Chapter 1

Introduction

1.0 Introduction

Internet, Web 2.0, Instant Messaging, Chatting, Social Networking etc. have been the buzzwords since the past decade. These services have influenced human communication to a very large extent and education is one of the fields which has gained maximum advantage of these technological developments. The emergence of podcasts, online video platforms have led the world of education toward an altogether new discipline called MOOC (Massive Open Online Courses) which has proved highly beneficial in equipping global learners with the latest information from almost all the areas of education.

All these technologies have changed the way various courses are taught worldwide and India is not an exception. In India, Information and Communication Technology (ICT) has been incorporated in the curriculum for effective teaching of different subjects and language teaching has emerged as one of the most influenced areas of education when it comes to the impacts of ICT.

1.1 English as an International Language (EIL)

The term English as an International Language (EIL) has come into existence because of extensive use of English by the people of the whole world. English is being used as the language of global interactions. Proficiency in English is seen as the most important skill around the globe. Today, English is synonymous with the term *globalization* which enables the countries in the world to open up to each other and grow together.

Kachru's Three Circle Model is considered as one of the most influential models for grouping the varieties of English in the world (Mollin, 2006, p.41). He developed the three-circle model classifying English language depending upon its global usage. In his words,

these circles represent "the type of spread, the patterns of acquisition and the functional domains in which English is used across cultures and languages". (Kachru, 1985, p.12)
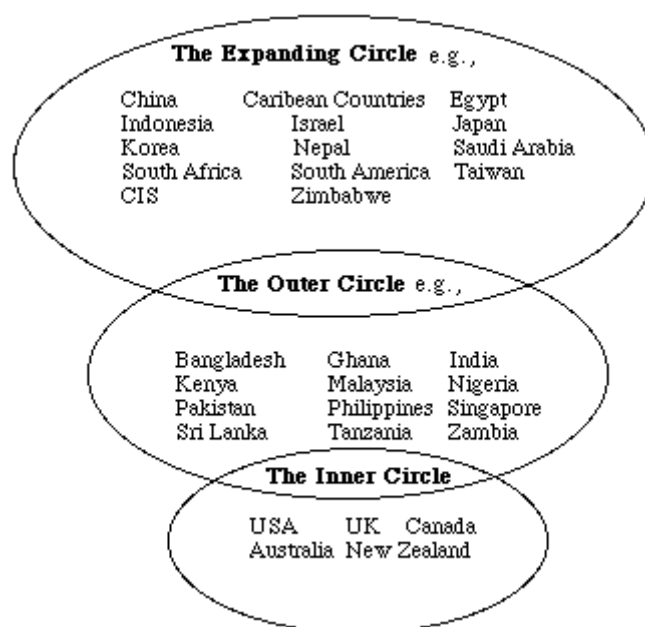

Figure 1.1 *The Concentric Circles of Englishes by Kachru (1985)*

In the above model, the Inner Circle refers to the countries where English acts as the mother tongue or first language (White, 1997); the Outer Circle consists of countries which were earlier colonies of the UK and USA, where English has become a part of the country's government system. In such countries English plays an important role as a 'second language' (Rajadurai, 2005); the Expanding Circle refers to the countries where English is learnt as a Foreign language. In such countries, English is taught as a 'foreign' language considering it as the most useful vehicle of International Communication (White, 1997).

Referring to the ESL/EFL classification, Kachru states:

> *The current sociolinguistic profile of English may be viewed in terms of three concentric circles . . . The Inner Circle refers to the traditional cultural and linguistic bases of English. The Outer Circle represents the institutionalised non-native varieties (ESL) in the regions that have passed through extended periods of colonisation . . . The Expanding*

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Circle includes the regions where the performance varieties of the

language are used essentially in EFL contexts. (Kachru, 1985: 367–7)

As one notices, countries that are included in the Inner Circle are USA, UK, Canada, Australia and New Zealand. Countries like India, Bangladesh, Ghana, Philippines, Pakistan, Singapore and Sri Lanka are included in the Outer Circle. And the Expanding Circle includes China, Egypt, Korea, Nepal, Taiwan, South Africa and other countries.

Based on Kachru's model, Crystal (1997) further analyzed and presented the number of people who use English in the countries categorising them in three circles. Apart from that, English is the first language of more than 400 million people in 53+ countries and it is the second language of more than 1.4 billion people (Tardy, 2004).
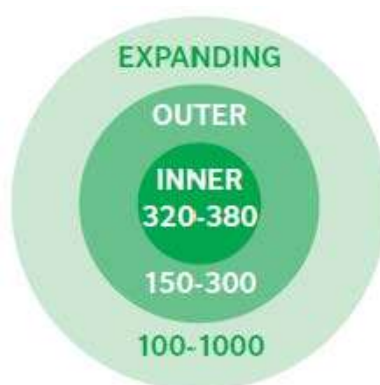

Figure 1.2 *Estimates of English speakers in millions according to Crystal (1997)*

Apart from the number of users and the countries where English is spread widely, there are certain reasons why it is considered as an international language. Today, English is considered as one of the most important mediums for economic, scientific and political exchange. English is considered to be descriptive, reformative, functional, non-artificial, cross-cultural, universal, multicultural, and intercultural which has given it the status of an international language (Talebinezhad M. & Aliakbari M., 2001).

