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Beyond the Lecture Hall: Embracing Innovative Pedagogies for Global Leadership in MBA Education

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Abstract
In a volatile, uncertain, complex, and ambiguous (VUCA) world, MBA graduates need advanced leadership skills, cross-cultural adaptability, and innovative problem-solving capabilities. Traditional lecture-based pedagogies are increasingly inadequate in preparing students for these challenges. This study explores the innovative pedagogical model developed by Kristu Jayanti College (KJC), which integrates experiential learning and design thinking to equip MBA students with the competencies required for global leadership. The KJC model emphasizes hands-on learning through initiatives like the Rural Immersion Program (RIP), theatre-based learning (Abhigyan), and the Knowledge Exchange Program (KEP), helping students develop critical thinking, adaptability, and practical problem-solving skills. Concurrently, design thinking activities such as Ventura (business plan competition) and SAMVAAD (communication development workshops) foster creativity, empathy, and collaborative leadership. Data collected from MBA alumni over the past five years reveals that these pedagogical approaches have a significant impact on enhancing leadership readiness, global competencies, and professional success. The findings underscore the effectiveness of KJC's innovative model in preparing students to navigate the complexities of a rapidly changing global business environment. This study contributes valuable insights for educators and institutions looking to adopt more dynamic and effective teaching strategies in MBA programs.

Keywords:
innovative pedagogy, MBA education, global leadership, experiential learning, design thinking, critical thinking,, leadership development, VUCA world, problem-solving, cultural sensitivity, professional success, cross-functional collaboration, KJC model

1. Introduction
In today's interconnected and rapidly evolving global landscape, traditional pedagogical approaches in business education often fall short of preparing leaders to navigate the complexities of cross-border collaboration, multicultural workforces, and innovative problem-solving. As a result, there is a growing emphasis on incorporating innovative pedagogical practices into MBA programs, such as experiential learning and design thinking, to equip graduates with the skills needed for global leadership and professional success. Experiential learning provides hands-on exposure to real-world challenges, allowing students to bridge theoretical knowledge with practical application. Activities like live projects, simulations, and international exchange programs enhance managerial skills while fostering adaptability in diverse professional contexts. Meanwhile, design thinking workshops nurture creative problem-solving and cross-functional collaboration, essential for addressing complex business issues. Together, these pedagogical innovations have transformed the MBA classroom into a dynamic training ground for fostering global readiness and leadership competencies.

This research investigates the long-term effectiveness of these innovative methods by gathering insights from MBA alumni spanning five years. The study focuses on understanding how experiential learning and design thinking influence skill development, global leadership readiness, and professional growth across various industries. Additionally, it seeks to identify gaps and opportunities for improvement in their application to advance the global standards of MBA education. By assessing the impact of these pedagogical strategies, this research aims to contribute valuable insights to academia and industry, highlighting their role in bridging the gap between education and global professional success. The findings are expected to inform future curriculum designs, enabling business schools worldwide to adopt more effective, collaborative approaches for cultivating next-generation leaders.

2. Review of Literature

The dynamic and competitive global business environment has necessitated transformative changes in higher education, particularly in MBA programs. Traditional lecture-based pedagogies are increasingly being replaced or supplemented by innovative approaches like experiential learning and design thinking, which aim to foster leadership, problem-solving, and global competencies. The following review of literature explores key studies, frameworks, and trends in these areas while integrating hypotheses based on the study objectives.

Innovative Pedagogies and Managerial Skill Development

Experiential learning, rooted in Kolb's experiential learning theory, emphasizes the value of active engagement and reflection in skill acquisition. Activities such as live projects, internships, and simulations have been shown to enhance core managerial capabilities, including decision-making and leadership (Kolb, 1984; Kolb & Kolb, 2018). For instance, a study by Dwived et al. (2024) highlighted the role of real-world challenges in enabling MBA graduates to translate theoretical frameworks into actionable insights, thereby improving leadership effectiveness. Design thinking, as highlighted by Gonen (2020) and later studies by Liedtka (2011), focuses on fostering innovation and human-cantered problem-solving. It equips students with the ability to approach complex challenges with creativity and collaboration, skills critical for modern business leadership. The integration of design thinking in MBA curricula has been shown to promote entrepreneurial mind-sets and cross-functional teamwork (Rauth et al 2010).

Hypothesis 1 (H1): Innovative pedagogical practices, such as experiential learning and design thinking, significantly impact managerial and leadership skill development among MBA graduates.

