

Development of Communication Skills of B-School Graduates to Conquer Competitive Advantage at Workplace

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Abstract:

This study is to investigate that competencies developed in classrooms in a B-School are in alignment with employability skills expected by the employers from the industry. While designing the Core objective of the Curriculum it should be ensured that it could possibly inculcate the employability skills among the graduate. In today's scenario, the technical skills alone would not do to get competitive advantage. Developing the soft skills would provide the graduates with a competitive edge. When compared to other higher education Management education has to do a lot with soft skill development. Many multinational companies need B-School graduates expecting that they would be more adaptable, flexible and would have a entrepreneurial attitude. But still there exists a huge gap between the required employability skills and the actual competencies developed in a B-School.

Keywords: Employability skills, Communication skills, Work Integrated Learning (WIL), Competencies, Soft skills, Curriculum.

1. INTRODUCTION:

The ability of the B-School graduates to communicate effectively with colleagues, superiors, and staff is very essential, taken it for any kind of industry. In this digital era it is very important that fresh graduates must be able to effectively convey and receive messages in person as well as via phone, email, and social media. Good communication skills will provide the students with competitive edge throughout their career. Development of communication skills in different types of institutions vary widely. B-Schools can be classified into three groups, that is, B-Schools in a University, B-School in Affiliated College and an autonomous B-School. When the development of communication skills in three different types of institutions is measured, it gives varied results. If you want to stand out from the competition, you have to highlight your communication skills and should demonstrate them during your job interviews, so that you can make a solid first impression. You would have to continue developing these skills once you're hired, and you'll impress your boss, teammates, and clients. Listening is one of the best ways to be a good communicator. To be good communicator you need to be good listener. Through better listening, you can actively participate in the communication process.

2. IMPORTANCE OF THE STUDY:

Communication skills are one of the components of nonexclusive aptitudes that are basic among college graduates.

During their time in the college, graduates would have been presented to circumstances, in and outside of the address lobbies, where they need to utilize their relational abilities, for instance bunch assignments and class introductions. Along these lines, the point of this paper is to research the dimension of relational abilities among college graduates. This examination was directed with the goals of investigating the employability aptitudes required for the executives graduates, talk about the past research done in various nations identified with employability abilities and investigate the ranges of abilities of the administration graduates that will best serve the future work showcase necessity in the executives instruction. The examination has been done based on the writing overview of instructive reports, articles, observational and hypothetical research papers. The present business atmosphere necessitates that administration initiates not just know the specialized parts of their occupations, yet in addition have correspondence, teambuilding and authority abilities. Most business college educational program, be that as it may, center just around specialized abilities, and don't address the "delicate aptitudes" in a formal setting or on a reliable premise. As alumni seek less occupation, business colleges must create imaginative and inventive approaches to give their alumni an aggressive edge. Hence, the motivation behind this article is to show an educational program that has to be executed in the business program at Universities to upgrade and offset graduates' delicate abilities with their scholarly advancement.

3. Review of Literature:

Lindie Clark, Anna Rowe, Alex Cantori, Ayse Bilgin, Valentine Mukuria, (2016). Work-integrated learning courses can be additional tedious and asset serious to configuration, educate, oversee and bolster than classroom-based courses, as they by and large require distinctive educational module and instructive methodologies and in addition extra authoritative and peaceful obligations. Outstanding burden and resourcing issues are accounted for as key difficulties to the execution of WIL. However the greater part of the proof to date is narrative. Precisely evaluating remaining burden related with WIL is troublesome, in light of the fact that instructing and managerial jobs can be so interconnected. To address this hole in the writing and illuminate institutional practice, an examination was started at an Australian college to gather observational information on the sort and measure of work engaged with conveying WIL courses. This paper portrays the procedure of study improvement, including writing survey, broad conference stage and pilot consider, all of which needed to assess the inalienable power elements, governmental issues and sensitivities around estimating staff remaining task at hand.

