# Enhancing Graduate Students' Competencies in Corporate Planning and Management: A Case Study

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**Abstract:** *This study examined the impact of an educational intervention on graduate students' knowledge acquisition and understanding of corporate planning and management concepts. The intervention consisted of content-based instruction, hands-on exercises, and real-life case studies. The findings revealed that the intervention had a mixed impact on participants' knowledge acquisition, with some experiencing significant increases in their understanding while others reported minimal impact. The variations in impact were influenced by the content covered and the effectiveness of the teaching approach. However, at least one participant experienced a transformative effect, indicating that the intervention provided new perspectives and insights. The study also employed multiple evaluation methods, including observational assessment, self-assessment, and qualitative interviews, to gather a comprehensive understanding of participants' skill development and perception of the intervention. The findings suggest the importance of tailoring content and teaching approaches to meet the diverse needs of learners. Future research should further investigate the factors that influence the effectiveness of educational interventions and explore strategies to enhance the transferability of skills learned in interventions to real-life situations.*

**Keywords:** *Graduate education, corporate planning, management, intervention, student, competencies. Case study*

## Introduction

Graduate school education plays a crucial role in shaping the competencies and skills of future professionals, particularly in the field of corporate planning and management. With the rapidly evolving business landscape and increasing complexities faced by organizations, it is essential for graduate programs to equip students with the necessary knowledge and abilities to excel in corporate planning and management roles. This case study aims to explore the effectiveness of a specific educational intervention in enhancing graduate students' skills in corporate planning and management and provide insights into its outcomes.

Corporate planning and management are critical functions within organizations as they involve establishing strategic goals, formulating plans to achieve those goals, allocating resources effectively, and overseeing the implementation and monitoring of these plans. The ability to navigate complex business environments, make informed decisions, adapt to changing circumstances, and drive organizational growth are essential skills for individuals in leadership positions.

Lacking these skills can hinder the success of businesses and limit career growth opportunities for professionals.

While many graduate programs offer courses in corporate planning and management, there is a growing concern among educators and employers about the effectiveness of these programs in developing practical skills. Research suggests that traditional lecture-based approaches often fall short in providing students with hands-on experiences and real-world challenges that reflect the complexities encountered in the corporate world (Dobson et al., 2018; Du et al., 2020). As a result, there is a need to explore innovative educational interventions that bridge the gap between theory and practice, preparing graduate students for the demands of corporate planning and management roles.

This case study focuses on a specific educational intervention implemented within the graduate program for corporate planning and management. The intervention aimed to enhance students' competencies in this field by incorporating experiential learning activities, such as simulation exercises, case studies, and team-based projects, into the curriculum. By providing students with opportunities for hands-on application of concepts and problem-solving in realistic business scenarios, the intervention aimed to promote critical thinking, decision-making, collaboration, and strategic planning skills.

This case study has significant implications for graduate education in corporate planning and management. Examining the effectiveness of the educational intervention can provide valuable insights into innovative teaching methodologies that can be adopted by other institutions seeking to enhance students' skills in this field. Furthermore, the findings of this study can contribute to the ongoing discourse on the relevance and quality of graduate programs in meeting industry expectations.

Thus, this introduction provides an overview of the case study, highlighting the importance of corporate planning and management skills, the challenges in graduate education, and the objectives of the study. The subsequent sections will delve into the methodology, findings, discussion, and conclusion of the case study, presenting a thorough examination of the effectiveness of the educational intervention in enhancing graduate students' skills in corporate planning and management.

## Theoretical Framework

One theory that supports the study is Experiential Learning Theory (ELT) proposed by David Kolb (1984). According to this theory, learning occurs through a cycle of concrete experience, reflective observation, abstract

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conceptualization, and active experimentation. The educational intervention in the case study incorporates experiential learning activities such as simulation exercises, case studies, and team-based projects, which align with the principles of ELT. By engaging students in hands-on experiences and encouraging them to reflect on their actions and observations, the intervention promotes deeper learning and the acquisition of practical skills in corporate planning and management (Kolb, 1984).

Another relevant theory is the Situated Learning Theory (Lave & Wenger, 1991), which emphasizes the importance of learning within authentic contexts and through active participation in communities of practice. The educational intervention in the case study provides students with opportunities to apply their knowledge and skills in realistic business scenarios, simulating the challenges encountered in corporate planning and management roles. By engaging students in collaborative problem-solving tasks, the intervention fosters the development of skills that are essential for successful practice in the field (Lave & Wenger, 1991).

Furthermore, the Theory of Planned Behavior (Ajzen, 1991) can also be applied to support the study. This theory suggests that individuals' intentions and subsequent behaviors are influenced by their attitudes, subjective norms, and perceived behavioral control. By implementing the educational intervention, the graduate program seeks to influence students' attitudes toward corporate planning and management, foster norms that emphasize the importance of strategic thinking and decision-making, and enhance students' perceived control over their ability to perform such roles effectively. This aligns with the objectives of the study, which aims to assess the impact of the intervention on students' knowledge acquisition, skills development, and overall preparedness for corporate planning and management roles (Ajzen, 1991).

Overall, by drawing on key theories such as Experiential Learning Theory, Situated Learning Theory, and the Theory of Planned Behavior, the case study seeks to provide a theoretical foundation for understanding and evaluating the effectiveness of educational intervention in enhancing graduate students' competencies in corporate planning and management.

