Skills and Academic Offering in Latin America

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Abstract

The relationship between professional skills and higher education programs is modeled
as a bipartite network that represents the links between 28 skills (as captured by the
occupational information network, O*NET) and 258 graduate program summaries (as
captured by commercial brochures of graduate programs in marketing with
accreditation standards of the "Association to Advance Collegiate Schools of
Business).'' While descriptive node-based analysis reveal the importance of professional
skills, estimates of structural parameters of exponential random graph models show that
commercial offering does not reflect the

Introduction

A challenging decision for any manager is placing the right person in the right job. In
his search for predictors of job performance, the American psychologist David
C.McClelland [1] argued that academic aptitude, knowledge from content tests, school
grades, and credentials are often poor predictors of employee performance. McClelland's
research laid the groundwork for the "job competence assessment'' method, which
became foundational to management literature in the latter half of the 20th century [2].
Contemporary data-driven research supports McClelland's findings, suggesting that
academic offerings often fall short of meeting companies' job requirements [3]. In this
context, gaining a competitive advantage from a labor perspective increasingly relies on
improving the educational-occupational match [4]. Some scholars argue that one way to
enhance this education-job alignment is by estimating the value of employees' skills,
especially given the unpredictable future [5].
    A list

- Item 1
- Item 2

References

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