Denise Jackson, (2015). Work-coordinated learning is generally viewed as instrumental in furnishing new alumni with the required employability aptitudes to work adequately in the workplace. Assessment of WIL programs in improving aptitude improvement remains prevalently results centered with little consideration regarding the procedure of what, how and from whom students get basic abilities amid work situation. This paper researches best practice in the classroom and position exercises which create employability aptitudes and recognizes factors obstructing ability execution amid WIL, in view of overview information from 131 students crosswise over various teaches in an Australian college. What students really experienced amid situation, or what they felt was vital to their adapting, extensively lines up with best practice standards for WIL projects and issues experienced in playing out specific abilities amid arrangement can be to a great extent credited to poor plan. Suggestions for scholastic and expert specialists are examined.

Calvin Smith, (2012). There are a wide range of structures that work-integrated learning takes and variations pass by a scope of various names. In view of current writing, key measurements, shared by the different and divergent types of WIL educational module, were distinguished and operationalised in an estimation display. The key measurements recognized were: credibility, integrated learning underpins (both at college and the work environment), arrangement (of instructing and learning exercises and evaluations with integrative learning results), boss access and acceptance/planning forms. It is proposed that varieties in the manner in which that courses or subjects are planned inside these measurements are the reason for various articulations of the nature of such courses. An inactive build estimation display was produced and approved with an example of Australian and UK students. This paper displays the model and talks about the consequences of the approval contemplate. It is recommended that the measures approved in this examination will be helpful for assessing a wide assortment of WIL educational program.

Brett Freudenberg, Mark Brimble, Craig Cameron, (2011). Advanced education partners have communicated developing worry about instructing and learning execution and results in business training. The rising hole between alumni traits and what industry requires not just alludes to the absence of business status of students, yet in addition their nonexclusive abilities. One procedure that can help with enhancing students' improvement of nonexclusive abilities is work-integrated learning. It presents a test both in its arrangement and usage for an Australian advanced education framework described by constrained assets, expansive and assorted graduates accomplices, and the ever-present 'distribute or die' worldview that draws speakers' consideration far from instructing and learning exercises. To address this worry, an expert advancement program was created. The Program is integrated into a business degree program and is intended to efficiently build up students' learning, work and nonexclusive abilities, and supplement their hypothetical investigations. These article subtle elements the strategies that have been created, and gives fundamental proof on the effect of the initial segment of the Program on students' nonexclusive ability improvement more than a year. It is contended that those students engaged with the Program exhibit noteworthy gains in both their nonexclusive aptitudes and related acknowledgment of the significance of conventional abilities advancement to their investigations and expert lives contrasted with students who did not take an interest in the Program. These outcomes feature the potential gain for colleges from contributing the fundamental assets to create WIL open doors for their students to aid the improvement of nonexclusive abilities.

Smith, Martin, Brooks, Sally, Lichtenberg, Anna, McIlveen, Peter, Torjul, Tyler, Joanne, (2009). Every single Australian college gives work-integrated learning of some sort in their scholastic projects. Colleges Career Services have verifiably assumed a huge job in the conveyance of work-integrated learning. In any case, the degree and way in which profession advancement learning, as an instructive structure, has been implanted in the work-integrated learning encounters of students has been vague. Moreover, the degree to which Career Services and other college offices which convey work-integrated learning associate and collaborate with each other in their different or joint conveyance of work-integrated learning changes over the segment. This task concentrated on the vocation advancement learning knowledge of Australian college students and graduates, and the arrangement of instructive administrations and encounters that upgrade and enhance profession improvement learning. Inside this parameter, work-integrated learning is taken to be an instructive vehicle or entry for the immediate or circuitous arrangement of administrations and encounters that add to vocation advancement learning. In synopsis, the undertaking points included checking the connection between profession improvement learning and work-integrated learning in advanced education, creating an examination of how the two could be integrated and synergized; and delivering learning assets to help college staff and bosses in their conveyance of vocation advancement learning and work-integrated learning.