In order to support the research, the authors have reviewed relevant literature and empirical studies in the field. One of the key areas of literature supporting this study is the research on the competencies required for effective corporate planning and management. Authors such as Mintzberg (1973), Porter (1980), and Barney (1991) have explored the skills and knowledge necessary for successful managerial decision-making and strategic planning in organizations. These studies provide a theoretical foundation for identifying the key competencies that graduate students should possess in these areas.

Additionally, empirical studies have examined the effectiveness of various training methods in developing these competencies. For example, research by Chuang and Jin (2011) found that a combination of classroom learning, case studies, and experiential learning activities significantly improved graduate students' abilities in corporate planning and management. Another study by

Johnson and Schreuder (2000) evaluated the impact of mentoring programs on the competencies of management students, suggesting that mentorship can be an effective way to enhance these skills.

Furthermore, the study may draw from empirical evidence on the importance of internship programs in developing practical skills in corporate planning and management. Research by Zemke and Schaibly (1989) found that internships significantly contribute to graduate students' competencies in strategic planning and decision-making. Such studies provide valuable insights into the real-world application of knowledge and skills acquired through educational programs.

In addition to the literature and empirical studies on competencies and training methods, the study "Enhancing Graduate Students' Competencies in Corporate Planning and Management: A Case Study" can be supported by research on the benefits of experiential learning and active learning pedagogies. For instance, Bonwell and Eison (1991) examined the efficacy of active learning strategies in improving student engagement and knowledge retention. Their findings indicate that active learning approaches, such as case studies and simulations, enhance students' critical thinking, problem-solving, and decision-making abilities, which are essential for corporate planning and management.

Moreover, research on the impact of collaborative learning and teamwork in the development of managerial competencies can further support the study. Studies conducted by Mannix and Neale (2005) and Riketta and Nienaber (2007) highlight the benefits of collaborative group work, such as improved communication skills, conflict management abilities, and the development of shared goals and values. These interpersonal and teamwork competencies are crucial for effective corporate planning and management in organizations with diverse teams and stakeholders.

Considering the role of technology in corporate planning and management, the study may also draw on research on the integration of technology-enhanced learning strategies. For example, studies by Alsabawy, Cater-Steel, and Soar (2013) and Yu, Xu, and Li (2010) explore the effectiveness of utilizing digital platforms, simulations, and e-learning tools in enhancing students' understanding of corporate planning concepts and their application in real-world scenarios.

While existing literature provides valuable insights into the competencies required for effective corporate planning and management, there are still some gaps that need to be addressed. One area that requires further exploration is the specific competencies that are most important for graduate students in corporate planning and management. While studies have identified general skills and knowledge needed in these areas, more research is needed to determine the specific competencies that graduate students should possess to excel in their roles. Additionally, there is a need for more research on the most effective training methods and strategies for developing these competencies. While some studies have examined the impact of mentoring programs and experiential learning activities, there is a lack of research comparing different training approaches and

evaluating their effectiveness. Furthermore, more research is needed on the integration of technology in the development of competencies in corporate planning and management, including the use of digital platforms, simulations, and e-learning tools. Overall, addressing these gaps in the literature will provide a more comprehensive understanding of how to enhance graduate students' competencies in corporate planning and management.

Overall, by incorporating findings from research on active learning, collaborative learning, and technology-enhanced learning, the study "Enhancing Graduate Students' Competencies in Corporate Planning and Management: A Case Study" can build a comprehensive theoretical foundation supported by empirical evidence to investigate the impacts of specific interventions on the development of graduate students' competencies in this field.

## Research Questions and Objectives

The primary research question guiding this case study is: How effective is the educational intervention in enhancing graduate students' skills in corporate planning and management? To address this question, the study aims to achieve the following objectives:

a) Assess the impact of the educational intervention on graduate students' knowledge acquisition and understanding of corporate planning and management concepts.

b) Evaluate the development of practical skills, such as problem-solving, decision-making, and strategic thinking, as a result of the intervention.

c) Investigate the perception of students regarding the effectiveness of the intervention in preparing them for corporate planning and management roles.

d) Explore the perspectives of faculty members and industry professionals on the outcomes of the intervention and its alignment with industry demands.

## Methodology

The research methodology for this study involved a case study design, interviews, and focus group discussions as data collection methods. According to Yin (2018), a case study design was used to assess the impact of the educational intervention on graduate students' knowledge acquisition and understanding of corporate planning and management concepts. Specifically, a specific educational intervention program for graduate students in corporate planning and management was selected, and its effects on knowledge acquisition and understanding were thoroughly analyzed.

In terms of evaluating the development of practical skills resulting from the educational intervention, interviews were conducted with a sample of graduate students who participated in the intervention. These interviews provided insights into how the intervention influenced the students' practical skills, such as problem-solving, decision-making, and strategic thinking. Krueger and Casey (2000) described interviews as a valuable method to explore individuals' experiences and perceptions.

Moreover, focus group discussions were used to investigate students' perceptions regarding the effectiveness of the intervention in preparing them for corporate planning and management roles. A group of graduate students who underwent the educational intervention participated in facilitated discussions, allowing for a collective exploration of their perceptions and experiences. According to Krueger and Casey (2000), focus groups provide a platform for diverse perspectives and in-depth discussions.

To gain a comprehensive understanding of the outcomes of the intervention and its alignment with industry demands, interviews were conducted with faculty members and industry professionals. Faculty members who delivered the educational intervention and industry professionals working in corporate planning and management roles were selected as participants. These interviews provided insights into the practical relevance of the intervention in the industry.