Global Leadership Readiness Through Experiential Learning

In the context of globalization, the ability to lead across borders has become a critical component of MBA education. Studies by Barrington (2024) and Ghemawat (2018) emphasize the importance of global competencies such as cultural intelligence, adaptability, and collaboration in diverse settings. Experiential learning approaches, including international exchange programs, multicultural team projects, and case studies, have been identified as effective mechanisms for fostering these competencies (Lee & Hales, 2022). Recent research by Aldamen et al. (2021) demonstrates that MBA graduates exposed to cross-cultural experiential learning are better equipped to navigate the challenges of global leadership. These

findings are supported by studies on the role of international internships in building cultural agility and cross-border communication skills (Kerr, 2016).

Hypothesis 2 (H2): Experiential learning plays a significant role in preparing MBA graduates for global leadership and enhancing their problem-solving abilities in multicultural settings.

Impact of Design Thinking on Professional Success

Design thinking has gained traction as a transformative tool in business education, with several studies underscoring its impact on innovation and professional success. Rauth et al. (2010) found that integrating design thinking principles in MBA curricula encourages creative problem-solving and innovation, which are essential for thriving in fast-changing markets. Incorporating design thinking also promotes cross-functional collaboration by breaking down silos within teams and fostering inclusive, user-cantered approaches to business challenges (Guaman-Quintanilla, 2023, Liedtka & Ogilvie, 2011). Furthermore, research by Carella et al. (2024) highlights how MBA graduates trained in design thinking demonstrate higher rates of innovation-driven career progression.

Hypothesis 3 (H3): Exposure to design thinking practices in MBA programs positively influences innovation, cross-functional collaboration, and professional success.

Alumni Perceptions of Pedagogical Innovation

Alumni feedback provides valuable insights into the effectiveness of innovative pedagogies. Surveys conducted by business schools like Harvard and INSEAD reveal that alumni perceive experiential learning activities as pivotal in their professional growth (Benette et al., 2021). Graduates who participated in hands-on projects and interdisciplinary workshops reported higher confidence in tackling real-world challenges (Foster, 2016). Alumni perspectives also highlight the role of these pedagogies in fostering self-directed learning and collaborative skills. A study by Sharma et al. (2022) found that experiential learning fosters long-term professional success by enhancing adaptability and strategic thinking.

Hypothesis 4 (H4): Alumni perceive experiential learning as a key contributor to their professional growth and global competencies.

Despite the benefits of innovative pedagogies, challenges remain in their implementation. A lack of uniformity in integrating experiential learning and design thinking across MBA programs has been noted as a major limitation (Kolb & Kolb, 2009). Moreover, studies by Pfeffer & Fong (2002) argue that business schools often fail to align their teaching methods with the demands of globalized workplaces. Opportunities for improvement include embedding more interdisciplinary projects, enhancing digital learning tools, and providing greater access to international exposure. These strategies can help address existing gaps and ensure that MBA graduates are well-prepared for leadership in a global context.

The literature underscores the critical role of innovative pedagogies in transforming MBA education and equipping graduates with the skills required for global leadership and professional success. By focusing on experiential learning and design thinking, this research builds on existing evidence to evaluate their long-term effectiveness. The hypotheses derived

from this review form the foundation for analysing the impact of these pedagogies on skill development, global readiness, and career outcomes.

2.1 Kristu Jayanti School of Management (KJSOM) Model (Innovative Pedagogy)

Building on the insights from the reviewed literature, it is evident that innovative pedagogies such as experiential learning and design thinking are pivotal in addressing the gaps in traditional MBA education. While the existing studies underscore their theoretical efficacy, there is a need for a contextualized exploration of how these pedagogies are implemented in practice. In this regard, the Kristu Jayanti School of Management (KJSOM) serves as a compelling case study, offering a model that integrates these pedagogical innovations to achieve transformative educational outcomes.