1.1.1 Factors responsible for English as an International Language (EIL)

The term EIL has led a new way of communication between different nations and cultures through a common language - English (Sharifian, 2009). According to Graddol (2000), the new patterns in the working practices influenced by globalization affected the use of English in a positive direction. English's flexibility in adopting from other languages such as Celtic, Latin, Scandinavian and Norman French made it an easily adoptable language. Graddol (2000) mentions 12 international domains in which English plays a pivotal role. Some of them are: Scientific publications, Advertising, International tourism, International law, Technology transfer and Internet communication as seen in figure 3.

1 Working language of international organisations and conferences
2 Scientific publication
3 International banking, economic affairs and trade
4 Advertising for global brands
5 Audio-visual cultural products (e.g. film, TV, popular music)
6 International tourism
7 Tertiary education
8 International safety (e.g. 'airspeak', 'seaspeak')
9 International law
10 As a 'relay language' in interpretation and translation
11 Technology transfer
12 Internet communication

Figure 1.3 *Major international domains of English. The Future of English by David Graddol, 2000, p.08. Copyright British Council.*

As one can observe, English language is being used in a number of areas. The worldwide use of Internet and mobile technologies has added further dimensions to the above

list. English has become a link between the people of the world by mediating between fulfilments of needs and growth of people.

Demographic, economic and technological revolutions are also responsible for English being used internationally. These are discussed in detail below.

A. Demography

The use of English language is fostered with the changes across demography, economy and technology. Change in demography is an important factor that influences the spread of a language. People's migration to other countries in the quest of new working opportunities across the globe has spread the English language across the globe. When these people return they bring in culture and language of the countries they have stayed and worked in. These migrants have been at the core of the spread of English in developing countries.

Secondly, when these people return to their country of origin, they bring in skills and capital they have acquired overseas (Graddol, 2000). Having lived in a foreign country for their employment, they acquire the language used there, which becomes one of the elements they share with the citizens of their country on their return.

In addition, international tourism is on rise and its growth requires the tourist destinations to equip their population with the language of the tourists. Though majority of tourism activities have non-English-speaking people visiting a non-English-speaking nation, the common thread between the tourist and the destination is the English language.

B. Economy

With the development of new developmental policies worldwide, economic relationships of different countries with each other have been changing which has fostered interactions among the people of such nations. The rise of the Information Technology sector has enabled people to work anywhere in the world and it has resulted in great cultural exchanges. Apart from these exchanges, IT enabled services such as ITO (Information

Technology Outsourcing), KPO (Knowledge Process Outsourcing) and BPO (Business Process Outsourcing) are seen as a result of globalization. The ITO, KPO and BPO have brought about the outsourcing wave around the world resulting into off shore assignments for a set of work. Call centres and back offices are one of the parts of the KPO in which the customer care centres of various international companies are established in countries where cheap and quality manpower is available. India being one of the main beneficiaries of the ITO, KPO and BPO services. As these kinds of services are outsourced to the non-English counties or countries which have English as their second language, wider spread of the language becomes a pre-requisite. Therefore, nowadays English language is widely learned by the youth as it brings quick employment opportunities.

These services, especially the KPOs have created a demand for the learned and well-educated mass. The KPOs need people with highest degrees in education such as Ph.Ds for exploration in areas of high value work which includes fields such as medical, legal research, nanotechnology, space research, patent applications, pharmaceutical clinical trials, medical tourism, film post-production, and financial and market analysis (Graddol, 2007). In the service sectors mentioned above, English language is of utmost importance and they have increased the value of English as a language.

C. Technology

With the rise and changes in demographical and economical aspects, communication technology has developed very fast. The rise of Internet brought in the VoIP (Voice over Internet Protocol) which reduced the call rates of the telephone and cellular companies. VoIP services such as Skype, Google Hangouts and Yahoo! Messenger have connected people globally. Apart from communication, the business of electronic education has also grown with such softwares which have in turn generated a demand of people who can use English in an efficient manner.

The SMS technology has also influenced English language usage and English is seen as the only language which is easy and convenient to write in. Following the same notion, softwares like WhatsApp also are quite popular for written and oral communication.

In addition to the communication technologies, websites and blogs have flooded the Internet enormously. In 1998, 85% of the web pages were in English. The percentage dropped to 72% in the year 1998 and it further went down to 68% in the year 2000 (Geoff, Nunberg and Schulze, as cited by Graddol, 2007). But English still remains one of the most used languages online. Yet, the invention and applications of blogs have been quite influential in fostering the online usage of English language. Also the social media sites such as Facebook and Twitter have made a drastic change in communication on the Internet which is mostly in English.