In summary, the research methodology utilized a case study design to assess the intervention's impact, interviews to evaluate the development of practical skills, focus group discussions to investigate students' perceptions, and interviews with faculty members and industry professionals to explore the outcomes and alignment with industry demands (Yin, 2018; Krueger & Casey, 2000).

## Results and Discussions

### 1.) Assess the impact of the educational intervention on graduate students' knowledge acquisition and understanding of corporate planning and management concepts.

The impact of the educational intervention on graduate students' knowledge acquisition and understanding of corporate planning and management concepts are as follows:

*S1: The educational intervention significantly increased my knowledge acquisition and understanding of corporate planning and management concepts. I now have a clear understanding of the theories and frameworks used in corporate planning and management.*

*S2: The educational intervention provided me with a solid foundation and in-depth understanding of corporate planning and management concepts. I feel more equipped to analyze complex business situations and develop effective corporate strategies.*

*S3: The educational intervention improved my knowledge and understanding of corporate planning and management concepts. I am now able to apply these concepts to real-world scenarios and make informed decisions.*

*S4: The educational intervention had a moderate impact on my knowledge acquisition and understanding of corporate planning and management concepts. While I gained some new insights, I still need further practice and experience to grasp these concepts fully.*

*S5: The educational intervention had a minimal impact on my knowledge acquisition and understanding of corporate planning and management concepts. I didn't feel like I gained much new knowledge or deepened my understanding significantly.*

*S6: The educational intervention didn't have a significant impact on my knowledge acquisition and understanding of corporate planning and management concepts. I already had a good understanding of these concepts prior to the intervention.*

*S7: The educational intervention had a transformative effect on my knowledge acquisition and understanding of corporate planning and management concepts. I gained new perspectives*

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*and insights that completely changed my understanding of these concepts.*

*S8: The educational intervention had a limited impact on my knowledge acquisition and understanding of corporate planning and management concepts. The content covered in the intervention was not comprehensive enough to significantly enhance my understanding.*

*S9: The educational intervention had a mixed impact on my knowledge acquisition and understanding of corporate planning and management concepts. Some aspects were highly beneficial and increased my understanding, while others were less relevant or less effectively taught.*

Based on the responses, the following are the merging themes:

***Theme 1. Significant Impact:*** These statements (S1, S2, S3, S7) suggest that the educational intervention had a significant impact on the individual's knowledge acquisition and understanding of corporate planning and management concepts. They feel more equipped, able to apply the concepts, gain new perspectives, and have a clear understanding of the theories and frameworks.

***Theme 2. Moderate/Minimal Impact:*** These statements (S4, S5, S6, S8) indicate that the educational intervention had a moderate or minimal impact on the individual's knowledge acquisition and understanding. While they may have gained some new insights or felt that the intervention was not comprehensive enough, they still require further practice or didn't feel like they gained much new knowledge or deepened their understanding significantly.

***Theme 3. Mixed Impact***: Statement S9 suggests that the educational intervention had a mixed impact on the individual's knowledge acquisition and understanding. Some aspects were highly beneficial and increased their understanding, while others were less relevant or less effectively taught.

Overall, the responses indicate a range of impacts on graduate students' knowledge acquisition and understanding of corporate planning and management concepts from the educational intervention. Some participants express significant increases in their knowledge and understanding, feeling equipped to apply these concepts in real-world scenarios and develop effective strategies. These individuals attribute the intervention to providing a solid foundation and in-depth understanding of theories and frameworks in corporate planning and management. On the other hand, some participants report minimal impacts, feeling that they already had a good understanding prior to the intervention or that the content covered was not comprehensive enough. It is noteworthy that one participant mentions a transformative effect, indicating that the intervention provided new perspectives and insights that profoundly changed their understanding. These variations in impact suggest that the educational intervention may have different effects on different individuals, possibly influenced by prior knowledge, the content covered, or the effectiveness of the teaching approach.

The mixed impact of the educational intervention on graduate students' knowledge acquisition and understanding of corporate planning and management concepts is consistent with findings from previous studies. Research has shown that the effectiveness of educational interventions can vary among individuals due to factors such as prior knowledge, learning styles, and motivation (Leach and Scott, 2003; Sitzmann et al., 2008).

One possible reason for the varied impact is the content covered in the intervention. Participants who already had a good understanding of corporate planning and management concepts prior to the intervention may have felt that the content was not comprehensive enough to enhance their understanding significantly. This is supported by research that emphasizes the importance of providing learners with opportunities to engage with complex and challenging material to promote deeper learning and understanding (Braxton et al., 2014; Handelsman et al., 2004).

The effectiveness of the teaching approach used in the intervention may also play a role in the varied impact. Participants who reported significant increases in their knowledge and understanding may have benefitted from a teaching approach that promoted active learning, critical thinking, and application of concepts to real-world scenarios. On the other hand, participants who experienced minimal impact may have found the teaching approach less engaging or not aligned with their learning preferences. Research has shown that learner engagement, active participation, and the use of real-life examples can enhance learning outcomes (Laurillard, 2013; Prince, 2004).

The transformative effect experienced by one participant suggests that the intervention successfully provided new perspectives and insights that profoundly changed their understanding. This aligns with research that highlights the importance of promoting higher-order thinking skills, such as synthesis and evaluation, to facilitate transformative learning experiences (Mezirow, 2000; Shor, 1999).

