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Genilo, Jude William R.

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Communication Management in Bangladeshi B-Schools: Acceptance and Resistance

Jude William R. Genilo⁴⁸ and Sarkar Barbaq Quarmal
University of Liberal Arts Bangladesh (ULAB)

In Bangladesh, business schools in the public and private sectors are divided over communication management. On one hand, the more traditional faculty members see communication management as something natural, common sense and a waste of time to learn formally. On the other hand, professions-oriented teachers view communication management as an art and skill to be learned. Given the rapid advancement and increasing complexity of the workplace, they believe that communication management courses should be part of the core curriculum – a requirement for all business students. The paper, in light of this, looks at the ongoing debate about the place of communication management in business schools. The main research questions are as follows: What are the general understandings about communication management among teachers and students of business schools in Bangladesh? What are their perceptions regarding communication management as a field - whether to teach it, what extent it should be taught, what to teach about it, who should teach it, how to teach it and how to measure student learning? The study is quantitative, exploratory and descriptive in design. Being a quantitative study, data were generated through a survey of 100 faculty, 100 graduate students and 100 undergraduate students of private and public business schools in Bangladesh.

Keywords: Communication management, business education, Bangladesh.

Introduction

In Bangladesh, business schools in public and private universities are divided over communication management - whether to teach it, what to teach about it, who should teach it and how to teach it. Some faculty members view communication management not as a priority given that there are more basic problems with the curriculum and teaching approaches (Rahman, 2013). On the other hand, some educators (British Council, 2014; Uddin et. al., 2015) believe that business graduates are not competent enough given their lack of technical and conceptual communication skills. Hence, communication management should be taught in-depth at both business graduate and undergraduate levels.

Amidst this debate, this paper posits that the indifference towards communication management would be more on the part of business school administrators rather than its faculty members and students. Given a market-driven approach in Bangladeshi university education, administrators may feel that business education programs are already profitable and there is no need to apply changes. Worse, innovations would require additional investment in terms of faculty and learning materials. Students, on the other hand, would be inclined to learn communication management while faculty would acknowledge its importance as a knowledge area. Students seek an improvement in graduate employability while faculty members aim for curricular relevance. The study proceeds with a description of the market-driven approach to education, the rise of business schools and the competence of graduates.

⁴⁸ Correspondence should be addressed to Professor Jude William R. Genilo, E-mail: jude.genilo@ulab.edu.bd.

Dominant Business Model in Tertiary Education

After the 1971 Liberation War, Bangladesh inherited from Pakistan a rich heritage of public universities. The newly independent country had six public universities - four general and two technical. In the 1980s, however, the country felt pressed to consider opening up private universities given the re-orientation of the economy and the politicization of public university administration. Multinational corporations started setting up operations in the country in light of privatization policies and the lowering of import barriers. With their entry, there was an increased demand for profession-related degrees such as business, engineering, computer science and English. The public universities, on the other hand, were not about to re-orient its academic approach. Worse, frequent session jams (taking an extra two to three years to complete a degree) brought about an exodus of students to India and Western countries (Alam et. al., 2007).

Given the situation, the Parliament passed the Private University Act of 1992. Months after its passage, the government approved the establishment of the first private university - North South University (NSU) - with a charter to offer degree level courses. The following year, another four or five universities were set up (Alam et. al., 2007). In 2015, the University Grants Commission lists 80 private universities in their website while another 11 have already been approved but not yet operational. Chowdhury (2007) states social recognition as a key motivator for setting up private universities in the country. However, private university owners (whose board, in many cases, is controlled or dominated by family members) also desire profit making despite being registered as not-for-profit.

To ensure success, private universities established a market-driven business approach. It sought to attract the upper class via incorporating the North American education model. Kabir (2012) explains that the professional orientation of North American education enables graduates to dominate the job market. This, in turn, attracts the upperclass given their preference for the American system, the exclusiveness of private education and the guarantee of landing lucrative job placements. Monem and Baniamin (2010) added that unlike their public counterpart, private universities can follow market trends. They can offer better student-teacher ratios. They monitor student attendance and participation better. They evaluate student performance as the North American model has an embedded continuous assessment procedure.

After analyzing the content of private university advertisements for three months, Alam and Khalifa (2009) found out that the education sector accounted for 78.98% of all advertisements in daily newspapers and that 97.65% of these came from the private sector. Private education institutions also published promotional materials such as leaflets, posters, banners and prospectus. Initially, they targeted the elite residing in Dhaka and metropolitan cities. More recently, they have expanded their market to include middle income students from relatively richer districts. They know that the public university seats are limited. Many meritorious secondary education graduates eventually seek private university education albeit they initially preferred public universities given their highly subsidized tuition fee structure (Salahuddin et. al., 2008).

The British Council (2015) estimates that higher education in Bangladesh and the whole of South Asia is expected to grow further - from 12.15% of global enrolment in 2000 to over 20% in 2030 - given growing economies and a youthful population. The dominant business approach now is private but new models are emerging as traditional learning is evolving with changing student expectations and increasing access to information.