The rise of MOOCs have given birth to a new segment of learning worldwide in which anyone can learn from any place and acquire certification. The MOOCs have facilitated people who are working in various countries or who lack economical support to go abroad and study. Online education providers such as Coursera, Udacity and Edx use English language as their medium in all courses.

In addition to the above mentioned developments, the news media has also gained an edge with the expansion of the Internet technologies.

Thus, the Internet has made English a widely used language and has provided it with an international reach. Its adaptation has resulted in the growth of employment opportunities in all the corners of the world leading to further awareness among them to learn the language.

1.2 English as a Global Academic Language

Not only is English used in major international domains, it is the most used language in academic settings. In academics, English is used for imparting knowledge by most educational institutes across countries. Today, use of English as a medium of instruction

gives universities an international edge. English language teaching is a multi-billion-dollar industry today.

> *English is now the language most widely taught as a foreign language –*
>
> *in over 100 countries and in most of these countries it is emerging as the*
>
> *chief foreign language to be encountered in schools, often displacing*
>
> *another language in the process.* (Crystal, 2003, p. 5)

According to Crystal (2003), one in a five of the world's population uses English. It is a dominating language when it comes to research and scholarships. Britain and USA are at a leading position in using English as a medium of instruction for imparting education. In countries such as Hong Kong, South Africa, India and Singapore more and more teachers are using English as a medium of instruction. Some countries in the former Soviet bloc, Latin America and Asia have increased their use of English in education. Germany, France and Malaysia have also started offering courses with English as a medium of instruction in various disciplinary fields (Hyland, 2006). By the year 2004, more than one million students were studying English in the foreign countries (Ward, 2004) as against the preceding years.

1.3 English, Language of Academics in India

In India, most of the higher education programs are run with English as a medium of instruction. It plays a vital role in acquisition and expression of knowledge for the students at this level. English is more than just an official language of India. It is seen as a language of opportunities. With the passage of time English has been adopted as a language of diplomacy, administration, higher education, judiciary and information technology (Malini S., 2011). English is considered as an 'associate official language' of India. After Hindi, it is most commonly spoken language in India. In some of the highly important systems of India, such as legal, financial, educational and business, use of English has achieved prime importance (Hussain, 2012).

In India, teaching in English began more than 250 years ago by the East India Company. It was used as a medium of instruction for long but it got momentum after Lord Macaulay's Minutes of 1835 in which he recommended the use of English for imparting education to Indian masses. In his minute, Macaulay asserted the use of English as the medium of instruction at higher education levels. He also reflected the immediate need of English for building a bridge between India and the western world. Macaulay stated:

> *I have conversed, both here and at home, with men distinguished by their proficiency in the Eastern tongues. I am quite ready to take the oriental learning at the valuation of the orientalists themselves. I have never found one among them who could deny that a single shelf of a good European library was worth the whole native literature of India and Arabia. The intrinsic superiority of the Western literature is indeed fully admitted by those members of the committee who support the oriental plan of education….We must at present do our best to form a class who may be interpreters between us and the millions whom we govern, a class of persons Indian in blood and colour, but English in tastes, in opinion, in morals and in intellect. To that class we may leave it to refine the vernacular dialects of the country, to enrich those dialects with terms of science borrowed from the western nomenclature, and to render them by degrees fit vehicles for conveying knowledge to the great masses of population.* (Macaulay, 1835)

At that time it was well supported by Raja Mohan Roy who believed that association of English with Indian Education system would bring modernization and liberation. With this, gradually English was adopted in the Indian education system and later it became the

language of government, education, advancement, self-improvement and a symbol of imperial rule (Hussain, 2012).

In the post-independent period the objective of teaching primary English changed. Focus was on imparting education in regional languages. So English was placed at second / third position. Teaching of English under the three language formula began in 1960 which was seen as a political solution and with the policies of liberalization and globalization in the latter part of the 20th century, as global interactions grew, English gained importance as a language of communication for the Indian nationals and its spread and adoption has kept growing until today.

Its instrumental use lies in enhancing students' communication skills for making them competent to use the language as a literary language, link language and as an official language of the country. Syllabi at various levels are designed keeping in mind the students' need of English in the discipline.

Most of the professional courses are taught with English as a medium of instruction. Professional and technical courses such as B. Tech., B. Pharm., MBA, MCA and PGDM require good level of English among learners. All such courses have English and Communication Skills as one of the core courses at the initial level which are intended to help the students enhance their communication skills in English.

1.4 Management Education in India

India has many institutes which impart management education. Such institutions that offer professional courses in management are governed and guided by the bodies like University Grants Commission (UGC), All India Council for Technical education (AICTE), Indian Council of Agricultural Research (ICAR), Medical Council of India (MCI), Pharmacy Council of India (PCI) and Dental Council of India (DCI). In the year 1968, the National

Policy on Education (NPE) insisted upon placing special focus on teaching English and other international languages to give a global edge to the students (Malini S., 2011).