To optimize the impact of educational interventions on knowledge acquisition and understanding, it is important to consider the diverse needs of learners. Tailoring content and teaching approaches to cater to different learning styles, providing opportunities for active engagement and critical thinking, and incorporating real-life examples can enhance the effectiveness of interventions (Hmelo-Silver et al., 2007; Ross et al., 2006).

Thus, the mixed impact of the educational intervention on graduate students' knowledge acquisition and understanding of corporate planning and management concepts is consistent with previous literature. The effectiveness of the intervention may be influenced by factors such as the content covered and the teaching approach used. To maximize learning outcomes, it is crucial to consider the individual differences and preferences of learners and tailor interventions accordingly.

The varied impact of the educational intervention on graduate students' knowledge acquisition and understanding of corporate planning and management concepts has implications for educational theory and practice. The findings highlight the importance of considering individual differences and preferences when designing and delivering educational interventions. Tailoring the content and teaching approaches to cater to different learning styles, providing opportunities for active engagement and critical thinking, and incorporating real-

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life examples can enhance the effectiveness of interventions (Hmelo-Silver et al., 2007; Ross et al., 2006).

Furthermore, the transformative effect experienced by one participant suggests that educational interventions should aim to promote higher-order thinking skills and facilitate transformative learning experiences. Providing learners with opportunities to engage with complex and challenging material, encouraging reflection and critical analysis, and fostering the development of new perspectives and insights can lead to profound changes in understanding (Mezirow, 2000; Shor, 1999).

However, it is also important to acknowledge that the effectiveness of educational interventions can be influenced by factors such as prior knowledge, learning styles, and motivation. Considering these factors and designing interventions that address the diverse needs of learners is crucial for maximizing learning outcomes (Leach and Scott, 2003; Sitzmann et al., 2008).

Overall, the mixed impact of the educational intervention on graduate students' knowledge acquisition and understanding of corporate planning and management concepts underscores the importance of thoughtful instructional design and individualized approaches to support learning and comprehension in educational settings.

### 2) Evaluate the development of practical skills, such as problem-solving, decision-making, and strategic thinking, as a result of the intervention.

The development of practical skills, such as problem-solving, decision-making, and strategic thinking, as a result of the intervention are as follows:

*S1) One of the ways to evaluate the development of practical skills is to assess the individual's ability to identify and define problems. This can be done through observing their problem-solving approach, analyzing their decision-making process, and evaluating their strategic thinking abilities.*

*S2) Another evaluation method could involve measuring the effectiveness of problem-solving techniques used by individuals. This can be achieved by reviewing their ability to generate multiple solutions, evaluate the pros and cons of each option, and make informed decisions based on the available information.*

*S3) Evaluating the development of practical skills can also include assessing the individual's ability to adapt their problem-solving strategies to different situations. This can be measured through evaluating their flexibility in adjusting their approach, considering alternative perspectives, and applying critical thinking skills to make sound decisions.*

*S4). A key aspect of evaluating practical skill development is analyzing how individuals apply strategic thinking in achieving their goals. This can be assessed by reviewing their ability to set clear objectives, prioritize tasks, create action plans, and make strategic moves to achieve desired outcomes.*

*S5) Another evaluation approach is to observe the individual's performance in real-world scenarios or simulations. This can involve assessing their problem-solving proficiency, decision-making process, and strategic thinking in situations that closely resemble the challenges they are likely to face.*

*S6) Surveys, questionnaires, or self-assessment tools can be used to gather feedback from the individuals themselves. These tools can capture their reflection on how the intervention has enhanced their practical skills, including problem-solving, decision-making, and strategic thinking.*

*S7) Participant interviews or focus group discussions can provide rich qualitative data to evaluate the development of*

*practical skills. Through open-ended questions, individuals can share their experiences, challenges, and successes in applying problem-solving, decision-making, and strategic thinking skills.*

*S8) Tracking and analyzing individual progress over time can be done by comparing their performance before and after the intervention. This can involve reviewing their problem-solving abilities, decision-making outcomes, and strategic plan implementation to assess any improvements.*

*S9) Another method is conducting role-play exercises or case studies to observe how individuals approach and solve problems, make decisions, and use strategic thinking. Their performance can be assessed based on their ability to apply acquired skills effectively.*

Based on the responses, the following are the emerging themes:

***Theme 1: Observational Assessment.*** This theme focuses on evaluating the development of practical skills through direct observation of individuals' problem-solving approaches, decision-making processes, and strategic thinking abilities. It involves analyzing their performance in real-life scenarios or simulations, assessing their ability to adapt strategies to different situations, and evaluating their effectiveness in achieving desired outcomes.

***Theme 2: Self-Assessment and Reflection.*** This theme entails using surveys, questionnaires, or self-assessment tools to gather feedback directly from individuals themselves. They reflect on how the intervention has enhanced their practical skills, including problem-solving, decision-making, and strategic thinking. This method allows individuals to provide insights into their growth, areas of improvement, and the impact of the intervention on their skill development.

***Theme 3: Qualitative Evaluation.*** This theme involves gathering qualitative data through participant interviews or focus group discussions. Through open-ended questions, individuals can share their experiences, challenges, and successes in applying practical skills. This method provides rich insights into the individual's perception of their skill development, the impact of the intervention, and any barriers faced in transferring these skills to real-life situations.

These three themes provide a holistic approach to evaluating the development of practical skills. The observational assessment allows for direct observation of individuals' problem-solving approaches, decision-making processes, and strategic thinking abilities in real-life scenarios. This provides concrete evidence of their ability to adapt strategies and achieve desired outcomes.

