from [http://www.loreal.com/\\_en?ww?html?our-company/awards-recognitions/2006.aspx](http://www.loreal.com/_en?ww?html?our-company/awards-recognitions/2006.aspx)
- L'Oréal (2006b). *L'Oréal e-strat challenge receives international accreditation*. Retrieved 7 September 2014 from <http://www.loreal.com/press-releases/loreal-e-strat-challenge-receives-international-accreditation.aspx>

- Macfarlane, M. A. (2014). Sustainable competitive advantage for accountable care organizations. *Journal of Healthcare Management, 59*, 263-71.
- Machikita, T., & Ueki, Y. (2013). Knowledge transfer channels to Vietnam for process improvement. *Management Decision, 51*, 954-972. doi:10.1108/MD-08-2012-0600
- Magableh, I. K., Kharabsheh, R. A., & Al-Zubi, K. A. (2011). Employability of graduates: Role of SMES and alternative curriculum. *European Journal of Economics, Finance and Administrative Sciences, 34*, 22-35.
- Man, M., & Kato, I. (2010). Japanese management and total quality management (TQM) The application in higher education institutions. *International Journal of Management & Innovation, 2*(2), 1-8.
- McDermott, D., & Neault, R. A. (2011). In-house career coaching: An international partnership. *Journal of Employment Counseling, 48*(3), 121-128.
- Mehrjerdi, Y. Z. (2011). Quality function deployment and its profitability engagement: a system thinking perspective. *International Journal of Quality & Reliability Management, 28*(9), 910-928. doi:10.1108/02656711111172513
- Miller, D. S., Catt, S. E., & Carlson, J. R. (1996). *Fundamentals of management: A framework for excellence*. St. Paul, MN: West.
- Molas-Gallart, J., & Castro-Martinez, E. (2007). Ambiguity and conflict in the development of 'third mission' indicators. *Research Evaluation, 16*, 321-330.
- Moodie, G. (2006). Vocational education institutions role in national innovation. *Research in Post-Compulsory Education, 11*, 131-140.  
doi:10.1080/13596740600768901

- Muysken, J., & Nour, S. (2005). Deficiencies in education and poor prospects for economic growth in the gulf countries: The case of the UAE. *Journal of Development Studies*, 42, 957-980. doi:10.1080/00220380600774756
- Najib, N. (2008, January 26). Universities take up L'Oreal's challenge. *Weekend Mail*
- National Geographic, (2012). Abu Dhabi facts. Retrieved from <http://travel.nationalgeographic.com>
- Nelles, J., & Vorley, T. (2010). From policy to practice: Engaging and embedding the third mission in contemporary universities. *International Journal of Sociology and Social Policy*, 30, 341-353.
- Nicks-McCaleb, L. (2005). The impact of state funded higher education on neighborhood and community in the United Arab Emirates. *International Education Journal*, 6, 322-334.
- Nolan, C., Conway, E., Farrell, T., & Monks, K. (2010). Competency needs in Irish hotels: Employer and graduate perspectives. *Journal of European Industrial Training*, 34, 432-454.
- Nold, H. (2011). Merging knowledge creation theory with the Six-Sigma Model for improving organizations: The continuous loop model. *International Journal of Management* 28, 469-477.
- Nworie, J. (2011). Using the Delphi technique in educational technology research. *TechTrends*, 55(5), 24-30.
- O'Brien, J. P., Drnevich, P. L., Crook, T. R., & Armstrong, C. E. (2010). Does business school research add economic value for students? *Academy of Management Learning & Education*, 9, 638-651.  
doi:10.5465/AMLE.2010.56659881

- Parumasur, S. B., & Govender, P. (2013). The importance of teamwork, continuous top management support and training in bringing about TQM. *Journal of Economics and Behavioral Studies*, 5(9), 639-651.
- Pech, R. (2009). Emiratization: Aligning education with future needs in the United Arab Emirates. *Education, Business and Society: Contemporary Middle Eastern Issues*, 2(1), 57-65. doi:10.1108/17537980910938488
- Playfoot, J., & Hall, R. (2009). *Effective education for employment: A global perspective*. Retrieved from <http://www.eeedexel.com>
- Posner, P. L. (2009). The pracademic: An agenda for re-engaging practitioners and academics. *Public Budgeting and Finance*, 29(1), 12-26.
- Post, A., Rannikmäe, M., & Holbrook, J. (2011). Stakeholder views on attributes of scientific literacy important for future citizens and employees: A Delphi study. *Science Education International*, 22, 202-217.
- Randall, M. (2011). *Global trends and their impact on higher education in the UAE. Education in the UAE: Current status and future developments*. Abu Dhabi, UAE: The Emirates Center for Strategic Studies and Research.
- Randaree, K. (2009). Strategy, policy and practice in the nationalization of human capital: Project Emiratization. *Research and Practice in Human Resource Management*, 17(1), 71-91.
- Ramirez, A. M., Morales, V. J. G., & Bolivar-Ramos, M. (2011). Impact of creation of knowledge on flexibility of the organization. *Economics and Management*, 16, 1054-1060.
- Raouf, A., Kalim, R., & Siddiqi, A. F. (2010). Gaps in management education: A case study of University of Management and Technology. *US-China Education Review*, 7(11), 12-26.



- Raven, J. (2011). Emiratizing the education sector in the UAE: Contextualization and challenges. *Education, Business and Society: Contemporary Middle Eastern Issues*, 4, 134–141. doi:10.1108/17537981111143864
- Rebeiz, K. S. (2011). An insider perspective on implementing the Harvard case study method in business teaching. *Online Submission*. Retrieved from <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED527670>
- Ridge, N., & Farah, S. (2011). *The role of curriculum in the creation of a knowledge-based economy in the UAE. Education in the UAE current status and future developments*. Abu Dhabi, UAE: The Emirates Center for Strategic Studies and Research.
- Roberts, A., Wallace, W., & O'Farrell, P. (2003). *Introduction to business research I*. London, UK: Pearson.
- Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data*. Thousand Oaks, CA: Sage.
- Saleki, Z. S., Sabet, H. S., Roumi, B., & Dezfoulian, A. (2012). Main factors influencing TQM in education industry. *Interdisciplinary Journal of Contemporary Research in Business*, 4(4), 110-133.
- Seethamraju, R. (2012). Business process management: A missing link in business education. *Business Process Management Journal*, 18, 532-547.
- Shank, G. D. (2006). *Qualitative research: A personal skills approach*. Upper Saddle River, NJ: Pearson.
- Sherif, S. (2013). Macroeconomic policy, localization and reducing unemployment: The crucial human resource issues for the UAE. *Competitiveness Review: An International Business Journal incorporating Journal of Global Competitiveness*, 23, 158-174.

- Shuayto, N. (2012). The case for soft-skills development in MBA programs. *Global Conference on Business and Finance Proceedings*, 7(2), 58- 65.
- Sowa, P. A., & De La Vega, E. (2009). One corner at a time: Collaborating for educational change in the UAE. *Childhood Education*, 85, 102- 106.
- Statistics Centre Abu Dhabi (2010). *The statistical yearbook of Abu Dhabi*. Retrieved from [http://www.abudhabi.ae/egovPoolPortal\\_WAR/appmanager/AdeGP/Citizen?\\_nfpb=true&\\_pageLabel=P6800117491243344215175&lang=en&did=279528](http://www.abudhabi.ae/egovPoolPortal_WAR/appmanager/AdeGP/Citizen?_nfpb=true&_pageLabel=P6800117491243344215175&lang=en&did=279528)
- Stattelberger, T., Cornuel, E., & Plinke, W. (2011). The future of management education. *Global Focus: The European Foundation for Management Development Business Magazine*, 5(1), 8–12.
- Steinert, M. (2009). Technological forecasting and social change: A dissensus based online Delphi approach: An explorative research tool. *Management Science* 76, 291-300.
- Støren, L., & Aamodt, P. (2010). The quality of higher education and employability of graduates. *Quality in Higher Education*, 16, 297-313.
- Strom, P. S., Thompson, M., & Strom, R. D. (2013). Teamwork evaluation by middle grade students in inclusive classrooms. *Middle Grades Research Journal*, 8(3), 83-97.
- Sundberg, M. D., DeAngelis, P., Havens, K., Holsinger, K., Kennedy, K., Kramer, A. T., & Zorn-Arnold, B. (2011). Perceptions of strengths and deficiencies: Disconnects between graduate students and prospective employers. *Bioscience*, 61(2), 133-138. doi:10.1525/bio.2011.61.2.8

- Tabatabaei, M., & Lam, M. (2013). Awareness and usage of collaboration and communication technologies in student teamwork. *Journal of International Technology and Information Management*, 22(2), 71-73.
- Taylor, F. W. (1911). *The principles of scientific management*. New York, NY: Harper & Row.
- Thompson, A. A., & Strickland, A. J. (2003). *Strategic management: Concepts and cases*. New York, NY; McGraw-Hill.
- Turner, P., & Turner, S. (2009). Triangulation in practice. *Virtual Reality*, 13, 171-181. doi:10.1007/s10055-009-0117-2
- Valsecchi, R., Wise, S., Mueller, F., & Smith, C. (2012). The practice of teamwork in health industry call centres. *Employee Relations*, 34, 288-305.  
doi:http://dx.doi.org/10.1108/01425451211217716
- Vernon, W. (2009). The Delphi technique: A review. *International Journal of Therapy and Rehabilitation*, 16, 19-76. Retrieved from <http://www.ijtr.co.uk>
- Wang, K., Chiang, C., & Tung, C. (2012). Integrating human resource management and knowledge management: From the viewpoint of core employees and organizational performance. *The International Journal of Organizational Innovation*, 5(1), 109-137.
- Wilton, N. (2008). Business graduates and managerial jobs: An employability match made in heaven? *Journal of Education & Work*, 21, 143-158.  
doi:10.1080/13639080802080949
- Wiseman, A. W. (2010). *The employability imperative: Global educational requirements and the future of the GCC labor market*. *Education and the requirements of the GCC labor market*. Abu Dhabi, UAE: The Emirates Center for Strategic Studies and Research.

Xiao, Y., Parker, S. H., & Manser, T. (2013). Teamwork and collaboration. *Reviews of Human Factors and Ergonomics*, 8(1), 55-102.

doi:10.1177/1557234X13495181

## Appendix A: Semi-Structured In-depth Interview Invitation to Participate

A senior human resource recruitment officer assisted in the research subject recruitment process by sending an internal email invitation to participate in research activities to employees that met selection criteria. The invitation to participate was sent to potential semi-structured interview participants that met participation selection criteria in human resource, health insurance, hospital administration/management, pharmacy, and finance divisions within the organization. The invitation message included a brief explanation regarding research topic, purpose, task and time involvement, participation, and confidentiality matters. The invitation message is presented in Appendix A.

### **Research Participation Invitation Message**

Dear xxxx,

You are invited to participate in research regarding health care employer job-knowledge expectations of entry-level bachelor graduates from UAE schools of business. Research findings will be used to inform business school decision-makers in program and curriculum development decisions so that students will be better prepared and able to carry out work tasks when entering the labor market.

Participation will involve a one hour face-to-face interview followed by participating in two online email communications which will require approximately 30 minutes of your time. The first email will be sent directly after all interviews have been completed and the second email will follow one week after the first email. Online communication will involve ranking listed job-knowledge requirements according to importance in the workplace and communicating agreement on rankings generated through email communication.

Responses from interviewee discussions and email correspondence will be used for research purposes only, will be held confidential, and interviewee names will not be linked to responses at any time. Participation is voluntary and participants will be free to withdraw from research activities at any time.

Please communicate your willingness to participate in research activities by replying to this email.

Thank you,  
Regards  
xxxx

## Appendix B: Informed Consent

Dear Mr. /Ms. \_\_\_\_\_.

My name is Jean-Mari Hillebrand. I am a student at the University of Phoenix working on a DBA degree. I am doing a research study titled Employer Expectations of Bachelor-Level Business Graduates in United Arab Emirates: A Delphi Study. The purpose of this research study is to identify theoretical knowledge employers expect from graduates in the work place. Research results will be used to make it easier for graduates to find employment and carry out job tasks required by their employers.

You will take part in a one-hour face-to-face interview discussion followed up by two online discussions of 30 minutes about your opinion on what employers expect graduates to know if they were to be employed. Interview discussions will not be recorded. The interviewer will take notes during the interview.

You are free to decide if you want to be a part of this study or not. Once you start, you can withdraw from the study at any time without any penalty or loss of benefits. If you wish to withdraw, you must notify the researcher of your decision in writing through email. After your withdrawal, all information and documents obtained from you will be deleted or destroyed. The results of the research study may be published. Your name will not be made known to any outside party at any time. To ensure anonymity you will be given a six-digit code number, which must be used over the entire research period on all correspondence.

In this research, there are no known risks. A benefit from your being part of this study is that graduates will be better equipped to carry out job tasks as expected by employers. If you have any questions about the research study, please call the researcher at xxxx or email her at xxxx. For questions about your rights as a study participant, or any concerns or complaints, please contact the University of Phoenix Institutional Review Board via email at IRB@phoenix.edu.

As a participant in this study, you should understand the following:

1. You may decide not to be part of this study or you may want to withdraw from the study. If you want to withdraw, you can do so at any time without any penalty or loss of benefits.
2. Your identity will be kept confidential.
3. Jean-Mari Hillebrand, the researcher, has fully explained the nature of the research study and has answered all of your questions and concerns.
4. The researcher will develop a way to code the data to assure that your name is protected.
5. Data will be kept in a secure and locked area. The data will be kept for three years, and then destroyed.
6. The results of this study may be published.

“By signing this form, you agree that you understand the nature of the study, the possible risks to you as a participant, and how your identity will be kept confidential. When you sign this form, this means that you are 18 years old or older and that you give your permission to volunteer as a participant in the study that is described here.”

I accept the above terms.     I do not accept the above terms.  
(CHECK ONE)

Signature of the interviewee (Blue ink) \_\_\_\_\_

Date \_\_\_\_\_

Signature of the researcher (Blue ink) \_\_\_\_\_

Date \_\_\_\_\_

ID Code:

## Appendix C: Stimulus Text List of Concepts and Theories

The following financial and managerial concepts and theories have been included in business school curriculum, course outlines, and prescribed course textbooks over the past two years and were used as stimulus text by the interviewer during in-depth interviews to improve memory recall and avoid bias bracketing during in-depth interviews.

### **Financial Theories and Concepts**

Goals and functions of financial managers. Accounting basics, income statement, balance sheet and cash flow statements, financial analysis, and planning. Financial forecasting, operating and financial leverage. Working capital management. The financing decision. Sources of short-term financing and current asset management. The capital budgeting process, time value of money, NPV, IRR, payback period and annuity calculations. Cost of capital, valuation and rates of return, risk, capital budgeting and the capital budgeting decision. Long-term financing, capital markets, long-term debt and lease financing, dividend policy and retained earnings, common and preferred stock financing, convertibles, warrants, and derivatives. External growth through mergers and international financial management concepts (Hirt, Block, & Danielsen, 2011).

### **Management Theories and Concepts**

Managing in a global environment, managerial ethics and corporate social responsibility, organizational goal setting and planning, managerial decision making and information technology, leadership styles, motivational techniques, organizational communication systems, teamwork, innovation and entrepreneurship, quality control systems, concepts of organizational behavior and corporate governance (Daft, & Marcic, 2007). Creating business strategies, strategic management, balanced score



card concept, six sigma, strategic leadership, industry analysis. SWOT analysis, competitor analysis, building blocks of competitive advantage, the value chain, generic strategies low cost producer, diversification strategy, and focus strategy. Organizational systems, structure, and processes. Mergers, acquisitions, and legal aspects related to business management (Carpenter & Sanders, 2009).

## Appendix D: Semi-Structured In-depth Interview Questions

A list of questions used during semi-structured in-depth interviews is shown in

Appendix D Table AD1.

Table AD1

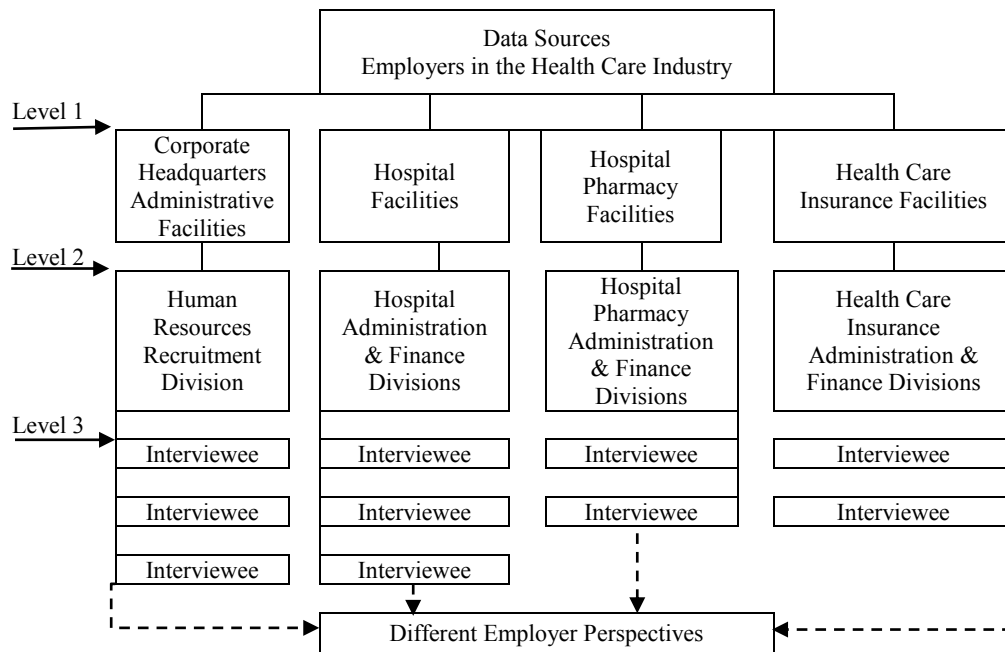
### *Semi-Structured In-depth Interview Questions*

Question Number	Actual Questions Used
1	<p>(Asked all interviewees)</p> <p>Can you tell me about your experience regarding work performance of entry-level business school graduates in employment in the past two years?</p> <p><i>Followed up</i> on factors affecting job performance mentioned during discussion by asking interviewee for suggestions and advice regarding cause factors and possible solutions to negative job performance mentioned during the discussion.</p>
2	<p>(Asked Hospital Administration Managers interviewed)</p> <ul style="list-style-type: none"> <li>- In your opinion, what are the main job tasks entry-level graduates are expected to perform if employed as a hospital administration manager?</li> <li>- What would you consider being the most important job task?</li> </ul>
2	<p>(Asked Hospital Pharmacy Managers interviewed)</p> <ul style="list-style-type: none"> <li>- In your opinion, what are the main job tasks entry-level graduates are expected to perform if employed as a hospital pharmacy manager?</li> <li>- What would you consider being the most important job task?</li> </ul>
2	<p>(Asked Health Care Insurance Managers interviewed)</p> <ul style="list-style-type: none"> <li>- In your opinion, what are the main job tasks entry-level graduates are expected to perform if employed as a Health Care Insurance Manager?</li> <li>- What would you consider being the most important job task?</li> </ul>
2	<p>(Asked Hospital Financial Managers interviewed)</p> <ul style="list-style-type: none"> <li>- In your opinion, what are the main job tasks entry-level graduates are expected to perform if employed as a hospital financial manager?</li> <li>- What would you consider being the most important job task?</li> </ul>

2	<p>(Asked Recruitment Officers interviewed)</p> <ul style="list-style-type: none"> <li>- What selection criteria are used during the recruitment process?</li> <li>- Have you experienced recruitment problems on the supply side during the recruitment process? In your opinion, what do you think might be the cause?</li> <li>- From your experience, what would be the deciding factor that would single out one job-applicant above other job-applicants in finding employment in the position of: <ul style="list-style-type: none"> <li>- Hospital Administration Manager</li> <li>- Hospital Financial Manager</li> <li>- Hospital Health Care Insurance Manager</li> <li>- Hospital Pharmacy Manager</li> </ul> </li> </ul>
3	<p>(Asked all interviewees excluding recruitment officers)</p> <ul style="list-style-type: none"> <li>- In which of the following areas do you think bachelor-level graduate job-knowledge improvement efforts should be focused:</li> <li>- Planning, organizing, staffing, leading, controlling, coordinating, decision-making</li> <li>- Allocating resources, record processing</li> <li>- Health care administration</li> <li>- Process quality management</li> <li>- Service quality management</li> <li>- Workflow management, project management, task/time scheduling</li> </ul>
3	<p>(Asked Hospital Financial Managers interviewed)</p> <p>In which of the following areas do you think job-knowledge improvement efforts should be focused?</p> <ul style="list-style-type: none"> <li>- Budgeting, Forecasting</li> <li>- Cost Control</li> <li>- Accounting, Managerial Accounting</li> <li>- Financial Management, Theory, and Concepts</li> </ul>
4	<p>(Asked all interviewees excluding recruitment officers)</p> <p><i>Follow up</i> question used after discussing stimulus text items (Appendix C) and their relevance to achieving success in the workplace.</p> <ul style="list-style-type: none"> <li>- In your view, is there any specific job-knowledge, theory, or concepts you consider instrumental in carrying out job tasks effectively?</li> </ul>

## Appendix E: Triangulation

A hierarchical chart depicting use of triangulation to enrich research results and enhance credibility by studying human behavior from different perspectives is presented in Appendix E. Combined levels of triangulation was employed to study expectations of UAE employers regarding job-knowledge requirements from different perspectives to provide greater credibility and dependability than could have been achieved through using single level analysis. Triangulation was achieved through combining (1) organizational, (2) group, and (3) individual levels, the three principal levels used in social sciences relevant to business management.



## Appendix F: In-depth Interview Discussion Format and Process

Semi-structured in-depth interview discussion format and process is presented in Appendix F, and Appendix F: Table AF1 respectively. While conducting semi-structured one-hour in-depth interviews, data input from managers and recruitment experts was collected in the form of opinions, suggestions, solutions, advice, and answers to open ended individually tailored probing questions and questions asked to get clarification on participant answers. During face-to-face in-depth interviews, the interviewer used a “help me” attitude rather than a “you are going to be interviewed approach” by stating, “I would like you to help me solve a business problem.” Your input is an important contribution toward finding a solution to staffing and Emiratization problems experienced by employers and government leaders within the UAE.” The reason why “a help me solve a business problem” approach was taken was to gain participant cooperation, lessen stress associated with interviews, make interviewees feel their opinion is important, and to create the idea of working together in solving a problem participating managers and recruiters could benefit from if a solution could be found. The objective of taking a help me solve a business problem approach was to gain motivated cooperation and obtain responses that are as realistic and accurate as possible.

The interview began by asking the interviewee his/her opinion regarding work performance of entry-level bachelor graduates that have been in the company’s employment over the past two years. Probing questions were asked such as:

Can you think of any specific reason(s) or factors that may have contributed to the Excellent/Poor work performance of these graduates?

What job-knowledge do you think will make a difference between being either a successful or an unsuccessful hospital/pharmacy/health care insurance manager?

What job-knowledge do you think will provide bachelor graduates a competitive advantage above other job-applicants in finding employment as hospital/ pharmacy/ health care insurance/ financial managers?

Depending on the reply, the interviewer asked interviewees clarifying questions or repeated what was said to ensure that reasons given were correctly interpreted and understood.

Depending on the interviewee's area of expertise and the interviewee's opinions and replies to introductory questions, the interviewer followed up by asking questions related to either RQ1 or RQ2 and questions developed prior to interviews presented in Appendix D.

Example follow up questions related to RQ1 and RQ2:

- RQ1: What job-knowledge requirements are you as an employer expecting a newly recruited bachelor-level graduate employed as a general hospital/pharmacy/health care insurance manager to have?
- RQ2: What job-knowledge requirements do you as an employer find newly recruited bachelor-level graduates employed as general hospital/pharmacy/health care insurance managers could be lacking?

As a last interview discussion topic the interviewer asked probing questions following stimulus text theories and concepts mentioned by interviewees, given to interviewees to comment on. Interviewees identified theories or concepts from the stimulus text list (See Appendix C) which were then followed up by further discussion. As follow up to an interviewees mentioning of the "Balance Scorecard" concept from the list of stimulus text, follow up questions asked depended on discussion replies. Follow up questions included: How frequently is the balance scorecard used? How important is it for employees to be able to use a balance score

card? Will employees be able to carry out work tasks in this department without having knowledge about the balance scorecard? Do employees need to know both the theoretical part of the concept and the application thereof? Do entry-level graduates demonstrate an understanding of this concept and are they able to apply it?

Additional questions, discussions, and clarifications generated by stimulus text were allowed.

Before concluding the interview, interviewees were reminded about participation in the two e-Delphi rounds by stating: “I will be needing your valued opinion once again. The next part of this research is to determine importance-levels placed on a list of job-knowledge requirements. Estimated time you will need for this purpose is 30 min each week for the two weeks. Would it be acceptable to you if I send you two emails, one on 15 July and the second one a week later on the 21<sup>st</sup> of July for this purpose? Depending on response Delphi round task requirements were explained as follows: “In the first email you will be asked to rate importance of job-knowledge requirements, listed in the attached Excel file, according to their level of importance in the workplace. The second email will involve communicating your agreement/disagreement with average ratings obtained from responses to the first email and providing a reason for any disagreements.” Upon receiving interviewee participation confirmation, the email address to be used for Delphi round purposes was confirmed. Interviews concluded by thanking interviewees for their participation and time.

Appendix F: Table AF1

*Semi-Structured In-depth Interview Process*

Step Number	Interviewer Task Explanation
1	Introductions were followed by brief casual chat. The objective was to create an informal relaxed atmosphere.
2	Mentioned purpose of research, asked permission to take notes, explained why taking notes were necessary, explained anonymity of respondents, and asked the interviewee's help in solving recruitment and employability problems faced by UAE employers and business school graduates respectively. The objective was to establish a work together relationship rather than a formal interview relationship between the interviewee and interviewer.
3	Reminded interviewees that the interviewer's interest was in their knowledge, experience, and expectations of business school bachelor-level graduates and not in evaluating correctness of any specific predetermined answers.
4	Asked the interviewee to share his/her opinion regarding work performance of business school graduates employed in the past two years followed by asking the interviewee's advice, and solution suggestions to solving problems that might have been mentioned.
5	Depending on the response provided during step 4 -discussions, asked opinions of interviewees regarding job-knowledge, or lack thereof, believed to have affected work performance of business school graduates employed over the past two years.
6	Asked interviewee's opinion regarding what job-knowledge would be needed for a business school graduate to become a successful human resource/hospital/pharmacy/health care insurance/financial manager, and to identify what job-knowledge was thought to provide bachelor graduates a competitive advantage above other job-applicants in finding employment as a human resource/hospital/pharmacy/health care insurance/financial manager?
7	Depending on the interviewee's area of expertise and the interviewee's opinions and replies to introductory questions, the interviewer followed up by asking the interviewee's opinion regarding employer job-knowledge needs, requirements, and expectations regarding UAE business school graduates entering the labor market.



8	Stimulus text (See Appendix C) was given to the interviewee, used as the last discussion topic. The interviewer gave the interviewee a few minutes reading time before discussing the listed concepts and theories and their relevance to achieving success in the workplace. The interviewer made use of reading time to go over notes and identify areas that needed further clarification.
9	Allowed for additional questions, discussions, and clarifications generated by stimulus text academic job-knowledge requirements.
10	Depending on the reply of questions asked during the interview, the interviewer asked the interviewee clarifying questions or repeated what was said to ensure that responses and reasons given were correctly interpreted and understood.
11	Informed the interviewee that a list containing job-requirements identified during 10 one-hour in-depth interviews would be forwarded to the email address of the interviewee provided in his/her signed informed consent letter at the start of e-Delphi round one, and that only six digit code identification numbers were to be used for purposes of identification during all communication. The interviewee was also reminded of Delphi round 2, and starting times of each of the two e-Delphi rounds.
12	Thanked the interviewee for his/her participation.
13	Started e-Delphi round one on July 15, 2014, the day after having completed the 10 <sup>th</sup> in-depth interview.
14	Completed e-Delphi round two on July21, 2014.

