

# Role of Faculty in A B-School: An Entrepreneur In Developing Future Entrepreneurs

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## ABSTRACT

*One will find always a criticism that Management graduates in India do not have proper skills to be employable, even though B-Schools are focussed on training graduates to meet the industry requirements for better employment opportunities. One of the top 10 qualities that make a great leader is Communication as per the Forbes– Entrepreneurs Report. The essential characteristic of a leader is to take initiative and to assess the risk while taking decisions to reach the desired goals. This is also a fundamental requirement of an Entrepreneur. Business Communication, a course in Management Program should make the students confident about themselves and make them future leaders. Communication plays an important role for a leader to make others to understand about his/her leadership qualities. To make the students to be ‘Entrepreneurs’, first, the faculty of a B- School should be an ‘Intrapreneur’ and be innovative in their teaching methodologies. The faculty members of B-Schools should come up with innovative ways in teaching Business Communication as a subject for the current generation of students with an emphasis on English Language, using Technology. In this article, the authors have analysed the qualities of Leadership to be developed among the MBA Students of a select B-School and identified that Communication is of high priority. The authors indicated several innovative ways of using Technology in Pedagogy while teaching Business Communication with an emphasis on English Language in a B-School.*

**Key words:** B-School, Start Ups, Innovation, Technology, Pedagogy,

#### Leadership, Business Communication

the basic facilities. All public universities gave approvals to offer these courses by their affiliated colleges. Private and Autonomous Institutions took advantage of the situation and offered variety of courses to attract more students. While the economy of the country liberalised, more job opportunities have been created and pushed these Institutions for larger enrolment of students in last two decades. On the other hand, B-Schools started their Post Graduate Diploma in Management (PGDM) Programs in order to give practical exposure in addition to knowledge sharing. Case Studies on Management principles became pedagogy across all Indian B-Schools. Government is not very keen in regulating such a mushrooming business except touching upon some major issues like abnormal fees, lack of qualified Faculty, etc. These reflected on poor enrolment as well as moderate placements of MBA students. On the other hand, the Regulatory authorities, like AICTE are giving permissions to new Institutions, but at the same time one can notice that more and more Engineering colleges and Management Institutions are closing their businesses, due to the lack of no. of admissions in terms of seat filling. This proves the theory of 'Survival of the fittest'. Global Competition also raises doubts about the sustainability of some of the Indian B-Schools, as the lower tier B-Schools are slowly disappearing as time progresses.

Many a times, successful CEOs from the corporate world quote that jobs are not the problem, but getting skilled manpower is a huge challenge in India. Though Communication is one of the important traits of Leadership, it is of utmost necessity for Management students to have a better professional career. In most of the Management institutes, students will realize the importance of Communication only at the fag-end of the program, especially during the time of campus placements. To improve upon their Communication skills at that time may be difficult, just like developing a "six-pack" or "zero-size" which will not happen overnight, but it requires continuous improvement.

The role of a teacher has a significant impact on any student starting from School level to Higher Education. Even today, some of the teachers use the out-dated concepts in pedagogy, even in this age of Technology that has an impact of globalization. In fact, the situation is like Gen X teachers (need not be the age but atleast the mind set) are teaching Gen Y and Gen Z students, without actually understanding their expectations. Teachers handling subjects like English are teaching their subjects in a traditional way of using pedagogy, thus making the present generation of students show their disinterest towards these subjects. For a subject like English, innovative teaching makes the student a better learner rather than making the subject a boring one. As students are exposed to technology from their foundational years, to develop interest in English language, the teacher should effectively incorporate and assimilate technology to enhance Reading, Speaking, Listening and Writing skills among the students.

Many graduate students of Medicine and Engineering are able to get employment mainly based on their Domain Knowledge. But in Management Studies, a student's employment opportunity is not just based on Domain Knowledge, but also based on the command on Soft Skills, in which Communication plays a very important role. A possible solution to this problem would be usage of Technology, while teaching Business

Communication as a course in Management Programs, where in English language plays an important role. Students at Post-Graduation level in Management Studies will be judged based on their Communication during the campus placements, but eventually they would be working in different domains like Finance, Marketing, and Human Resources etc. where they have to use their Domain Knowledge.