Franziska Trede, Charles Sturt, (2012). There is an expanding center around the graduates as the nexus of coordinating classroom and work environment learning. In the

college setting students are students and in the work environment setting students are pre-licensed experts and in the two settings they can be facilitators of associate learning. Graduates support in expert jobs through working environment learning encounters are open doors for transformative discovering that shape proficient character development and a feeling of demonstrable skill. Drawing on an advanced education writing audit of expert character arrangement and a contextual analysis that investigated how polished skill was comprehended, discussed and experienced by speakers and students, this paper investigates the job of work-integrated learning and its place in the educational modules to improve proficient personality improvement and demonstrable skill. Discussing proficient personality and demonstrable skill and its improvement in students ought to be grounded on a hypothetical and instructive stage. Such discussions require the contribution of all partners of WIL on the grounds that all impact and shape proficient character. WIL as the connection to create proficient personality development among college and work has colossal academic potential and ought to be unequivocally expressed. This paper proposes that WIL and expert personality development ought to be installed all through a course educational programs. In the event that the point is to teach students to wind up basic, chivalrous, worldwide nationals and long lasting students then this ought to be tended to in all spaces of learning.

Armin Ulbrich, Peter Scheir, Stefanie N. Lindstaedt, Manuel Görtz, (2006). This commitment presents the supposed Workplace Learning Context as basic conceptualisation supporting self-integrated learning encounters specifically at the working environment. The Workplace Learning Context is to be broke down and misused for recovering 'learning' material that best-conceivably coordinates with an information laborer's current adapting needs. In doing as such, a few unique 'flavors' of work-integrated learning can be acknowledged including assignment learning, competency-hole based help and area related help. The Workplace Learning Context Model, which is additionally illustrated in this commitment, shapes the specialized portrayal of the Workplace Learning Context.

Judith McNamara, (2013). Central part of work integrated learning (WIL) is the advancement of expert skill, the capacity of students to perform in the work environment. Arrangement hypothesis in this manner recommends that the appraisal of WIL ought to incorporate an evaluation of students' show of expert capability in the working environment. The evaluation of expert fitness in WIL is, notwithstanding, hazardous. It might be unrealistic for the scholastic manager to specifically evaluate proficient fitness if there are countless in outside situations. In the event that proof of expert fitness is given by the graduates, the graduates's capacity to express his or her own abilities will meddle with the legitimacy of the evaluation. On the off chance that proof of expert competency is given by the director, the evaluation is intensely reliant on the individual manager and might be temperamental. This paper will look at the writing identifying with the evaluation of expert capability in WIL. The paper will be educated by the creator's involvement in organizing a WIL subject in an undergrad law course. It will suggest that a blend of proof given by the

graduates, the work environment administrator and the scholastic chief ought to be utilized to survey proficient fitness in WIL.

4. DEVELOPMENT OF COMMUNICATION SKILLS THROUGH WORK INTEGRATED LEARNING PRACTICES:

This report gives a record of the primary extensive scale checking investigation of work integrated learning (WIL) in contemporary B-School learning. The express point of the research is to recognize issues and guide a wide and developing picture of WIL crosswise over Tamilnadu and to distinguish methods for improving the management learning background in connection to WIL. The venture was embraced in light of large amounts of enthusiasm for WIL, which is seen by colleges both as a legitimate instructional method and as a way to react to requests by managers for work-prepared alumni, and requests by graduates for employable information and abilities. Members reliably detailed the positive advantages of WIL and gave proof of responsibility and inventive practice in connection to upgrading management learning encounters. Members gave proof of solid associations among partners and featured the significance of these connections in encouraging successful learning results for graduates. They additionally distinguished a scope of issues and difficulties that face the area in developing WIL openings; these issues and difficulties will shape the nature of WIL encounters. While most of remarks concentrated on issues engaged with guaranteeing quality arrangements, it was perceived that positions are only one approach to guarantee the combination of work with learning. Additionally, the WIL experience is very contextualized and affected by the desires for graduates, managers, the callings, and college and government arrangement.

Advanced education partners have communicated developing worry about instructing and learning execution and results in business training. The rising hole between alumni properties and what industry requires not just eludes to the absence of business status of understudies, yet in addition their conventional abilities. One procedure that can help with improving B-School graduates' improvement of conventional aptitudes is work-coordinated learning (WIL). WIL presents a test both in its arrangement and execution for a B-School learning framework described by restricted assets, vast and differing understudy partners, and the ever-present 'distribute or die' worldview that draws instructors' consideration far from instructing and learning activities.