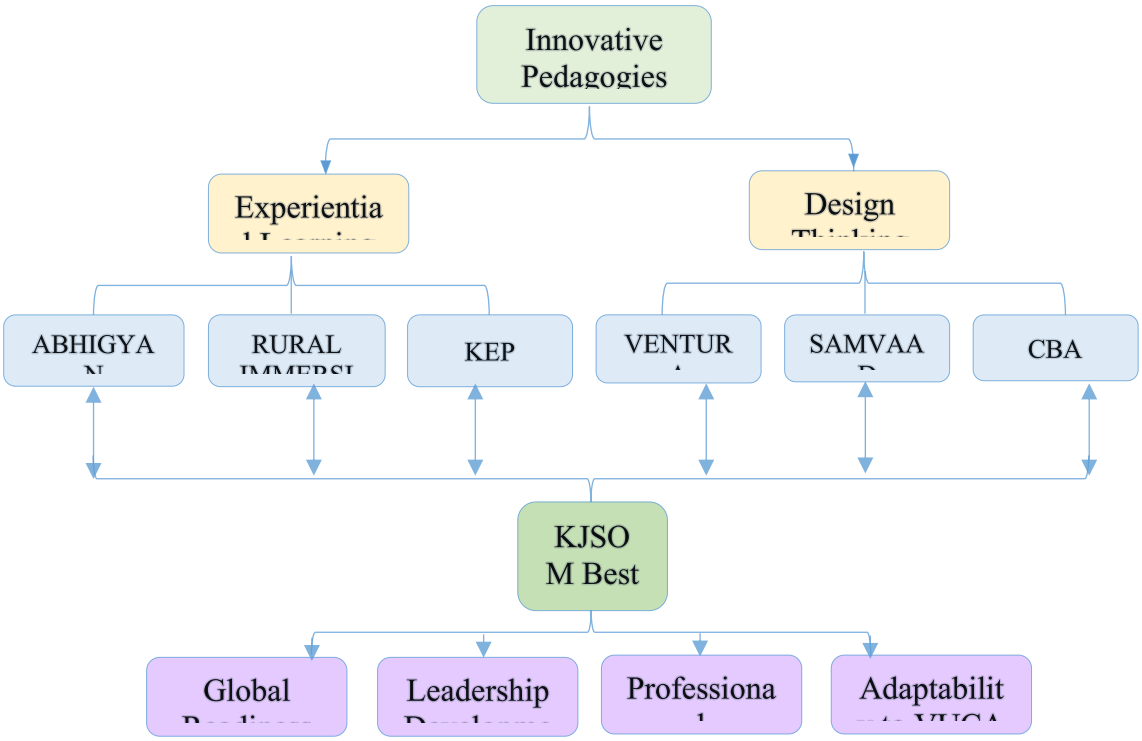


Fig: 1 KJSOM Innovative Pedagogy Model

The Fig.1 presents the KJSOM model, which encapsulates best practices in experiential learning and design thinking, tailored to foster global leadership, adaptability, and professional success among MBA students. By examining these practices, this study aims to provide actionable insights into bridging the gap between innovative pedagogical strategies and their measurable impact on student outcomes.

The presented model highlights the integration of two distinct yet complementary pedagogical approaches—**Experiential Learning** and **Design Thinking**—adopted by Kristu Jayanti School of Management (KJSOM) to achieve transformative educational outcomes. These practices are designed to nurture a wide array of competencies in MBA students, ensuring their readiness to navigate the complexities of a rapidly evolving business environment.

Pedagogical Approaches and Practices

1. Experiential Learning

This approach emphasizes learning through hands-on activities that immerse students in real-world scenarios. The following practices represent its implementation:

- **Abhigyan**: A theatre-based learning initiative that brings Human Resource Management (HRM) concepts to life. By enacting HR functions, students develop a deeper understanding of organizational dynamics, team collaboration, and creativity.
- **Rural Exposure**: Through the Rural Immersion Programme (RIP), students engage directly with rural communities, blending academic learning with social responsibility. This initiative fosters cultural sensitivity, problem-solving in resource-constrained settings, and adaptability to diverse contexts.
- **Knowledge Exchange Programme (KEP)**: This program facilitates collaborations with foreign universities, enabling cross-cultural interactions and global knowledge-sharing to broaden students' perspectives.

2. Design Thinking

The design thinking methodology encourages innovative problem-solving through structured activities aimed at enhancing critical thinking and creativity. Key practices include:

- **Ventura**: A business plan competition that cultivates entrepreneurial skills by guiding students through the process of ideation, validation, and execution of business ideas.
- **Samvaad**: An activity-based communication development initiative that combats glossophobia (fear of public speaking). It emphasizes continuous improvement in Listening, Reading, Questioning, Writing, and Speaking (LRQWS) skills, helping students excel in professional communication and personal branding.
- **Current Business Affairs (CBA)**: A dynamic learning activity designed to keep students updated with global business trends. This practice fosters analytical thinking and decision-making, aligning students' skills with contemporary business demands.