The management institutions in India are controlled by the AICTE which looks after planning, formulation and maintenance of norms and standards at the management and technological institutions. Since its inception, language teaching and communication is given considerable focus at both the undergraduate and postgraduate management levels. Syllabus and course structure of various programs observed by the researcher reveals that he importance of teaching communication skills can also be observed in Managerial Communication courses taught by most of the IIMs (Indian Institute of Management) and other management institutions of repute such as XLRI (Xavier School of Management), FORE (Fore School of Management) and Symbiosis International University. In Gujarat, with the formation of Gujarat Technological University (GTU) in 2008, courses on language and communication skills and research methodology are included in ME (Master of Engineering) and MCA (Master of Computer Applications). Apart from GTU, deemed and private universities established in the state also offer courses to enhance the graduates' oral and written communication skills.

A. Role of Language in Management Education with Specific Reference to English

Language plays a pivotal role in any discipline. The management graduates are required to deal with varied areas like Sales, Finance, International Relations, and Human Resources Management, and therefore they are expected to communicate their ideas flawlessly whether it is oral or written communication. Good command over the English language also enables the management graduates to refer to wide variety of resources and enrich themselves to stay at par with their global counterparts.

Role of English in Management Colleges of Gujarat

There are more than 50 Management Colleges in Gujarat affiliated to different universities. As per UGC guidelines, teaching of Managerial Communication is mandatory in management courses. In management institutes, the subject of 'Business Communication' focuses on imparting written communication skills to the students, the topics being writing business letters, reports etc. In the recent past, the curriculum underwent a change creating a balance between theory and practice. For example, the present syllabus of the Managerial Communication subject taught by GTU affiliated colleges covers the following components:

1.   Effective communication in business

2.   Strategies for successful listening and speaking skills

3.   Strategies for successful interpersonal communication

4.   Forms of Communication in Written mode

5.   Application of Module I to IV with written practice, oral presentations and interactive activities.

As once notices, components 2, 3 and 5 focus on the importance of oral communication for management students. In other universities as well, special efforts are made to improve listening, speaking, reading and writing skills for the overall language development of students. Also, other core courses include case study discussions for helping students to be more confident in interpersonal communication.

The newly established private universities such as CHARUSAT, CU SHAH University and R K University, in the state of Gujarat are offering a one-semester course in Managerial Communication. However, with an aim to achieve better results, Nirma University, Ahmedabad offers a course called *Written Analysis and Communication* at the first year of its MBA program which incorporates topics such as case analysis, case

presentations, reporting case analysis in written form, researching and referencing for reports, presentation techniques, cross-cultural communication etc. Thus universities have designed curricula which focus not only language skills but also equal emphasis is placed on the overall development of students.

Key Challenges Faced by Teachers and Learners

The management programs are open to all graduates, the classrooms resulting in a heterogeneous mix. Students from science, technology and arts and business graduates (BBA) form heterogeneity. This heterogeneity creates challenges for learners who are supposed to complete the MBA (Master of Business Administration) or PGDM (Post Graduate Diploma in Management) courses in a span of two years. Several learners from the arts and science disciplines face problems in acquiring and comprehending the contents of the management programs.

Secondly, since most of the students have done their schooling with Gujarati as a medium of instruction, they find it difficult to cope with the teaching pattern having English as a medium of instruction at both undergraduate and postgraduate levels. This creates a barrier for both teachers and students at the time of discussing concepts of various management subjects. Since most of the management subjects offer case study based education, sometimes it becomes difficult for the students to understand the concepts shared in cases adopted from western contexts. Teachers also face difficulties as they are not able to deal with students who do not understand what they are teaching.

Thirdly, like other educational programs, time also acts as a vital constraint in completion of the syllabus prescribed under various subject teaching schemes. Fourthly, the interaction between the teachers and students takes place only during the college hours which creates a problem of understanding each-other.

B. Management Education and Role of Technology

The problems described in the earlier section can be reduced by using technology. Positive and consistent use of the information technology can help the teachers and students to become more productive during their contact hours. It would be worthwhile to cite Leidner & Jarvenpaa (1995) here on the importance of ICT in management education.

> *Although universities create and acquire knowledge, they are seldom successful in applying that knowledge to their own activities (Garvin, 1993). In fact, academic institutions typically lag businesses by roughly a decade in the adoption of new technologies (U.S. Congress, 1988). This is certainly true in terms of the application of information technology (IT) into the learning process: the blackboard and chalk remain the primary teaching technologies in many business schools even while the merits of information technology to improve communication, efficiency, and decision making in organizations are recognized and inculcated by IS researchers.* (Leidner & Jarvenpaa, 1995. p1)

They also opined that some institutions had already started adopting ICT for setting themselves apart from their competitors. University of Maryland had initiated an electronic classroom to enable groups of students to work together while communicating electronically (Alavi, 1994). With an intention of assigning control of learning process to the learners, Computer-Assisted Instruction, an interactive software program was developed to enhance students' knowledge and understanding of subject matter (Lai, 1989). Schein (1992) has mentioned the vision to informate up or to empower with information with a goal of using information technology as a 'management control tool' to keep the managers informed about their organizations' performance. This was adopted as an educational vision for offering quicker feedback to the management graduates. The vision to informate up also included a

technique to build a thread of emails between the students and instructor for faster communication resulting in better learning. In early nineties, Information Classroom Technologies, Learning Networks, Hypermedia, Simulation Technologies and Virtual Reality, Communication Technology Classrooms, Synchronous Communication Classrooms etc. were adopted in management education (Leidner & Jarvenpaa, 1995) to impart knowledge and make the classrooms simulate reality.