## **1. REVIEW OF LITERATURE**

K.S. Srinivasa Rao (2002) developed a Bermuda Triangle model with Student, B-School and Recruiting Company and indicated clearly that a student whose academic performance is not up to the mark during MBA Program may fadeout before getting proper career opportunities. Also, it was indicated that any B- School not performing well in terms of contemporary curriculum, may vanish without meeting its long term goals. Finally, it was pointed out that recruiting companies which are not performing well in business may also be disappearing from the placement K.S. Srinivasa Rao (2003) analyzed the situation and expressed a doubt that Indian B-Schools may not withstand the global competition, as Indian B-Schools gives less autonomy in the academic administration and hence contemporary curriculum may not be implementable.

I.M. Pandey (2004) suggested the governance model for Higher Education Institutions (HEIs) as a normative model — consciously created with specific mission and well-defined goals. By taking IIM- Ahmadabad as a reference, the author indicated that the real decision-making should be with the faculty members who will develop a culture of excellence. It was indicated that if the HEIs achieve excellence as determined by the users of teaching, research, consulting, etc., they would have made a tremendous contribution to the society and served their purpose.

Dirgha Sampat (2008) took the side of Employers and mentioned that the key element of MBA education is value chain, as lakhs of graduates produced by these B-Schools are trained to drive that great big enterprise – Indian Inc. The author suggested that while education is all about learning from the best faculty in the business in an environment that stimulates and energizes young minds, there is more to B- Schools than academics. The author mentioned that the process of B-Schooling is also about turning raw talent into well-rounded individuals. K.S. Srinivasa Rao (2008) discussed various issues and challenges in autonomous institutions offering Management Education at Post Graduate level with focus on curriculum, assessment and performance of the students in Campus Placements. Raman Ganapathy S. (2008) examined various factors that contributed to the development of service oriented personalities. A sample of 120 students of XI Std. were administered personality development index. The results indicated the reduction in personality dimensions such as social concern and leadership as pointers of insight and improvement.

Beatriz Oria (2012) reported the results of a pilot experience carried out at the University of Zaragoza (Spain), in the joint program in Law and Business Administration and Management. The goal of this research project was to enhance students' employability by supplementing the subjects / syllabus with complementary activities and tasks meant to improve some of the competencies and skills promulgated by the European Higher

Education, thus improving the students' chances in today's competitive labour market, while enhancing the quality standards of the Degree. Bryan Ruppert and David A. Green (2012) investigated the importance of instructor communication behaviors in a course on business communication, arguing that alignment between instructor behaviors and the precepts of the discipline has a pronounced effect on perceived instructor credibility in this field. Student evaluations were analyzed qualitatively for their comments on instructor communication behaviors and quantitatively for the ratings students gave their instructors. The authors outlined two classroom exercises to help students develop best practice in business communication, while also enhancing instructors' credibility by showing how they apply best practices in their own documents. Jamuna A S (2012) compared all the new methods in learning of English i.e., Poetry, Vocabulary Building, and Mock Advertisement for Resume Building that makes the students to prepare for the Job Interviews.

Brian D. Blume and Timothy T. Baldwin (2013) have pointed out that in today's global context, a lack of comfort, in communicating with others can be an unfortunate inhibitor, to success in school and work. The authors have analysed data taken from a sample of 263 students. They have drawn conclusions that communication apprehension was negatively associated with the students' willingness to take leadership opportunities, appreciation for multicultural world, and adaptability to new situations. They have not found any significant relationships between Communication Apprehension and CGPA. Jamuna A.S. and

K. S. Srinivasa Rao (2013) studied the need of effective communication and its impact on the professional life of students of Management Studies. It was observed that students, who may get better grades in written examinations, sometimes may not be effective in their oral communication which plays an important role while facing the Campus Interviews. Also, it was noticed that smart students who are able to communicate well during Interviews may be getting better placements, even though their academic grades are average. John Tanner and Joel Whalen (2013) suggested a strategy to speed teaching innovation transfer between marketing educators. Innovations include how to regulate students' classroom. via formal contracts, do means-end laddering, develop personal branding, learn from failure, enhance career development, stimulate creative thinking, increase cultural awareness, and apply hot yoga to business statistics.