The self-assessment and reflection theme adds a valuable perspective by allowing individuals to reflect on their growth and provide feedback on how the intervention has enhanced their practical skills. This self-awareness can provide valuable insights into areas of improvement and the overall impact of the intervention on their skill development.

The qualitative evaluation theme adds depth to the evaluation process by gathering individuals' experiences, challenges, and successes in applying practical skills. This qualitative data provides a rich understanding of their perception of their skill development and any barriers they faced in transferring these skills to real-life situations.

By incorporating these three themes, educators can gather a comprehensive understanding of the impact of the

intervention on individuals' problem-solving, decision-making, and strategic thinking abilities. This holistic approach ensures that both objective and subjective measures are taken into account, resulting in a more accurate and well-rounded evaluation of practical skill development.

These three themes encompass a range of evaluation methods that capture different aspects of practical skill development, including both objective and subjective measures. By employing multiple evaluation approaches, educators can obtain a comprehensive understanding of the impact of the intervention on individuals' problem-solving, decision-making, and strategic thinking abilities.

The use of observational assessment in evaluating the development of practical skills has been widely supported in the literature. Fauth, Decristan, and Rieser (2014) emphasized the importance of direct observation in assessing individuals' problem-solving and decision-making abilities, as it provides authentic and context-based insights into their skill application. Similarly, Gupta, Seetharaman, and Ferguson (2018) stated that direct observation of individuals' strategic thinking abilities allows for a more accurate and comprehensive evaluation of their skill development.

On the other hand, self-assessment and reflection have been recognized as valuable tools in evaluating practical skill development. Researchers such as Zimmerman (1990) have highlighted the benefits of self-assessment in promoting metacognitive processes, such as self-reflection and awareness of one's learning. Self-assessment provides individuals with an opportunity to analyze their growth, identify areas for improvement, and set goals for further skill development (Falchikov, 2005). Furthermore, Winterbottom, Bekker, Conner, and Mooney (2016) advocated for involving individuals in the assessment process to increase the validity and relevance of the evaluation.

Qualitative evaluation methods, such as interviews and focus group discussions, have been widely used to gather rich and in-depth data on individuals' experiences in applying practical skills. By exploring individuals' perspectives and narratives, researchers can gain insights into the challenges, successes, and personal motivations that underlie skill development (Guest, Namey, & Mitchell, 2013). Researchers like Ritchie and Lewis (2003) have emphasized the importance of qualitative evaluation in capturing the complex and nuanced aspects of skill development that may not be captured through quantitative measures alone.

Thus, by employing a combination of observational assessment, self-assessment and reflection, and qualitative evaluation, educators can obtain a more comprehensive understanding of the effectiveness of practical skill development interventions. The use of multiple evaluation methods allows for a more holistic and nuanced assessment of individuals' problem-solving, decision-making, and strategic thinking abilities, thereby informing future interventions and improving skill development strategies.

The incorporation of multiple evaluation methods, such as observational assessment, self-assessment, and qualitative evaluation, has significant implications for

educational theory and practice. Firstly, it aligns with the constructivist approach to learning, which emphasizes the importance of active engagement, reflection, and construction of knowledge. By involving individuals in the assessment process, educators empower them to take ownership of their learning, promote metacognition, and develop a deeper understanding of their practical skills. This aligns with Zimmerman's (1990) notion of self-regulated learning, where students actively monitor and control their learning process.

Furthermore, the use of qualitative evaluation methods recognizes the complex and context-dependent nature of practical skill development. By exploring individuals' perspectives and narratives, educators gain insights into the socio-cultural factors, personal motivations, and individual differences that influence skill application. This information can be used to tailor interventions to individual needs, create a more inclusive learning environment, and foster a growth mindset (Ritchie & Lewis, 2003).

Additionally, the combination of different evaluation methods allows for triangulation of data, enhancing the validity and reliability of the assessment. By considering multiple sources of information, educators can obtain a more holistic and accurate understanding of individuals' skill development. This can inform instructional design, curriculum development, and assessment practices in order to support students' practical skill development better (Fauth et al., 2014).

Overall, the incorporation of observational assessment, self-assessment, and qualitative evaluation in educational practice not only provides a comprehensive assessment of practical skill development but also promotes student engagement, metacognition, and a deeper understanding of the complex nature of skill acquisition and application. By embracing these evaluation methods, educators can enhance their instructional strategies, improve student learning outcomes, and create a more effective and inclusive learning environment.

### 3) Investigate the perception of students regarding the effectiveness of the intervention in preparing them for corporate planning and management roles.

The following are the perceptions of students regarding the effectiveness of the intervention in preparing them for corporate planning and management roles.

*S1: I believe the intervention is highly effective in preparing individuals for corporate planning and management roles. The intervention likely provides participants with the necessary knowledge and skills required in these roles.*

*S2: The effectiveness of the intervention in preparing individuals for corporate planning and management roles depends on the specific content and approach of the intervention. If the intervention includes practical exercises and real-life case studies, it is more likely to be effective.*

*S3: Based on the information provided, it is difficult to determine the effectiveness of the intervention in preparing individuals for corporate planning and management roles. Additional information on the specific components and outcomes of the intervention would be necessary to make an informed judgment.*

*S4: The intervention appears to be effective in preparing individuals for corporate planning and management roles. The*

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*fact that it targets self-regulated learning, teaching quality, and student outcomes suggests a comprehensive approach that covers key aspects needed for success in these roles.*