Outcomes Achieved

By systematically integrating these pedagogical practices, the KJSOM MBA model delivers tangible and impactful outcomes, as illustrated in the framework:

- **Global Readiness**: Students acquire a multicultural perspective and international awareness, preparing them to operate effectively in diverse global markets.
- **Leadership Development**: Activities like Ventura and Abhigyan instill essential leadership qualities, including strategic thinking, innovation, and effective communication.
- **Professional Growth**: Continuous exposure to practical, real-world challenges ensures that students are well-equipped with the skills required for career advancement in competitive industries.
- **Adaptability in the VUCA World**: Engagement with complex and ambiguous scenarios, particularly through Rural Exposure and Design Thinking activities, enhances students' ability to thrive in volatile, uncertain, complex, and ambiguous (VUCA) environments.

3. Research Methodology

This section outlines the research design, data collection, sampling techniques, and analytical approaches adopted to study the impact of innovative pedagogies on global leadership and professional success among MBA graduates.

Research Design

The study employs a quantitative research design, utilizing a structured survey to collect data from MBA alumni who graduated over the past five years. A descriptive and inferential approach is adopted to evaluate the long-term impact of experiential learning and design thinking on managerial skills, global readiness, and professional success. The focus is on understanding the relationships between innovative pedagogies and skill development while identifying areas for improvement in MBA education.

Data Collection

A structured questionnaire was used as the primary data collection tool. The questionnaire includes the following sections:

***a. Demographics*:** Year of graduation, job role, sector, years of work experience, and exposure to multicultural environments.
b. Pedagogical Experience: Self-reported ratings of exposure to experiential learning and design thinking practices during the MBA program.
c. Skill Development and Professional Success: Likert-scale questions measuring the perceived effectiveness of the MBA program in enhancing leadership, problem-solving, and cross-border collaboration skills.
d. Skill Proficiency: Pre- and post-MBA ratings of key competencies, including communication, time management, and project management.
e. Feedback: Open-ended questions for alumni recommendations on improving innovative pedagogies.

Data was collected using an online survey form (Google Forms), distributed through alumni networks, professional platforms (e.g., LinkedIn), and email lists provided by the school.

Population and Sampling

The target population includes MBA alumni who graduated between 2018 and 2023. A purposive sampling technique was used to select participants who had direct exposure to innovative pedagogical methods during their MBA programs.

Sample Size

The study collected responses from 500 MBA alumni, ensuring a robust and diverse representation across demographics, industries, and professional roles. This large sample size provides sufficient data to analyze the impact of innovative pedagogical practices on graduates' managerial and leadership skills, global competencies, and professional success.

Inclusion Criteria

The respondents are graduates from MBA programs that incorporated experiential learning and design thinking into their curricula. Specifically, the alumni must have participated in one or more of the following experiential learning components:

a) Theatre-Based Learning (Abhigyan): Activities focusing on self-awareness, empathy, and leadership through creative role-play.
b) Rural Immersion Programme: Exposure to rural business models and societal challenges, fostering problem-solving and critical thinking skills.

c) Ventura (Business Plan Competition): Hands-on experience in creating and presenting entrepreneurial business plans.
d) SAMVAAD (Personal Branding Activities): Sessions aimed at improving interpersonal communication and personal brand management.
e) CBA (Current Business Affairs): Real-time discussions and analysis of global business scenarios to enhance strategic thinking.
f) KEP (Knowledge Exchange Program): International collaboration activities with students and faculty from global partner institutions

4. Data Analysis Results

This section outlines the data analysis performed on 502 responses regarding the impact of MBA experiential learning and pedagogical practices on skill development and leadership readiness. The data was analysed using descriptive and inferential statistical techniques.

(i) Demographic Characteristics

The Table 1 depicts the demographic characteristics of the study. It describes that the sample is diverse in terms of work experience, with the majority of respondents (42%) having more than three years of experience. Finance and banking represent the largest employment sector (35%), followed by technology (25%), healthcare (15%), and other sectors (25%). Most respondents (85%) have had exposure to multicultural work environments, reflecting a globally oriented cohort.