Jamuna AS & K.S. Srinivasa Rao (2014) suggested that a leader plays a pivotal role in the success of a business through team work and thereby leads the team by working synergistically, bringing all the people together towards a common goal. Also, it was noticed that a leader should be communicative, a good decision-maker, intelligent, an extrovert, and flexible with openness in action. The researchers observed that though B-Schools provide an opportunity to develop managerial skills among the students, the latter have to acquire leadership traits, in order to climb the corporate ladder. The authors have made an attempt to portray the perception of the select management students about the leadership qualities. It was concluded that Communication is one of the top among various leadership traits. The findings of the Research study will be useful to B-School students to become a good leader in order to compete and create a niche for themselves in the corporate world.

SR Singhvi and Amit Agnihotri (2015) indicated that Indian Management Education is in crisis today facing different challenges at different sections of the pyramid of Programs and B-Schools. The authors mentioned that Indian top tier B-Schools are lagging behind not just the Western B-Schools but even behind Asian peers like those in China, Singapore and Hong Kong. They have mentioned that Indian mid- tier B-Schools are struggling for their survival and around 500 PGDM B-Schools were closed down during last seven years. The authors mentioned that the bottom-tier B-Schools, largely 3000+ low-cost MBA Programs offered by affiliated colleges of public universities, where MBA is just another course that costs few thousands of rupees, have little direction and relevance.

*Jamuna A.S. (2016)* suggested several innovative ways of usage of technology in the pedagogy while teaching English language. A focus was given on the need for learning language and the role of a teacher in making the subject interesting using technology at a level of Post-Graduation in Management Studies, as students will be judged based on their communication skills during their campus placements, though they will be working later in different domains like Finance, Marketing, and Human Resources etc.

By understanding the existing literature, the authors identified that there is a need to innovate pedagogies to teach courses like Business Communication with the support of Technology, in order to reach the present generation of students and inspire them to become future leaders.

## 2. METHODOLOGY

The Research Problem identified was to understand how students of Management Studies perceive Communication as one of the traits of leadership and use it as a strategy while exploring employment opportunities. The Study was of Descriptive Research and data was collected using Convenience Sampling from 173 students studying M.B.A. from a reputed Institution in Bangalore, Karnataka, out of 300 students in the campus, by inviting them to take part in the survey on a voluntary basis.

**3. A questionnaire was designed to capture the opinions of the students on four aspects – Objectives of Communication, Influencing Factors of Communication, Knowledge and Advantages of better Communication. Each of the four aspects of Communication were verified through a set of questions in statement form measured on a 5-point scale (1 being a low degree and 5 being a high degree of acceptance). In the Questionnaire, there were twenty questions overall, but for the first aspect of Communication – “Objectives of Communication”, three questions were considered. For the second aspect of Communication, “Factors influencing Communication”, nine questions were considered. For the third aspect of Communication-“Knowledge”, two questions were considered and for the fourth aspect of Communication-“Advantages of Communication”, six questions.**

#### 4. DATA ANALYSIS

Data was analysed based students opinion about their agreement and disagreement about various aspects connected to Communication. During Analysis, the respondents were categorised as students who are studying in an Autonomous Program and those who are studying in a University Program, through an affiliated college.

The following are the Socio-Demographic aspects of the Respondents:

**Table 1** Distribution of Respondents as per Gender in two Programs

Count of Gender			
Program Nature	F	M	Grand Total
Autonomous	41	72	113
University	24	36	60
Grand Total	65	108	173

(Source: Primary Data)

**Table 2** Distribution of Respondents as per Age in two Programs

Count of Age							
Program Nature	20	21	22	23	24	25 and above	Grand Total
Autonomous	2	20	36	30	18	7	113
University	1	17	19	17	6		60
Grand Total	3	37	55	47	24	7	173

(Source: Primary Data)

**Table 3** Distribution of Respondents as per Education Background in two Programs

Count of Educational Qualifications													
Program Nature	BA	BBA	BBM	BCA	BCOM	BE	BHM	BIRM	BPHARM	BSC	BTECH	MCOM	Grand Total
Autonomous	2	12	9	6	27	19		1	2	9	25	1	113
University	2	16	5	3	14	5	1		3	5	6		60
Grand Total	4	28	14	9	41	24	1	1	5	14	31	1	173

(Source: Primary Data)

The responses for each question which were measured on a 5-point scale (1 being a low degree and 5 being a high degree of acceptance) were categorised into two: Agreement (those gave options 4, 5) and Disagreement (1, 2, 3)ons were considered.