Appendix G: Semi-Structured In-depth Interview: Employer Job-knowledge  
Requirements (Delphi Round One Discussion Input)

Job-knowledge requirements mentioned by interviewees were identified from semi-structured in-depth interview transcripts, grouped together according to the code (require), and categorized according to relevant job-positions in financial, human resource management/recruitment, hospital pharmacy management, hospital administration/management, and health insurance management divisions. The job-knowledge requirements listed in Appendix G was also used as input to e-Delphi round one discussions.

**Employer Job-knowledge Requirements: Financial Perspective**

1. Financial modelling job-knowledge and skills (theoretical and application).
2. Financial analysis and report writing job-knowledge and skills (theoretical and application).
3. Time management job-knowledge and implementation skills.
4. Data base and information management job-knowledge and relevant computer software program skills.
5. Problem-solving theoretical knowledge and application skills.
6. Management theoretical job-knowledge related to innovative and creative thinking (outside the box thinking).
7. Job-knowledge regarding ethical behavior in the workplace.
8. Organizing, prioritizing, and scheduling tasks (theoretical job-knowledge and application skills).
9. Leadership theoretical job-knowledge and application skills.
10. Job-knowledge related to Managerial Accounting.
11. Group and teamworking ability, theoretical knowledge, and practical implementation know-how.
12. Work-stress management job-knowledge and practical application ability.
13. Working knowledge of Microsoft Excel, including IF statements and writing, entering and using formulas in Excel spreadsheets.

14. Working knowledge of Enterprise Resource Planning systems software such as Oracle, SAP, or any other financial management computer software program.
15. Know procedures to follow that will ensure financial reports provide accurate information (theoretical job-knowledge and practical implementation skills).
16. Theoretical and working knowledge of Accounting Fundamentals including Financial Statements.
17. Theoretical job-knowledge regarding basic financial management principles (including Working Capital Management & the Financing Decision).
18. Know how to present financial reports of acceptable standard (theoretical knowledge and workplace application skills).
19. Resource allocation and budgeting theoretical job-knowledge and workplace application skills.
20. Theoretical knowledge of asset management (including current assets).
21. Theoretical knowledge of management functions planning, organizing, leading, and controlling.
22. Job-knowledge of workflow management.
23. Job-knowledge of project management.
24. Job-knowledge related to day-to-day managerial tasks.
25. Job-knowledge of financial forecasting, analysis, and planning theoretical job-knowledge and workplace application skills.
26. Theoretical job-knowledge related to the capital budgeting process and the capital budgeting decision.
27. Theoretical job-knowledge of risk associated with capital budgeting decisions related to expenditure on long-term projects.

**Employer Job-knowledge Requirements: Health Care Insurance Perspective**

1. Revenue cycle management theoretical job-knowledge and workplace application skills.
2. Job-knowledge of health insurance claim procedures and be able to apply knowledge in the workplace.
3. Knowledge of the terminology used specifically within the health care industry.
4. Customer care theoretical job-knowledge and application skills.
5. Job-knowledge of billing processes and be able to apply knowledge in the workplace.
6. Job-knowledge of revenue collection, tracking procedures, and specialized computer skills (used in these processes) and be able to apply knowledge in the workplace.
7. Performance management theoretical job-knowledge and workplace application skills.

8. Quality management and monitoring theoretical job-knowledge and workplace application skills.
9. Performance leadership theoretical job-knowledge and workplace application skills.
10. Theoretical knowledge of quality management and ISO workplace application processes.
11. Quality control system theoretical job-knowledge and workplace application skills.
12. Job-knowledge of legal aspects related to health insurance management, theoretical job-knowledge, and workplace application skills.
13. Job-knowledge and understanding of policies, procedures, regulations, legislation, and rules relevant to health insurance in the UAE.
14. Theoretical knowledge and understanding of managerial ethics, corporate governance, and corporate social responsibility.
15. Theoretical knowledge and application skills needed to analyze, measure, monitor, and report performance results.
16. Ability to pay attention to details, ensure specifications and legal requirements are met, and minimize (avoid) errors when performing job tasks.
17. Ability to adapt to and manage change (theoretical and application skills required).
18. Service quality management theoretical job-knowledge and workplace application skills.
19. Theoretical knowledge and application skills needed to ensure that health insurance plan options meet customer need requirements and are competitive.
20. Theoretical knowledge and application skills needed to continue improvement of quality service.
21. Theoretical knowledge and application skills needed to monitor quality service process improvement.
22. Theoretical knowledge and understanding of organizational systems, structures, and processes.
23. Theoretical knowledge and understanding of strategic leadership and factors involved in creation of competitive advantage
24. Theoretical knowledge and understanding of internal control mechanisms and coding processes.
25. Theoretical knowledge and understanding of teamwork, team/group planning and decision-making, and ability to apply knowledge in practice.
26. Theoretical knowledge, understanding, and application skills needed for carrying out record processing, workflow management, and project management job-tasks.

27. Theoretical knowledge and understanding of management functions organizing, staffing, leading, and controlling.
28. Theoretical knowledge and understanding of organizational goal setting and planning.
29. Theoretical knowledge and understanding of managerial decision-making and ability to use communication systems and information technology in decision-making processes.

**Employer Job-knowledge Requirements: HR Recruitment Perspective**

1. Job-knowledge, skills, and experience needed to carry out real-time decision-making, problem-solving, and analytical job-task activities.
2. Ability to implement, adapt to, and manage change (theoretical and application skills are required).
3. Job-knowledge and understanding of relationships between job-tasks and theoretical knowledge learned and the ability to know how to apply theoretical knowledge in practice.
4. Knowledge of the terminology used specifically within the health care industry.
5. Theoretical knowledge and skills required to manage or work with people (dispute handling, negotiation, and communication skills).
6. Job-knowledge and understanding of policies, regulations, rules.
7. Theoretical knowledge of cultural differences and ability to work with people from different cultures.
8. Theoretical knowledge of team-working and team-building activities, and the ability to work in a team.
9. Job-knowledge of legal aspects, managerial and ethical decision-making, and corporate social responsibility issues.
10. Theoretical knowledge and understanding of quality issues (avoid errors, save cost).
11. Theoretical knowledge and understanding of motivational techniques, leadership styles, and the concept of leadership.
12. Job-knowledge of and ability to use information technology to achieve most effective and efficient outcomes.

**Employer Job-knowledge Requirements: Hospital Administration/Management Perspective**

1. Theoretical knowledge of team-working and team-building activities, and the ability to work in a team.
2. Analytical skills, communication skills and problem-solving skills.
3. Theoretical knowledge, understanding, and practical experience of customer care, customer satisfaction, and customer relations (work with patients from perspective of care giver).

4. Job-knowledge required to deal with health and safety issues.
5. Job-knowledge to deal with infection control issues (basic knowledge and application skills)
6. Process knowledge required to deal with medical waste removal and disposal issues.
7. Theoretical knowledge of planning, decision-making, and project management.
8. Theoretical knowledge of coordinating and record processing activities and the ability to apply in practice.
9. Theoretical knowledge and understanding of quality control systems, process quality management and service quality management processes.
10. Theoretical knowledge and understanding of continuous process improvement concepts.
11. Job-knowledge of hospital culture and health care operational processes (doctor-patient rounds).
12. Theoretical knowledge of cultural differences and ability to work with people from different cultures.
13. Process knowledge required to manage performance contracts for hospitality, security, catering, transportation, cleaning, retail coffee shop, and laundry services.
14. Process knowledge required to manage travel arrangements for patients, staff training, and business purposes.
15. Theoretical knowledge and understanding of balanced scorecard concept.
16. Theoretical knowledge and understanding of six sigma concept.
17. Job-knowledge of legal aspects related to business management, rules, policies, and what is allowed in terms of confidentiality issues.
18. Theoretical knowledge and understanding of strategic management, organizational behavior, and ability to create business strategies (basic understanding purpose of concepts such as policy, mission, and core values).
19. Theoretical knowledge and understanding of managerial ethics and corporate social responsibility.
20. Theoretical knowledge and understanding of managerial decision-making styles and ability to use communication systems and information technology in decision-making processes (including team decisions).
21. Theoretical knowledge, understanding and ability to work in a team to review division/facility objectives, think out new and creative ways to do things more effectively, adapt to change, and align objectives with overall company objectives.

**Employer Job-knowledge Requirements: Hospital Pharmacy Management  
Perspective**

1. Theoretical knowledge and understanding of motivational techniques, organizational communication systems, leadership styles, and the concept of leadership (including strategic leadership).
2. Background knowledge, understanding of pharmacy, finance, operations, and information technology and ability to integrate these activities.
3. Theoretical knowledge and understanding of financial management, the financial budgeting process, and the ability to work out strategies required to identify cost effective medicine options.
4. Theoretical knowledge, understanding, and ability to coach and manage staff.
5. Theoretical knowledge, understanding, and ability to manage conflict situations in the workplace.
6. Theoretical knowledge and understanding of organizational goal setting, planning, allocation of resources, and project management job-tasks.
7. Time management skills.
8. Theoretical knowledge of cultural differences and the ability to work in a global environment.
9. Theoretical knowledge and understanding of strategic management strategies and concepts such as SWOT, diversification strategy, value chain, and competitor analysis (five forces of competition).
10. Job-knowledge of legal aspects, managerial and ethical decision-making, and corporate social responsibility issues.
11. Theoretical knowledge and understanding of quality issues (avoid errors, save cost), audit process, and international safety measures.
12. Theoretical knowledge, understanding and ability to review objectives, think out new and creative ways to do things more effectively, adapt to change, and align objectives with overall company objectives.
13. Job-knowledge of and ability to use information technology to achieve most effective and efficient outcomes.
14. Teamwork.

## Appendix H: Delphi Round One and Two Importance Rating Results

Job-knowledge requirements identified during semi-structured in-depth interviews listed were grouped according to organizational division and job-position and used as input to Delphi round one online discussions. The six participating panel members were asked to rate listed job-knowledge requirements, in their respective areas of expertise, according to levels of importance in the workplace using a rating scale of 1 to 10 (number one representing highest importance level). Job-knowledge requirement ratings for round one and two, presented separately for each of the organizational divisions, is shown in Appendix H, Tables AH1 through AH5. Round two rating represents the rating on which agreement between participating expert panel members was achieved.

### Appendix H: Table AH1

#### *Delphi Rounds: Employer Job-knowledge Requirements Human Resource/*

#### *Recruitment Perspective*

Number of Panel Members = 2 Rating Scale: 1 to 10 (number 1 = most important) Round Two Agreement Achieved (2 panel members agreed)				
#	Job-knowledge Requirement	Round One Rating	Agree = Y Disagree = X	Round Two Rating
1	Job-knowledge, skills, and experience needed to carry out real-time decision-making, problem-solving, and analytical job-task activities.	2	y	2
2	Job-knowledge and understanding of relationships between job-tasks and theoretical knowledge learned and the ability to know how to apply theoretical knowledge in practice.	6	y	6
3	Theoretical knowledge and skills required to manage or work with people (dispute handling, negotiation, and communication skills).	4	y	4
4	Theoretical knowledge of cultural differences and ability to work with people from different cultures.	4	y	4
5	Ability to implement, adapt to, and manage change (theoretical and application skills are required).	4	y	4
6	Knowledge of the terminology used specifically within the health care industry.	9	y	9



7	Job-knowledge and understanding of policies, regulations, rules.	1	y	1
8	Theoretical knowledge of team-working and team-building activities, and the ability to work in a team.	3	y	3
9	Job-knowledge of and ability to use information technology to achieve most effective and efficient outcomes.	5	y	5
10	Theoretical knowledge and understanding of motivational techniques, leadership styles, and the concept of leadership	4	y	4
11	Theoretical knowledge and understanding of quality issues (avoid errors, save cost).	7	y	7
12	Job-knowledge of legal aspects, managerial and ethical decision-making, and corporate social responsibility issues.	6	y	6

## Appendix H: Table AH2

### *Delphi Rounds: Employer Job-knowledge Requirements Hospital*

#### *Management/Administration Perspective*

Number of Panel Members = 6 Rating Scale: 1 to 10 (number 1 = most important) Round Two Agreement Achieved (6 panel members agreed)				
#	Job-knowledge Requirement	Round One Rating	Agree = Y Disagree = X	Round Two Rating
1	Theoretical knowledge of team-working and team-building activities, and the ability to work in a team.	4	y	4
2	Analytical skills, communication skills and problem-solving skills.	2	y	2
3	Theoretical knowledge, understanding, and practical experience of customer care, customer satisfaction, and customer relations (work with patients from perspective of care giver).	5	y	5
4	Job-knowledge required to deal with health and safety issues.	2	y	2
5	Job-knowledge to deal with infection control issues (basic knowledge and application skills).	3	y	3
6	Process knowledge required to deal with medical waste removal and disposal issues.	2	y	2
7	Theoretical knowledge of planning, decision-making, and project management.	4	y	4
8	Theoretical knowledge of coordinating and record processing activities and the ability to apply in practice.	3	y	3
9	Theoretical knowledge and understanding of quality control systems, process quality management and service quality management processes.	4	y	4

10	Theoretical knowledge and understanding of continuous process improvement concepts.	3	y	3
11	Job-knowledge of hospital culture and health care operational processes (doctor-patient rounds).	7	y	7
12	Theoretical knowledge of cultural differences and ability to work with people from different cultures.	5	y	5
13	Process knowledge required to manage performance contracts for hospitality, security, catering, transportation, cleaning, retail coffee shop, and laundry services.	5	y	5
14	Process knowledge required to manage travel arrangements for patients, staff training, and business purposes.	3	y	3
15	Theoretical knowledge and understanding of balanced scorecard concept.	3	y	3
16	Theoretical knowledge and understanding of six sigma concept.	5	y	5
17	Job-knowledge of legal aspects related to business management, rules, policies, and what is allowed in terms of confidentiality issues.	5	y	5
18	Theoretical knowledge and understanding of strategic management, organizational behavior, and ability to create business strategies (basic understanding purpose of concepts such as policy, mission, and core values).	4	y	4
19	Theoretical knowledge and understanding of managerial ethics and corporate social responsibility.	7	y	7
20	Theoretical knowledge and understanding of managerial decision-making styles and ability to use communication systems and information technology in decision-making processes (including team decisions).	3	y	3
21	Theoretical knowledge, understanding and ability to work in a team to review division/ facility objectives, think out new and creative ways to do things more effectively, adapt to change, and align objectives with overall company objectives.	4	y	4

## Appendix H: Table AH3

### *Delphi Rounds: Employer Job-knowledge Requirements Hospital Pharmacy*

#### *Management Perspective*

Number of Panel Members = 2 Rating Scale: 1 to 10 (number 1 = most important) Round Two Agreement Achieved (2 panel members agreed)				
#	Job-knowledge Requirement	Round One Rating	Agree = Y Disagree = X	Round Two Rating
1	Theoretical knowledge and understanding of motivational techniques, organizational communication systems, leadership styles, and the concept of leadership (including strategic leadership).	2	y	2
2	Theoretical knowledge and understanding of financial management, the financial budgeting process, and the ability to work out strategies required to identify cost effective medicine options.	3	y	3

3	Background knowledge and understanding of pharmacy, finance, operations, and information technology, and ability to integrate these activities	1	y	1
4	Theoretical knowledge, understanding, and ability to coach and manage staff.	2	y	2
5	Theoretical knowledge, understanding, and ability to manage conflict situations in the workplace.	2	y	2
6	Theoretical knowledge and understanding of organizational goal setting, planning, allocation of resources, and project management job-tasks.	2	y	2
7	Time management skills.	1	y	1
8	Theoretical knowledge of cultural differences and the ability to work in a global environment.	2	y	2
9	Theoretical knowledge and understanding of strategic management strategies and concepts such as SWOT, diversification strategy, value chain, and competitor analysis (five forces of competition).	5	y	5
10	Job-knowledge of legal aspects, managerial and ethical decision-making, and corporate social responsibility issues.	3	y	3
11	Theoretical knowledge and understanding of quality issues (avoid errors, save cost), audit process, and international safety measures.	2	y	2
12	Theoretical knowledge, understanding, and ability to review objectives, think out new and creative ways to do job-tasks more effectively, adapt to change, and align objectives with overall company objectives.	3	y	3
13	Job-knowledge of, and ability to use information technology to achieve most effective and efficient outcomes.	4	y	4
14	Teamwork	1	y	1

#### Appendix H: Table AH4

#### *Delphi Rounds: Employer Job-knowledge Requirements Health Insurance*

#### *Management Perspective*

Number of Panel Members = 2 Rating Scale: 1 to 10 (number 1 = most important) Round Two Agreement Achieved (1 panel member agreed with round 2 rating and 1 panel member disagreed on round two rating but agreed with round one rating)				
#	Job-knowledge Requirement	Round One Rating	Agree = Y Disagree = X	Round Two Rating
1	Revenue cycle management theoretical job-knowledge and workplace application skills.	1	y	1
2	Job-knowledge of health insurance claim procedures and be able to apply knowledge in the workplace.	1	y	1
3	Knowledge of the terminology used specifically within the health care industry.	1	x	2
4	Customer care theoretical job-knowledge and application skills.	5	x	1

5	Job-knowledge of billing processes and be able to apply knowledge in the workplace.	1	x	3
6	Job-knowledge of revenue collection, tracking procedures, and specialized computer skills (used in these processes) and be able to apply knowledge in the workplace.	1	x	3
7	Performance management theoretical job-knowledge and workplace application skills.	1	x	4
8	Quality management and monitoring theoretical job-knowledge and workplace application skills.	1	x	4
9	Performance leadership theoretical job-knowledge and workplace application skills.	1	x	7
10	Theoretical knowledge of quality management and ISO workplace application processes.	5	x	4
11	Quality control system theoretical job-knowledge and workplace application skills	5	x	4
12	Job-knowledge of legal aspects related to health insurance management, theoretical job-knowledge, and workplace application skills.	1	x	2
13	Job-knowledge and understanding of policies, procedures, regulations, legislation, and rules relevant to health insurance in the UAE.	1	x	3
14	Theoretical knowledge and understanding of managerial ethics, corporate governance, and corporate social responsibility.	1	x	4
15	Theoretical knowledge and application skills needed to analyze, measure, monitor, and report performance results.	1	x	7
16	Ability to pay attention to details, ensure specifications and legal requirements are met, and minimize (avoid) errors when performing job tasks.	1	x	4
17	Ability to adapt to and manage change (theoretical and application skills required).	1	x	9
18	Service quality management theoretical job-knowledge and workplace application skills.	3	x	4
19	Theoretical knowledge and application skills needed to ensure that health insurance plan options meet customer need requirements and are competitive.	1	x	3
20	Theoretical knowledge and application skills needed to continue improvement of quality service.	1	x	4
21	Theoretical knowledge and application skills needed to monitor quality service process improvement.	1	x	4
22	Theoretical knowledge and understanding of organizational systems, structures, and processes.	1	x	4
23	Theoretical knowledge and understanding of strategic leadership and factors involved in creation of competitive advantage.	1	x	2
24	Theoretical knowledge and understanding of internal control mechanisms and coding processes.	1	x	4
25	Theoretical knowledge and understanding of teamwork, team/group planning and decision-making, and ability to apply knowledge in practice.	1	x	6

26	Theoretical knowledge, understanding, and application skills needed for carrying out record processing, workflow management, and project management job-tasks.	5	x	6
27	Theoretical knowledge and understanding of management functions organizing, staffing, leading, and controlling.	1	x	6
28	Theoretical knowledge and understanding of organizational goal setting and planning.	3	x	4
29	Theoretical knowledge and understanding of managerial decision-making and ability to use communication systems and information technology in decision-making processes.	2	x	6

Appendix H: Table AH5

*Delphi Rounds: Employer Job-knowledge Requirements Financial Perspective*

Number of Panel Members = 5 Rating Scale: 1 to 10 (number 1 = most important) Round Two Agreement Achieved (5 panel members agreed)				
#	Job-knowledge Requirement	Round One Rating	Agree = Y Disagree = X	Round Two Rating
1	Financial modelling job-knowledge and skills (theoretical and application).	1	y	1
2	Time management job-knowledge and implementation skills.	3	y	3
3	Problem-solving theoretical knowledge and application skills.	4	y	4
4	Job-knowledge regarding ethical behavior in the workplace.	5	y	5
5	Leadership theoretical job-knowledge and application skills.	9	y	9
6	Group and teamworking ability, theoretical knowledge, and practical implementation know-how.	2	y	2
7	Working knowledge of Microsoft Excel, including IF statements and writing, entering and using formulas in Excel spreadsheets.	1	y	1
8	Know procedures to follow that will ensure financial reports provide accurate information (theoretical job-knowledge and practical implementation skills).	1	y	1
9	Theoretical job-knowledge regarding basic financial management principles (including Working Capital Management & the Financing Decision).	3	y	3
10	Resource allocation and budgeting theoretical job-knowledge and workplace application skills.	1	y	1
11	Theoretical knowledge of management functions planning, organizing, leading, and controlling.	2	y	2
12	Job-knowledge of project management.	2	y	2

13	Job-knowledge of financial forecasting, analysis, and planning theoretical job-knowledge and workplace application skills.	1	y	1
14	Theoretical job-knowledge of risk associated with capital budgeting decisions related to expenditure on long-term projects.	4	y	4
15	Financial analysis and report writing job-knowledge and skills (theoretical and application).	1	y	1
16	Data base and information management job-knowledge and relevant computer software program skills.	2	y	2
17	Theoretical job-knowledge related to the capital budgeting process and the capital budgeting decision.	1	y	1
18	Job-knowledge related to day-to-day managerial tasks.	4	y	4
19	Management theoretical job-knowledge related to innovative and creative thinking (outside the box thinking).	9	y	9
20	Job-knowledge of workflow management.	10	y	10
21	Theoretical knowledge of asset management (including current assets).	7	y	7
22	Know how to present financial reports of acceptable standard (theoretical knowledge and workplace application skills).	2	y	2
23	Theoretical and working knowledge of Accounting Fundamentals including Financial Statements.	1	y	1
24	Working knowledge of Enterprise Resource Planning systems software such as Oracle, SAP, or any other financial management computer software program.	1	y	1
25	Work-stress management job-knowledge and practical application ability.	10	y	10
26	Job-knowledge related to Managerial Accounting.	6	y	6
27	Organizing, prioritizing, and scheduling tasks (theoretical job-knowledge and application skills).	8	y	8

## Appendix I: Semi-Structured In-depth Interview Coded Transcripts

Semi-structured in-depth interviews were not recorded. The researcher, in the role of interviewer, took hand written notes during each interview. Transcripts were typed from handwritten notes directly after interviews and coded according to employer job-knowledge categories as shown in Appendix I.

Question Number 1	<p>Codes:</p> <p>Expect - Expected job-knowledge needed for successful employment (to answer RQ1)</p> <p>Need - Job-knowledge needed to be successful in the workplace (to answer RQ1)</p> <p>Require – Essential job-knowledge required (to answer RQ1)</p> <p>Lack - Required Job-knowledge found to be lacking (to answer RQ2) (grouped with employer job-knowledge need requirements)</p> <p>Other - Data not related to academic knowledge, theory, or concepts directly relevant to management and financial aspects of business operations</p>
	<b>Employer Perspectives Related to Finance</b>
	Can you tell me about your experience regarding work performance of entry-level business school graduates in your employment in the past two years?
	<p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• Recruited three entry-level graduates (two female and one male) and directly monitored them on one-on-one basis. (other)</li> <li>• Entry-level graduates do not know what to expect. They do not have a good idea about the working environment when they join the company. Work ethic, leadership, and teamworking skills are lacking. Training is needed. (lack &amp; need)</li> <li>• Entry-level graduates do not focus enough on their day to day tasks and do not pay attention to detail. (lack &amp; need) Focus is on longer term items such as promotion rather than on the important every-day tasks. (other)</li> <li>• Work is presented in ways that are not acceptable to managers. Example: Date will not be entered on a report or document. (expect work that meets standards set by management)</li> <li>• At the start employees do not have sufficient Excel skills. Example: They do not know how to create a page border. (lack &amp; need)</li> <li>• We expect a good working knowledge of Excel software. (require) Employees should at least be able to use Excel IF statements, be able to write, enter, and use formulas for mathematical calculations in an Excel spreadsheet. (require)</li> <li>• Prioritization, graduates that have just joined the company cannot organize tasks, lack self-motivation, cannot handle work stress, and one out of three is truly interested in the work tasks to be performed. (lack &amp; need)</li> <li>• Attitude and behavior issues. We expect a diplomatic approach and willingness to engage in group work. (expect)</li> <li>• Hard skills such as the balance sheet and accounting theory is known and the level of theoretical competence in this area is satisfactory.(require)</li> <li>• Focus is not heavily placed on financial return in this industry (Not the main objective). (other)</li> </ul>

<p>Question Number 2</p>	<p>In your opinion, what are the main job tasks entry-level graduates are expected to perform if employed as a financial manager?</p> <p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• Main job-tasks are financial modelling, analysis, accurate report writing, time management, organizing desktop files for easy access to files and information, and to provide creative suggestions related to job-task activities. (require)</li> <li>• Enterprise Resource Planning tasks. Use ERP systems software such as Oracle, SAP, or any other financial management software to carry out job tasks. (require)</li> <li>• Use creative thinking skills while performing job tasks. Think outside the box. (need &amp; require)</li> </ul> <p><u>Follow-up Question:</u> What would you consider being the most important job task of a financial Manager?</p> <p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• Junior-level managers have to pay attention to detail and accuracy in reports. (expect)</li> <li>• Financial analysis and accurate reporting is most important. (require) Reported information must be accurate because senior management use and rely on this information during decision-making, and trust accuracy thereof.</li> <li>• Ability to prepare accurate financial reports is expected. It is a must. (expect &amp; require)</li> <li>• Ensure accuracy of financial data. (require)</li> <li>• Ethical conduct at all times.(require)</li> </ul>
<p>Question Number 3</p>	<p>In which of the following areas do you think job-knowledge improvement efforts should be focused?</p> <ul style="list-style-type: none"> <li>- Budgeting and forecasting</li> <li>- Cost control</li> <li>- Accounting</li> <li>- Managerial Accounting</li> <li>- Financial management theory and concepts</li> </ul> <p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• All areas can be improved on.</li> <li>• Basic accounting theory is at an acceptable standard. (require)</li> <li>• Managerial Accounting, problem-solving theory and concepts. (need &amp; require)</li> <li>• Improvement effort should be in analytical skills, financial reporting skills, current asset management, and presentation of reports not listed here. (require)</li> <li>• Leadership skills and strengthening the ability to talk about ideas (speaking out). Good ideas are sometimes not noticed because senior management do not know about them. (require &amp; other)</li> </ul>
<p>Question Number 4</p>	<p>In which of the following areas do you think bachelor-level graduate job-knowledge improvement efforts should be focused:</p> <ul style="list-style-type: none"> <li>- <b>Planning</b> (require)</li> <li>- <b>Organizing</b> (require)</li> <li>- Staffing</li> <li>- Leading</li> <li>- <b>Controlling</b> (require)</li> <li>- Coordinating</li> <li>- Decision-making</li> <li>- Allocating resources</li> <li>- Health care administration</li> <li>- Record processing</li> <li>- Process quality management</li> <li>- Service quality management</li> <li>- <b>Workflow management</b> (require)</li> <li>- <b>Project management</b> (require)</li> <li>- Task scheduling</li> </ul> <p>Other Suggestions?</p>



