

UTILIZING SERVICE DELIVERY THEORY AND FACTOR ANALYTICS TO ASSESS THE SKILL VERSUS KNOWLEDGE DILEMMA IN MBA EDUCATION

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Abstract

This study addresses the existing debate concerning the relative value of skills and knowledge for MBA graduates. It will do so by employing service delivery theory and its use of gap analysis to those in a position to assess skill versus knowledge relevancy: MBA Alumni. This exemplar study recommends applying a factor analysis to the revealed skill and knowledge gaps to develop taxonomic insights and to provide an assist in priority setting. Overall, the use of service delivery metrics and factor analytics produces insights into the revelation of skill and knowledge areas in need of repair.