In the 20th century most of the management institutions adopted latest technological devices such as slide projectors, overhead projectors, LCD projectors, interactive whiteboards and classrooms with Internet connectivity. The availability of Internet has made classrooms more interactive and there is audio-video interaction among students and between students and instructors which was not present earlier.

Global Practices in Management Institutions

The use of technology in educational settings has increased the efficiency and effectiveness of the teaching–learning process. Technology has influenced education in two ways:

a) removal of physical barriers to learning, and

b) leading learners towards utilization of their knowledge (Courville, 2011).

a) *Removal of physical barriers from teaching* – Learning process has offered teaching with greater convenience in terms of professional development of learners. In the pre-internet classrooms, it was merely a myth to believe that teachers and students can stay connected 24x7. Earlier, for enhanced learning, close physical proximity was one of the prerequisites. Today, through social networks and other learning environments, educators and learners can stay connected. In today's era online learning communities are growing at a high speed having focused and interactive environments.

b) *Utilization of knowledge* – Earlier, learners were able to attain knowledge but they had fewer means to find out how they could utilize it. Today's learners have the flexibility to know what is happening in any corner of the world. With the widespread use of technology they are able to stay informed and updated in the area of their studies which gives them an opportunity to think of the right utilization of their skills at the right place.

Keeping the above advantages in mind, global B-Schools have integrated technology for enriching their students. The spread of IT and IT-enabled softwares and services has helped people stay informed in real-time from anywhere in the world. However, the only barrier that the people face while accessing and assimilating such information and knowledge is language and the pattern of communication. People are accustomed to a specific style of communication prevailing in their countries.

Use of Computers, MS Office and Other Softwares

MS Office softwares such as Microsoft Word, Microsoft Excel, and Microsoft PowerPoint etc. are utilized for the purposes of student submissions, data management, report preparation and presentations. They enable management graduates to manage their learning by way of securing permanent records in their computers and laptops. These softwares are also helpful to educators for designing curriculum, effective lesson plans, re-using and changing previously used plans, deliver contents with the help of effective PowerPoint presentations etc.

Use of Internet-based Contents

Apart from the basic computing softwares, the Internet has also been widely adopted in the classroom practices with an aim of making it an effective process. Availability of text, audio and video contents online has given an advantage to the educators for reinforcing what

they teach their students. With these softwares, students also get an opportunity to practice and gain further knowledge in the subjects taught by their teachers.

Today, 20 years after adopting global practices, IT (Information Technology) has spread greater influence and information among the learners in the B-Schools. Online forums for open discussions have provided larger scope to voice their opinions and it has also brought bigger challenges to them which in turn strengthen the learners. Many of today's classes in B-Schools regularly use video presentations from the TED (Technology, Entertainment, Design) which features talks by some of the most innovative people from the entire world. Several B-Schools motivate their students to create and maintain blogs which revolve around their area of specialization leading towards the creation and spread of information globally. Also the social networking sites allow people to create their own groups where discussions can be held online and the conversations can be retrieved at any moment from anywhere.

Earlier, there used to be a gap between the educational environments of different nations depending upon demographics. Today, with the spread of information and ideas through a commonly used medium of Internet, one cannot find much variation in a session going on at a management institute in some western country and in India. Information has the ability to empower the one who consumes it. Today's young learners are benefited by the Information Technology revolution. Zeal of entrepreneurship is also experienced by them which can be seen as a boon of the development and spread of technology.

Today's learners showcase similar learning and expressive patterns irrespective of the place they have been born and brought up. World acclaimed publication such as Harvard Business Review (HBR) has been able to maximize their reach to almost all corners of globe with global technological expansion. This gives exposure to the young minds in expanding their horizons of thinking and enabling them to be a part of global workforce.

Exchange of Ideas and Information

As mentioned above the core advantage of today's technology is the empowerment that comes to people in terms of new ideas and information. As mentioned earlier educational environment is influenced with the spread of technology; spread of information is also fostered with the inventions of Internet-based communication mediums such as social networking sites, blogs, wikis and instant messaging services.