	<p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• Workflow Management is part of Project Management, both are important and should be improved where possible.</li> <li>• Quality of process in area of accurate financial reporting. (expect &amp; require)</li> <li>• Trust issue - accuracy needed when dealing with information used for decision making at senior levels of management.</li> <li>• Analysis, financial reporting and presentation tasks. (require)</li> <li>• Ability to focus on day-to-day task detail.(expect)</li> <li>• Planning, organizing, controlling, workflow management, and project management. (require)</li> <li>• Resource allocation and budgeting (Finance) – Asset management (Medical equipment) is important but will depend on specific job task requirements. (require)</li> </ul>
<p>Question Number 5</p>	<p>In your view, from the list of financial theories and concepts, is there any specific job-knowledge, theory, or concepts you consider <b>instrumental</b> in carrying out job tasks effectively?</p> <p>Stimulus text used to discuss and answer this question (See Appendix C).</p> <ol style="list-style-type: none"> <li>1. Goals and functions of financial managers</li> <li>2. <b>Accounting basics - Income statement, balance sheet and cash flow statements</b> (require)</li> <li>3. <b>Financial analysis and planning</b> (require)</li> <li>4. <b>Financial forecasting</b> (require)</li> <li>5. Operating and financial leverage</li> <li>6. <b>Working capital management</b> (require)</li> <li>7. <b>The financing decision</b> (require)</li> <li>8. Sources of short-term financing and current asset management</li> <li>9. <b>The capital budgeting process and the capital budgeting decision</b> (require)</li> <li>10. Time value of money, NPV, IRR, payback period and annuity calculations</li> <li>11. Cost of capital</li> <li>12. Valuation and rates of return</li> <li>13. <b>Risk</b> (require)</li> <li>14. Long-term financing</li> <li>15. Capital markets, long-term debt and lease financing</li> <li>16. Dividend policy and retained earnings</li> <li>17. Common and preferred stock financing</li> <li>18. Convertibles, warrants, and derivatives</li> <li>19. External growth through mergers</li> <li>20. International financial management concepts</li> </ol> <p>Other Suggestions?</p> <p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• Basic accounting principles (Financial Statements). (require)</li> <li>• Financial forecasting, analysis, and planning is most important. (require)</li> <li>• Ability to use computer software in completing financial job-tasks. (expect &amp; require)</li> <li>• Financial report writing and presentation ability. (require)</li> <li>• Risk associated with decisions related to expenditure on long-term projects. (require)</li> </ul>
<p>Question Number 1</p>	<p style="text-align: center;"><b>Employer Perspectives Related to Health Care Insurance</b></p> <hr/> <p>Can you tell me about your experience regarding work performance of entry-level business school graduates in your employment in the past two years?</p> <p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• “We need more graduates”. “The right ones are difficult to find”. (other)</li> <li>• There is a need to develop graduates to take up management positions. (other)</li> <li>• It is difficult to fill managerial positions because graduates do not have management experience and skills needed. (other)</li> </ul>

	<ul style="list-style-type: none"> <li>• Performance of graduates employed in the past and those currently employed is satisfactory. “Theory basics are fine”. The area of weakness is in application of theory already learned. (lack, need &amp; require) Experience to apply knowledge in a work situation is needed. (expect, require)</li> <li>• Behavior, attitude, and work readiness are other areas of concern. (other)</li> <li>• Having more specialized skills will be a big advantage because specialized skills are needed in this industry (Recording and reporting skills). (expect)</li> <li>• Revenue Cycle Management is important. “Knowing how to manage it will be a strong point”. (expect &amp; require)</li> <li>• Dealing with claims, billing, revenue collection, tracking, and specialized computer program skills will improve work performance. “Could be weakness if you lack these skills”. (expect &amp; require)</li> <li>• Understanding of pharmacy process management (medical supplies, drugs, and care received by patients) is needed. These processes are unique to this industry. (require)</li> <li>• Specific terminology is used. It will be beneficial if graduates had industry specific skills and understanding. (need &amp; require)</li> <li>• Policies and regulations. “Know these policies”. Understand vendor contract terms. (expect &amp; require)</li> <li>• Work accuracy, customer care, and people skills will also be strong points. (expect &amp; require)</li> </ul> <p><u>Follow-up question:</u> Are the shortages you mentioned experienced at all levels of management?</p> <p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• “Yes, but finding people with the right skills and experience is even more difficult at senior management level”. (other)</li> <li>• Another point is that information taught at universities is not in line with fast moving development in areas of management. (other)</li> <li>• The UAE is growing rapidly but the knowledge part is not growing at the same pace. (other)</li> <li>• Management knowledge is also not being updated to meet industry needs. (need)</li> </ul> <p><u>Follow-up question:</u> Any advice or suggestions to improve or solve these issues?</p> <p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• Knowledge transfer should be taken from UAE companies in real life. (other)</li> <li>• To give an example, case studies of real life situations from this company’s own medical facilities, HAAD, or from other health care companies in the UAE, should be used instead of general cases. (other)</li> <li>• Policies and procedures demonstrated in cases, “the legal issues”, must be UAE based but must also be in line with local and international standards. (other)</li> </ul> <p><u>Follow-up question:</u> Any other suggestions?</p> <p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• Specialties must be looked at.</li> <li>• Students should be motivated to take positions in management early in their study program. (other)</li> <li>• Students must learn how to apply management theory within the “real big picture situation”.(expect &amp; require)</li> </ul>
Question Number 2	In your opinion, what are the main job tasks entry-level graduates are expected to perform if employed as a Health Care Insurance Manager?

	<p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• Two aspects – “One, managing the revenue cycle”. Theories that support this competency are important. “Two, customer care activities”. (expect &amp; require)</li> <li>• Claims and billing processes involve quality control and double checking activities. Graduates will need to have an understanding of methods used to manage and carry out tasks in this process. “This is a requirement”. (require)</li> <li>• Analyze, measure, monitor, and report performance results. Expect &amp; require) Pay attention to details and ensure specifications and legal requirements are met. Errors must be minimized when performing these tasks. (require)</li> <li>• Main tasks are: <ul style="list-style-type: none"> <li>- Managing and dealing with insurance claims – legislation, policies procedures, billing, and revenue cycle management. (expect)</li> <li>- Customer care – continue improvement of quality service provided and monitor this process. (expect &amp; require)</li> <li>- Ensure that insurance plan options meet customer needs and are competitive. (require)</li> </ul> </li> </ul> <p><u>Follow-up question:</u> What would you consider being the most important job task of a Health Care Insurance Manager?</p> <p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• At entry-level – know and understand HAAD regulations, policies such as employer responsibilities, rules for issuing insurance policies, billing issues – IMF regulations, follow guidelines and rules, and other health insurance laws. Keep updated on these issues and follow best practice. (require)</li> <li>• Need to follow and know quality management ISO application processes and procedures.(require)</li> <li>• Managing revenue cycle and customer care. (require)</li> </ul>
Question Number 3	<p>In which of the following areas do you think bachelor-level graduate job-knowledge improvement efforts should be focused:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• <b>Organizing</b> (require)</li> <li>• <b>Staffing</b> (require)</li> <li>• <b>Leading</b> (require)</li> <li>• <b>Controlling</b> (require)</li> <li>• Coordinating</li> <li>• Decision-making</li> <li>• Allocating resources</li> <li>• Health care administration</li> <li>• <b>Record processing</b> (require)</li> <li>• <b>Process quality management</b> (require)</li> <li>• <b>Service quality management</b> (require)</li> <li>• <b>Workflow management</b> (require)</li> <li>• <b>Project management</b> (require)</li> <li>• Task scheduling</li> <li>• Other areas that might need improvement</li> </ul> <p>Suggestions:</p> <p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• Skills in all areas listed are needed for successful operations. (other)</li> <li>• Staffing is important. New recruits must be suitably qualified for the positions they will occupy. (other)</li> <li>• The identified areas are critical issues for employees dealing with health care insurance matters. Follow up on opportunities to improve all skills.(other)</li> <li>• Performance management and performance leadership.(require)</li> <li>• Areas of quality management and monitoring – always improve (constantly). (require)</li> <li>• Focus on development training.(other)</li> <li>• Managing changes that occur. (require)</li> </ul>

<p>Question Number 4</p>	<p>In your view, from the list of management theories and concepts below, is there any specific job-knowledge, theory, or concepts you consider <b>instrumental</b> in carrying out job tasks effectively?</p> <p>Stimulus text used to discuss and answer this question (See Appendix C).</p> <ol style="list-style-type: none"> <li>1. Managing in a global environment</li> <li>2. <b>Managerial ethics and corporate social responsibility</b> (require)</li> <li>3. <b>Organizational goal setting and planning</b> (require)</li> <li>4. <b>Managerial decision making and information technology</b> (require)</li> <li>5. Leadership styles</li> <li>6. Motivational techniques</li> <li>7. <b>Organizational communication systems</b> (require)</li> <li>8. <b>Teamwork</b> (require)</li> <li>9. Innovation and entrepreneurship</li> <li>10. <b>Quality control systems</b> (require)</li> <li>11. Concepts of organizational behavior and corporate governance</li> <li>12. Creating business strategies</li> <li>13. Strategic management</li> <li>14. Balanced score card concept</li> <li>15. Six sigma</li> <li>16. <b>Strategic leadership</b> (require)</li> <li>17. Industry analysis</li> <li>18. SWOT analysis <b>Competitor analysis</b> (require)</li> <li>19. <b>Building blocks of competitive advantage</b> (require)</li> <li>20. The value chain</li> <li>21. Generic strategies low cost producer, diversification strategy, and focus strategy</li> <li>22. <b>Organizational systems, structure, and processes</b> (require)</li> <li>23. Mergers &amp; Acquisitions</li> <li>24. <b>Legal aspects related to business management</b> (require)</li> </ol> <p>Other suggestions:</p>
	<p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• Competitive advantage, point 19. In terms of HR staffing and health care insurance package offers.(require)</li> <li>• “Train and provide theory to assist managers in being more flexible, deal with their subordinates, and manage change because this is an environment in which a lot of change is taking place constantly”. (need, expect, require)</li> <li>• “Teamworking skills and ability to implement decisions and plans can be added”.(require)</li> <li>• “Ethics, corporate governance, and policy issues are the most important knowledge skill-sets required in this industry”. (require)</li> <li>• Internal control mechanisms and coding processes.</li> <li>• The legal aspect and quality control is most important. “We must provide quality work and quality service”. (require)</li> <li>• Keep updating knowledge and skills. Keep on improving where possible. “The Plan, Do, Check, Act principle must be applied”. (expect &amp; require)</li> </ul>
<p>Question Number 1</p>	<p style="text-align: center;"><b>Employer Perspectives Related to Recruitment</b></p> <hr/> <p>Can you tell me about your experience regarding work performance of entry-level business school graduates in your employment in the past two years?</p> <p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• Theoretical knowledge of fresh graduates is good. No complaints.(other)</li> <li>• Complexity of the company’s size. Many graduates are not aware of employment possibilities here. We need to make people aware of the company, start an awareness campaign. There is an issue in attracting candidates to this industry. (other)</li> <li>• “Career guidance is needed here because it is important to follow your passion”. (other)</li> <li>• Employees must demonstrate organizational commitment. (need)</li> </ul>

	<ul style="list-style-type: none"> <li>• Giving students general courses at first, before moving into specialized academic areas of study, provides a better understanding of the different fields of study which makes it easier to make the correct career choices. (other)</li> <li>• To be successful, candidates need more experience in real-time decision-making, problem-solving, analysis and behavior at work skills. (expect &amp; require)</li> <li>• We do not expect a high skill-set at entry-level and focus more on behavior than on technical or hard skills.(other)</li> <li>• What we are looking for are candidates that can work with people, have good analytical skills, can adapt to change, and know how to implement change management.(expect &amp; require)</li> <li>• “At university, models like Maslow’s Hierarchy of Needs is taught but not how this is related to our work”. It is important to be able to make this link and to know how to use these theories. (expect, &amp; require)</li> <li>• Technology and computer skills used in the area of study should be constantly updated to be in line with specific profession. Example: graduates majoring in HR should be able to use technology specific to this profession in order to best serve the objective of the human resources division within the company. (required, other)</li> </ul> <p><u>Follow-up question:</u> Any advice or suggestions for improvement?</p> <p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• Referring to the shift in education in 2000, there should be a balance between case studies, essays, and real scenarios in the study program. “These scenarios must be updated regularly because from my experience the scenario’s that are used are old”.(other)</li> <li>• Study assignments should be benchmarked against international standards and during the study program students must spend more time working in the company to gain experience in doing specialized job-tasks while at work. (other)</li> <li>• The current work-placement programs do not cover job task work details related to the actual work graduates will do in reality if employed after graduation. “This affects work performance”(lack &amp; need)</li> <li>• Graduates do not have knowledge of what they are expected to do once they are in permanent employment. “Also do not have experience in how to use what they do know productively”.(lack &amp; need)</li> </ul>
Question Number 2	<p>What selection criteria do you make use of during the recruitment process?</p> <p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• “Criteria I use is generic, I place focus on behavioral skills, ask questions that will give insight into behavior of candidates and look at body language and reactions of candidates”. (other)</li> <li>• Try to find out if the candidate is passionate about having a career in the chosen field of work or position applied for. Sometimes people apply for positions in areas that are different to their main area of study. (lack, need, &amp; other)</li> <li>• Use a competency based framework that is linked to experience and skills needed in carrying out job-tasks.(other)</li> <li>• Competencies looked for are people skills – how managers deal with people; theoretical skills and ability to apply and use these skills; legal knowledge – understanding of policies, regulations, and rules; communication skills, dispute handling, and ability to negotiate successful outcomes. (require)</li> <li>• “In the end we want a good match between the required skill-set, the candidates skill-set, and the skills the candidate needs to perform tasks in areas related to his passion and interest, what he or she is good at”.(other)</li> <li>• Ability to communicate in English is an important aspect. (other)</li> <li>• Candidates must be willing to accept new ideas and be able to adapt to changes in the environment. (require)</li> <li>• Candidates must be ready to take risks. Initiators of new ideas is what we look for. (require)</li> </ul>

Question Number 3	<p>Have you experienced recruitment problems on the supply side during the recruitment process?</p> <p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• Not finding what we want in terms of skill-set requirements. Mismatches between the required skill-set, the candidates skill-set, and the skills the candidate is good at. (other)</li> <li>• Candidates not having the required background in the health care industry. Example: “Don’t know basic terminology or have no knowledge about regulations etc. from HAAD regulator”. (lack &amp; need)</li> <li>• People skills of candidates do not meet standards of our required skill-set.(other)</li> <li>• No problems in supply side in area of business. (other)</li> </ul> <p><u>Follow up question:</u> In your opinion, what do you think might be the cause?</p> <p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• Not making good career choices early enough. (other)</li> <li>• Not having enough information about available options or not taking them into consideration when making career choices. (other)</li> <li>• Qualified in areas outside their passion and interest or outside the area of the position applicants are applying for. (other)</li> <li>• Candidates rely on the company to do the linking. (other)</li> <li>• Market awareness about options - “There should be more market awareness about career options available in the company and the options must be linked to study programs” (other)</li> <li>• Industry terminology taught is too general or not taught at all. (lack &amp; require)</li> <li>• Courses taught are too general and do not include detailed or specific industry terminology and relevant theoretical processes. (require)</li> <li>• Institutions of higher education do not communicate with employers sufficiently to determine future need requirements. (other)</li> </ul>
Question Number 4	<p>From your experience, what would be the deciding factor that would single out one job-applicant above other job-applicants in finding employment in the position of: Hospital Financial Manager: Hospital Administration Manager: Hospital Health Care Insurance Manager: Hospital Pharmacy Manager:</p> <p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• “To make this decision at entry-level, I look at technical knowledge (hard skills) and soft skills, for example: attitude, behavior and ability to work with people, and look at the balance between these”. (require)</li> <li>• “The balance I look for is 50% hard skills and 50% soft skills, but if one candidate has 40% hard skills and another has 40% soft skills, I will select the candidate that has more soft skills because it is easier for candidates to be trained and to learn hard skills than soft skills”. (other)</li> <li>• “Flexibility, the ability to adapt to change, drive sub-ordinates to achieve, and candidates that are Theory Y type managers, is what we are looking for. This will apply to the managerial positions you mentioned”. (expect, &amp; require)</li> </ul>

Additional Questions	<p>1. From your experience, can you think of job-knowledge, academic theories, or concepts that are frequently asked for when management/financial positions are advertised? <u>Response:</u> Teamworking skills, people skills, leadership skills, technology, information system and computer skills. (require)</p> <p>1. When preparing advertisements for positions in management/finance, can you think of any specific academic/theoretical job-knowledge, managers highlight or insist “the ideal candidate” must have to be considered for the position? <u>Response:</u> The ideal candidate can be described as a friendly person who likes to interact with people, understands cultural differences, is a teamworker, and can motivate and lead people to achieve objectives. (expect)</p> <p>2. From your experience as a recruitment officer, can you single out any specific knowledge specifically theoretical or academic required from candidates applying for positions in management/finance? <u>Response:</u> Willingness to change, flexibility, ability to adapt to change, and ability to be able to manage unexpected situations arising in the workplace. (need)</p> <p>Additional Interviewer Notes:</p> <ul style="list-style-type: none"> <li>• Language capability, ability to deal with people from different cultures and backgrounds, and the ability to work in a team, can also be deciding factors. (Need, expect, &amp; require)</li> </ul>
Question Number 1	<p style="text-align: center;"><b>Employer Perspectives Related to Hospital Management (Administrative)</b></p> <p>Can you tell me about your experience regarding work performance of entry-level business school graduates in your employment in the past two years? <u>Response:</u></p> <ul style="list-style-type: none"> <li>• Theoretical knowledge of fresh graduates meet requirements. Skill-set is good. (other)</li> <li>• English proficiency is required because it is used in the workplace.(require)</li> <li>• Fresh graduates tend to want to be promoted soon after joining the company. (lack, need, &amp; other)</li> <li>• Graduates need to understand organizational and reporting structures, accountability and responsibility issues, requirements for promotion, and process by which employees are promoted. (lack &amp; need)</li> <li>• We want them to be confident about themselves (Focused). (other)</li> <li>• Graduates tend to not want to do more than necessary. (other)</li> <li>• We want them to have the necessary knowledge and skills and be ready to work (Want to work attitude). (other)</li> <li>• Teambuilding and teamwork (attitude and skills), communication skills, problem-solving skills. “They should have these things”. If graduates have these skills it is much easier to train them and teach them to do the work. (require)</li> </ul>
Question Number 2	<p>In your opinion, what are the main job tasks entry-level graduates are expected to perform if employed as a hospital administration manager? <u>Response:</u></p> <ul style="list-style-type: none"> <li>• Customer care, customer relations (experience with patients). (require)</li> <li>• To deal with health and safety issues (fire protection). (require)</li> <li>• Infection control issues – basic knowledge and apply knowledge in practice. (require)</li> <li>• Customer satisfaction – perspective of care giver. (require)</li> </ul> <p>(All items mentioned are a must). <u>Follow-up Question:</u> What would you consider being the most important job task of a hospital administration manager?</p>

	<p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• All four points mentioned are equally important (Customer care, customer satisfaction, health and safety, and infection control issues). (require)</li> <li>• Most important is to be able to lead people because this is a management position.</li> </ul>
Question Number 3	<p>In which of the following areas do you think bachelor-level graduate job-knowledge improvement efforts should be focused:</p> <ul style="list-style-type: none"> <li>- Planning</li> <li>- Organizing</li> <li>- Staffing</li> <li>- Leading</li> <li>- Controlling</li> <li>- Coordinating</li> <li>- Decision-making</li> <li>- Allocating resources</li> <li>- Health care administration</li> <li>- Record processing</li> <li>- Process quality management</li> <li>- Service quality management</li> <li>- Workflow management</li> <li>- Project management</li> <li>- Task scheduling</li> <li>- Other areas that might need improvement</li> </ul> <p>Suggestions:</p>
	<p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• At entry level employees will be given opportunities to take part in planning, decision-making, and project management but this is not their main responsibility over the first few months. (other)</li> <li>• Coordinating, record processing, process quality management, and service quality management are very important. Continuous improvement is necessary. (require)</li> <li>• Coordinating may be more relevant to secretarial positions. (other)</li> <li>• Managing and adjusting processes is more relevant than record processing. (require)</li> <li>• IT (computer) skills are very important – examples Microsoft Word, PowerPoint, and Oracle because we have an Oracle system. (require)</li> <li>• Analysis is very important (Look at feedback and take action). (require)</li> </ul>
Question Number 4	<p>In your view, from the list of management theories and concepts below, is there any specific job-knowledge, theory, or concepts you consider <b>instrumental</b> in carrying out job tasks effectively?</p> <p>Stimulus text used to discuss and answer this question (See Appendix C).</p> <ol style="list-style-type: none"> <li>1. Managing in a global environment</li> <li>2. <b>Managerial ethics</b> and <b>corporate social responsibility</b></li> <li>3. Organizational goal setting and planning</li> <li>4. <b>Managerial decision making</b> and <b>information technology</b></li> <li>5. Leadership styles</li> <li>6. Motivational techniques</li> <li>7. Organizational communication systems</li> <li>8. <b>Teamwork</b></li> <li>9. <b>Innovation</b> and entrepreneurship</li> <li>10. <b>Quality control systems</b></li> <li>11. <b>Concepts of organizational behavior</b> and corporate governance</li> <li>12. <b>Creating business strategies</b></li> <li>13. <b>Strategic management</b></li> <li>14. <b>Balanced score card concept</b></li> <li>15. <b>Six sigma</b></li> <li>16. Strategic leadership</li> <li>17. Industry analysis</li> <li>18. SWOT analysis Competitor analysis</li> <li>19. Building blocks of competitive advantage</li> <li>20. The value chain</li> <li>21. Generic strategies low cost producer, diversification strategy, and focus strategy</li> <li>22. Organizational systems, structure, and processes</li> </ol>



	<p>23. Mergers &amp; Acquisitions 24. <b>Legal aspects</b> related to business management</p> <p>Other suggestions:</p> <p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• Emotional Intelligence is very important. (need)</li> <li>• Corporate governance is a new area. (other)</li> <li>• Need knowledge about health care operations such as operational processes and knowledge about doctor-patient rounds. (require)</li> <li>• They should know the hospital culture especially if from another country. (require)</li> <li>• Medical waste removal and treatment of waste disposal (process knowledge). (require)</li> <li>• Know travel arrangement process for patients, staff training, and for business purposes. (require)</li> <li>• Have knowledge of and be able to manage performance contracts for hospitality, security, catering, transportation, cleaning, retail coffee shop, and laundry services. (need &amp; require)</li> <li>• # 2. Managerial ethics and corporate social responsibility. Confidentiality and respect is very important. (require)</li> <li>• # 4. Managerial decision-making and information technology. Need to be knowledgeable about styles of decision making and making team decisions. (require)</li> <li>• # 8. Teamwork is important. Use # 8 together with # 9 to think out new and creative ways to do things more effectively. (require)</li> <li>• # 11. Concepts of organizational behavior. Need to be able to work with different cultures and be respectful. (need &amp; require)</li> <li>• # 12 &amp;13. Creating business strategies and strategic management. Entry-level graduates must know and understand the purpose of concepts such as policy, mission, and core values in a simple or basic way. (expect &amp; require)</li> <li>• Be able to work in a team to review department/facility objectives, adapt to change and align with overall company objectives. (require)</li> <li>• # 14. Balanced scorecard. Very important concept that is used quarterly to measure department performance from a customer perspective, financial perspective, internal business process perspective, and learning , growth, community, and environment perspectives. (require)</li> <li>• # 15. Six sigma. "If working in the quality department it is a must know". (require)</li> <li>• # 24. Very important to know what is allowed in terms of confidentiality, rules of conduct, and policy. (require)</li> </ul>
Question Number 1	<p style="text-align: center;"><b>Employer Perspectives Related to Hospital Pharmacy Management</b></p> <p>Can you tell me about your experience regarding work performance of entry-level business school graduates in your employment in the past two years?</p> <p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• Graduates need a post graduate qualification to be employed in position of pharmacy manager. This is a requirement. Pharmacists must be licensed. (other)</li> <li>• To become managers, entry-level graduates must learn to be leaders and also understand the concept of leadership. (require)</li> <li>• Graduates do not understand the concept and must understand this concept and be able to apply it in the workplace before they can be placed in any lead position. (require)</li> <li>• Bachelor and post-graduate qualification required. (other)</li> </ul>
Question Number 2	In your opinion, what are the main job tasks entry-level graduates are expected to perform if employed as a hospital pharmacy manager?

	<p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• Entry-level graduates will not be hired as pharmacy managers. Will start in an administrative position. (other)</li> <li>• Graduates need at least two years to understand pharmacy operational processes before they are ready for management positions (In-patient and out-patient processes). This requires role play exercises and not lectures. (other)</li> <li>• Manage conflict - Knowledge and ability to manage conflict situations in the workplace. (require)</li> <li>• Background: Pharmacy, finance, operations, and information technology. These tasks are integrated and cannot be left out. (require)</li> </ul> <p><u>Follow-up question:</u> What would you consider being the most important job task of a hospital pharmacy manager?</p> <p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• Manage staff. (require)</li> <li>• Lead operations. (require)</li> <li>• Coaching. (require)</li> <li>• Finance – budget and strategies to work out and identify most cost effective medicines. (require)</li> <li>• Pharmacy, finance, operations, and information technology. (require)</li> </ul>
Question Number 3	<p>In which of the following areas do you think bachelor-level graduate job-knowledge improvement efforts should be focused:</p> <ul style="list-style-type: none"> <li>- Planning</li> <li>- Organizing</li> <li>- Staffing</li> <li>- Leading</li> <li>- Controlling</li> <li>- Coordinating</li> <li>- Decision-making</li> <li>- Allocating resources</li> <li>- Health care administration</li> <li>- Record processing</li> <li>- Process quality management</li> <li>- Service quality management</li> <li>- Workflow management</li> <li>- Project management</li> <li>- Task scheduling</li> </ul> <p>Other Suggestions:</p> <p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• All listed areas are essential. Improvement in all areas.</li> <li>• Task scheduling is a delegated function. (other)</li> <li>• Time management, culture considerations, leadership skills, and financial knowledge and skills such as budgeting are very important. (require)</li> <li>• Planning, decision-making, allocating resources, and project management are very important and will require post graduate study.(require)</li> </ul>
Question Number 4	<p>In your view, from the list of management theories and concepts, is there any specific job-knowledge, theory, or concepts you consider <b>instrumental</b> in carrying out job tasks effectively?</p> <p>Stimulus text used to discuss and answer this question (See Appendix C).</p> <ol style="list-style-type: none"> <li>1. Managing in a global environment</li> <li>2. Managerial ethics and corporate social responsibility</li> <li>3. Organizational goal setting and planning</li> <li>4. Managerial decision making and information technology</li> <li>5. Leadership styles</li> <li>6. Motivational techniques</li> <li>7. Organizational communication systems</li> <li>8. Teamwork</li> <li>9. Innovation and entrepreneurship</li> <li>10. Quality control systems</li> <li>11. Concepts of organizational behavior and corporate governance</li> <li>12. Creating business strategies</li> <li>13. Strategic management</li> </ol>

	<p>14. Balanced score card concept  15. Six sigma  16. Strategic leadership  17. Industry analysis  18. SWOT analysis Competitor analysis  19. Building blocks of competitive advantage  20. The value chain  21. Generic strategies low cost producer, diversification strategy, and focus strategy  22. Organizational systems, structure, and processes  23. Mergers &amp; Acquisitions  24. Legal aspects related to business management  Other Suggestions:</p>
	<p><u>Response:</u></p> <ul style="list-style-type: none"> <li>• # 2. Managerial ethics and corporate social responsibility is very important. (require)</li> <li>• #9 Innovation is needed in the changing environment. Creative thought is needed. (need &amp; require)</li> <li>• #17 Industry analysis – Pharmaceutical (drugs). (other)</li> <li>• #13. Strategic management is very important. (expect &amp; require)</li> <li>• #24. Legal aspects are very important. (require)</li> <li>• #5. Leadership styles are important to know and apply. (require)</li> <li>• #6. Motivational techniques, # 8 teamwork, #12, creating business strategies, and #16 strategic leadership are important. (require)</li> <li>• #18 SWOT analysis and competitor analysis (outside help is obtained through outsourcing). (other)</li> <li>• Managing in a global environment is important in this part of the world. (expect &amp; need)</li> <li>• Managerial ethics and corporate social responsibility, organizational goal setting and planning, managerial decision making and information technology, leadership styles. (require)</li> <li>• Motivational techniques, organizational communication systems, teamwork, strategic leadership, value chain, diversification strategy, and legal aspects are very important. (require)</li> <li>• Ethical decision-making, audit, and quality issues (avoiding errors, save cost), and international safety measures are instrumental in carrying out job-tasks. (expect &amp; require)</li> </ul> <p>Strategic Management (planning for what is needed). (require)</p>

## Appendix J: Data Analysis Approach and Process

The data analysis approach and process followed is explained in Appendix J:

Table AJ1.