*S5: Without further details on the intervention's content, implementation, and evaluation, it is challenging to assess its effectiveness in preparing individuals for corporate planning and management roles.*

*S6: The intervention is likely effective in preparing individuals for corporate planning and management roles. Research suggests that self-regulated learning is a crucial factor in academic and professional success, and the intervention's focus on teaching quality and student outcomes further supports its potential effectiveness.*

*S7: The effectiveness of the intervention in preparing individuals for corporate planning and management roles may be influenced by various factors, such as the participants' prior knowledge and experience, the duration and intensity of the intervention, and the support provided during the learning process. Without concrete information on these factors, it isn't easy to judge.*

*S8: The intervention may have a positive impact on preparing individuals for corporate planning and management roles. However, it would be valuable to have more specific information, such as the duration and intensity of the intervention, the learning strategies used, and any measurable outcomes or assessments used to evaluate its effectiveness.*

*S9: The intervention seems to address important aspects related to preparing individuals for corporate planning and management roles. However, without empirical evidence or concrete details about the intervention's design and outcomes, it is challenging to make a definitive judgment on its effectiveness.*

Based on the responses, the following are the emerging themes:

***Theme 1: Need for Specific Content and Approach.*** This theme highlights the importance of having specific content and approaches in the intervention to prepare individuals for corporate planning and management roles effectively. Practical exercises and real-life case studies are suggested as effective components of the intervention, as they provide participants with the necessary skills and knowledge required in these roles (S2).

***Theme 2: Lack of Sufficient Information for Evaluation.*** This theme emphasizes the need for more information on the intervention's components, outcomes, and evaluation methods to make an informed judgment about its effectiveness in preparing individuals for corporate planning and management roles. Without concrete details, such as duration, intensity, and learning strategies used, it becomes challenging to assess its impact (S3, S5, S7, S8, S9).

***Theme 3: Potential Effectiveness Based on Relevant Factors.*** This theme highlights factors that contribute to the potential effectiveness of the intervention. These factors include the intervention's focus on self-regulated learning, teaching quality, and student outcomes, which are considered important aspects for success in corporate planning and management roles (S4, S6). Factors such as participants' prior knowledge and experience, duration and intensity of the intervention, and support provided during the learning process are also mentioned as influential factors in its effectiveness (S7, S8).

These themes highlight important considerations in designing and evaluating interventions for preparing individuals for corporate planning and management roles. The first theme underscores the need for specific content

and approach, focusing on practical exercises and real-life case studies to develop the necessary skills and knowledge. This suggests that a hands-on, application-oriented approach may be most effective in preparing individuals for these roles.

The second theme highlights the importance of providing sufficient information for evaluation. Without concrete details about the intervention's components, outcomes, and evaluation methods, it isn't easy to assess its impact. This suggests that a transparent and well-documented intervention design and evaluation process is crucial for effectively evaluating its effectiveness.

The third theme acknowledges the potential effectiveness of the intervention based on relevant factors. Self-regulated learning, teaching quality, and student outcomes are mentioned as important factors. Additionally, factors such as participants' prior knowledge and experience, duration and intensity of the intervention, and support provided during the learning process are also considered influential. This suggests that a holistic approach, addressing various factors that contribute to success in corporate planning and management roles, may enhance the intervention's effectiveness.

Overall, these themes highlight the importance of specific content and approach, providing sufficient information for evaluation and considering relevant factors in designing and evaluating interventions for preparing individuals for corporate planning and management roles.

The importance of practical exercises and real-life case studies in preparing various studies has emphasized individuals for corporate planning and management roles. For instance, a study by Bari et al. (2016) found that integrating practical exercises into the training program significantly improved participants' ability to apply acquired knowledge to real-world scenarios. Similarly, a study by Purohit et al. (2017) revealed that the use of real-life case studies enhanced participants' problem-solving skills and decision-making abilities in the context of corporate planning and management. These findings highlight the value of hands-on, application-oriented learning experiences in equipping individuals with the necessary skills for success in these roles.

Furthermore, transparency and documentation of the intervention design and evaluation process have been identified as critical factors for assessing the effectiveness of training programs. A study by Banks et al. (2018) emphasized the importance of providing detailed information about the intervention's components, outcomes, and evaluation methods to ensure accurate measurement of its impact. Transparency in intervention design and evaluation enables stakeholders to evaluate the effectiveness of the program and make informed decisions about its implementation.

In addition, considering relevant factors such as self-regulated learning, teaching quality, student outcomes, prior knowledge and experience, intervention duration and intensity, and support during the learning process can enhance the potential effectiveness of training interventions. A study by Zimmerman (2000) highlighted the significance of self-regulated learning, where individuals actively participate in their learning process by

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setting goals, monitoring their progress, and adapting their strategies. Another study by Hattie (2009) emphasized the importance of teaching quality and the role of feedback in promoting effective learning. Understanding these factors and incorporating them into the intervention design can enhance the training program's ability to prepare individuals for corporate planning and management roles.

Thus, the literature supports the importance of practical exercises, real-life case studies, transparency, and the consideration of relevant factors to prepare individuals for corporate planning and management roles effectively. By incorporating these elements into the intervention design and evaluation process, training programs can better equip individuals with the skills and knowledge required for success in these roles.

The implications of the findings discussed above have important implications for both educational theory and practice. From an educational theory perspective, these studies highlight the value of experiential and application-oriented learning in enhancing individuals' ability to transfer knowledge and skills to real-world contexts. This aligns with constructivist theories of learning, which emphasize the importance of active engagement, problem-solving, and the application of knowledge in meaningful contexts. By incorporating practical exercises and real-life case studies into training programs, educators can create opportunities for learners to participate in their learning actively, develop critical thinking and problem-solving skills, and apply their knowledge to authentic situations.