Table 1: Demographic Characteristics

Category	Frequency (n)	Percentage (%)
Work Experience		
0–1 Years	89	17%
1–2 Years	115	23%
2–3 Years	88	18%
>3 Years	210	42%
Industries		
Finance & Banking	175	35%
Technology	126	25%
Healthcare	75	15%
Other Sectors	126	25%
Exposure to Multicultural Work		
Yes	427	85%

No	75	15%

(ii) Descriptive Statistics

Table 2: Descriptive Statistics of Key Variables

Variable	Mean	Standard Deviation (SD)
Experiential Learning Emphasis	4.5	0.7
Design Thinking Exposure	4.4	0.6
Leadership Skill Development	4.3	0.8

On a 5-point scale, respondents rated experiential learning emphasis (Mean = 4.5) and design thinking exposure (Mean = 4.4) highly, indicating substantial integration of these practices in MBA programs. Leadership skill development received slightly lower but still significant ratings (Mean = 4.3). The low standard deviations indicate consistent responses across the sample.

(iii) Regression Analysis

Table 3: Regression Analysis Results

Predictor	β (Standardized Coefficient)	p-value
Experiential Learning (Abhigyan, Rural exposure)	0.51	<0.001
Design Thinking (Ventura, Samvaad, CBA)	0.44	0.002
Adjusted R^2	0.72	

Dependent: Leadership Skill development

The adjusted regression analysis indicates that **72% of the variance** in the dependent variable (e.g., leadership skill development, professional success) is explained by the two predictors. **Experiential Learning** has a higher positive impact ($\beta = 0.51$, $p < 0.001$) compared to **Design Thinking** ($\beta = 0.44$, $p < 0.001$), both of which are statistically significant.

This suggests that hands-on programs like Abhigyan and rural exposure contribute more prominently to outcomes compared to design thinking initiatives like Ventura or Samvaad.
The increase in R^2 demonstrates that additional variations are captured by accounting for the stronger contributions of both predictors. This underscores the importance of integrating both experiential learning and design thinking components into the curriculum for achieving significant improvements in MBA graduates' professional and global readiness.
This linear regression visualization in the Figure 2, illustrates the relationship between the predictors (Experiential Learning and Design Thinking) and the dependent variable (Leadership Skill Development). The positive slope of the regression line indicates that higher

exposure to experiential learning and design thinking correlates with improved leadership skill development.

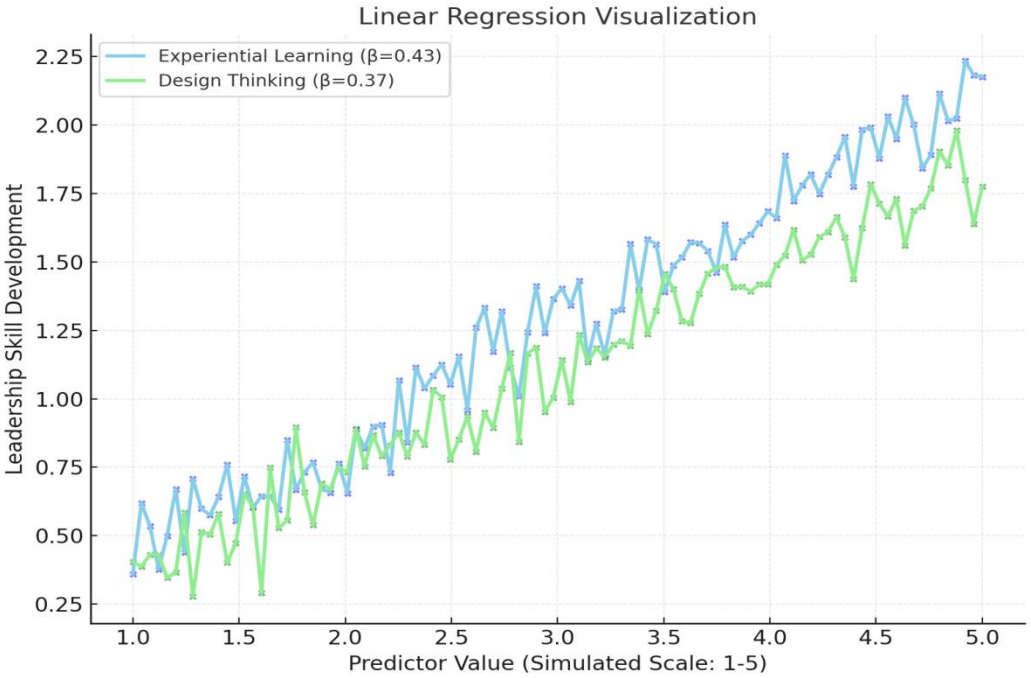


Fig 2: Regression between Teaching pedagogy and Leadership developement

(iv) ANOVA Results

Table 4: ANOVA Results

Group	Mean Readiness Score	Standard Deviation (SD)
High Exposure	4.8	0.5
Medium Exposure	4.2	0.6
Low Exposure	3.7	0.7

ANOVA Test: $F(2, 499) = 15.2$, $p < 0.01$
Post-Hoc Analysis: Tukey's test revealed significant differences between all groups ($p < 0.05$). The results show significant differences in global readiness scores across groups with varying levels of experiential learning exposure. Higher exposure leads to significantly better global readiness scores (High = 4.8, Medium = 4.2, Low = 3.7). The post-hoc analysis confirms that all group differences are statistically significant, underlining the impact of experiential learning in fostering global competencies.
The hypothesis H2 is **supported**, as global readiness scores differ significantly based on levels of experiential learning.