Appendix J: Table AJ1

### *Data Analysis Process*

Step Number	Analysis task description
1	Individual in-depth interviews were transcribed and summarized.
2	Job-knowledge concepts and theories relevant to research questions were coded in text of each in-depth interview transcript.
3	Job-knowledge concepts and theories that had the same code were grouped together in separate data files that were created for each job-knowledge code group. Grouping was carried out according to job-knowledge required, job-knowledge business school graduates were found to be lacking, job-knowledge expected from bachelor-level graduates, , job-knowledge needed to be successful in the workplace after being employed (See Appendix I).
4	Specific job-knowledge concepts and theories within each separate data file were identified, sub-divided according to specific job-knowledge, numbered, and listed as employer job-knowledge expectations, needs, or job-knowledge requirements. Job-knowledge requirements were also sub-divided according to human resource management/recruitment, hospital management/administration, pharmacy management, finance, and health care insurance management job-position requirements (See Appendix G).
5	Data were averaged and listed to create a complete list of all UAE employer job-knowledge expectations, needs, and requirements in functional areas of human resource management/recruitment, hospital management/administration, finance, hospital pharmacy management, and health insurance management (See Appendix G).
6	To determine the level of importance employers placed on each of the identified job-knowledge components, the collated list of UAE employer job-knowledge requirements was distributed to six panel experts individually as input to e-Delphi round one (See Appendix G).

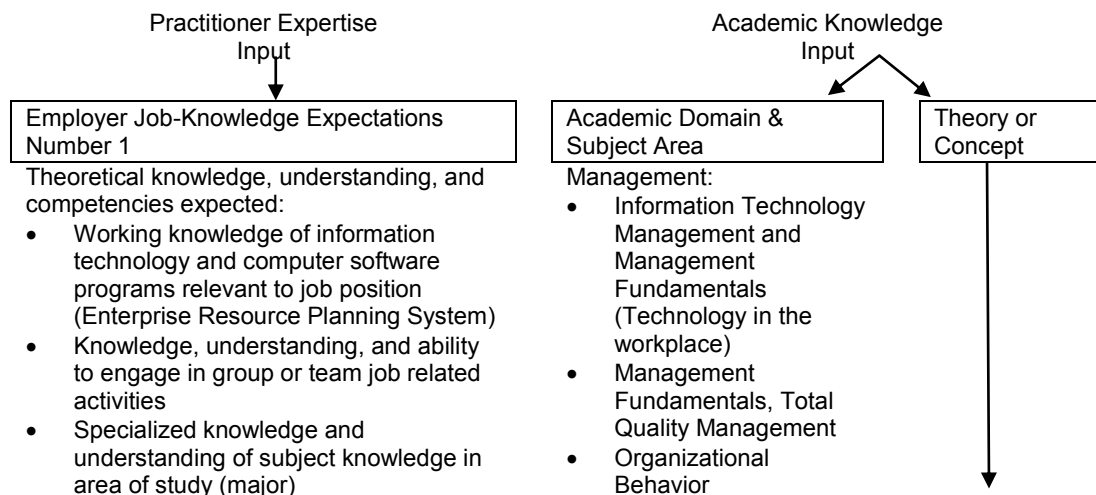
7	Individual e-Delphi Round 1 importance-level rating responses were analyzed and the calculated average ratings for individual job-knowledge requirements was used as input for Delphi Round 2 discussions. Job-knowledge components were listed according to the importance panel experts placed on each job-knowledge component according to Delphi Round 2 ratings (See Appendix H).
8	During e-Delphi round two, panel experts were asked to review job-knowledge importance level average rankings from e-Delphi round one and to provide reasons for disagreement on levels of importance placed on any of the identified job-knowledge components. Panel experts were also asked to provide the rating they would agree with in cases where they disagreed with the average round one job-requirement rating.
9	Feedback received from e-Delphi round two was analyzed to determine job-knowledge requirements regarded to be most important to employers. Findings were documented and will be available to employers and business school decision makers after publication (See Appendix M).

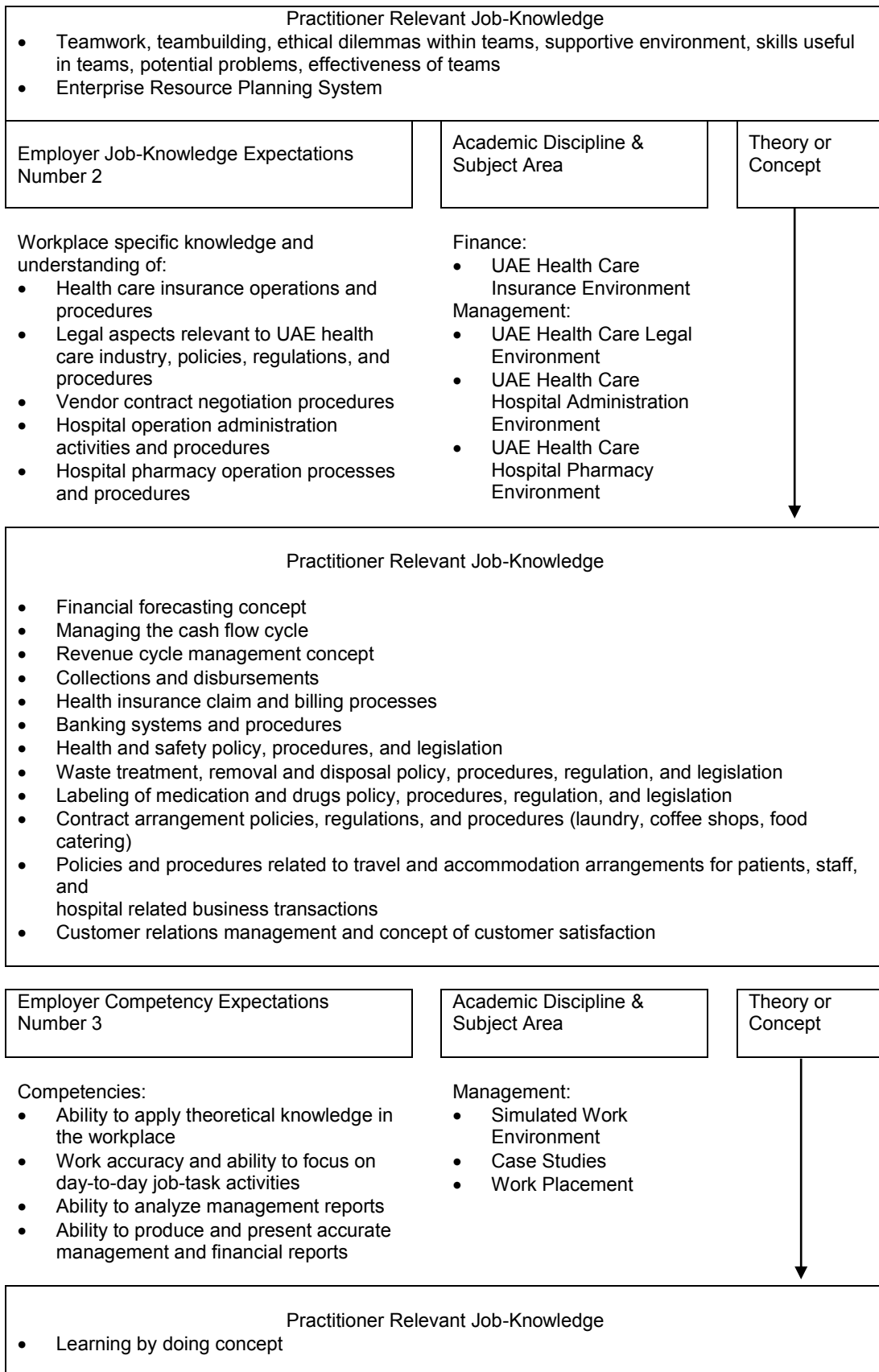
Appendix K: Linking Job-knowledge Requirements to Subject Area,  
Theory, and Concepts

To address Research Question 1, job-knowledge requirements identified during semi-structured in-depth interviews were categorized according to employer expectations, needs, and job-knowledge requirements and listed under the label Practitioner Expertise. The job-knowledge requirements category was sub-divided into categories according to organizational function, division, and job-position to provide practitioner relevant job-knowledge in format useful to business school decision makers. Practitioner expertise was then aligned with the appropriate academic domain under the label Academic Knowledge Input and linked to theory and concepts relevant to listed job-knowledge requirements that may be used by curriculum developers to make decisions regarding curriculum job-knowledge requirement alignment within UAE schools of business (See Appendix K: Figure AK1 through AK7).

Appendix K: Figure AK1

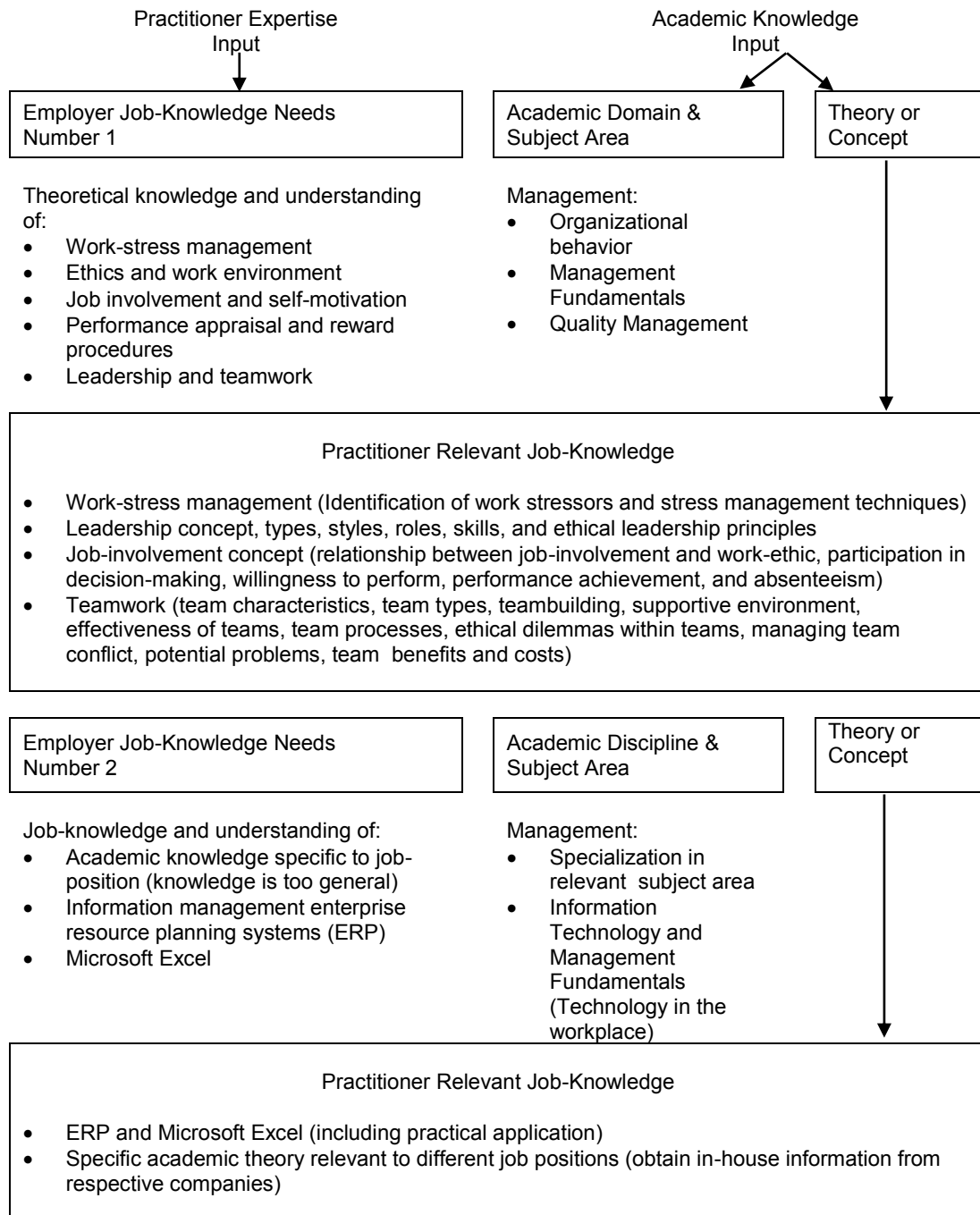
*Employer Job-knowledge Expectations: Human resource management/recruitment, pharmacy management, finance, hospital management/administration, and health insurance perspective*



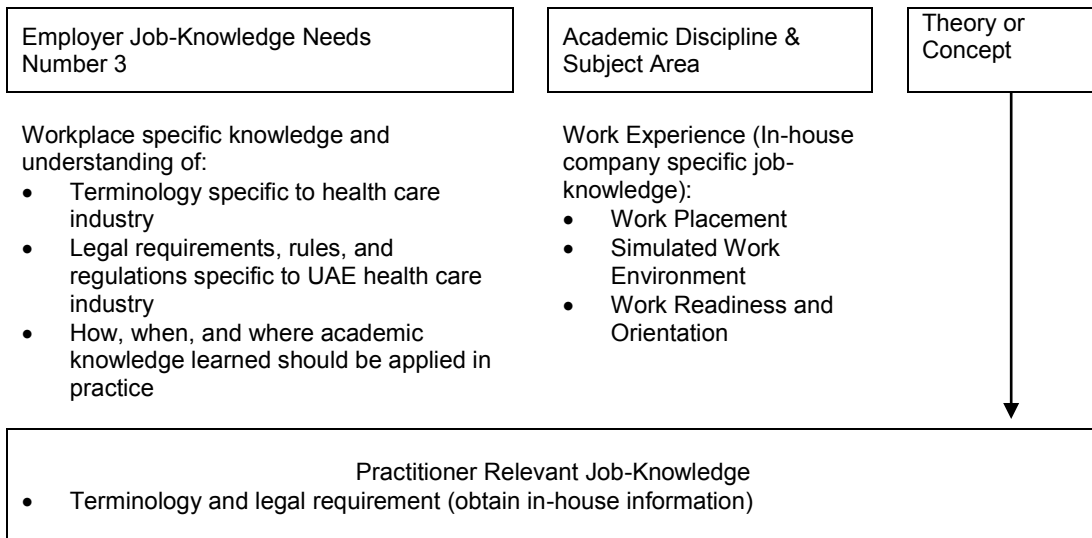


Appendix K: Figure AK2

*Employer Job-knowledge Needs: Human resource management/recruitment,,  
pharmacy management, finance, hospital management/administration, and health  
insurance perspective*

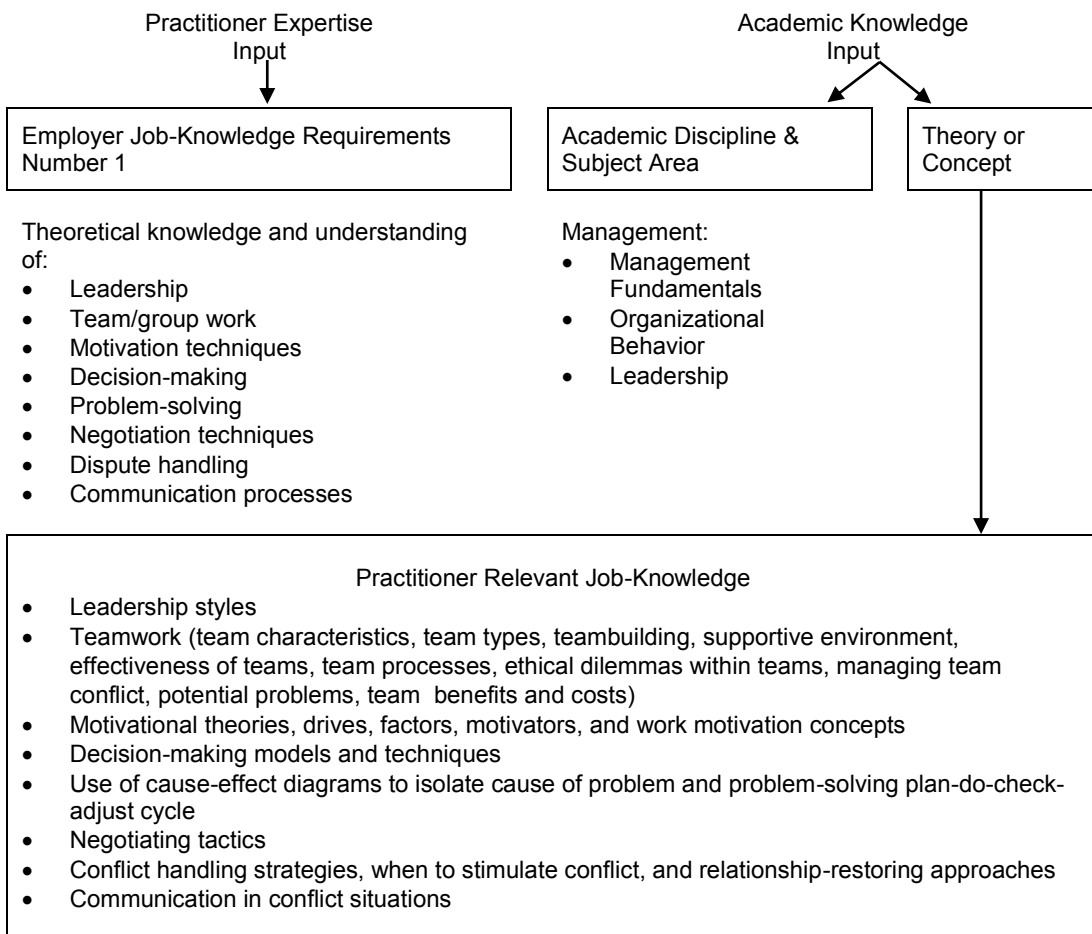


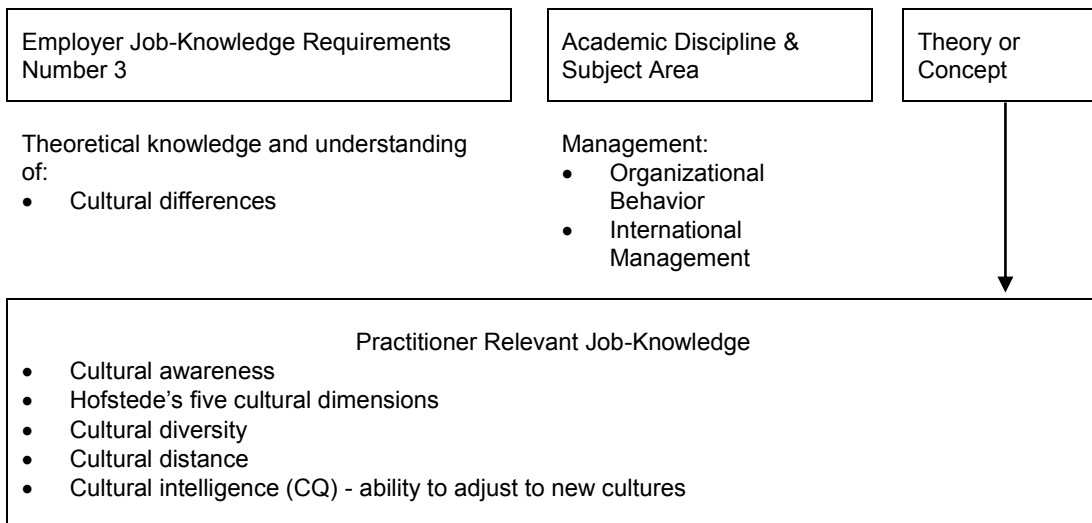
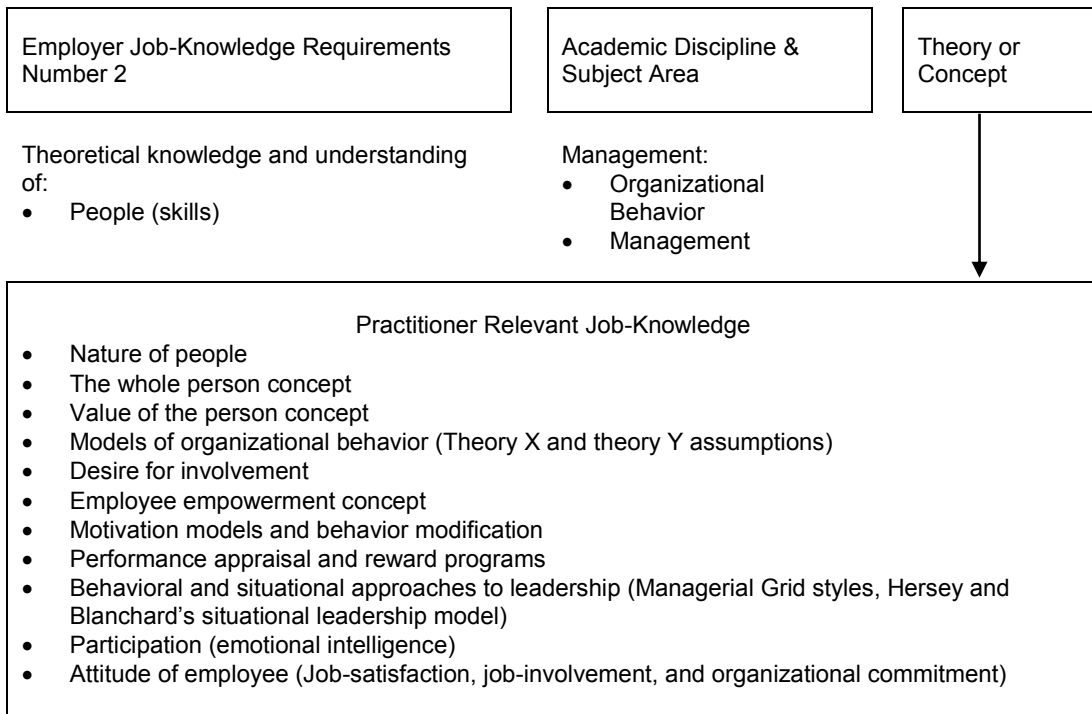


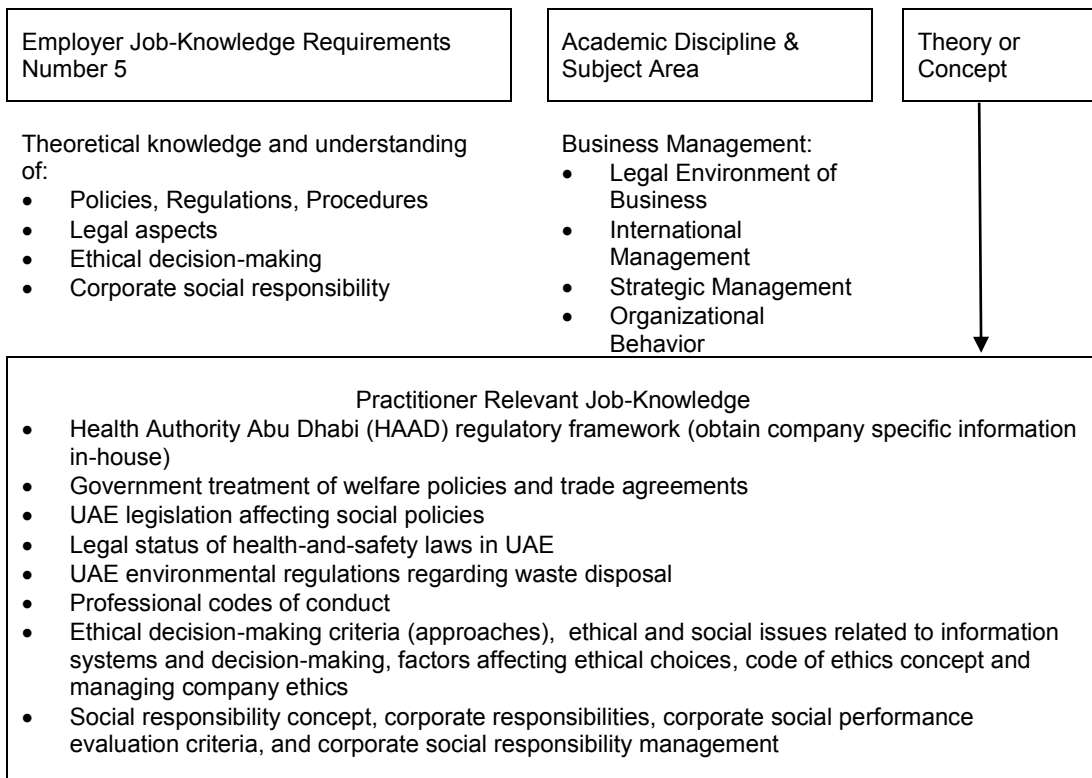
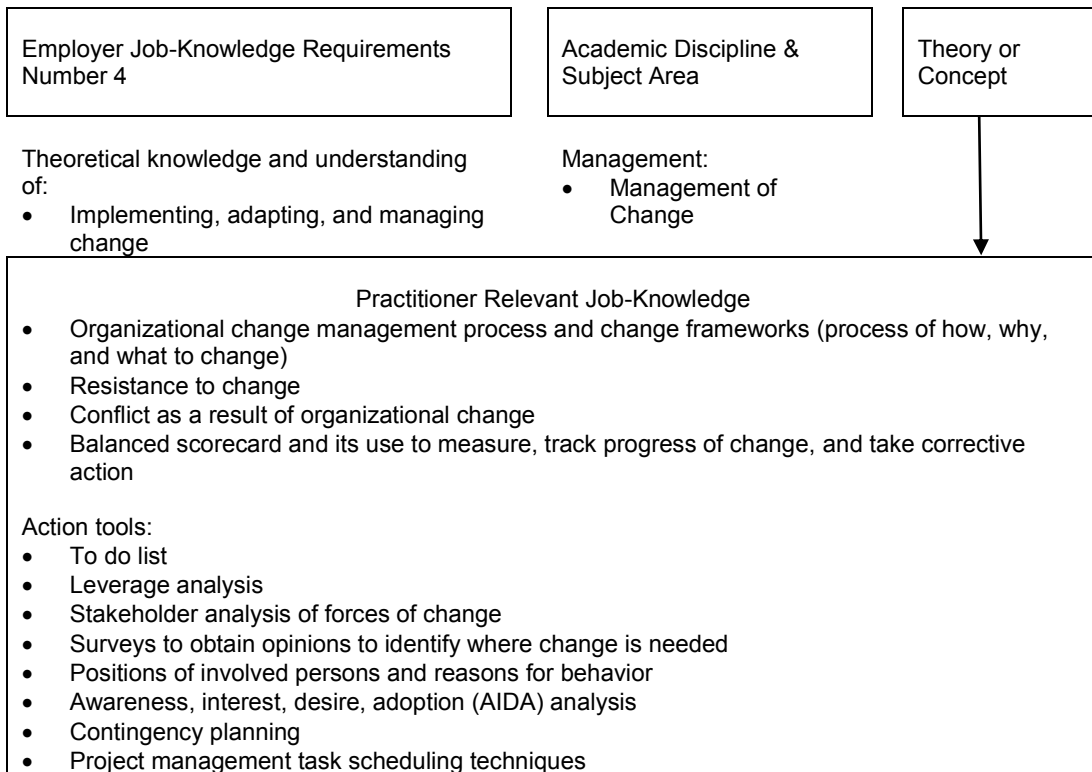