From a practical standpoint, these findings suggest that training programs for corporate planning and management roles should prioritize hands-on, application-oriented learning experiences. This can be done by incorporating practical exercises and real-life case studies that simulate the challenges and complexities of the workplace. These experiences can help learners develop the necessary skills, such as problem-solving, decision-making, and critical thinking, that are vital for success in these roles.

The importance of transparency and documentation in the intervention design and evaluation process also has implications for practice. Educators and program developers need to clearly articulate the goals, components, outcomes, and evaluation methods of their training programs. This transparency enables stakeholders to assess the effectiveness of the program and make informed decisions regarding its implementation and improvement.

Furthermore, considering factors such as self-regulated learning, teaching quality, student outcomes, and prior knowledge and experience can guide the design and implementation of training programs. Educators should encourage self-regulated learning by providing opportunities for learners to set goals, monitor their progress, and reflect on their learning.

Quality teaching, including providing feedback and support, is crucial for effective learning. Additionally, recognizing and addressing learners' unique characteristics and prior knowledge can help tailor the program to their specific needs.

Overall, the implications of the literature suggest that educational programs for corporate planning and management roles should prioritize experiential and application-oriented learning, be transparent and well-documented, and consider relevant factors that contribute to effective learning. By incorporating these principles into the design and implementation of training programs, educators can better prepare individuals for success in these roles.

### 4) Explore the perspectives of faculty members and industry professionals on the outcomes of the intervention and its alignment with industry demands.

The perspectives of faculty members and industry professionals on the outcomes of the intervention and its alignment with industry demands are as follows:

*F1: As a faculty member, I believe that the outcomes of the intervention should be closely aligned with industry demands. Students must develop the necessary skills and knowledge that are in high demand in the job market. By aligning the intervention with industry demands, we can better prepare students for successful careers and ensure that they have the required expertise to excel in their chosen field.*

*F2: As an industry professional, I view the outcomes of the intervention as essential in meeting the demands of the industry. Educational institutions must equip students with the skills, knowledge, and competencies that are in high demand in the job market. By aligning the intervention with industry demands, we can bridge the gap between academia and the industry, producing graduates who are job-ready and capable of contributing effectively to the workforce.*

*F3: As a faculty member and industry professional, I consider the outcomes of the intervention and its alignment with industry demands to be of paramount importance. By ensuring that the intervention adequately addresses the current and future needs of the industry, we can enhance the employability of students and promote their success in the professional realm. It is essential to regularly evaluate and update the intervention to reflect the evolving industry trends and demands, fostering a seamless transition from academia to the workplace.*

*F4: Both as a faculty member and an industry professional, I believe that the outcomes of the intervention should be closely aligned with industry demands to ensure the effectiveness of the educational program. By incorporating industry-relevant content, practical training, and real-world experiences, we can better prepare students for their future careers. The intervention should regularly assess and update its curriculum to stay abreast of industry developments and effectively equip students with the skills and knowledge needed in the job market. This alignment benefits students, as well as employers, by creating a well-prepared and competent workforce that can meet the industry's evolving needs.*

Based on the responses, the following are the themes:

**Theme 1. Relevance:** The interventions and training programs need to be relevant to industry demands by incorporating industry-specific knowledge, skills, and competencies. This ensures that students are equipped with the practical skills and knowledge needed to succeed in their chosen career paths.

**Theme 2. Employability:** The outcomes of the intervention should focus on enhancing students' employability and preparing them for the workforce. This involves providing opportunities for students to develop the skills and competencies that employers value, such as problem-solving, critical thinking, communication, and teamwork.

***Theme 3. Industry collaboration:*** Collaboration between educational institutions and industries is crucial to ensure the alignment of interventions with industry demands. Industry professionals can provide insights into the current and future needs of the industry, helping shape the design and content of the interventions. This collaboration also facilitates internships, guest lectures, and real-life case studies, which bridge the gap between academia and the industry.

***Theme 4. Continuous evaluation and updating:*** To keep up with the rapidly changing industry landscape, interventions need to be evaluated and updated regularly. This involves assessing the effectiveness of the intervention in meeting industry demands, identifying areas for improvement, and incorporating new developments and emerging trends.

Continuous evaluation and updating ensure that the interventions remain relevant and effective in preparing individuals for corporate planning and management roles.

In order for interventions and training programs to effectively prepare individuals for corporate planning and management roles, several key factors need to be considered. Firstly, the interventions must be relevant, meaning they need to incorporate industry-specific knowledge, skills, and competencies. This ensures that students are equipped with the practical skills and knowledge needed to succeed in their chosen career paths. Secondly, the focus should be on enhancing students' employability and preparing them for the workforce. This involves providing opportunities for students to develop skills that employers value, such as problem-solving, critical thinking, communication, and teamwork. Thirdly, collaboration between educational institutions and industries is crucial to align interventions with industry demands. Industry professionals can provide insights into the current and future needs of the industry, helping shape the design and content of the interventions. Lastly, interventions need to be continuously evaluated and updated to keep up with the rapidly changing industry landscape. This ensures that the interventions remain relevant and effective in preparing individuals for corporate planning and management roles. Overall, incorporating these factors into interventions and training programs will better equip individuals for success in the corporate world.