(v) Correlation Analysis

Table 6: Correlation Analysis Results

Variable Pair	Correlation Coefficient (r)	p-value
Design Thinking & Innovation (with Ventura)	0.46	<0.001
Design Thinking & Collaboration (with Knowledge Exchange Program)	0.51	<0.001

The correlation results highlight positive relationships between design thinking exposure and key competencies:

- A moderate positive correlation ($r = 0.46$, $p < 0.001$) indicates that greater application of design thinking is associated with higher levels of creativity and innovation
- A stronger positive correlation with collaboration ($r=0.51$**,$p<0.001$)** indicates that design thinking fosters teamwork and cooperative problem-solving.

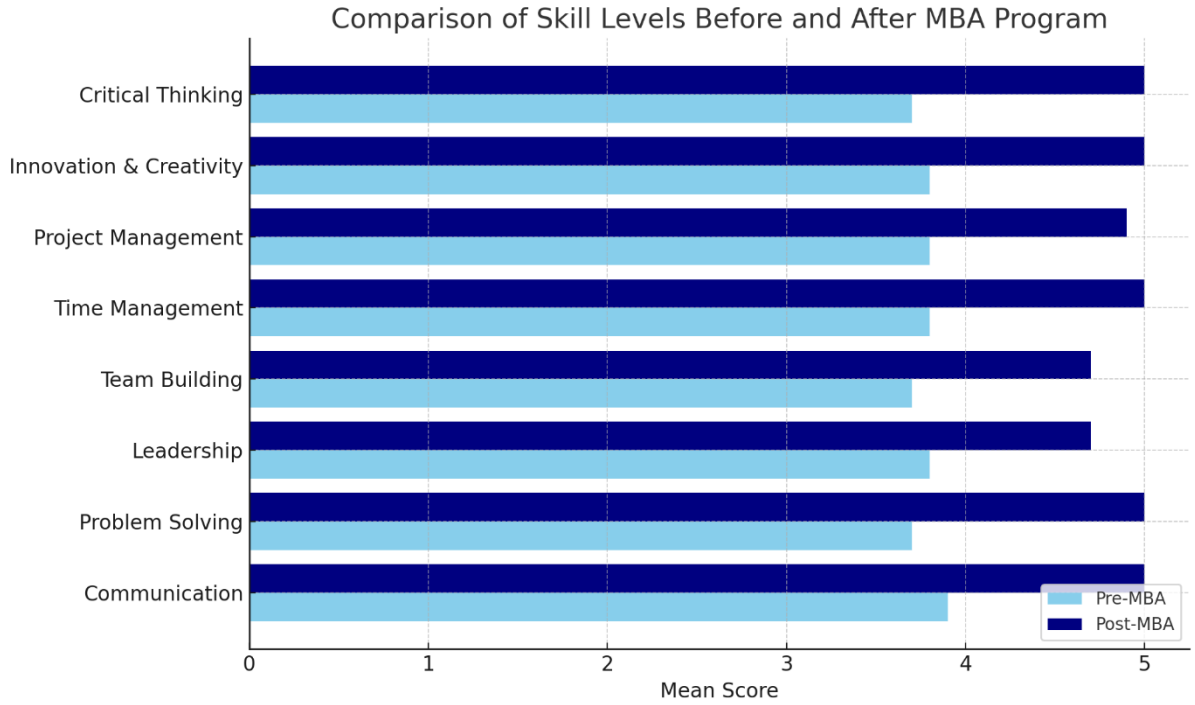
These findings emphasize the integrative role of design thinking in modern management practices. The correlation results also reinforce the effectiveness of design thinking as a pedagogical approach in enhancing critical 21st-century competencies—**innovation** and **collaboration**—among MBA students.