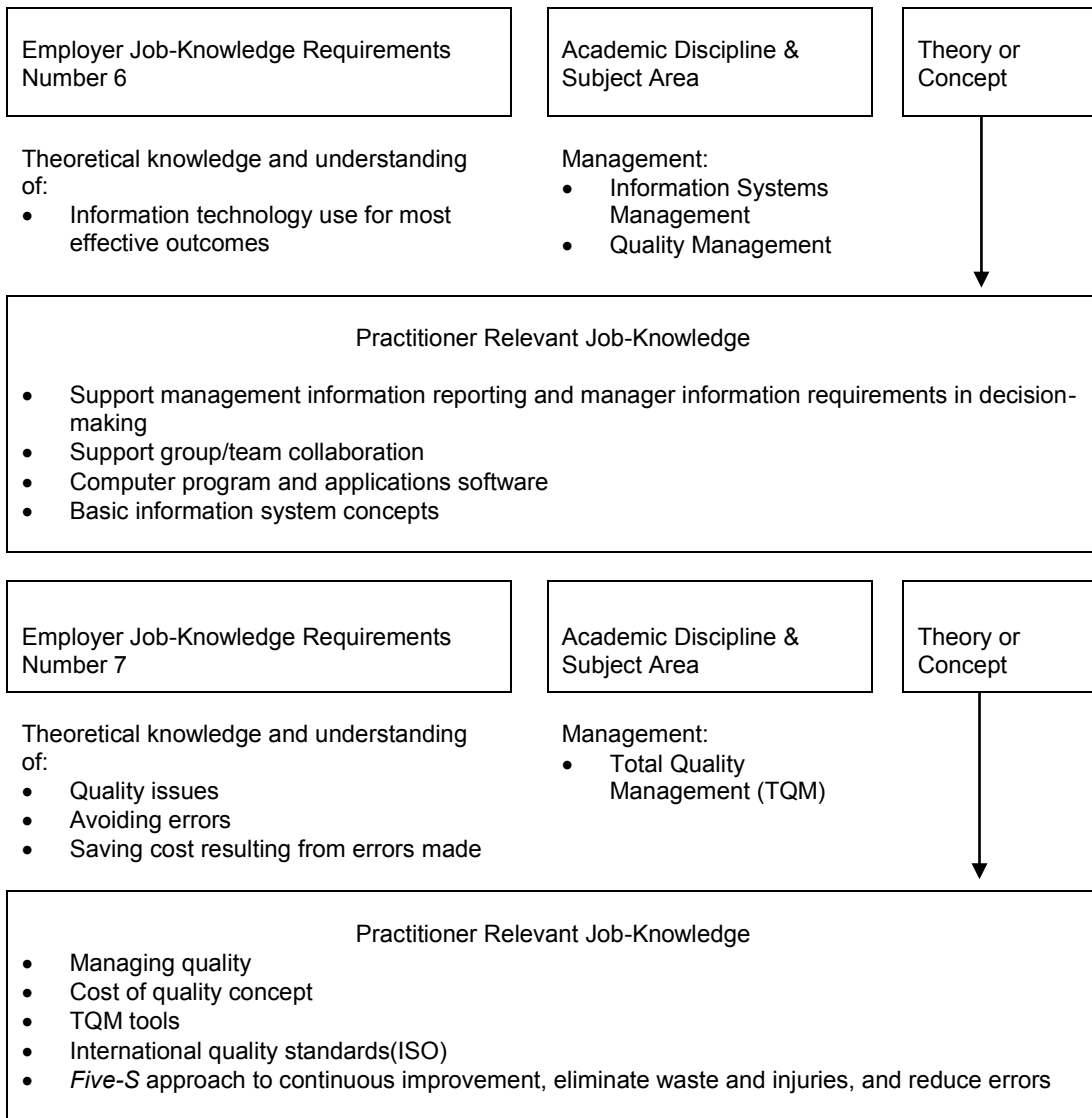
Appendix K: Figure AK3

*Human Resource Management/Recruitment Perspective: Practitioner Relevant Job-knowledge*



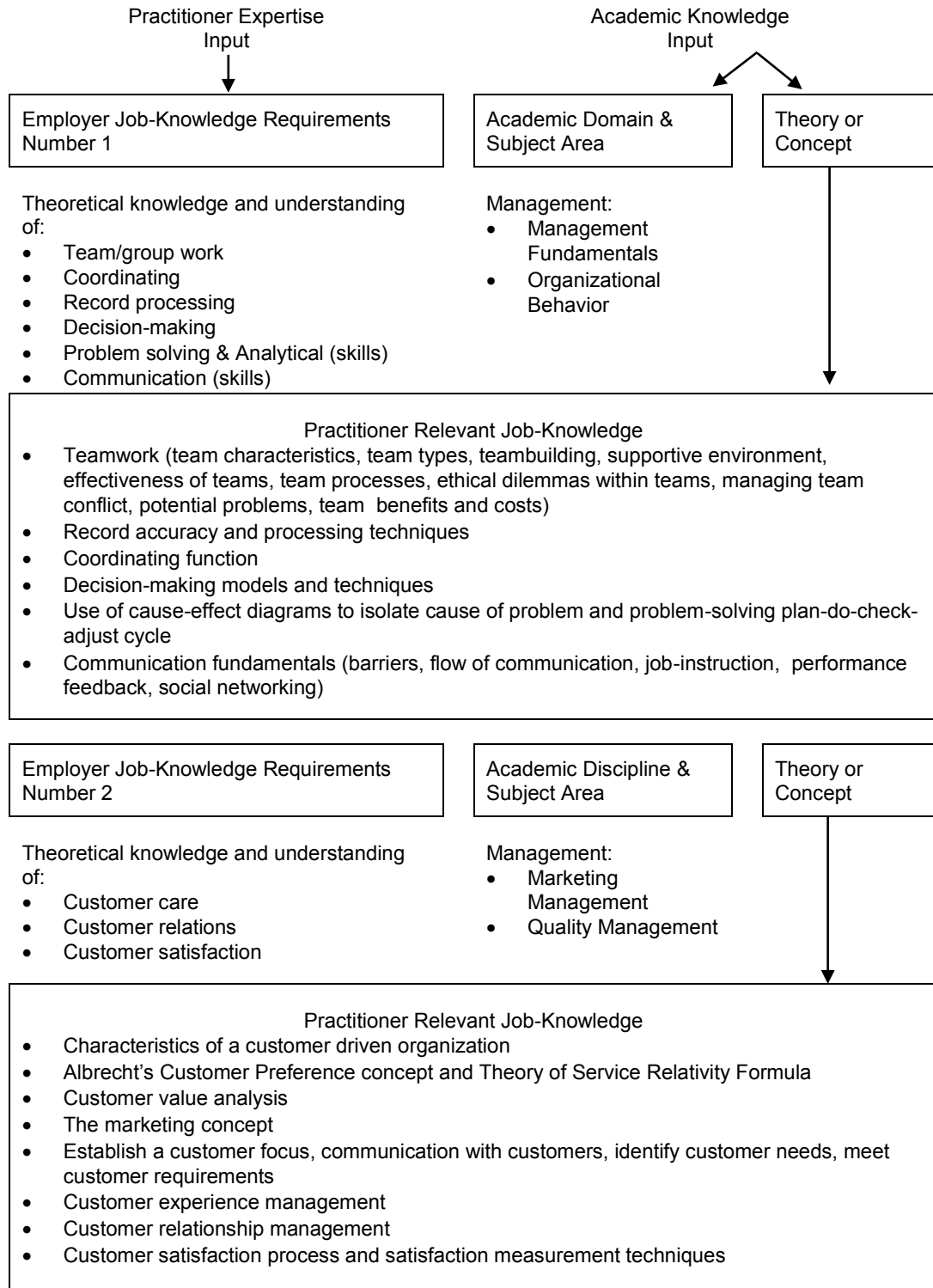


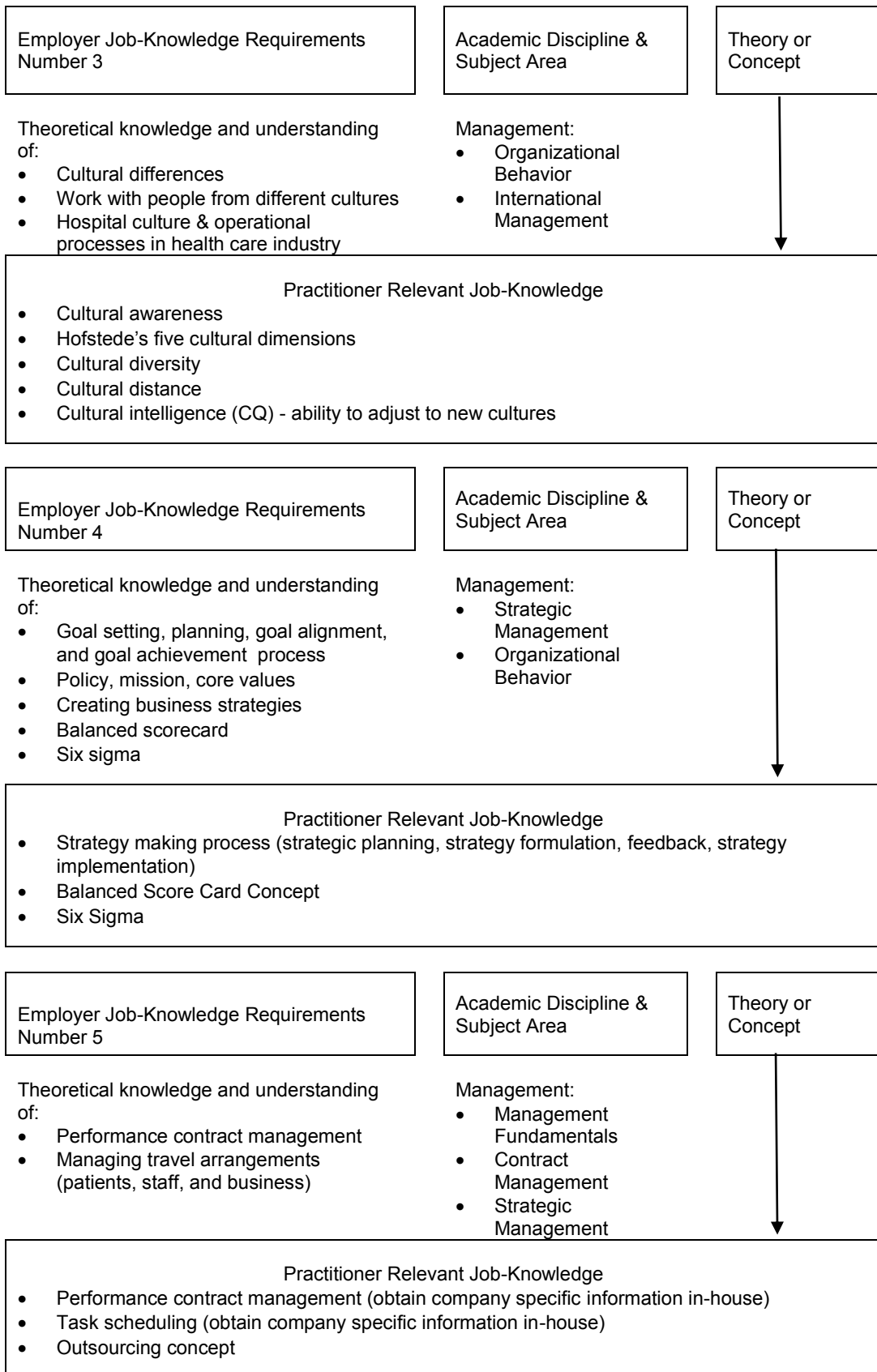


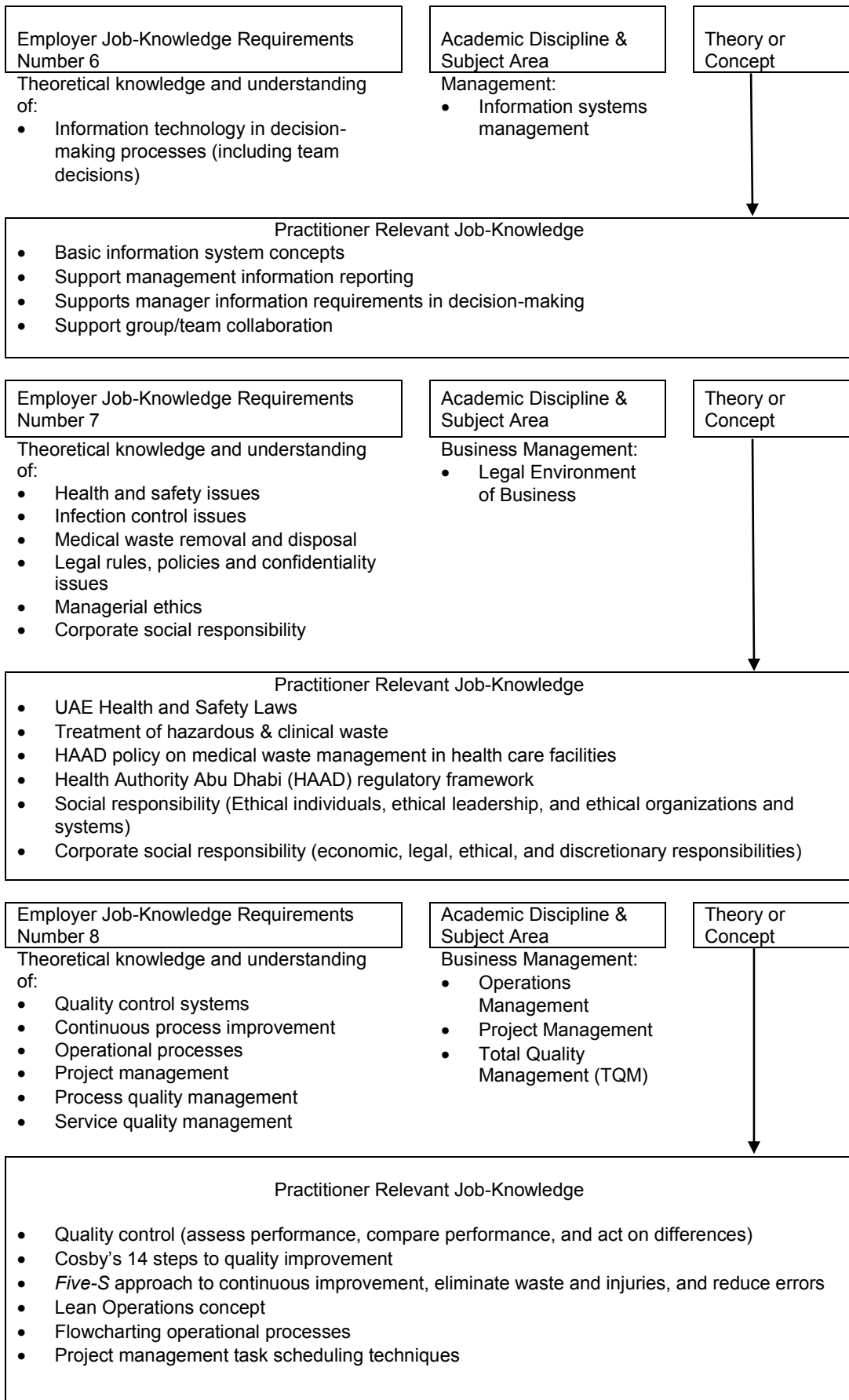


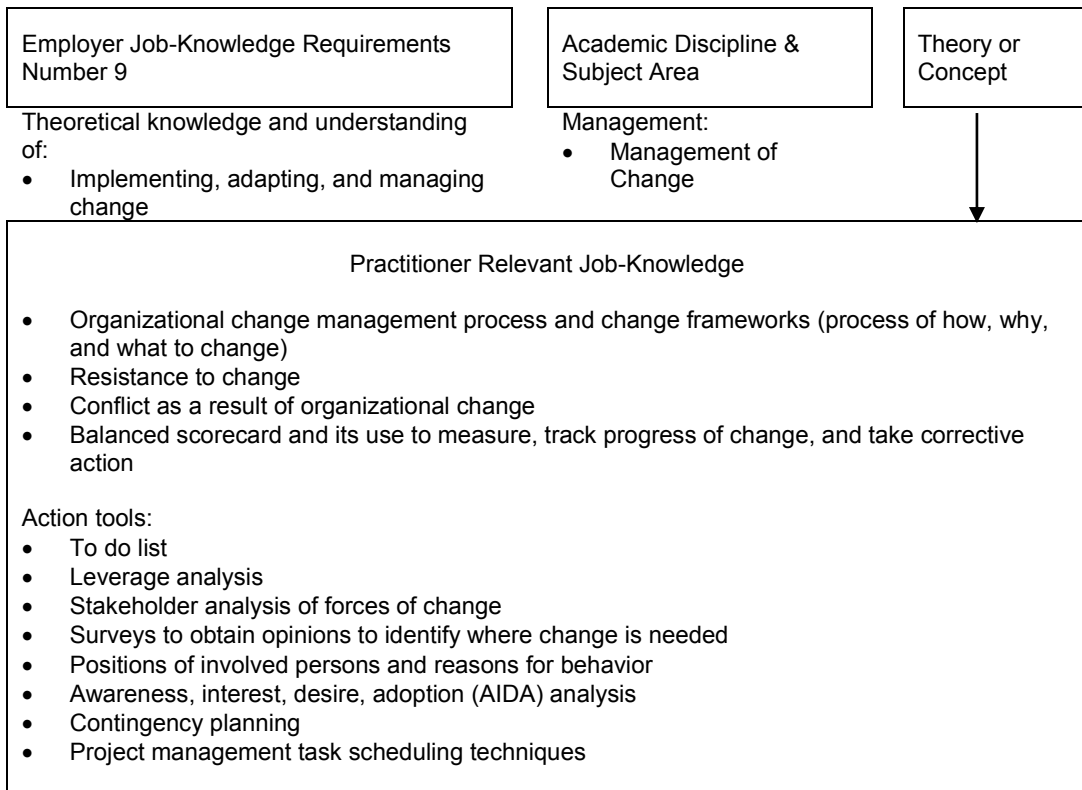
Appendix K: Figure AK4

*Hospital Management/Administration Perspective: Practitioner Relevant Job-knowledge*



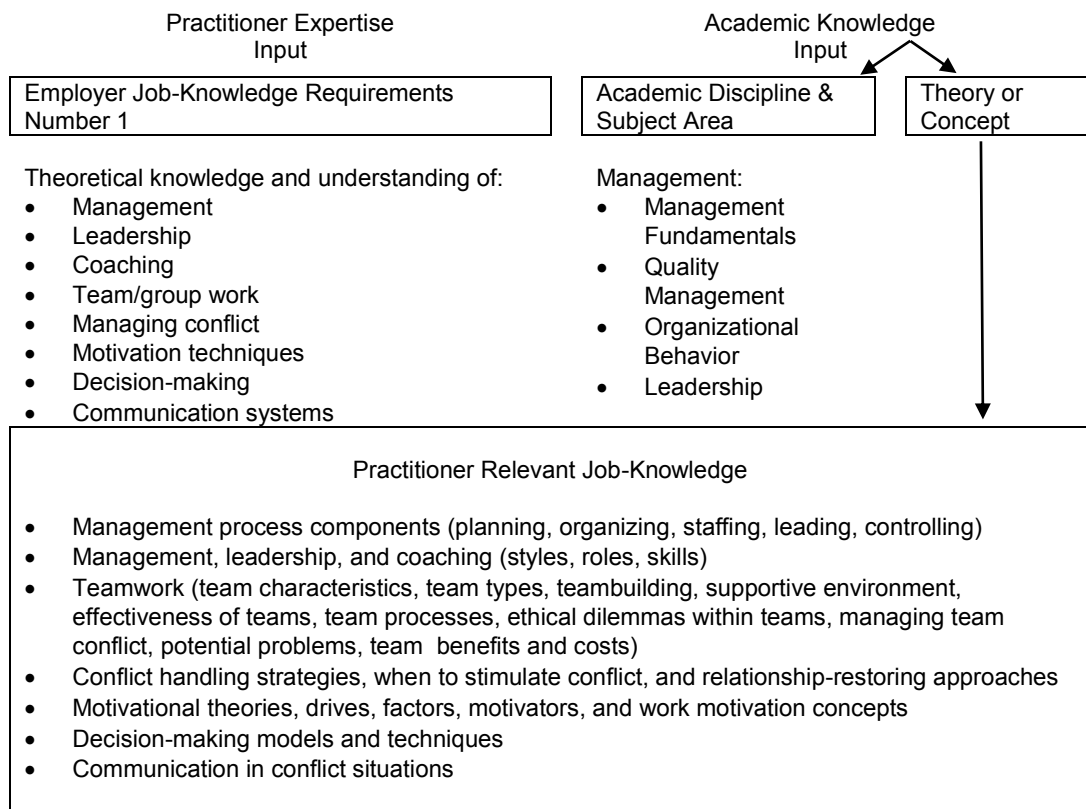




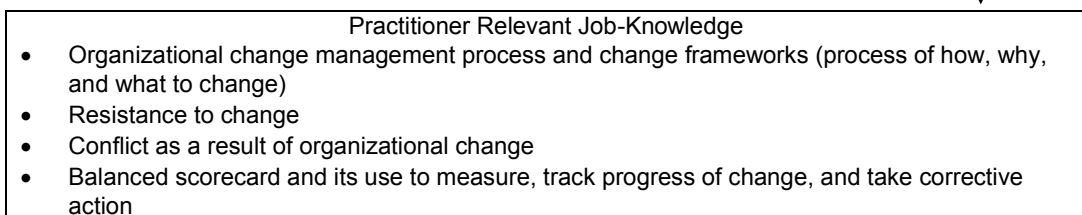
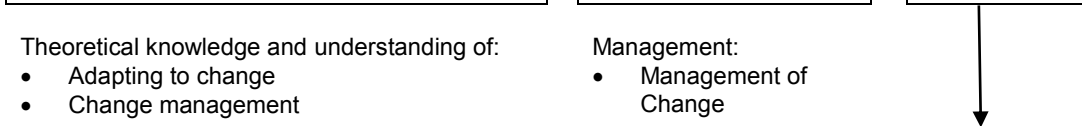
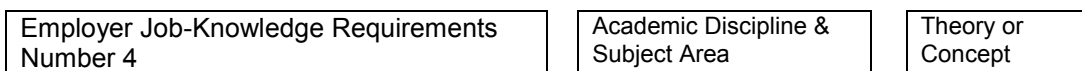
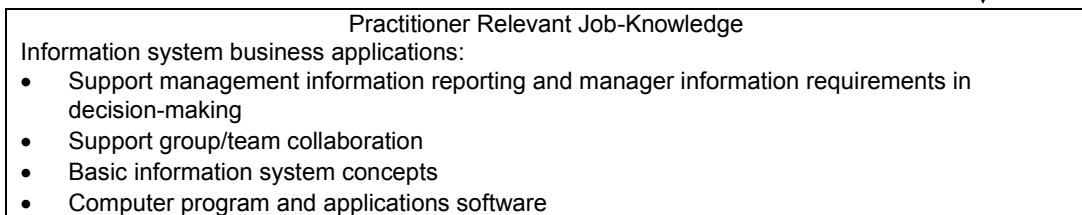
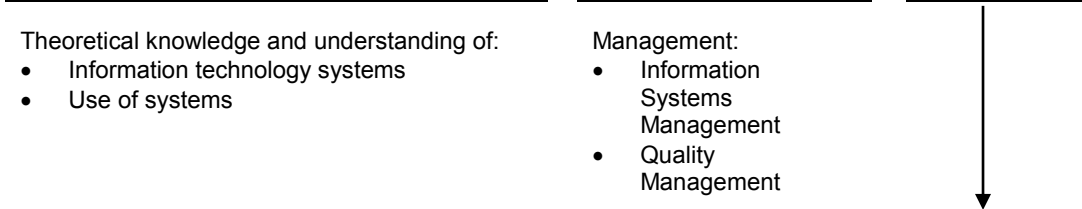
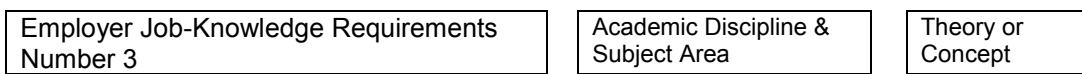
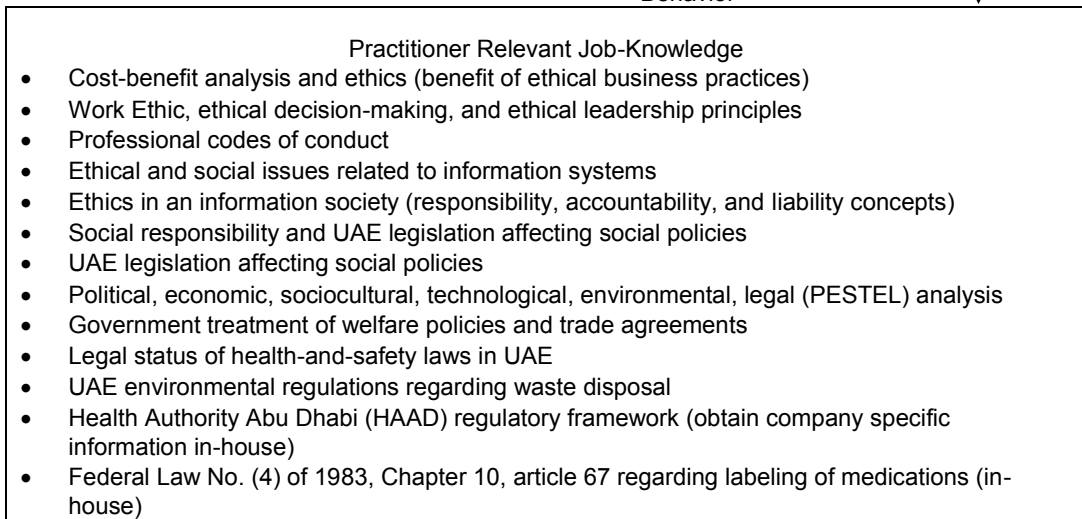
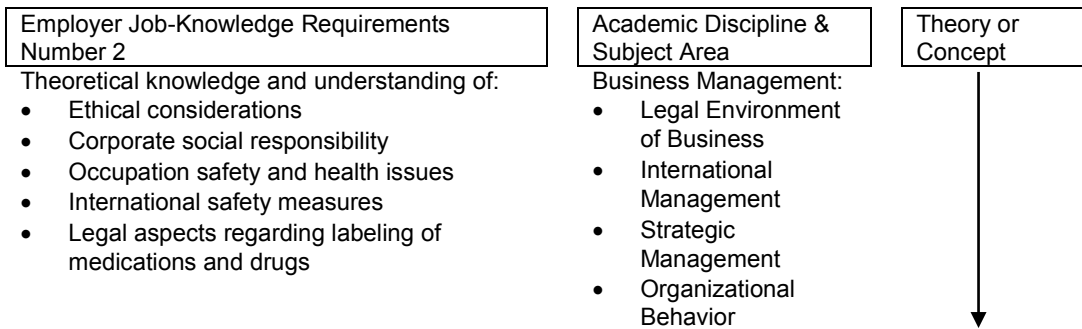