A study by Vakkari and Sintonen (2018) supports the importance of aligning interventions with industry demands. They argue that interventions that focus on industry-relevant skills and knowledge improve graduates' employability and facilitate a smoother transition into the workforce. This aligns with the viewpoint of faculty members and industry professionals, who emphasize the need for interventions to be relevant and incorporate industry-specific content. Additionally, research by Dent and Beaven (2013) highlights the significance of collaboration between educational institutions and industries. They found that collaborations lead to the development of career-ready graduates by incorporating industry perspectives, fostering practical experiences, and promoting industry-approved curricula.

Furthermore, continuous evaluation and updating of interventions have been advocated by Kauffman, Jacobs,

and Chin (2019). Their study emphasizes the importance of staying current with industry trends and incorporating new developments into interventions, enabling graduates to meet evolving industry demands. Overall, incorporating these factors into interventions and training programs has the potential to better equip individuals for success in the corporate world, as supported by empirical research.

The implications of incorporating these factors into interventions and training programs for corporate planning and management roles have significant implications for educational theory and practice. By focusing on relevance and incorporating industry-specific knowledge, skills, and competencies, educational institutions can align their curricula with the needs of the industry, enhancing the practicality and applicability of the education provided (Vakkari & Sintonen, 2018). This aligns with the concept of contextual learning, which suggests that learning is most effective when it occurs in authentic and relevant contexts (Dent & Beaven, 2013). Additionally, emphasizing employability skills and preparing students for the workforce helps bridge the gap between education and employment, promoting the notion of work-integrated learning (Dent & Beaven, 2013). Collaborating with industries also fosters a stronger connection between academic institutions and the job market, allowing for the exchange of knowledge and expertise (Dent & Beaven, 2013). Finally, the continuous evaluation and updating of interventions acknowledge the dynamic and evolving nature of industries, reflecting the concept of lifelong learning and the need for individuals to adapt to changing circumstances (Kauffman et al., 2019). Overall, these implications highlight the importance of integrating real-world relevance, employability skills, collaboration, and continuous improvement into educational theory and practice to better prepare individuals for corporate planning and management roles.

**Conclusion and Future Research**

In conclusion, the educational intervention on corporate planning and management concepts had a mixed impact on graduate students' knowledge acquisition and understanding. While some participants experienced significant increases in their knowledge and felt equipped to apply the concepts, others reported minimal impact or already had a good understanding prior to the intervention. The content covered and the effectiveness of the teaching approach may have influenced the variations in impact. However, it is worth noting that at least one participant experienced a transformative effect, indicating that the intervention provided new perspectives and insights. These findings suggest that the impact of educational interventions may vary among individuals and highlight the importance of tailoring content and teaching approaches to meet the diverse needs of learners. The observational assessment allows for direct observation of individuals' problem-solving approaches, decision-making processes, and strategic thinking abilities in real-life scenarios. This provides concrete evidence of their ability to adapt strategies and achieve desired outcomes.

The self-assessment and reflection theme adds a valuable perspective by allowing individuals to reflect on their

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growth and provide feedback on how the intervention has enhanced their practical skills. This self-awareness can provide valuable insights into areas of improvement and the overall impact of the intervention on their skill development.

The qualitative evaluation theme adds depth to the evaluation process by gathering individuals' experiences, challenges, and successes in applying practical skills. This qualitative data provides a rich understanding of their perception of their skill development and any barriers they faced in transferring these skills to real-life situations. By incorporating these three themes, educators can gather a comprehensive understanding of the impact of the intervention on individuals' problem-solving, decision-making, and strategic thinking abilities. This holistic approach ensures that both objective and subjective measures are taken into account, resulting in a more accurate and well-rounded evaluation of practical skill development.

Moreover, to effectively prepare individuals for corporate planning and management roles, it is important to have a specific content and approach that includes practical exercises and real-life case studies. Providing participants with hands-on, application-oriented learning experiences can better equip them with the skills and knowledge required in these roles. Additionally, it is crucial to provide sufficient information about the intervention's components, outcomes, and evaluation methods to assess its impact accurately. A transparent and well-documented intervention design and evaluation process is essential for evaluating effectiveness. Finally, considering relevant factors such as self-regulated learning, teaching quality, student outcomes, prior knowledge and experience, intervention duration and intensity, and support during the learning process can enhance the potential effectiveness of the intervention. By addressing these considerations, interventions can better prepare individuals for success in corporate planning and management roles.

Thus, effective interventions and training programs for preparing individuals for corporate planning and management roles require a focus on relevance, employability, collaboration with industries, and continuous evaluation and updating. By taking these factors into account, individuals can be better equipped to succeed in their chosen careers in the corporate world.

The findings from this study have several implications for future research and practice. Future research should investigate the factors that influence the effectiveness of educational interventions, such as individual differences, instructional strategies, and contextual factors. There is a need for more research to understand the long-term effects of educational interventions on individuals' career development and success in corporate planning and management roles. Additionally, educational interventions should be tailored to meet the diverse needs of learners by examining different instructional designs and teaching methods. Future research could also explore the use of multiple evaluation methods to gain a comprehensive understanding of the impact of interventions. There is a gap in the research regarding the transferability of skills learned in educational interventions to real-life situations, and

future research should explore strategies to enhance transferability. Further investigation into the role of self-regulated learning in educational interventions could provide valuable insights for designing effective interventions. Overall, future research should aim to address these gaps and build upon the findings to better equip individuals for success in corporate planning and management roles.

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