The virtual world has made it possible for the people to get the information with a tap in a fraction of seconds. There are billions of devices through which the Internet is accessed by 2.9 billion people (40%) out of 7.2 billion of world's total population. The Internet offers multiple ways of communication such as Multi-User Domains (MUDs), emails, chat lines, and virtual reality simulations which are available in real-time to the people who access Internet from their computers, tablets and smartphones. These platforms enable people to express themselves and share information and knowledge they possess as they acquire. Today, live blogging and live tweet events take place during several national and international events which are helpful to the people who cannot attend such events. Also, the initiatives like MIT's (Massachusetts Institute of Technology) OpenCourseWare enable anyone to learn who from the world renowned experts from this institute of repute.

In Indian educational environment, when it comes to utilization of ICT resources, it is almost at par with the other developed and developing countries. The Government of India launched Information and Communication Technology (ICT) in Schools scheme in December 2004 and revised it in 2010 to provide opportunities to students to mainly build their capacity in ICT skills and make them learn through computer aided learning process. In most of the educational settings Radio, T.V, Internet, Mobile phone, Computer, laptop, tablets are used for enhancing and fostering classroom teaching. Thus, in India, the ICT resources are used at the optimum level for the benefit of the students.

With the advent of Internet services, ICT applications have become indispensable part of contemporary educational settings. In management colleges too, ICT tools and environments are used at some extent. In most colleges, ICT means PowerPoint Presentations. And some of the institutions go a step further wherein the students are encouraged to use web-based contents for their studies.

One may observe a direct link between the effective use of ICT in management education and better employment. Since the management employees are expected to have a blend of concepts and technology, the ICT utilization helps them be at par with the expectations of the prospective employers. For example, management graduates are likely to get employment in banking and finance, information system management, investment banking, management consulting and data analytics. All of these domains require people with knowledge of computers and relevant technologies.

And in their roles as managers, analysts or as banking professionals the graduates are required to communicate effectively face-to-face and over the web. Proper exposure to the ICT can also enable them to communicate effectively with their clients.

1.5 Characteristics of Effective Global Managers

Today's business leaders and managers are expected to be empathetic, good at interpersonal behaviour and decision making. Clawson (2014) has listed eleven traits of today's business leaders and managers, which include overseas experience, deep self-awareness, sensitivity to cultural diversity, humility, lifelong curiosity, cautious honesty, global strategic thinking, patiently impatient, well-spoken, good negotiator, presence etc.

The 21st century managers are expected to possess effective communication abilities, critical thinking skills and have a positive approach towards proper utilization of technology. A person's ability to communicate in an effective manner helps him/her clearly express his/her ideas and give the right directions to the people working with him/her. It also enables

him/her to build effective interpersonal relationships. Effective communication is seen as the backbone of any organization and when utilized well, it influences the output of the people in terms of productivity.

The tech savvy managers remain a step ahead of their peers as they can remain connected with more people and so have the chance for higher level of interactions for gaining an insight into what they are doing. Today, social media helps people to observe the expressions of the employees of organizations which help in knowing whether they are happy working on their assignments and also it becomes easier to retain the manpower. Also, with proper technology utilization outputs can be achieved faster than the traditional style of working. Today's managers cannot afford to remain ignorant about the usage of technology as it could keep them far off from where their peers could reach sometime.

To elaborate further, the following are the important characteristics recognized by employers and are required in students to managers of tomorrow.

A. Effective Communication Skills

Managers are required to be effective communicators as a manager with strong communication skills in writing and speaking are able to instruct as well as listen effectively. Managers who are able to communicate effectively can process information and relate it back to their teams clearly (Priolo, 2011). An effective manager is expected to understand, decipher, and relate the organization's vision back to their employees in order to maintain productivity which is possible only if he is good at communicating ideas.

On the other hand, managers who are ineffective communicators cannot be assertive while dealing with their team members and they fail to share the messages effectively with their teams. It means that if communication is ineffective, the employees will not actually understand what the manager tells them, and is what is expected of them.

Today's managers are expected to have the ability to handle conversations with their peers in a smooth and effective manner. Effective speaking is considered to be one of the key global business skills today along with clear communication is an effective leadership qualities.

They are also supposed to be good at critical thinking and analytical skills so that they can negotiate well and become highly effective negotiators. Managers are expected to be well-versed with the language for being eligible to control and guide the people who work with them.

However, lack of effective communication skills on entering the corporate work culture leads managers to face challenges. A rigorous study conducted by Benjamin and O'Reilly (2011) has revealed four types of challenges that the managers face. They are, 1) managing and motivating subordinates, 2) managing relationships with peers and bosses, 3) developing a leadership mind-set, and 4) coping with setbacks and disappointments. Benjamin and O'Reilly (2011) have put these challenges under two types which are 'Managing Others' and 'Managing Self'. One can observe that both types of challenges require effective interpersonal communication skills.

B. Effective Organizational Capabilities

An effective manager is expected to plan for the future by anticipating changes in the external environment, organizing people into groups, allocating resources to them and motivating them to attain organizational goals. Proper organization leads to clear structure of roles to achieve effective organizational performance (Richard, 2007). Effective organization is based on clear planning that helps managers to avoid mistakes in organizing by identifying the needs and problems. It also enables the managers to identify outdated ways of doing something and adds an element of innovation to achieve the required results. Right planning leads to clarity among employees and setting a clear path to be followed by them.