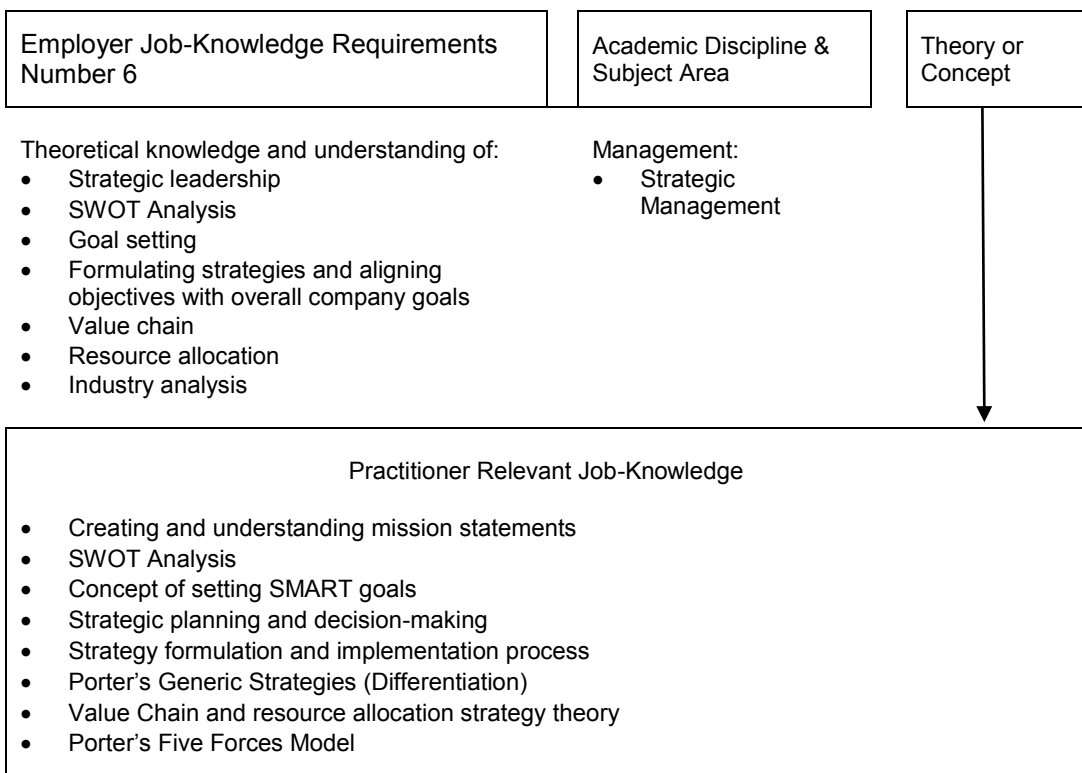
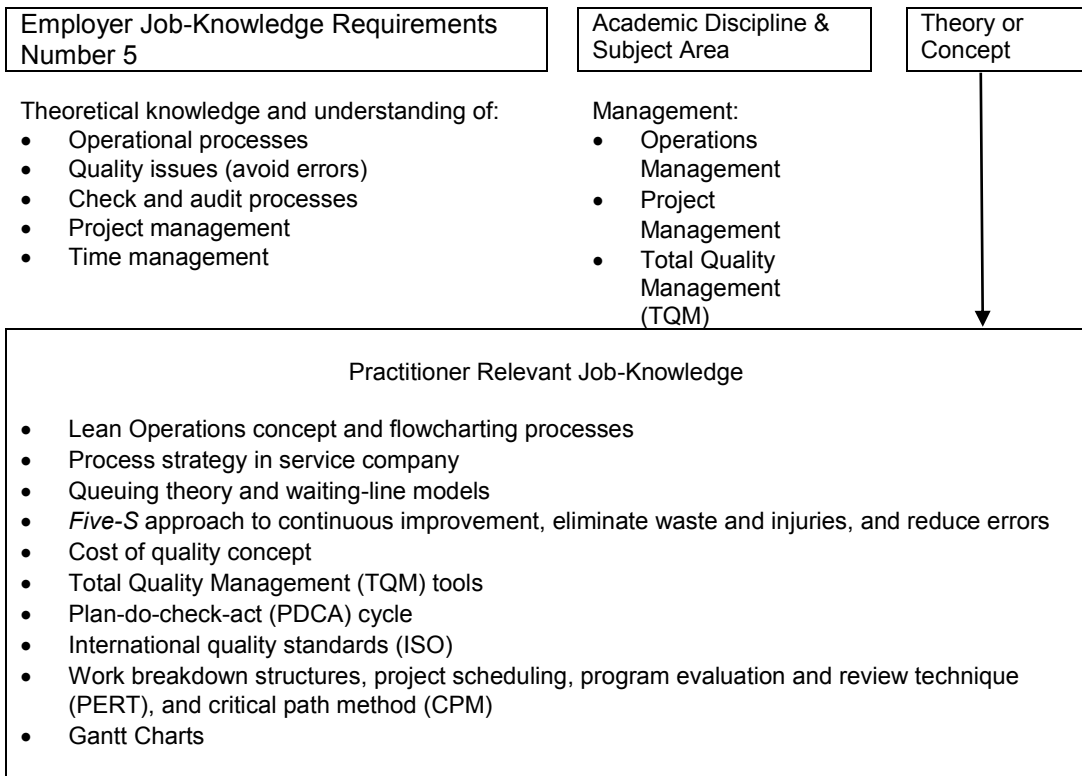
Appendix K: Figure AK5

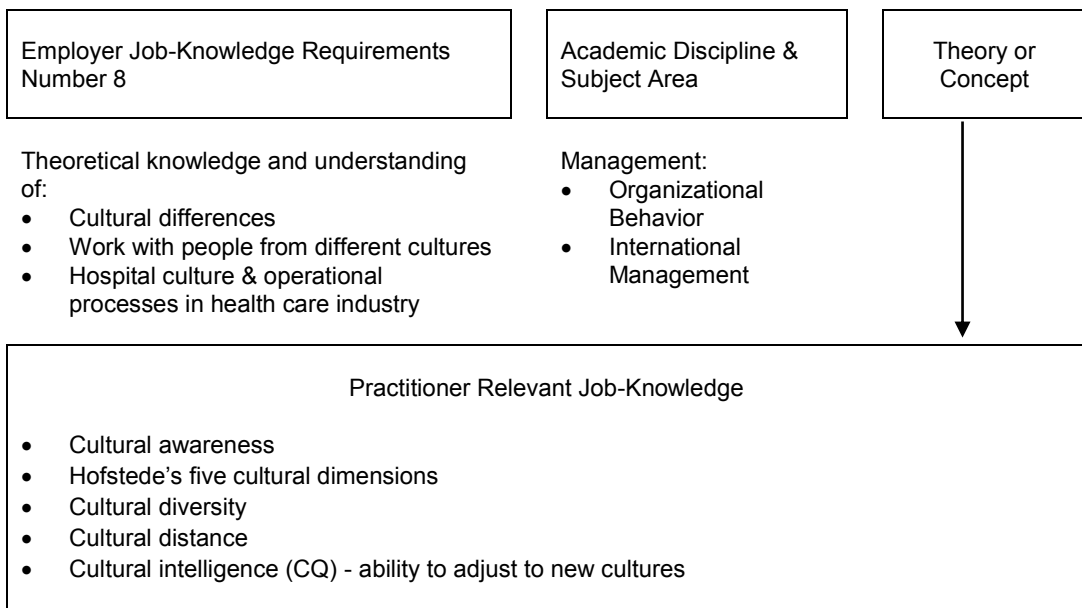
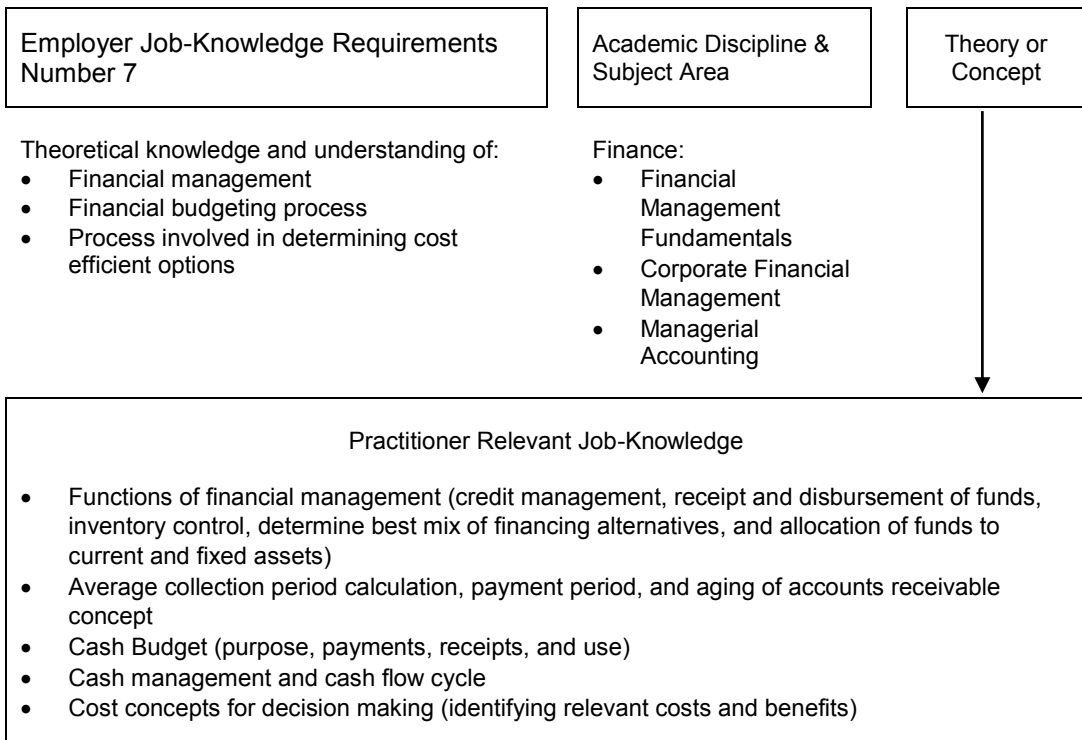
*Hospital Pharmacy Management Perspective: Practitioner Relevant Job-knowledge*





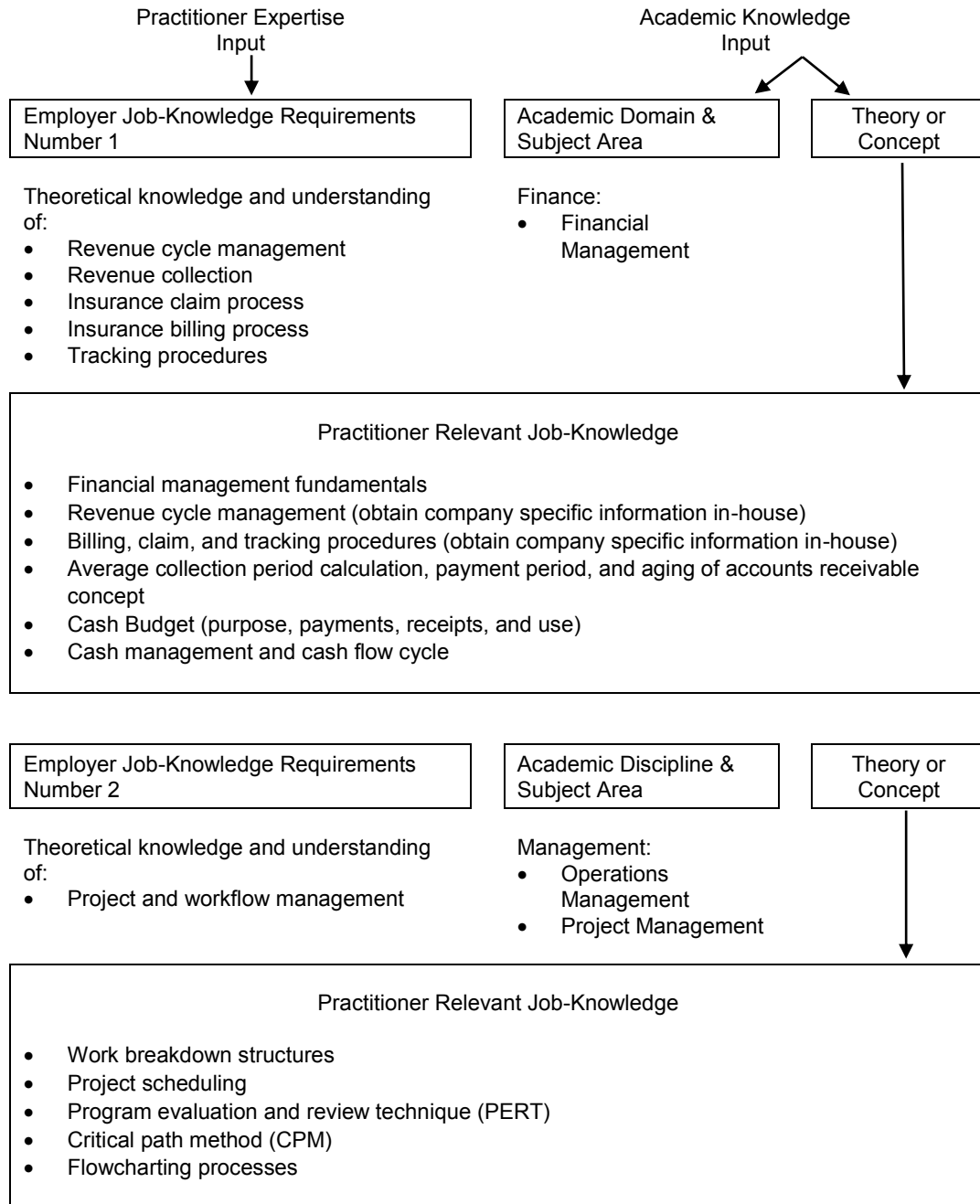


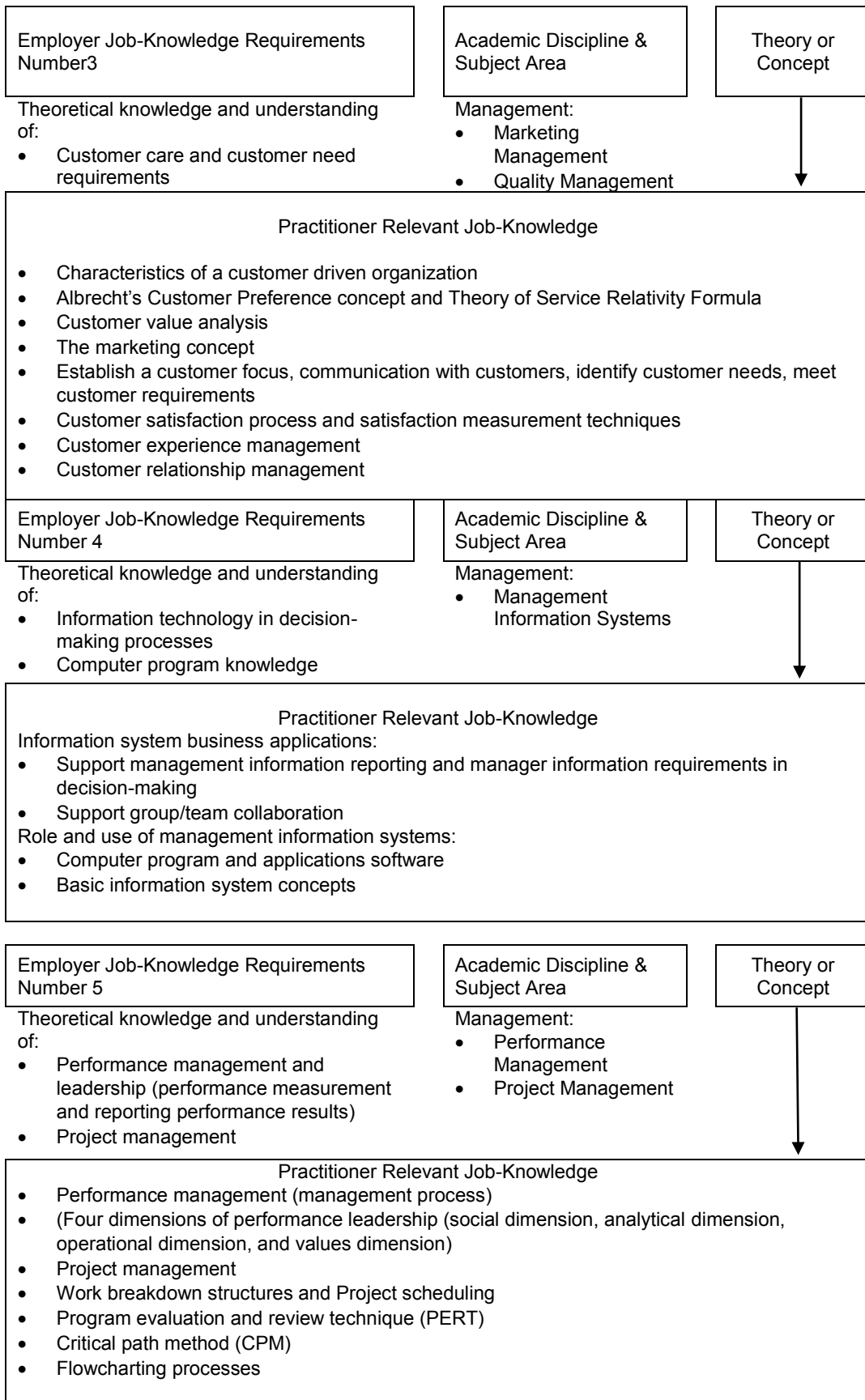


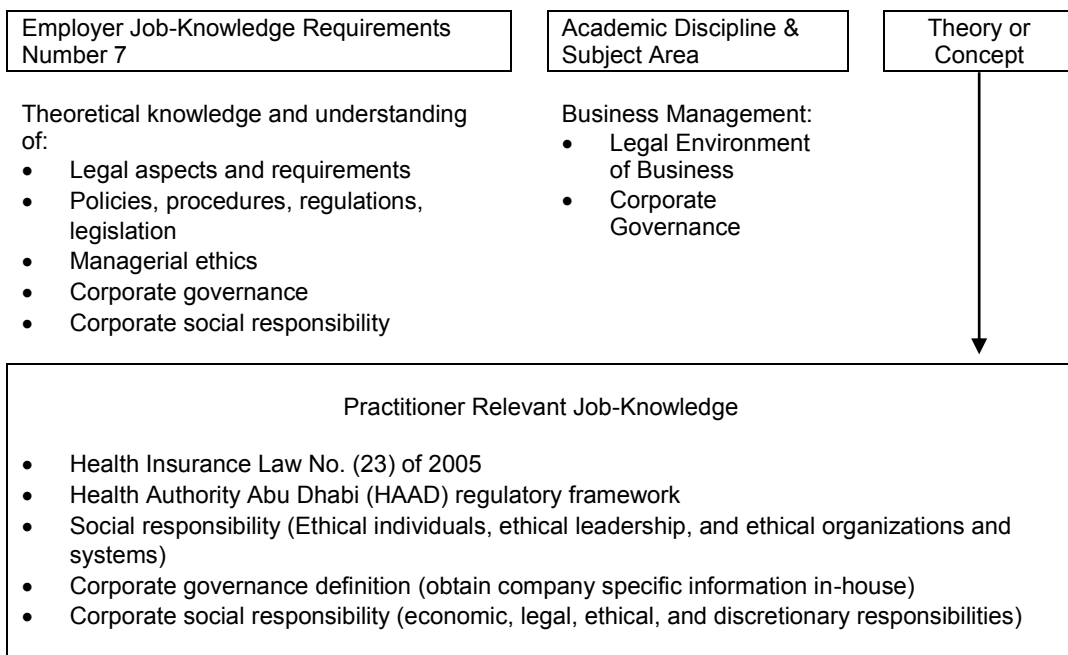
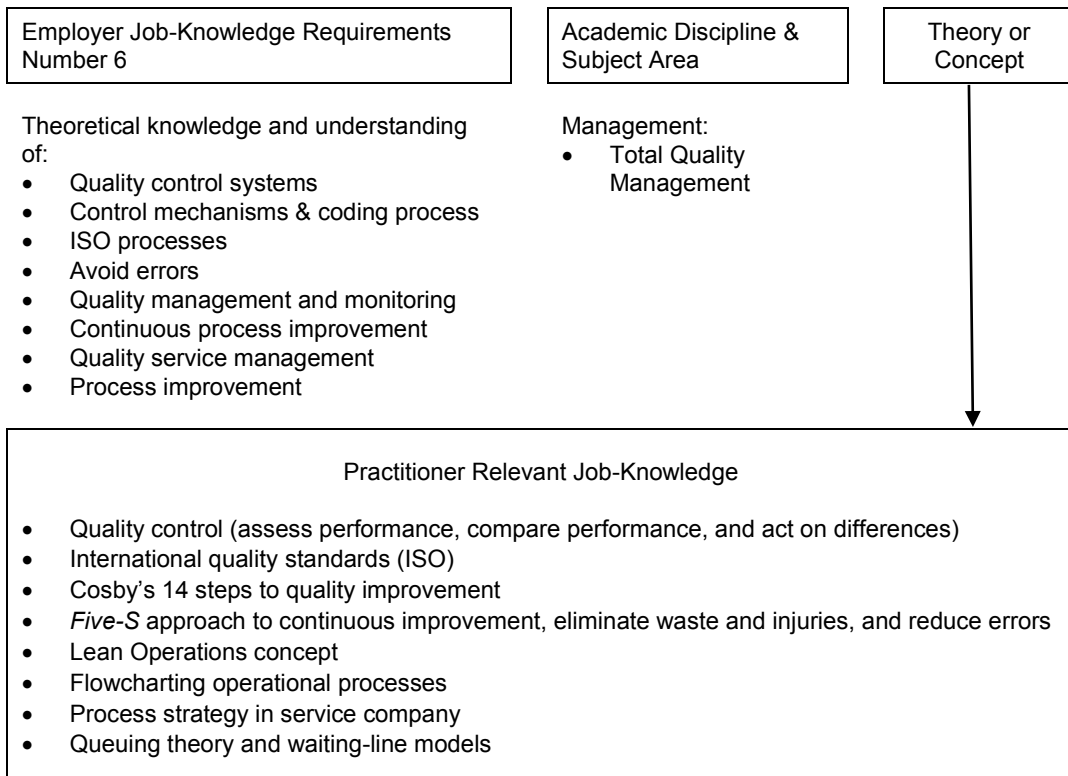


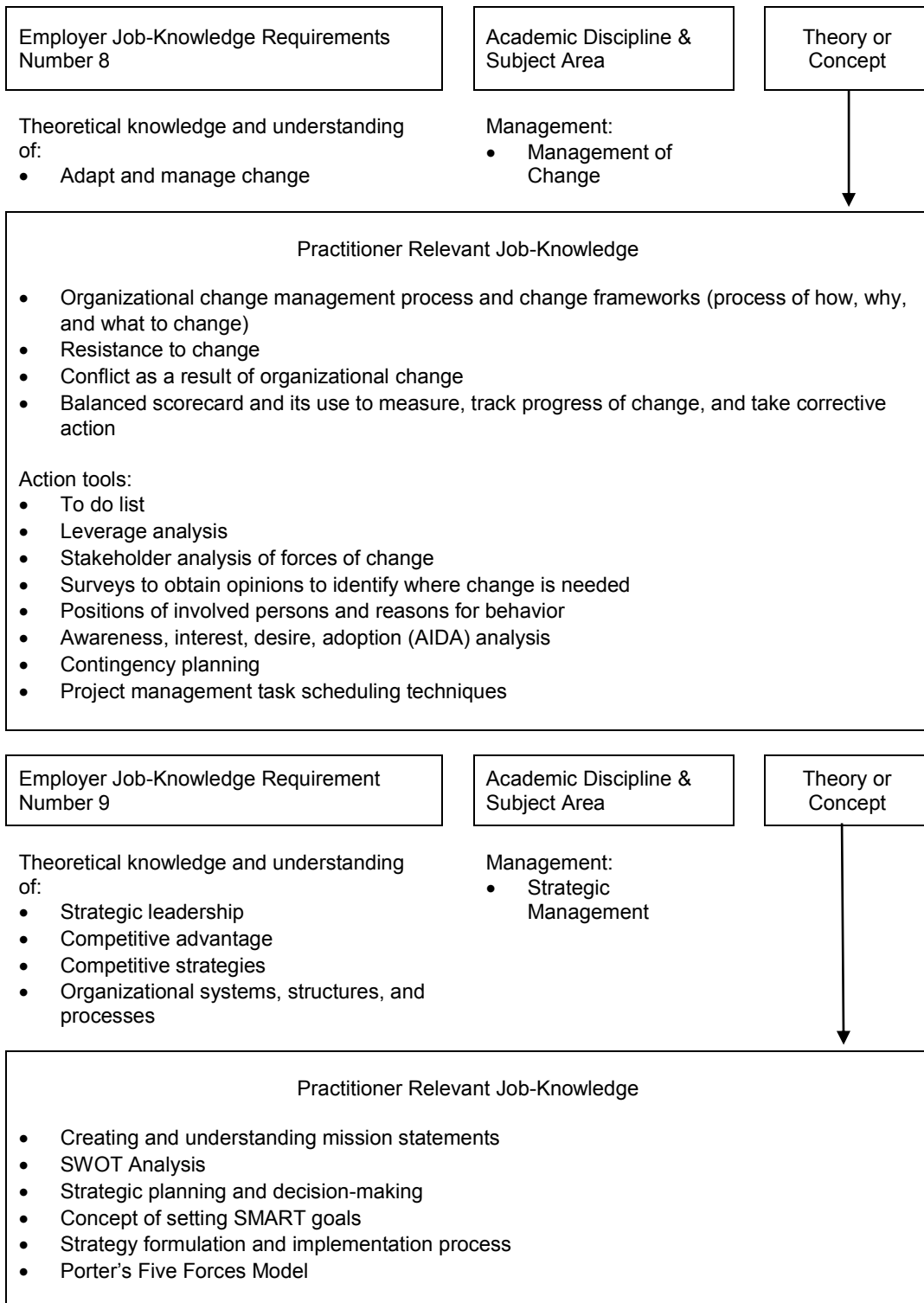
Appendix K: Figure AK6

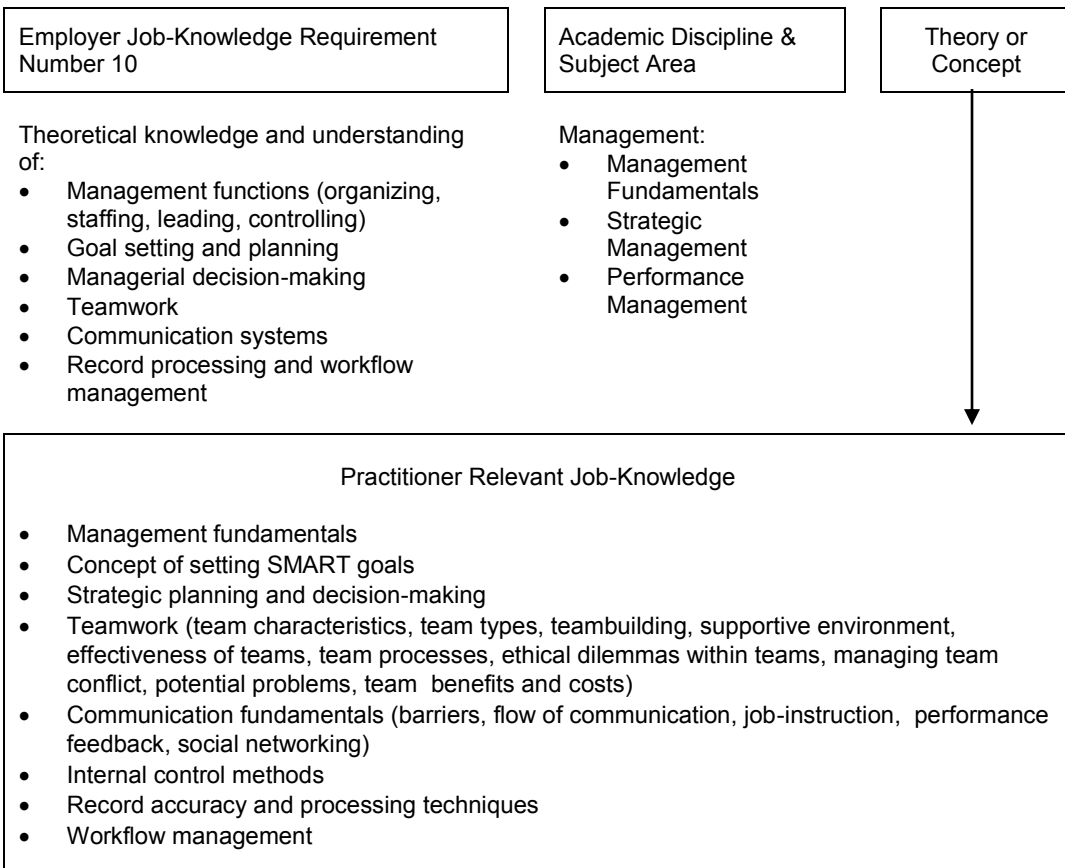
*Health Care Insurance Management Perspective: Practitioner Relevant Job-knowledge*