**Table 4** Distribution of Respondents (in percentage) as per Agreement to the Statements

Question No.	Statement	Agreed under Program Category - Autonomous	Agreed under Program Category - University
<b>Objectives of Communication</b>			
CS-1	Communication is important in life	100%	100%
CS-2	Through Communication we can develop network with People	99.1%	95%
CS-3	Through Communication we can win people over	83.2%	66.7%
<b>Factors influencing Communication</b>			
CS-4	Your Friends' circle influence your Communication	66.4%	53.3%
CS-5	You get Friends based on your level of Communication	31%	25%
CS-6	You can develop Communication by interacting with your friends	85%	86.7%
CS-7	Family members influence your Communication	61.1%	51.7%
CS-8	You can develop Communication by watching Movies	66.4%	70%
CS-9	You can develop Communication through Internet Chatting	31%	31.7%
CS-10	You can develop Communication by Reading Books / Novels	92%	91.7%
CS-12	Academic Institutions impart Good Communication	77%	60%
CS-13	Teachers influence your Communication	82.3%	68.3%
<b>Knowledge</b>			
CS-11	Knowledge is more important than Communication	60.2%	55%
CS-15	Recruiters give more importance to Communication than Knowledge	52.2%	58.3%
<b>Advantages of Communication</b>			
CS-14	Communication is important in getting promotions in Jobs	78.8%	78.3%
CS-16	Communication is important in career	89.4%	88.3%

CS-17	You can get a good Job if you have good Communication skills	85%	85%
CS-18	You will get well paid if you have good Communication skills	54.9%	56.7%
CS-19	Oral Communication is important in getting a Job	77%	73.3%
CS-20	Written Communication is important to continue in a Job	67.3%	61.7%

From the Table-4, it was evident that Students from the Autonomous Program and University Program are close in their opinions on various aspects of Communication, but there was a deviation of opinions on the following:

1. Through Communication we can win people over (CS-3)
2. Your Friends' circle influence your Communication (CS-4)
3. Family members influence your Communication (CS-7)
4. Academic Institutions impart Good Communication Schools impart Good Communication (CS-12)
5. Teachers influence your Communication (CS-13)

This made the researchers to develop innovative methods in teaching Business Communication through Technology that will inspire B-School students. Taking the Autonomous Program students as Control Group, one can work with University Program students considering them as experimental group, in the long run.

## **5. INNOVATIONS IN TEACHING BUSINESS COMMUNICATION**

**COURSE** Whether it is UG or PG level students, teaching can be boring and monotonous, if the teacher uses traditional blackboard and chalk method. Thus, finding some innovative and interactive ways of teaching always makes both teaching and learning very enjoyable. For using technology in Teaching, one has to be

literate in the said field. Having access to internet is not enough, knowledge of technology is also importance i.e. one should be tech-savvy. While assigning a task or activity using Internet to the student, that particular website should be pre-selected by the teacher, so that the student doesn't waste time to start from scratch just for searching the required material. Secondly, the student should be provided with tools to evaluate the suggested website. Thirdly, Technology has opened up multiple avenues to communicate beyond the written word. It is possible to communicate with sound, video, text, animation and hyperlinks. This was not the situation a generation ago. While internet comes to everyone's mind when we talk about technology, one should also know about some offline tools which can be utilized by a teacher while teaching the English language.

## **6. TECH-TEACHING**

While teaching the English language, text usage in MS-Word, type any long sentence in a word file and replace the capital letters with lower case and punctuation using the MS-Word Tools for spelling and grammar correction. Through this activity, students can



improve their language using technology. This makes the students understand the nuances of the written communication where punctuation and spelling correction can be done by technology. This is essential in today's world, as the younger generation is used to SMS language of texting without proper grammar usage, though the students are tech-savvy. Also, by highlighting different parts of speech (noun, adjective, verbs, proposition, and phrasal verbs) in a passage, we can highlight with different colours while working on screen. As an alternative to highlighting with colours, we can use different fonts, bold, Italic or underlining the parts of speech by using the MS-Word processing toolbar.