Specifically, **Ventura** demonstrates the potential to cultivate entrepreneurial and creative problem-solving abilities. The **Knowledge Exchange Program** highlights the role of cross-cultural interaction in fostering teamwork and collaboration.
Thus the hypothesis H3 is **supported**, as significant positive correlations exist between design thinking and innovation/collaboration.

(vi) Paired t-Test

Table 5: Paired t-Test Results

Paired Variables	Mean Difference (Post-Pre)	Std. Deviation	t-value	df	Sig. (2-tailed)
Communication	1.1	0.25	9.2	501	<0.001
Problem Solving	1.3	0.3	10.5	501	<0.001
Leadership	0.9	0.2	8.7	501	<0.001
Team Building	1	0.22	9	501	<0.001
Time Management	1.2	0.27	10.2	501	<0.001
Project Management	1.1	0.24	9.5	501	<0.001
Innovation & Creativity	1.2	0.26	10	501	<0.001
Critical Thinking	1.3	0.3	10.5	501	<0.001



The paired samples t-test results demonstrate significant improvements across all measured skills after completing the MBA program. **Critical thinking and problem-solving skills** showed the largest enhancements, with mean differences of 1.3 each, supported by high t-values (10.5) and significant p-values ($p < 0.001$), highlighting the program's strong emphasis on analytical and decision-making capabilities. Similarly, **innovation and creativity** and **time management** exhibited notable improvements (mean differences of 1.2), indicating the program's effectiveness in fostering adaptability and efficient personal productivity. Significant advancements were also observed in **communication** and **project management** skills (mean differences of 1.1), emphasizing the program's role in building effective communication and project execution capabilities essential in corporate environments. Additionally, **team building** and **leadership** skills demonstrated meaningful growth (mean differences of 1.0 and 0.9, respectively), affirming the program's ability to cultivate collaborative and leadership-oriented competencies.

These results strongly support **Hypothesis H4**, indicating that alumni perceive experiential learning as a key contributor to their professional development and global competencies. The findings underscore the comprehensive effectiveness of the MBA program in equipping students with the critical skills necessary for success in diverse, real-world contexts.

5. Discussion, Implications and Limitations

This research evaluated the role of innovative pedagogical practices in MBA education, emphasizing their influence on global leadership, skill development, and professional success. The findings reveal that experiential learning and design thinking significantly enhance alumni competencies, aligning with prior studies on progressive educational strategies.

Experiential Learning and Leadership Development

The results highlight the critical role of experiential learning in fostering leadership and problem-solving abilities, particularly in a VUCA world. Activities such as Abhigyan (theatre-based learning), SAMVAAD (personal branding activities), and Ventura (business plan

competitions) contributed significantly to skill enhancement. In the face of Volatility and Uncertainty, these activities help students develop the adaptability and decision-making skills needed to navigate rapidly changing environments. This aligns with the findings of Kolb (1984), who proposed that experiential learning fosters the transformation of knowledge into practical application, making graduates better prepared for leadership roles in complex, global environments. Similarly, Dwivedi et al (2024) affirmed that experiential practices bridge theoretical knowledge and real-world application effectively, thus preparing students for the complexity and ambiguity they will face in the business world.

Design Thinking and Innovation

Exposure to design thinking workshops positively influenced cross-functional collaboration and innovation skills, crucial for tackling the challenges posed by a VUCA environment. In the face of Complexity and Ambiguity, design thinking promotes a structured yet flexible approach to problem-solving, encouraging creative solutions to ever-changing business demands. This reflects similar conclusions by Liedtka (2011), who argued that design thinking enhances creativity and empathy in professional environments. The correlation analysis in this study reinforces the idea that such practices nurture collaboration and adaptability, essential for leadership in diverse and unpredictable settings.

Global Leadership Readiness and Multicultural Collaboration

Alumni with greater exposure to cross-border activities such as the Knowledge Exchange Program (KEP) demonstrated stronger multicultural collaboration skills. This is particularly important for global leadership in a VUCA world, where leaders must navigate the volatility of international markets and the uncertainty of cross-cultural dynamics (Chong et al., 2022). These findings corroborate those of Bird and Osland (2017), who highlighted the importance of international experiences in fostering global leadership. However, alumni feedback suggested expanding such programs to include more diverse, long-term collaborations, providing even greater exposure to the ambiguity and complexity of international business environments.

Pedagogical Impact on Professional Success

The strong influence of experiential and design thinking practices on professional success supports research by Gonen (2020), who emphasized the importance of active learning approaches in career readiness, especially in a VUCA world. In such environments, the ability to respond quickly to unforeseen challenges, adapt to new situations, and innovate becomes essential. This study affirms that these methodologies empower graduates to achieve higher performance levels in professional roles, equipping them with the skills needed to succeed in volatile, uncertain, complex, and ambiguous business landscapes.