C. Team Building Skills

In order to make a company prosper, a manager should know how to build a team that works together. It is a difficult task to make people with different skillsets, varied personalities, and multicultural environment work towards a common goal. An effective manager does it by identifying individual strengths of people, encouraging transparency and establishing trust among the team members (Holtzclaw, 2013).

Building successful and prosperous companies requires the managers to build long-lasting teams. According to Llopis (2012), it takes a great leadership to build the right team. A manager who is good at taking difficult decisions and establishing standards of performance can build and handle teams effectively. A manager is required to master the art of managing people so that he/she can select the right people for the right tasks. For building effective teams, a manager should be able to set clear goals, showcase clear objectives, define a mechanism for clear and consistent communication, define a decision-making procedure, monitor the performance of team members and offer necessary guidance.

D. Leadership Qualities

Leadership is one of the key attributes that many managers lack despite their job title. True leaders are able to instil trust, provide direction, and delegate responsibility amongst team members (Priolo, 2011). With effective leadership, people feel that they are cared by someone and they try to contribute best of their efforts in the growth of an organization.

In most corporates, employees having great individual results are promoted to higher positions; however, a good performer always cannot be a good leader. A true leader is someone who is able to inspire trust, delegate responsibility and provide direction to his subordinates. Every successful manager is a leader who takes the team he manages and makes it work better, faster and more effectively.

E. Domain Knowledge

A manager has to know what kind of processes he/she is managing. His/her team and co-workers should be acknowledged of his/her knowledge in the area he/she is leading them. Having proper domain knowledge enables a manager to know what the team members are working on and the kind of tasks they perform. This sets the manager at par with his/her teammates and establishes a clear path of communication and understanding.

F. Dealing with Changes

Adaptability is something that contributes to a manager's effectiveness. Effective managers showcase their own ability to adjust with changes. When they are able to adjust quickly to unexpected circumstances, their team is able to adapt changes as well. Adaptability is a characteristic that justifies a managers' ability to think creatively and find new solutions to old problems (Priolo, 2011). Most businesses rarely go exactly as they are envisioned. A successful manager is one who has the ability to adapt, make changes and achieve required results. This makes him/her really effective at job. When the manager is able to adapt to unexpected circumstances, the entire team will be led towards a successful career growth. It suggests that a successful manager is required to have the necessary creative thinking to find a new solution to any problem that may appear (Tolentino, 2014).

G. Interpersonal Skills and Relationship Building

Effective managers are the ones who are excellent at networking with people. They build personal relationships with their teams. Effective interpersonal communication leads to effective people management. It generates the feeling of satisfaction among the co-workers and helps them build close and long-lasting relationships leading to trust. When managers establish interpersonal relationship with employees, employees feel valued. Those valued employees always strive to do the job in the right manner and apply extra efforts whenever needed.

For managers it is very important to show empathy and trust in the ability of the team. The employees can contribute optimally working under the guidance of the team leader who values these two elements.

Managers also need to establish good relationships with potential clients as customer satisfaction leads to the survival and growth of any organization (Tolentino, 2014).

Lack of effective relationship among people leads to a catastrophe at workplace. It has been observed that inability to build successful relationships with superiors can be a derailer in people's careers (McCall, 1998). When there is conflict in the interpersonal relationships between managers, peers and subordinates, the task of cultivating and maintaining good relationships with all remains unfulfilled. Empathetic behaviour and effective communication in the form of effective listening are the elements which can strengthen the working environment and the relationships among the peers.

H. Problem Solving Skills

As Mihalicz (2013) states, if someone wants to become successful in any position, his/her problem solving capability should be equal to the complexity of work he/she is engaged in. Complexity of work varies depending on the size and nature of organization and the number of people working on a task. According to Llopis (2013), problem solving is the essence of what leaders actually do. An effective manager is someone who minimizes the occurrence of problems and is courageous enough to face problematic circumstances and find a solution to it. He/she should be able to define problem, find out the potential causes for the problem, identify and select the approaches to resolve the problem, plan the implementation of the best approaches, monitor the implementation and verify if the problem that has been resolved.

I. Critical Thinking and Analytical Skills

Critical thinking is defined as the objective analysis and evaluation of an issue in order to form a judgment. The ability to analyze things critically enables managers to give right opinions over the tasks completed by their peers or subordinates. It plays a judgemental role in any organizational process which leads to taking appropriate decisions. The managers are supposed to make informed decisions in complex business environments and also analyze complex managerial issues in different situations. To take care of these tasks, they should be good critical thinkers. They should have the ability to interpret, analyze, evaluate, explain and regulate which cannot be done without having the ability to think critically. Critical thinking and analytical skills help managers to give proper directives to their teams and show them the clear path to march on.