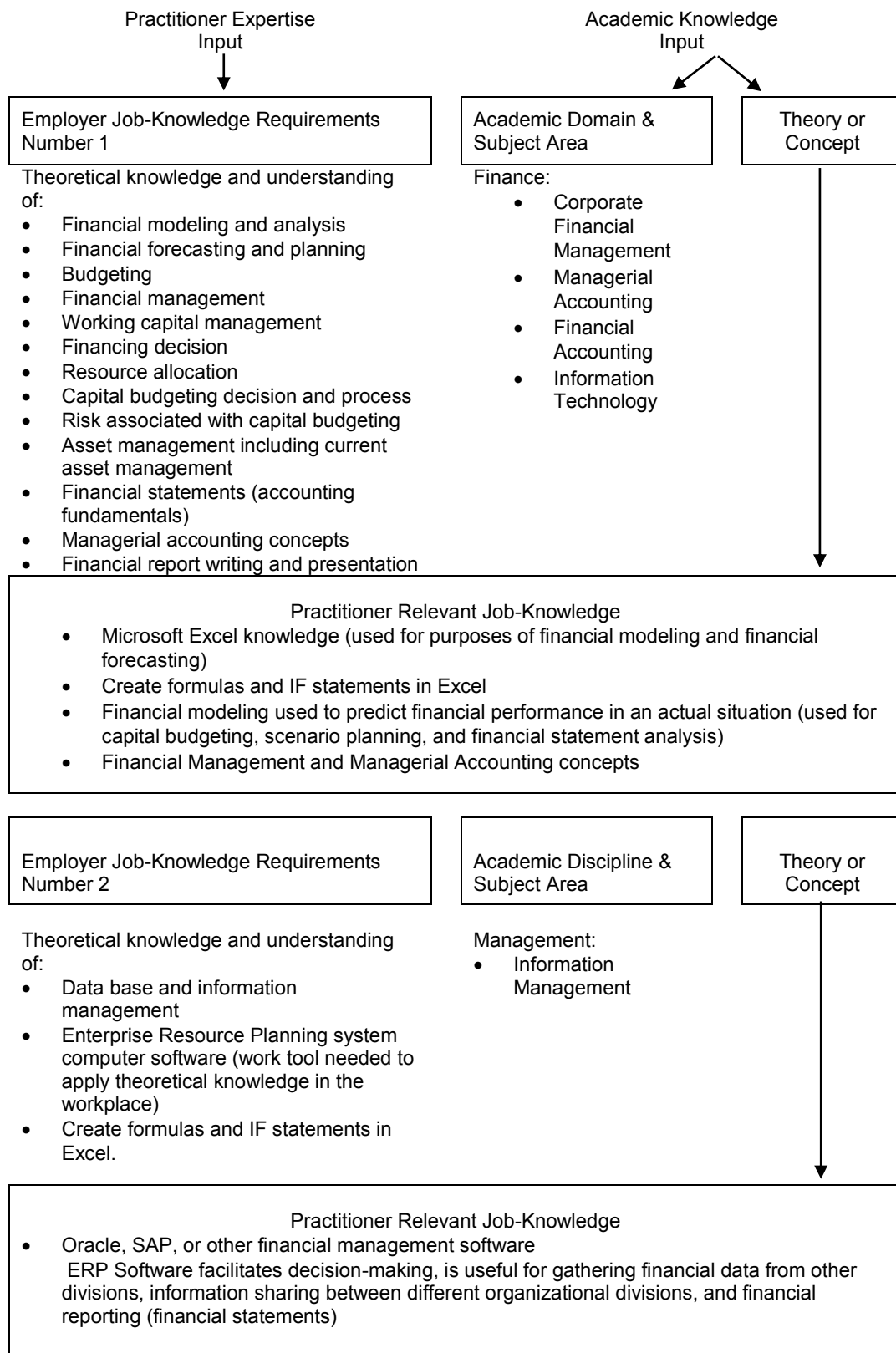


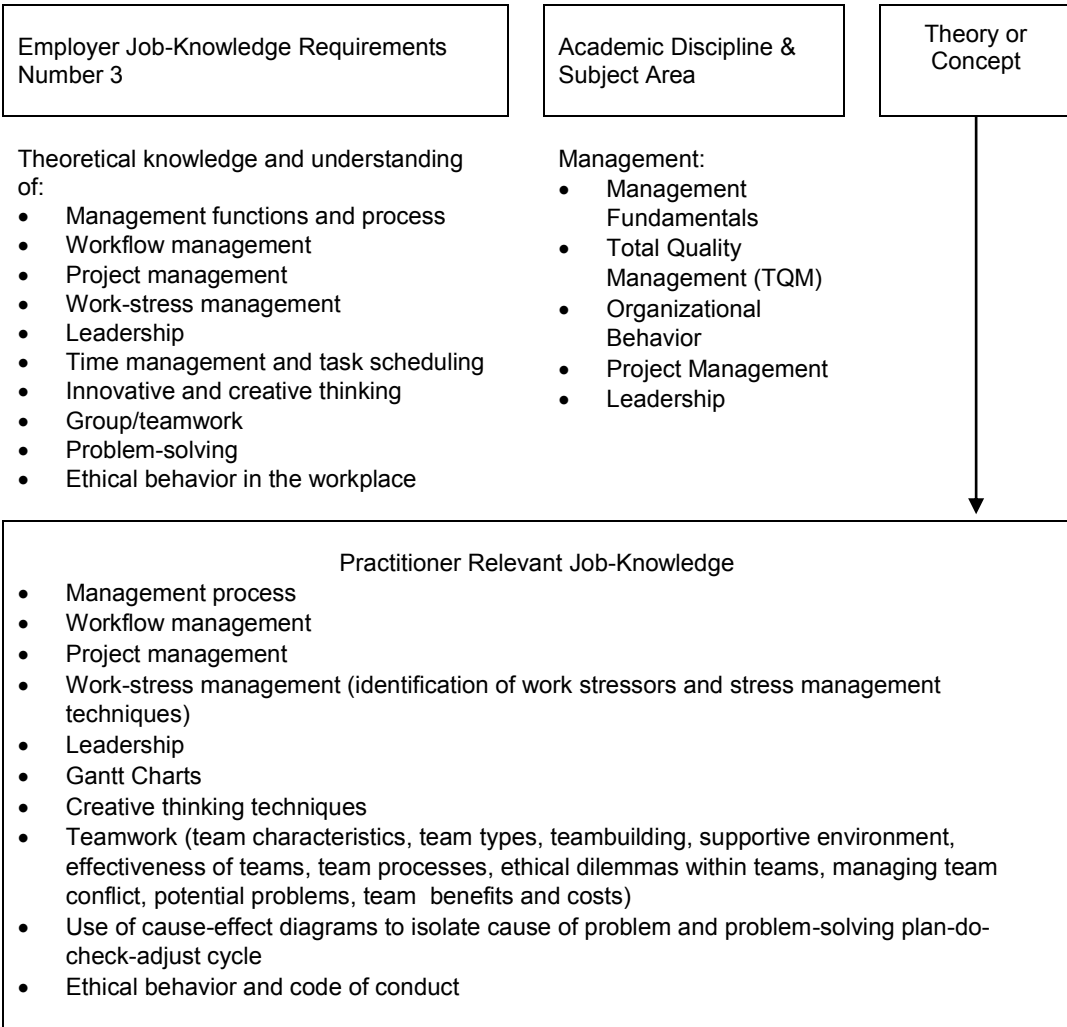




Appendix K: Figure AK7

*Finance Perspective: Practitioner Relevant Job-knowledge*





## Appendix L: Job-knowledge Requirements and Academic Knowledge

### Component Alignment

Job-knowledge requirements identified during semi-structured in-depth interviews were distributed among Delphi round one panel members who rated job-knowledge requirements according to their importance level in the workplace over two online Delphi rounds. Consensus was achieved in Delphi round two on all job-knowledge requirements listed except for job-knowledge requirements listed under the health insurance division. Job-knowledge requirements were organized according to Delphi round two importance level ratings and aligned with academic knowledge components relevant to each job-knowledge requirement listed as shown in Appendix L: Table AL1 through AL5.

#### Appendix L: Table AL1

*Delphi Round Two Employer Job-knowledge Requirement Importance Levels:  
Human Resource Management/Recruitment Perspective*

Number of Panel Members = 2 Rating Scale: 1 to 10 (number 1 = most important) Round Two Agreement Achieved (2 panel members agreed)		
#	Job-knowledge Requirement	Academic Knowledge Components
<b>Importance Rating Level One</b>		
7	Job-knowledge and understanding of policies, regulations, rules.	<ul style="list-style-type: none"> <li>• Policies</li> <li>• Regulations</li> <li>• Rules</li> </ul>
<b>Importance Rating Level Two</b>		
1	Job-knowledge, skills, and experience needed to carry out real-time decision-making, problem-solving, and analytical job-task activities.	<ul style="list-style-type: none"> <li>• Decision-making</li> <li>• Problem-solving</li> <li>• Analysis</li> </ul>
<b>Importance Rating Level Three</b>		
8	Theoretical knowledge of team-working and team-building activities, and the ability to work in a team.	<ul style="list-style-type: none"> <li>• Teambuilding</li> <li>• Teamwork</li> </ul>
<b>Importance Rating Level Four</b>		
3	Theoretical knowledge and skills required to manage or work with people (dispute handling, negotiation, and communication skills).	<ul style="list-style-type: none"> <li>• Work with people</li> <li>• Dispute handling</li> <li>• Negotiation</li> <li>• Communication</li> </ul>

4	Theoretical knowledge of cultural differences and ability to work with people from different cultures.	<ul style="list-style-type: none"> <li>• Cultural differences</li> <li>• International Workforce Behaviors</li> </ul>
5	Ability to implement, adapt to, and manage change (theoretical and application skills are required).	<ul style="list-style-type: none"> <li>• Management of Change</li> </ul>
10	Theoretical knowledge and understanding of motivational techniques, leadership styles, and the concept of leadership.	<ul style="list-style-type: none"> <li>• Motivational techniques</li> <li>• Leadership concept</li> <li>• Leadership styles</li> </ul>
<b>Importance Rating Level Five</b>		
9	Job-knowledge of and ability to use information technology to achieve most effective and efficient outcomes.	<ul style="list-style-type: none"> <li>• Information technology &amp; use</li> </ul>
<b>Importance Rating Level Six</b>		
2	Job-knowledge and understanding of relationships between job-tasks and theoretical knowledge learned and the ability to know how to apply theoretical knowledge in practice.	<ul style="list-style-type: none"> <li>• Relationship between theory and practice</li> <li>• Application of theory learned</li> </ul>
12	Job-knowledge of legal aspects, managerial and ethical decision-making, and corporate social responsibility issues.	<ul style="list-style-type: none"> <li>• Legal aspects</li> <li>• Ethical decision-making</li> <li>• Corporate social responsibility</li> </ul>
<b>Importance Rating Level Seven</b>		
11	Theoretical knowledge and understanding of quality issues (avoid errors, save cost).	<ul style="list-style-type: none"> <li>• Quality issues</li> <li>• Avoid errors</li> <li>• Save cost strategies</li> </ul>
<b>Importance Rating Level Nine</b>		
6	Knowledge of the terminology used specifically within the health care industry.	<ul style="list-style-type: none"> <li>• Industry terminology</li> </ul>

## Appendix L: Table AL2

### *Delphi Round Two Employer Job-knowledge Requirement Importance Levels: Hospital Administration/Management Perspective*

Number of Panel Members = 6 Rating Scale: 1 to 10 (number 1 = most important) Round Two Agreement Achieved (6 panel members agreed)		
#	<b>Job-knowledge Requirement</b>	
<b>Importance Level One</b>		<b>No Job-knowledge requirement listed</b>
<b>Importance Level Two</b>		<b>Academic Knowledge Component</b>
2	Analytical skills, communication skills and problem-solving skills.	<ul style="list-style-type: none"> <li>• Problem-solving</li> <li>• Communication</li> <li>• Analytical skills</li> </ul>
4	Job-knowledge required to deal with health and safety issues.	<ul style="list-style-type: none"> <li>• Health and safety issues</li> </ul>

6	Process knowledge required to deal with medical waste removal and disposal issues.	<ul style="list-style-type: none"> <li>Medical waste removal and disposal</li> </ul>
<b>Importance Level Three</b>		
5	Job-knowledge to deal with infection control issues (basic knowledge and application skills).	<ul style="list-style-type: none"> <li>Infection control (management process step controlling)</li> </ul>
8	Theoretical knowledge of coordinating and record processing activities and the ability to apply in practice.	<ul style="list-style-type: none"> <li>Coordinating function</li> <li>Record processing</li> </ul>
10	Theoretical knowledge and understanding of continuous process improvement concepts.	<ul style="list-style-type: none"> <li>TQM (continuous improvement concept)</li> </ul>
14	Process knowledge required to manage travel arrangements for patients, staff training, and business purposes.	<ul style="list-style-type: none"> <li>Organizing function (job tasks)</li> <li>Process (operations)</li> </ul>
15	Theoretical knowledge and understanding of balanced scorecard concept.	<ul style="list-style-type: none"> <li>Balanced scorecard</li> </ul>
20	Theoretical knowledge and understanding of managerial decision-making styles and ability to use communication systems and information technology in decision-making processes (including team decisions).	<ul style="list-style-type: none"> <li>Decision-making styles</li> <li>Communication systems</li> <li>Information technology use</li> <li>Team decision-making</li> </ul>
<b>Importance Level Four</b>		
1	Theoretical knowledge of team-working and team-building activities, and the ability to work in a team.	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Teambuilding</li> </ul>
7	Theoretical knowledge of planning, decision-making, and project management.	<ul style="list-style-type: none"> <li>Planning</li> <li>Decision-making</li> <li>Project management</li> </ul>
9	Theoretical knowledge and understanding of quality control systems, process quality management and service quality management processes.	<ul style="list-style-type: none"> <li>Quality control systems</li> <li>Process quality management</li> <li>Service quality management process</li> </ul>
18	Theoretical knowledge and understanding of strategic management, organizational behavior, and ability to create business strategies (basic understanding purpose of concepts such as policy, mission, and core values).	<ul style="list-style-type: none"> <li>Strategic management</li> <li>Organizational behavior</li> <li>Create business strategies</li> <li>Mission</li> <li>Policy</li> <li>Core values</li> </ul>
21	Theoretical knowledge, understanding and ability to work in a team to review division/ facility objectives, think out new and creative ways to do things more effectively, adapt to change, and align objectives with overall company objectives.	<ul style="list-style-type: none"> <li>Review objectives</li> <li>Creative thinking, planning and implementing technique</li> <li>Goal setting, planning, goal alignment &amp; achievement process</li> <li>Change management</li> </ul>
<b>Importance Level Five</b>		
3	Theoretical knowledge, understanding, and practical experience of customer care, customer satisfaction, and customer relations (work with patients from perspective of care giver).	<ul style="list-style-type: none"> <li>Customer care</li> <li>Customer satisfaction</li> <li>Customer relations</li> </ul>
12	Theoretical knowledge of cultural differences and ability to work with people from different cultures.	<ul style="list-style-type: none"> <li>Cultural differences</li> <li>Work with different cultures</li> </ul>

Appendix L: Table AL3

13	Process knowledge required to manage performance contracts for hospitality, security, catering, transportation, cleaning, retail coffee shop, and laundry services.	<ul style="list-style-type: none"> <li>• Process management</li> <li>• Performance management</li> <li>• Contract management (outsourcing)</li> </ul>
16	Theoretical knowledge and understanding of six sigma concept.	<ul style="list-style-type: none"> <li>• Six sigma concept</li> </ul>
17	Job-knowledge of legal aspects related to business management, rules, policies, and what is allowed in terms of confidentiality issues.	<ul style="list-style-type: none"> <li>• Legal aspects</li> <li>• Rules &amp; policies</li> <li>• Confidentiality issues</li> </ul>
<b>Importance Level Six</b>		No Job-knowledge requirement listed
<b>Importance Level Seven</b>		No Job-knowledge requirement listed
11	Job-knowledge of hospital culture and health care operational processes (doctor-patient rounds).	<ul style="list-style-type: none"> <li>• Hospital culture</li> <li>• Operational processes health care industry</li> </ul>
19	Theoretical knowledge and understanding of managerial ethics and corporate social responsibility.	<ul style="list-style-type: none"> <li>• Managerial ethics</li> <li>• Corporate social responsibility</li> </ul>
<b>Importance Level Eight</b>		No Job-knowledge requirement listed
<b>Importance Level Nine</b>		No Job-knowledge requirement listed
<b>Importance Level 10</b>		No Job-knowledge requirement listed

*Delphi Round Two Employer Job-knowledge Requirement Importance Levels:  
Hospital Pharmacy Management Perspective*

Number of Panel Members = 2; Rating Scale: 1 to 10 (number 1 = most important) Round Two Agreement Achieved (2 panel members agreed)		
<b>#</b>	<b>Job-knowledge Requirement</b>	
<b>Importance Rating Level One</b>		Academic Knowledge Components
2	Background knowledge and understanding of pharmacy, finance, operations, and information technology, and ability to integrate these activities.	<ul style="list-style-type: none"> <li>• operations</li> <li>• finance</li> <li>• information technology</li> <li>• coordination &amp; integration</li> </ul>
7	Time management skills.	<ul style="list-style-type: none"> <li>• time management</li> </ul>
14	Teamwork	<ul style="list-style-type: none"> <li>• teamwork</li> </ul>
<b>Importance Rating Level Two</b>		
1	Theoretical knowledge and understanding of motivational techniques, organizational communication systems, leadership styles, and the concept of leadership (including strategic leadership).	<ul style="list-style-type: none"> <li>• Motivational techniques</li> <li>• Leadership concept &amp; styles (Strategic)</li> <li>• Communication systems</li> </ul>
4	Theoretical knowledge, understanding, and ability to coach and manage staff.	<ul style="list-style-type: none"> <li>• Coaching</li> </ul>
5	Theoretical knowledge, understanding, and ability to manage conflict situations in the workplace.	<ul style="list-style-type: none"> <li>• Conflict management</li> </ul>
6	Theoretical knowledge and understanding of organizational goal setting, planning, allocation of resources, and project management job-tasks.	<ul style="list-style-type: none"> <li>• Project Management</li> <li>• Allocation of resources</li> <li>• Planning</li> <li>• Goal setting</li> </ul>
8	Theoretical knowledge of cultural differences and the ability to work in a global environment.	<ul style="list-style-type: none"> <li>• Cultural differences</li> <li>• Global environment issues</li> </ul>

11	Theoretical knowledge and understanding of quality issues (avoid errors, save cost), audit process, and international safety measures.	<ul style="list-style-type: none"> <li>• Quality issues</li> <li>• Error avoidance</li> <li>• Audit process</li> <li>• International safety measures</li> </ul>
<b>Importance Rating Level Three</b>		
3	Theoretical knowledge and understanding of financial management, the financial budgeting process, and the ability to work out strategies required to identify cost effective medicine options.	<ul style="list-style-type: none"> <li>• Financial management</li> <li>• Budgeting process</li> <li>• Cost saving strategy development</li> <li>• Industry analysis</li> </ul>
10	Job-knowledge of legal aspects, managerial and ethical decision-making, and corporate social responsibility issues.	<ul style="list-style-type: none"> <li>• Ethics</li> <li>• Legal aspects</li> <li>• Corporate social responsibility</li> </ul>
12	Theoretical knowledge, understanding, and ability to review objectives, think out new and creative ways to do job-tasks more effectively, adapt to change, and align objectives with overall company objectives.	<ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Change management</li> </ul>
<b>Importance Rating Level Four</b>		
13	Job-knowledge of, and ability to use information technology to achieve most effective and efficient outcomes.	<ul style="list-style-type: none"> <li>• Use of Information technology</li> </ul>
<b>Importance Rating Level Five</b>		
9	Theoretical knowledge and understanding of strategic management strategies and concepts such as SWOT, diversification strategy, value chain, and competitor analysis (five forces of competition).	<ul style="list-style-type: none"> <li>• Strategic management concepts and theory:</li> <li>• SWOT</li> <li>• Diversification</li> <li>• Value chain</li> <li>• Competitor analysis</li> </ul>

#### Appendix L: Table AL4

#### *Delphi Round Two Employer Job-knowledge Requirement Importance Levels: Health Care Insurance Management Perspective*

Number of Panel Members = 2 Rating Scale: 1 to 10 (number 1 = most important) Round Two Agreement Achieved (1 panel member agreed and 1 panel member disagreed on round two rating but agreed with round one rating)		
<b>#</b>	<b>Job-knowledge Requirement</b>	
<b>Importance Level One</b>		<b>Academic Knowledge Component</b>
1	Revenue cycle management theoretical job-knowledge and workplace application skills.	<ul style="list-style-type: none"> <li>• Revenue Cycle Management</li> </ul>
2	Job-knowledge of health insurance claim procedures and be able to apply knowledge in the workplace.	<ul style="list-style-type: none"> <li>• Claim procedures</li> </ul>
4	Customer care theoretical job-knowledge and application skills.	<ul style="list-style-type: none"> <li>• Customer care</li> </ul>
<b>Importance Level Two</b>		

3	Knowledge of the terminology used specifically within the health care industry.	<ul style="list-style-type: none"> <li>• Industry terminology</li> </ul>
12	Job-knowledge of legal aspects related to health insurance management, theoretical job-knowledge, and workplace application skills.	<ul style="list-style-type: none"> <li>• Legal aspects</li> </ul>
23	Theoretical knowledge and understanding of strategic leadership and factors involved in creation of competitive advantage.	<ul style="list-style-type: none"> <li>• Strategic leadership</li> <li>• Competitive advantage</li> </ul>
<b>Importance Level Three</b>		
5	Job-knowledge of billing processes and be able to apply knowledge in the workplace.	<ul style="list-style-type: none"> <li>• Billing processes</li> </ul>
6	Job-knowledge of revenue collection, tracking procedures, and specialized computer skills (used in these processes) and be able to apply knowledge in the workplace.	<ul style="list-style-type: none"> <li>• Revenue collection</li> <li>• Tracking procedures</li> <li>• Specialized computer skills</li> </ul>
13	Job-knowledge and understanding of policies, procedures, regulations, legislation, and rules relevant to health insurance in the UAE.	<ul style="list-style-type: none"> <li>• Policies</li> <li>• Procedures</li> <li>• Regulations</li> <li>• Legislation</li> <li>• Rules</li> </ul>
19	Theoretical knowledge and application skills needed to ensure that health insurance plan options meet customer need requirements and are competitive.	<ul style="list-style-type: none"> <li>• Customer need requirements</li> <li>• Competitive strategies</li> </ul>
<b>Importance Level Four</b>		
7	Performance management theoretical job-knowledge and workplace application skills.	<ul style="list-style-type: none"> <li>• Performance management</li> </ul>
8	Quality management and monitoring theoretical job-knowledge and workplace application skills.	<ul style="list-style-type: none"> <li>• Quality management</li> <li>• Monitoring</li> </ul>
10	Theoretical knowledge of quality management and ISO workplace application processes.	<ul style="list-style-type: none"> <li>• Quality management &amp; ISO</li> </ul>
11	Quality control system theoretical job-knowledge and workplace application skills	<ul style="list-style-type: none"> <li>• Quality control system</li> </ul>
14	Theoretical knowledge and understanding of managerial ethics, corporate governance, and corporate social responsibility.	<ul style="list-style-type: none"> <li>• Managerial ethics</li> <li>• Corporate governance</li> <li>• Corporate social responsibility</li> </ul>
16	Ability to pay attention to details, ensure specifications and legal requirements are met, and minimize (avoid) errors when performing job tasks.	<ul style="list-style-type: none"> <li>• Legal requirement specification adherence</li> <li>• Error avoidance</li> <li>• Pay attention to detail</li> </ul>
18	Service quality management theoretical job-knowledge and workplace application skills.	<ul style="list-style-type: none"> <li>• Service quality management</li> </ul>
20	Theoretical knowledge and application skills needed to continue improvement of quality service.	<ul style="list-style-type: none"> <li>• Improvement of quality service</li> </ul>
21	Theoretical knowledge and application skills needed to monitor quality service process improvement.	<ul style="list-style-type: none"> <li>• Monitor quality process improvement</li> </ul>
22	Theoretical knowledge and understanding of organizational systems, structures, and processes.	<ul style="list-style-type: none"> <li>• Organizational systems</li> <li>• Structures</li> <li>• procedures</li> </ul>
24	Theoretical knowledge and understanding of internal control mechanisms and coding processes.	<ul style="list-style-type: none"> <li>• Control mechanisms</li> <li>• Coding processes</li> </ul>
28	Theoretical knowledge and understanding of organizational goal setting and planning.	<ul style="list-style-type: none"> <li>• Organizational goal setting</li> <li>• planning</li> </ul>



<b>Importance Level Five</b>		No job-knowledge requirements listed
<b>Importance Level Six</b>		
25	Theoretical knowledge and understanding of teamwork, team/group planning and decision-making, and ability to apply knowledge in practice.	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Planning decision-making</li> <li>• Application of knowledge</li> </ul>
26	Theoretical knowledge, understanding, and application skills needed for carrying out record processing, workflow management, and project management job-tasks.	<ul style="list-style-type: none"> <li>• Record processing</li> <li>• Workflow management</li> <li>• Project management</li> </ul>
27	Theoretical knowledge and understanding of management functions organizing, staffing, leading, and controlling.	<ul style="list-style-type: none"> <li>• Management functions (management process)</li> </ul>
29	Theoretical knowledge and understanding of managerial decision-making and ability to use communication systems and information technology in decision-making processes.	<ul style="list-style-type: none"> <li>• Managerial decision-making</li> <li>• Communication system &amp; information system use in decision-making</li> </ul>
<b>Importance Level Seven</b>		
9	Performance leadership theoretical job-knowledge and workplace application skills.	<ul style="list-style-type: none"> <li>• Performance leadership</li> </ul>
15	Theoretical knowledge and application skills needed to analyze, measure, monitor, and report performance results.	<ul style="list-style-type: none"> <li>• Analyze, Measure, Monitor, Report performance results</li> </ul>
<b>Importance Level Eight</b>		No job-knowledge requirements listed
<b>Importance Level Nine</b>		
17	Ability to adapt to and manage change (theoretical and application skills required).	<ul style="list-style-type: none"> <li>• Manage change</li> <li>• Adapt to change</li> </ul>
<b>Importance Level 10</b>		No job-knowledge requirements listed

## Appendix L: Table AL5

### *Delphi Round Two Employer Job-knowledge Requirement Importance Levels: Finance Perspective*

Number of Panel Members = 5 Rating Scale: 1 to 10 (number 1 = most important) Round Two Agreement Achieved (5 panel members agreed)		
#	Job-knowledge Requirement	
<b>Importance Rating Level One</b>		<b>Academic Knowledge Component</b>
1	Financial modelling job-knowledge and skills (theoretical and application).	<ul style="list-style-type: none"> <li>• Financial modeling</li> </ul>
7	Working knowledge of Microsoft Excel, including IF statements and writing, entering and using formulas in Excel spreadsheets.	<ul style="list-style-type: none"> <li>• Microsoft Excel</li> </ul>
8	Know procedures to follow that will ensure financial reports provide accurate information (theoretical job-knowledge and practical implementation skills).	<ul style="list-style-type: none"> <li>• Report writing</li> <li>• Work Accuracy</li> </ul>
10	Resource allocation and budgeting theoretical job-knowledge and workplace application skills.	<ul style="list-style-type: none"> <li>• Resource allocation</li> <li>• Budgeting theory &amp; application</li> </ul>