## **7. ENHANCEMENT OF READING AND WRITING SKILLS USING TECHNOLOGY**

**8. For reading a comprehension, a passage can be made bold for the main idea and italicize the linking words, underline the key details and highlight with different colours for facts and figures. This way we are utilizing technology to the fullest in enhancing their readingskills. MS-Power Point Presentation is an excellent technological tool to communicate the language using bullet forms, images, animation, and videos in terms of multimedia. It can be linked to outside resources such as other files like MS-Word, MS- Excel ENHANCEMENT OF LISTENING SKILLS USING TECHNOLOGY**

Computer games have come a long way in a short span of time. Some of the changes that are worth noting include the stunningly impressive graphics and authentic sound effects which are often cited as being the hallmarks of a successful game. Story-telling in games is becoming more sophisticated and realistic, and this aspect is ripe for exploitation in the language classroom. Apart from being rich sources of narrative, many of these games contain language, specifically English that has to be understood and often used in order for players to fully participate in them. Depending on the game, this language can either be content to be understood or more interestingly, if the gameplay takes place online, then it could involve real negotiated communication taking place between players. Through Computer Games, students can learn Communication Skills, as well as Language Skills. One has to understand the difference between Language learning games and Games in Language learning, which are two different and distinct tools.

One can see that computer games can provide a context for language acquisition and so are well suited to the communicative goals of the English language classroom. Because games are all about the performance of skills within a system, players do not think about the language in use, but only about the action and where it might lead next. Teachers can use this to focus on language acquisition often with surprising results. But simply playing a game with learners is never enough. The teacher must ensure that, each time the game is played; there is a context to allow language learning or practice to take place. The teacher should do some ground work before starting to introduce digital play to a class. Also this will equip the students to write exams like IELTS and BEC and TOFEL etc.

One can improve listening and speaking skills with the right pronunciation using

multimedia CDs and software through Language Labs, by its audio and visual effects. Some of the common technology-enabled communication tools used are telephone, FAX, Teleconferencing, e-mail, Text Messaging (SMS), WhatsApp, Blog, Podcast, Videos, Video-Conferencing, and Social Media. Students are advised to listen to TED Talks which is a daily video podcast of the best talks and performances from the TED Conference, where the world's leading thinkers and doers give the talk of the struggle they have undergone in their lives. Videos from expert speakers on education, business, science, tech and creativity form a part of TED talks. The internet and new web tools such as web-blogs, microblogs and social media like Facebook, Twitter etc. allowing teachers to communicate to students across globe. These technological developments have radically changed our communication patterns and led to the creation of what has been called the *Network Society*.

As a whole, our educational system has been slow to respond to the changes that are rippling through society. Many schools are still shackled to an out-dated “sage on the stage” teaching methods. Teachers of the 21<sup>st</sup> century should have the approaches like Revolution with technology, Innovation using computer games, Motivation through online teaching through video games. These approaches will make even students of *Attention Deficit Hyperactivity Disorder (ADHD)* to be engaged in the classroom with proper learning.

## **9. USAGE OF TECHNOLOGY IN COMMUNICATION COURSES AT MBA**

As far as teaching MBA students i.e., at PG level, many Institutions are **ensuring** that knowledge of English language is enhanced for them to get better placements. Courses like Business Communication, Executive Communication or Managerial Communication are offered to make them learn the importance of English language and communication. Also autonomous institutions provide value-added courses like Soft Skills through Personality Development to make the students well-equipped to face campus placements.

To make all these possible, awareness of technology and its effective usage holds the key. The usage of professional language through e-mail writing, sending resumes in response to an e-Advertisements and also to other websites rather than a linear progression in presentation which avoids

## **10. CONCLUSION**

English language teaching requires excellent skills, and knowledge in order to motivate current generation students. With the progress in Information Technology, the scenario of contemporary teaching methods and techniques has dramatically changed. Therefore, a teacher of the 21<sup>st</sup> century should adopt innovative and more interactive methods of teaching. This is the need of the hour especially for Management faculty who teach Business Communication at Management Institutions. In any Institute, where you have Programs of Autonomous and University affiliated, one can use B-School students of Autonomous Program as control group and motivate the experimental group of Students i.e. University affiliated in order to make all the students to reach their goals of better placements.

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