Apart from the skills mentioned above, Molinsky, Davenport, Iyer, and Davidson (2012) have enlisted three more skills needed by 21st century managers. They are:

- **Code switching between cultures** helps managers make their subordinates feel that they are one of them. Also, when it comes to working at an international horizon, knowing the culture of people with whom one is working is very important. Behavioural patterns of people vary depending upon their demographic locations which mark an extremely sensitive area and if those sentiments are handled carefully, they can give good results for the assigned tasks.

- The task of **wielding digital influence** has become easier in today's organizations with the development of online social networks and other communities. If such online networks can be utilized well, the work process in an organization can become smoother and faster as such networks involve innumerable people. The online networks enable managers to use their contacts as the source of quick feedback and seek their help in solving the challenges.

- The 21st century communication tools help today's managers **divide people's attention deliberately**. Unlike the traditional ways, today, meetings can be handled and attended from anywhere in the globe. Softwares and services such as Google Spreadsheets, Google+, and Skype offer a great way to foster one-to-one communication and continue working simultaneously in a synchronized way.

1.6 The Current Scenario

Many students graduating from the B-Schools, are not employable. Though the management institutes are working in the direction to produce effective workforce for the 21st century environment, they are not able to meet the need of the corporates. According to Rifkin (2006), many organizations struggle to find effective managers who can adjust to everyday changes in the global economy. They fail to deal effectively with their peers and employees and are not able to manage complex processes.

White (2013) has stated that today's management graduates are not able to think critically, solve problems and express their intent creatively. He has also mentioned the lack of skills in the management graduates which makes them unfit for the global workplace. In India too, a significant skill gap in graduates is observed. According to Mishra (2014) 50% graduates in banking and insurance were deemed 'unemployable'. Therefore, to make our graduates employable, the following set of skills are needed in management graduates for the 21st century corporate environment.

A. Interpersonal Communication

According to Institute for Executive Development study (2010. as cited by Larcker), new executives lack interpersonal communication skills which leads them to poor performance. The report states:

Underperformance is about the lack of interpersonal and leadership skills,

such as the ability to build relationships, collaborate, and influence.

The 2012 Critical Skills Survey conducted by American Management Association, which covered 768 managers and executives found that employers rate most of their employees as average or below average in communication skills (62 percent), creativity (61 percent), collaboration (52 percent), and critical thinking (49 percent) (Bascuas, 2013).

B. Intercultural Communication and Negotiation

Intercultural communication is one of the most common contributing factors for the failure of managers' performance in International business. Lack of awareness of Intercultural communication prevents the managers from understanding adopting foreign ways of thinking (O'Rourke, 2010). Today's managers face the challenge of acknowledging the expected behaviours of diverse employees and negotiation in International business (Bovee & Thill, 2011).

C. Critical Thinking

According to Byrnes, Klaczynski and Halpern (as cited by Yanklowitz, 2013), critical thinking and argument skills are considered to be important elements in decision-making which is lacking in today's students. Evans (2002) has stated that graduates do poorly on simple reasoning tests (Yanklowitz, 2013).

D. Analytical Skills

Lack of critical thinking skill leads to poor analytical skills. Effective analytical skills play a vital role in manager's careers. The global business environments require executives with ability to think critically and make a proper analysis of the job on hand.

E. Leadership Skills

Effective leadership is considered to be one of the most important skills in managers. In Chartered Institute of Personnel and Development's (CIPD) 2012 survey 72% of employees reported a lack of leadership and management skills in their organisations (Eccleston, 2012). A Ken Blenchard Companies survey (2006) found that 82% of leaders fail

to provide effective feedback, 81% fail to listen, 76% fail to use appropriate leadership style, 76% fail to set clear goals and 59% fail to train and develop their people.

1.7 The Aim and Objective of Present Study

Understanding the current scenario, and the reasons why management students cannot find a proper job, the present research work is an attempt to bridge the distance between the teachers and management graduates by providing a virtual room where they can continue exchanging their ideas and keep the process of learning open and active. As stated earlier, communication plays a vital role in management. A person who is good at written and spoken communication can easily chart out a plan for the whole team and is able to give clear directions and guidelines. For being effective in meetings, discussions and presentations, a manager has to be clear in his/her oral communication. Apart from the communication element, it is very crucial for the managers to be critical thinkers for helping themselves analyze the situation in the effective manner and make right decisions.

When it comes to communicating effectively and thinking critically, it is very important to mention today's ICT environments which have facilitated the communication processes globally and have made it easy to reach out to anyone anywhere across the world. It has also simplified the process of sharing thoughts and ideas with people across the globe.

This research aims at helping the management students develop their spoken and written communication along with critical thinking skills through a set of tasks based on Bloom's Revised Taxonomy (Krathwohl, 2001). ICT is integrated in the tasks to help the graduates develop these skills in an environment which goes beyond traditional classrooms. It focuses on developing spoken skills, written communication and critical thinking skills enabled with Internet and Computer-based Tasks, in learners of management institutes, so that today's managers can be tomorrow's leaders.