13	Job-knowledge of financial forecasting, analysis, and planning theoretical job-knowledge and workplace application skills.	<ul style="list-style-type: none"> <li>• Financial forecasting</li> <li>• Financial Analysis</li> <li>• Planning</li> <li>• Application</li> </ul>
15	Financial analysis and report writing job-knowledge and skills (theoretical and application).	<ul style="list-style-type: none"> <li>• Financial Analysis</li> <li>• Financial Report writing</li> </ul>
17	Theoretical job-knowledge related to the capital budgeting process and the capital budgeting decision.	<ul style="list-style-type: none"> <li>• Capital budgeting process</li> <li>• Capital budgeting decision</li> </ul>
23	Theoretical and working knowledge of Accounting Fundamentals including Financial Statements.	<ul style="list-style-type: none"> <li>• Accounting fundamentals</li> <li>• Financial statements</li> </ul>
24	Working knowledge of Enterprise Resource Planning systems software such as Oracle, SAP, or any other financial management computer software program.	<ul style="list-style-type: none"> <li>• Enterprise resource planning system software</li> </ul>
<b>Importance Rating Level Two</b>		
6	Group and teamworking ability, theoretical knowledge, and practical implementation know-how.	<ul style="list-style-type: none"> <li>• Teamwork</li> </ul>
11	Theoretical knowledge of management functions planning, organizing, leading, and controlling.	<ul style="list-style-type: none"> <li>• Management process elements</li> </ul>
12	Job-knowledge of project management.	<ul style="list-style-type: none"> <li>• Project management</li> </ul>
16	Data base and information management job-knowledge and relevant computer software program skills.	<ul style="list-style-type: none"> <li>• Data base &amp; information management</li> </ul>
22	Know how to present financial reports of acceptable standard (theoretical knowledge and workplace application skills).	<ul style="list-style-type: none"> <li>• Presentation of financial statements</li> </ul>
<b>Importance Rating Level Three</b>		
2	Time management job-knowledge and implementation skills.	<ul style="list-style-type: none"> <li>• Time management Implementation skills</li> </ul>
9	Theoretical job-knowledge regarding basic financial management principles (including Working Capital Management & the Financing Decision).	<ul style="list-style-type: none"> <li>• Financial management</li> <li>• Working capital management</li> <li>• Financing decision</li> </ul>
<b>Importance Rating Level Four</b>		
3	Problem-solving theoretical knowledge and application skills.	<ul style="list-style-type: none"> <li>• Problem-solving</li> </ul>
14	Theoretical job-knowledge of risk associated with capital budgeting decisions related to expenditure on long-term projects.	<ul style="list-style-type: none"> <li>• Risk (long-term capital budgeting decisions)</li> </ul>
18	Job-knowledge related to day-to-day managerial tasks.	<ul style="list-style-type: none"> <li>• Day-to-day management</li> </ul>
<b>Importance Rating Level Five</b>		
4	Job-knowledge regarding ethical behavior in the workplace.	<ul style="list-style-type: none"> <li>• Work ethic</li> </ul>
<b>Importance Rating Level Six</b>		
26	Job-knowledge related to Managerial Accounting.	<ul style="list-style-type: none"> <li>• Managerial accounting</li> </ul>
<b>Importance Rating Level Seven</b>		
21	Theoretical knowledge of asset management (including current assets).	<ul style="list-style-type: none"> <li>• Asset management</li> </ul>

		<ul style="list-style-type: none"> <li>• Current asset management</li> </ul>
<b>Importance Rating Level Eight</b>		
27	Organizing, prioritizing, and scheduling tasks (theoretical job-knowledge and application skills).	<ul style="list-style-type: none"> <li>• Organizing and task scheduling</li> </ul>
<b>Importance Rating Level Nine</b>		
		No job-knowledge requirements listed
5	Leadership theoretical job-knowledge and application skills.	<ul style="list-style-type: none"> <li>• Leadership concept</li> </ul>
19	Management theoretical job-knowledge related to innovative and creative thinking (outside the box thinking).	<ul style="list-style-type: none"> <li>• Innovation &amp; creative thinking</li> </ul>
<b>Importance Rating Level 10</b>		
		No job-knowledge requirements listed
20	Job-knowledge of workflow management.	Workflow management
25	Work-stress management job-knowledge and practical application ability.	Work-stress management

## Appendix M: Delphi Round Two Employer Job-Knowledge Requirement

### Importance Levels Across Organizational Divisions

Employer job-knowledge requirements identified during semi-structured in-depth interviews were numbered and listed according to level of importance ratings obtained from Delphi Round 2 panel experts. A rating Scale 1-10, number 1 signifying most important, was used to determine levels of importance employers placed on job-knowledge requirements in the workplace. Listed job-knowledge requirements were matched to academic knowledge components relevant to each job-knowledge requirement and information regarding Delphi Round 2 panel member representation, area of expertise, and consensus on importance level ratings are included in Appendix M.

#	Job-knowledge Requirement	Academic Knowledge Component	Organizational Function & Number of Panel Members
<b>Job-knowledge Rating Scale: 1 to 10</b> (Number 1 is most important – number 10 is least important)			
<b>Importance Rating Level One</b>			
1	Job-knowledge and understanding of policies, regulations, rules.	<ul style="list-style-type: none"> <li>• Policies</li> <li>• Regulations</li> <li>• Rules</li> </ul>	Human Resource (2 panel members - both agreed)
2	Background knowledge and understanding of pharmacy, finance, operations, and information technology, and ability to integrate these activities.	<ul style="list-style-type: none"> <li>• operations</li> <li>• finance</li> <li>• information technology coordination &amp; integration</li> </ul>	Hospital Pharmacy (2 panel members - both agreed)
3	Time management skills.	<ul style="list-style-type: none"> <li>• time management</li> </ul>	Hospital Pharmacy (2 panel members - both agreed)
4	Teamwork	<ul style="list-style-type: none"> <li>• teamwork</li> </ul>	Hospital Pharmacy (2 panel members - both agreed)
5	Revenue cycle management theoretical job-knowledge and workplace application skills.	<ul style="list-style-type: none"> <li>• Revenue Cycle Management</li> </ul>	Health Care Insurance (2 panel members - 2 agreed)
6	Job-knowledge of health insurance claim procedures and be able to apply knowledge in the workplace.	<ul style="list-style-type: none"> <li>• Claim procedures</li> </ul>	Health Care Insurance (2 panel members - 2 agreed)
7	Customer care theoretical job-knowledge and application skills.	<ul style="list-style-type: none"> <li>• Customer care</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)

8	Know procedures to follow that will ensure financial reports provide accurate information (theoretical job-knowledge and practical implementation skills).	<ul style="list-style-type: none"> <li>Report writing</li> <li>Work Accuracy</li> </ul>	Finance (5 panel members - 5 agreed)
9	Resource allocation and budgeting theoretical job-knowledge and workplace application skills.	<ul style="list-style-type: none"> <li>Budgeting theory &amp; application</li> <li>Resource allocation</li> </ul>	Finance (5 panel members - 5 agreed)
10	Job-knowledge of financial forecasting, analysis, and planning theoretical job-knowledge and workplace application skills.	<ul style="list-style-type: none"> <li>Financial forecasting</li> <li>Financial Analysis</li> <li>Planning</li> <li>Application</li> </ul>	Finance (5 panel members - 5 agreed)
11	Financial analysis and report writing job-knowledge and skills (theoretical and application).	<ul style="list-style-type: none"> <li>Financial Analysis</li> <li>Financial Report writing</li> </ul>	Finance (5 panel members - 5 agreed)
12	Theoretical job-knowledge related to the capital budgeting process and the capital budgeting decision.	<ul style="list-style-type: none"> <li>Capital budgeting process</li> <li>Capital budgeting decision</li> </ul>	Finance (5 panel members - 5 agreed)
13	Working knowledge of Microsoft Excel, including IF statements and writing, entering and using formulas in Excel spreadsheets.	<ul style="list-style-type: none"> <li>Microsoft Excel</li> </ul>	Finance (5 panel members - 5 agreed)
14	Working knowledge of Enterprise Resource Planning systems software such as Oracle, SAP, or any other financial management computer software program.	<ul style="list-style-type: none"> <li>Enterprise resource planning system software</li> </ul>	Finance (5 panel members - 5 agreed)
15	Financial modelling job-knowledge and skills (theoretical and application).	<ul style="list-style-type: none"> <li>Financial modeling</li> </ul>	Finance (5 panel members - 5 agreed)
16	Theoretical and working knowledge of Accounting Fundamentals including Financial Statements.	<ul style="list-style-type: none"> <li>Accounting fundamentals</li> <li>Financial statements</li> </ul>	Finance (5 panel members - 5 agreed)
<b>Importance Rating Level Two</b>			
17	Job-knowledge, skills, and experience needed to carry out real-time decision-making, problem-solving, and analytical job-task activities.	<ul style="list-style-type: none"> <li>Decision-making</li> <li>Problem-solving</li> <li>Analysis</li> </ul>	Human Resource (2 panel members - both agreed)
18	Analytical skills, communication skills and problem-solving skills.	<ul style="list-style-type: none"> <li>Problem-solving</li> <li>Communication</li> <li>Analytical skills</li> </ul>	Hospital Management (6 panel members - 6 agreed)
19	Job-knowledge required to deal with health and safety issues.	<ul style="list-style-type: none"> <li>Health and safety issues</li> </ul>	Hospital Management (6 panel members - 6 agreed)
20	Process knowledge required to deal with medical waste removal and disposal issues.	<ul style="list-style-type: none"> <li>Medical waste removal and disposal</li> </ul>	Hospital Management (6 panel members - 6 agreed)
21	Theoretical knowledge and understanding of motivational techniques, organizational communication systems, leadership styles, and the concept of leadership (including strategic leadership).	<ul style="list-style-type: none"> <li>Motivational techniques</li> <li>Leadership concept &amp; styles (Strategic)</li> <li>Communication systems</li> </ul>	Hospital Pharmacy (2 panel members - both agreed)

22	Theoretical knowledge, understanding, and ability to coach and manage staff.	<ul style="list-style-type: none"> <li>Coaching</li> </ul>	Hospital Pharmacy (2 panel members - both agreed)
23	Theoretical knowledge, understanding, and ability to manage conflict situations in the workplace.	<ul style="list-style-type: none"> <li>Conflict management</li> </ul>	Hospital Pharmacy (2 panel members - both agreed)
24	Theoretical knowledge and understanding of organizational goal setting, planning, allocation of resources, and project management job-tasks.	<ul style="list-style-type: none"> <li>Project Management</li> <li>Allocation of resources</li> <li>Planning</li> <li>Goal setting</li> </ul>	Hospital Pharmacy (2 panel members - both agreed)
25	Theoretical knowledge of cultural differences and the ability to work in a global environment.	<ul style="list-style-type: none"> <li>Cultural differences</li> <li>Global environment issues</li> </ul>	Hospital Pharmacy (2 panel members - both agreed)
26	Theoretical knowledge and understanding of quality issues (avoid errors, save cost), audit process, and international safety measures.	<ul style="list-style-type: none"> <li>Quality issues</li> <li>Error avoidance</li> <li>Audit process</li> <li>International safety measures</li> </ul>	Hospital Pharmacy (2 panel members - both agreed)
27	Knowledge of the terminology used specifically within the health care industry.	<ul style="list-style-type: none"> <li>Industry terminology</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)
28	Job-knowledge of legal aspects related to health insurance management, theoretical job-knowledge, and workplace application skills.	<ul style="list-style-type: none"> <li>Legal aspects</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)
29	Theoretical knowledge and understanding of strategic leadership and factors involved in creation of competitive advantage.	<ul style="list-style-type: none"> <li>Strategic leadership</li> <li>Competitive advantage</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)
30	Data base and information management job-knowledge and relevant computer software program skills.	<ul style="list-style-type: none"> <li>Data base &amp; information management</li> </ul>	Finance (5 panel members - 5 agreed)
31	Know how to present financial reports of acceptable standard (theoretical knowledge and workplace application skills).	<ul style="list-style-type: none"> <li>Presentation of financial statements</li> </ul>	Finance (5 panel members - 5 agreed)
32	Theoretical knowledge of management functions planning, organizing, leading, and controlling.	<ul style="list-style-type: none"> <li>Management process elements</li> </ul>	Finance (5 panel members - 5 agreed)
33	Job-knowledge of project management.	<ul style="list-style-type: none"> <li>Project management</li> </ul>	Finance (5 panel members - 5 agreed)
34	Group and teamworking ability, theoretical knowledge, and practical implementation know-how.	<ul style="list-style-type: none"> <li>Teamwork</li> </ul>	Finance (5 panel members - 5 agreed)
<b>Importance Rating Level Three</b>			
35	Theoretical knowledge of team-working and team-building activities, and the ability to work in a team.	<ul style="list-style-type: none"> <li>Teambuilding</li> <li>Teamwork</li> </ul>	Human Resource (2 panel members - both agreed)
36	Job-knowledge to deal with infection control issues (basic knowledge and application skills).	<ul style="list-style-type: none"> <li>Infection control (management process step controlling)</li> </ul>	Hospital Management (6 panel members - 6 agreed)

37	Theoretical knowledge of coordinating and record processing activities and the ability to apply in practice.	<ul style="list-style-type: none"> <li>Coordinating function</li> <li>Record processing</li> </ul>	Hospital Management (6 panel members - 6 agreed)
38	Theoretical knowledge and understanding of continuous process improvement concepts.	<ul style="list-style-type: none"> <li>TQM (continuous improvement concept)</li> </ul>	Hospital Management (6 panel members - 6 agreed)
39	Process knowledge required to manage travel arrangements for patients, staff training, and business purposes.	<ul style="list-style-type: none"> <li>Organizing function (job tasks)</li> <li>Process (operations)</li> </ul>	Hospital Management (6 panel members - 6 agreed)
40	Theoretical knowledge and understanding of balanced scorecard concept.	<ul style="list-style-type: none"> <li>Balanced scorecard</li> </ul>	Hospital Management (6 panel members - 6 agreed)
41	Theoretical knowledge and understanding of managerial decision-making styles and ability to use communication systems and information technology in decision-making processes (including team decisions).	<ul style="list-style-type: none"> <li>Decision-making styles</li> <li>Communication systems</li> <li>Information technology use</li> <li>Team decision-making</li> </ul>	Hospital Management (6 panel members - 6 agreed)
42	Theoretical knowledge and understanding of financial management, the financial budgeting process, and the ability to work out strategies required to identify cost effective medicine options.	<ul style="list-style-type: none"> <li>Financial management</li> <li>Budgeting process</li> <li>Cost saving strategy development</li> </ul>	Hospital Pharmacy (2 panel members - both agreed)
43	Job-knowledge of legal aspects, managerial and ethical decision-making, and corporate social responsibility issues.	<ul style="list-style-type: none"> <li>Ethics</li> <li>Legal aspects</li> <li>Corporate social responsibility</li> </ul>	Hospital Pharmacy (2 panel members - both agreed)
44	Theoretical knowledge, understanding, and ability to review objectives, think out new and creative ways to do job-tasks more effectively, adapt to change, and align objectives with overall company objectives.	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Change management</li> </ul>	Hospital Pharmacy (2 panel members - both agreed)
45	Job-knowledge of billing processes and be able to apply knowledge in the workplace.	<ul style="list-style-type: none"> <li>Billing processes</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)
46	Job-knowledge of revenue collection, tracking procedures, and specialized computer skills (used in these processes) and be able to apply knowledge in the workplace.	<ul style="list-style-type: none"> <li>Revenue collection</li> <li>Tracking procedures</li> <li>Specialized computer skills</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)
47	Job-knowledge and understanding of policies, procedures, regulations, legislation, and rules relevant to health insurance in the UAE.	<ul style="list-style-type: none"> <li>Policies</li> <li>Procedures</li> <li>Regulations</li> <li>Legislation</li> <li>Rules</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)
48	Theoretical knowledge and application skills needed to ensure that health insurance plan options meet customer need requirements and are competitive.	<ul style="list-style-type: none"> <li>Customer need requirements</li> <li>Competitive strategies</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)
49	Time management job-knowledge and implementation skills.	<ul style="list-style-type: none"> <li>Time management</li> <li>Implementation skills</li> </ul>	Finance (5 panel members - 5 agreed)
50	Theoretical job-knowledge regarding basic financial management principles (including Working Capital	<ul style="list-style-type: none"> <li>Financial management</li> <li>Working capital management</li> <li>Financing decision</li> </ul>	Finance (5 panel members - 5 agreed)



	Management & the Financing Decision).		
<b>Importance Rating Level Four</b>			
51	Theoretical knowledge and skills required to manage or work with people (dispute handling, negotiation, and communication skills).	<ul style="list-style-type: none"> <li>• Work with people</li> <li>• Dispute handling</li> <li>• Negotiation</li> <li>• Communication</li> </ul>	Human Resource (2 panel members - both agreed)
52	Theoretical knowledge of cultural differences and ability to work with people from different cultures.	<ul style="list-style-type: none"> <li>• Cultural differences</li> <li>• International Workforce Behaviors</li> </ul>	Human Resource (2 panel members - both agreed)
53	Ability to implement, adapt to, and manage change (theoretical and application skills are required).	<ul style="list-style-type: none"> <li>• Management of Change</li> </ul>	Human Resource (2 panel members - both agreed)
54	Theoretical knowledge and understanding of motivational techniques, leadership styles, and the concept of leadership.	<ul style="list-style-type: none"> <li>• Motivational techniques</li> <li>• Leadership concept</li> <li>• Leadership styles</li> </ul>	Human Resource (2 panel members - both agreed)
55	Theoretical knowledge of team-working and team-building activities, and the ability to work in a team.	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Teambuilding</li> </ul>	Hospital Management (6 panel members - 6 agreed)
56	Theoretical knowledge of planning, decision-making, and project management.	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Decision-making</li> <li>• Project management</li> </ul>	Hospital Management (6 panel members - 6 agreed)
57	Theoretical knowledge and understanding of quality control systems, process quality management and service quality management processes.	<ul style="list-style-type: none"> <li>• Quality control systems</li> <li>• Process quality management</li> <li>• Service quality management process</li> </ul>	Hospital Management (6 panel members - 6 agreed)
58	Theoretical knowledge and understanding of strategic management, organizational behavior, and ability to create business strategies (basic understanding purpose of concepts such as policy, mission, and core values).	<ul style="list-style-type: none"> <li>• Strategic management</li> <li>• Organizational behavior</li> <li>• Create business strategies</li> <li>• Mission</li> <li>• Policy</li> <li>• Core values</li> </ul>	Hospital Management (6 panel members - 6 agreed) (6 panel members - 6 agreed)
59	Theoretical knowledge, understanding and ability to work in a team to review division/ facility objectives, think out new and creative ways to do things more effectively, adapt to change, and align objectives with overall company objectives.	<ul style="list-style-type: none"> <li>• Review objectives</li> <li>• Creative thinking, planning and implementing technique</li> <li>• Goal setting, planning, goal alignment &amp; achievement process</li> <li>• Change management</li> </ul>	Hospital Management (6 panel members - 6 agreed)
60	Job-knowledge of, and ability to use information technology to achieve most effective and efficient outcomes.	<ul style="list-style-type: none"> <li>• Use of Information technology</li> </ul>	Hospital Pharmacy (2 panel members - both agreed)
61	Performance management theoretical job-knowledge and workplace application skills.	<ul style="list-style-type: none"> <li>• Performance management</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)
62	Quality management and monitoring theoretical job-knowledge and workplace application skills.	<ul style="list-style-type: none"> <li>• Quality management</li> <li>• Monitoring</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)
63	Theoretical knowledge of quality management and ISO workplace application processes.	<ul style="list-style-type: none"> <li>• Quality management &amp; ISO</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)



64	Quality control system theoretical job-knowledge and workplace application skills	<ul style="list-style-type: none"> <li>Quality control system</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)
65	Theoretical knowledge and understanding of managerial ethics, corporate governance, and corporate social responsibility.	<ul style="list-style-type: none"> <li>Managerial ethics</li> <li>Corporate governance</li> <li>Corporate social responsibility</li> </ul>	Health Care Insurance 14(2 panel members - 1 agreed)
66	Ability to pay attention to details, ensure specifications and legal requirements are met, and minimize (avoid) errors when performing job tasks.	<ul style="list-style-type: none"> <li>Legal requirement specification adherence</li> <li>Error avoidance</li> <li>Pay attention to detail</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)
67	Service quality management theoretical job-knowledge and workplace application skills.	<ul style="list-style-type: none"> <li>Service quality management</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)
68	Theoretical knowledge and application skills needed to continue improvement of quality service.	<ul style="list-style-type: none"> <li>Improvement of quality service</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)
69	Theoretical knowledge and application skills needed to monitor quality service process improvement.	<ul style="list-style-type: none"> <li>Monitor quality process improvement</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)
70	Theoretical knowledge and understanding of organizational systems, structures, and processes.	<ul style="list-style-type: none"> <li>Organizational systems</li> <li>Structures</li> <li>procedures</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)
71	Theoretical knowledge and understanding of internal control mechanisms and coding processes.	<ul style="list-style-type: none"> <li>Control mechanisms</li> <li>Coding processes</li> </ul>	Health Care Insurance (2 panel members - 1 agreed) (2 panel members - 1 agreed)
72	Theoretical knowledge and understanding of organizational goal setting and planning.	<ul style="list-style-type: none"> <li>Organizational goal setting</li> <li>planning</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)
73	Problem-solving theoretical knowledge and application skills.	<ul style="list-style-type: none"> <li>Problem-solving</li> </ul>	Finance (5 panel members - 5 agreed)
74	Theoretical job-knowledge of risk associated with capital budgeting decisions related to expenditure on long-term projects.	<ul style="list-style-type: none"> <li>Risk (long-term capital budgeting decisions)</li> </ul>	Finance (5 panel members - 5 agreed)
75	Job-knowledge related to day-to-day managerial tasks.	<ul style="list-style-type: none"> <li>Day-to-day management</li> </ul>	Finance (5 panel members - 5 agreed)
<b>Importance Rating Level Five</b>			
76	Job-knowledge of and ability to use information technology to achieve most effective and efficient outcomes.	<ul style="list-style-type: none"> <li>Information technology &amp; use</li> </ul>	Human Resource (2 panel members - both agreed)
77	Theoretical knowledge, understanding, and practical experience of customer care, customer satisfaction, and customer relations (work with patients from perspective of care giver).	<ul style="list-style-type: none"> <li>Customer care</li> <li>Customer satisfaction</li> <li>Customer relations</li> </ul>	Hospital Management (6 panel members - 6 agreed)
78	Theoretical knowledge of cultural differences and ability to work with people from different cultures.	<ul style="list-style-type: none"> <li>Cultural differences</li> <li>Work with different cultures</li> </ul>	Hospital Management (6 panel members - 6 agreed)

79	Process knowledge required to manage performance contracts for hospitality, security, catering, transportation, cleaning, retail coffee shop, and laundry services.	<ul style="list-style-type: none"> <li>• Process management</li> <li>• Performance management</li> <li>• Contract management (outsourcing)</li> </ul>	Hospital Management (6 panel members - 6 agreed) (6 panel members - 6 agreed)
80	Theoretical knowledge and understanding of six sigma concept.	<ul style="list-style-type: none"> <li>• Six sigma concept</li> </ul>	Hospital Management (6 panel members - 6 agreed)
81	Job-knowledge of legal aspects related to business management, rules, policies, and what is allowed in terms of confidentiality issues.	<ul style="list-style-type: none"> <li>• Legal aspects</li> <li>• Rules &amp; policies</li> <li>• Confidentiality issues</li> </ul>	Hospital Management (6 panel members - 6 agreed)
82	Theoretical knowledge and understanding of strategic management strategies and concepts such as SWOT, diversification strategy, value chain, and competitor analysis (five forces of competition).	<ul style="list-style-type: none"> <li>• Strategic management concepts and theory:</li> <li>• SWOT</li> <li>• Diversification</li> <li>• Value chain</li> <li>• Competitor analysis</li> </ul>	Hospital Pharmacy (2 panel members - both agreed)
83	Job-knowledge regarding ethical behavior in the workplace.	<ul style="list-style-type: none"> <li>• Work ethic</li> </ul>	Finance (5 panel members - 5 agreed)
<b>Importance Rating Level Six</b>			
84	Job-knowledge and understanding of relationships between job-tasks and theoretical knowledge learned and the ability to know how to apply theoretical knowledge in practice.	<ul style="list-style-type: none"> <li>• Relationship between theory and practice</li> <li>• Application of theory learned</li> </ul>	Human Resource (2 panel members - both agreed)
85	Job-knowledge of legal aspects, managerial and ethical decision-making, and corporate social responsibility issues.	<ul style="list-style-type: none"> <li>• Legal aspects</li> <li>• Ethical decision-making</li> <li>• Corporate social responsibility</li> </ul>	Human Resource (2 panel members - both agreed)
86	Theoretical knowledge and understanding of teamwork, team/group planning and decision-making, and ability to apply knowledge in practice.	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Planning decision-making</li> <li>• Application of knowledge</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)
87	Theoretical knowledge, understanding, and application skills needed for carrying out record processing, workflow management, and project management job-tasks.	<ul style="list-style-type: none"> <li>• Record processing</li> <li>• Workflow management</li> <li>• Project management</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)
88	Theoretical knowledge and understanding of management functions organizing, staffing, leading, and controlling.	<ul style="list-style-type: none"> <li>• Management functions (management process)</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)
89	Theoretical knowledge and understanding of managerial decision-making and ability to use communication systems and information technology in decision-making processes.	<ul style="list-style-type: none"> <li>• Managerial decision-making</li> <li>• Communication system &amp; information system use in decision-making</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)
90	Job-knowledge related to Managerial Accounting.	<ul style="list-style-type: none"> <li>• Managerial accounting</li> </ul>	Finance (5 panel members - 5 agreed)
<b>Importance Rating Level Seven</b>			
91	Theoretical knowledge and understanding of quality issues (avoid errors, save cost).	<ul style="list-style-type: none"> <li>• Quality issues</li> <li>• Avoid errors</li> <li>• Save cost strategies</li> </ul>	Human Resource (2 panel members - both agreed)

92	Job-knowledge of hospital culture and health care operational processes (doctor-patient rounds).	<ul style="list-style-type: none"> <li>Hospital culture</li> <li>Operational processes health care industry</li> </ul>	Hospital Management (6 panel members - 6 agreed)
93	Theoretical knowledge and understanding of managerial ethics and corporate social responsibility.	<ul style="list-style-type: none"> <li>Managerial ethics</li> <li>Corporate social responsibility</li> </ul>	Hospital Management (6 panel members - 6 agreed)
94	Performance leadership theoretical job-knowledge and workplace application skills.	<ul style="list-style-type: none"> <li>Performance leadership</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)
95	Theoretical knowledge and application skills needed to analyze, measure, monitor, and report performance results.	<ul style="list-style-type: none"> <li>Analyze, Measure, Monitor, Report performance results</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)
96	Theoretical knowledge of asset management (including current assets).	<ul style="list-style-type: none"> <li>Asset management</li> <li>Current asset management</li> </ul>	Finance (5 panel members - 5 agreed)
<b>Importance Rating Level Eight</b>			
97	Organizing, prioritizing, and scheduling tasks (theoretical job-knowledge and application skills).	<ul style="list-style-type: none"> <li>Organizing and task scheduling</li> </ul>	Finance (5 panel members - 5 agreed)
<b>Importance Rating Level Nine</b>			
98	Knowledge of the terminology used specifically within the health care industry.	<ul style="list-style-type: none"> <li>Industry terminology</li> </ul>	Human Resource (2 panel members - both agreed)
99	Ability to adapt to and manage change (theoretical and application skills required).	<ul style="list-style-type: none"> <li>Manage change</li> <li>Adapt to change</li> </ul>	Health Care Insurance (2 panel members - 1 agreed)
100	Leadership theoretical job-knowledge and application skills.	<ul style="list-style-type: none"> <li>Leadership concept</li> </ul>	Finance (5 panel members - 5 agreed)
101	Management theoretical job-knowledge related to innovative and creative thinking (outside the box thinking).	<ul style="list-style-type: none"> <li>Innovation &amp; creative thinking</li> </ul>	Finance (5 panel members - 5 agreed)
<b>Importance Rating Level 10</b>			
102	Job-knowledge of workflow management.	Workflow management	Finance (5 panel members - 5 agreed)
103	Work-stress management job-knowledge and practical application ability.	Work-stress management	Finance (5 panel members - 5 agreed)