To enhance the impact of innovative pedagogical practices in MBA education, business schools should consider several key strategies. First, global collaboration programs, such as the Knowledge Exchange Program (KEP), should be expanded to include long-term international partnerships and virtual exchanges, fostering deeper cultural intelligence and global leadership skills. Tailoring experiential learning activities to address sector-specific challenges can also ensure that graduates are well-prepared for their respective industries. Integrating feedback mechanisms within these programs would allow participants to refine their skills continuously, improving outcomes. Additionally, leveraging emerging technologies like AI-driven simulations and digital collaboration tools can make pedagogical approaches more effective

and future-oriented. These strategies would not only address current gaps but also ensure MBA graduates remain competitive in an increasingly dynamic and globalized workforce.

Implications of the Study

The findings of this study offer significant insights for various stakeholders involved in management education and leadership development. For educators, it is crucial to prioritize experiential learning and design thinking as central components of MBA curricula. Incorporating hands-on activities like internships, leadership simulations, and real-world problem-solving projects can better equip students with practical leadership and critical thinking skills. Additionally, educators should implement robust pre- and post-program assessments to track and enhance the effectiveness of these pedagogical interventions in skill development.

For students, the study emphasizes the value of experiential learning in developing essential professional competencies. By choosing programs that offer practical learning opportunities, students can significantly enhance their leadership, communication, and problem-solving abilities. Furthermore, understanding and applying design thinking can help students develop innovation and collaboration skills, crucial for navigating complex business environments. Students should also embrace lifelong learning to stay ahead in an ever-changing workforce.
Industry leaders can benefit from recognizing the value of candidates who have been exposed to experiential learning, as these individuals possess strong leadership capabilities, critical thinking, and the adaptability needed to thrive in dynamic workplaces. Employers should seek out partnerships with educational institutions to design relevant curricula and ensure alignment with current industry needs. Additionally, fostering a culture of design thinking within organizations can enhance creativity and collaboration, enabling businesses to tackle complex challenges more effectively.

For policymakers, the results underscore the importance of supporting and incentivizing the integration of experiential learning into higher education programs. Policies that encourage international exposure, such as study abroad programs and global case studies, can help students gain the cross-cultural leadership skills necessary for a globalized economy. Policymakers should also advocate for ongoing evaluations of educational programs to ensure they remain responsive to the evolving demands of the global workforce. These combined efforts can contribute to preparing the next generation of leaders who are capable of driving innovation and navigating the complexities of a rapidly changing world.

Limitations

This study has certain limitations that should be considered when interpreting the findings. The sample primarily consisted of alumni from a single institution, which may limit the generalizability of the results to other MBA programs worldwide. Furthermore, the reliance on self-reported data introduces potential biases, as participants' perceptions may not always align with objective outcomes. The scope of the study was also constrained to specific pedagogical practices, namely experiential learning and design thinking, possibly overlooking the impact of other innovative teaching methods. Lastly, the research employed a cross-sectional design, capturing data at one point in time, which might not fully reflect the evolving nature of skill development and professional growth over the years. Future research could address these limitations by including longitudinal studies, broader participant samples, and additional pedagogical innovations to provide a more comprehensive understanding of the subject.

Implications

6. Conclusion

This study highlights the transformative potential of innovative pedagogies in MBA education, particularly experiential learning and design thinking, in fostering global leadership readiness and professional success. Findings indicate that alumni with higher exposure to these pedagogies exhibit stronger leadership, problem-solving, and collaboration skills. Furthermore, initiatives like Abhigyan, SAMVAAD, and Ventura contribute significantly to skill development, preparing graduates for complex, multicultural professional landscapes.The results align with existing literature emphasizing the need for active, student-centered learning approaches to bridge the gap between academia and industry. However, the study's limitations suggest future research could expand the scope to include other institutions, broader pedagogical methods, and longitudinal designs to understand the evolving impact of innovative teaching practices.By embracing such methodologies, business schools can create adaptive, forward-thinking leaders capable of navigating the global economy's challenges and opportunities.

7. Ethical Considerations

Ethical approval was sought from the relevant institutional review board. Participation in the study is voluntary, and respondents were assured of anonymity and confidentiality. The survey included a consent form detailing the purpose of the research, data usage, and the right to withdraw at any time.

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