5. OBJECTIVES:

1. To measure the effectiveness of communication skills developed through work integrated learning practices among the B-School graduates.
2. To examine the difference in the development of communication skills among three different types of B-Schools.

Hypotheses:

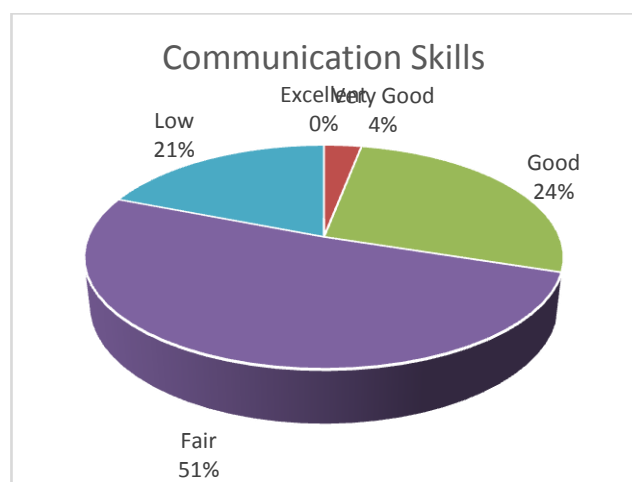
H1: The Communication skills of the students are not good enough.

H2: There is no significant difference in the development of communication skills through WIL practices among three types of institutions.

Level of attention and focus given for Communication Skills

Responses	Percentage
Excellent	0%
Very Good	4%
Good	24%
Fair	51%
Low	21%

The below chart illustrates that 0% of the respondents say that the level of attention and focus given for Communication Skills is Excellent, 4% of the respondents say that it is Very Good, 24% of the respondents take a neutral stand, 51% of them say that Communication Skills is Fair and 21% feel that it is Low.



Null Hypothesis: The Communication skills of the students are not good enough.

Alternate Hypothesis: The Communication skills of the students are good enough.

Significance Level	5%
Average	2.14
Standard Deviation	0.749
μ	3
z score	-11.5
Critical value	1.645

It could be evaluated from the above table that the calculated value of Z for the significance level of 5% is -11.49 which is lesser than the critical value of 1.645. So the null hypothesis is accepted. The Communication skills of the students are not good enough. Development of Communication Skills among Three Types of Institutions

Null hypothesis: There is no significant difference in the development of communication skills through WIL practices among three types of institutions.

Alternate hypothesis: There is a significant difference in the development of communication skills through WIL practices among three types of institutions

Rank	University		University Affiliated		Autonomous	
	Before	After	Before	After	Before	After
10	0	41	0	103	0	58
9	0	17	0	24	0	35
8	7	55	0	97	13	9
7	36	46	112	92	41	0
6	60	11	94	99	39	0
5	55	0	95	0	8	0
4	13	0	116	0	0	0

	Before(X)	After (Y)	Covariance(XY)
SS Total	902.79	1463.68	1092.46
SS Between	96.55	216.61	143.51
SS Within	805.24	1246.07	947.96

ANOVA Table for Adj X

Source	Df	SS	MS	F Ratio
Between Groups	2	3.322136	1.661068075	13.76114
Within Group	696	83.1329	0.120707173	

Calculated value is 2.99 Null hypothesis is rejected. There is a significant difference in the development of communication skills through WIL practices among three types of institutions.

6. CONCLUSION:

In today's dynamic arena graduates have to be competent enough to face the challenges. Most of the MNCs require B-School graduates who can prove to be change agents for their organization. When comparing the communication skills of the graduates between three different types of B-Schools it is found that there is significant difference in the development of communication skills among the three types of institutions. And, when the employer's perception on the development of communication skills is measured, it is found that they are not generally satisfied with the graduates. Communication merely does not mean speaking fluently in English; it has to deal with personality, leadership qualities, attitude and much more. Graduates have to come out of their comfort zone and have to go a long way towards impressing the boss of a new venture. But there exists a huge gap between the industrial requirement of employability skills and the actual competencies developed in class rooms. Enhancing employability skills in management education is taken as challenging task by all universities and colleges.

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