Rise of Business Schools

The demand for tertiary education is not uniform across disciplines and across universities. Kabir (2012) explains that parents perceive that market-related courses are key to economic survival. Hence, they convince their children to take courses that would ensure absorption in the corporate sector. They do not even consider their children's likes and dislikes. Parents and students believe that job-related courses enable quick employment with higher starting salary levels (Alam, Haque and Siddique, 2007). They see higher education as a means to get a diploma - a gate pass for a job - and not as a way to acquire knowledge and skills (British Council, 2014). Scholars (Alam, 2009; Alam, Haque and Siddique, 2007; Salahuddin et. al., 2008; and Kabir, 2012) identified these market-driven courses as follows: business, computer science, engineering, medicine, ICT and English.

The British Council (2014) analyzes that business and management degrees continue to be popular since students anticipate jobs in banking and other private firms, or look forward to becoming entrepreneurs. In an interview, a student expressed to Kabir (2012) that "my family thought that a business administration degree would help me get a job in a corporate line quickly. They thought that if I got a degree in education, I would be a high school teacher at best." Another student admitted taking computer engineering due to "family pressure. They think that beyond medical, engineering and business, other degrees have no value in the job market." A student "experienced bad talk after I changed my area and began doing undergraduate work in mass communication. They tell me: 'what will you do with this degree? This subject has no value and will not get any job but a journalist.'"

The astronomical demand for generalist market-oriented courses such as business has resulted in a glut situation. There are simply too many graduates of business. A professor estimated that around 8% of business graduates are unemployed (Kabir, 2012). Many of those employed are working in jobs beyond their study area. Graduate unemployment is even 4 to 9 times higher than total country unemployment. To make matters worse, many unemployed business graduates proceed to take their MBA without any work experience. As a result, the labour market has become even more distorted with MBA graduates "dirt cheap to hire" (British Council, 2014).

Nevertheless, business schools continue to offer and expand their degree offerings even though jobs requiring business graduates are full. This is due to student demand and given that such programs are easier and cheaper to teach (British Council, 2014). Alam (2009) reveals that business administration and MBA degree programs were offered in 55 of the 56 (or 98%) private universities. These programs were the most popular ones in Bangladesh.

Among private universities, competition is fierce to entice students. For this reason, they seriously study the factors that parents and students consider as important in university selection. With a sample size of 100 students from 11 private universities, Salahuddin et. al. (2008) found out as most influential the factors of cost/mode of payment, teaching quality and learning environment. Rahman (2012), with a sample of 750 private university students across the country, identified the top factors as university image, presence of preferred program and permanent campus. He also saw a positive correlation between a university's image and the presence of a permanent campus. Given the cost of private university education, parents and students evaluate institutions based on their ability to guarantee job placements and such placements may be ensured through the factors they consider as significant. The same studies indicated that advertisements and the Vice Chancellor's image were not influential in university selection.

Competence of Business Graduates

In the previous section, it has been established that many business graduates find themselves unemployed and/or underemployed. One reason behind this lies on the competence of business graduates. Uddin et. al. (2015) stated that employers raise their voices against business graduates in the context of competency, commitment, congruence and communication. Employers in Chittagong felt that business graduates do not possess the necessary skills - oral communication being considered as most important. The other basic skills include adaptability, written communication, presence of wit, innovativeness and presentation skills. The British Council (2014) expressed that it has come to a point where "Bangladeshi employers don't care about the education the candidate received, and they just say 'come and work for us, we will train you'." However, additional training costs translate into graduates not being highly paid.

The disappointment with business graduates, however, is not limited to Bangladesh. It is documented all around the world. Business schools have been criticized for failing to provide students with competencies and skills required for the new workplace (Maes, Weldy and Icenogle, 1997; Hodges and Burchell, 2003). Chen (2005) cited the need for business schools to produce graduates with global communication competence - those with a global mindset and intercultural communication skills. Maes, Weldy and Icenogle (1997) listed seven core competencies— oral communication, written communication, computer knowledge, problem-solving, human relations, leadership and delegation. Of these, managers in three US States mentioned oral communication as most significant. Oral communication consisted of the ability to follow instructions, listening skills, conversational skills, giving feedback and communicating with the public.

In New Zealand, Hodges and Burchell (2003) surveyed 154 companies that employed business graduates. They found out that respondents were most dissatisfied with regards to their customer service orientation, order quality and accuracy, interpersonal communication and problem-solving abilities. Interpersonal communication consisted of both oral and written communication. An employer commented that spoken and written English levels of business graduates leave "much to be desired." Another mentioned that "written communication is often appalling and has to be thoroughly checked before being released to the public."

With this, it can be deduced that business schools are on the wrong track. Bennis and O'Toole (2005) argued that instead of business schools "measuring themselves in terms of the competence of their graduates, or by how well their faculties understand important drivers of business performance, they measure themselves almost solely by the rigor of their scientific research. Some of the research produced is excellent, but because so little of it is grounded in actual business practices, the focus of graduate business education has become increasingly circumscribed - and less and less relevant to practitioners." The curriculum of many business schools have become irrelevant; they are not multidisciplinary, collaborative and based on professional practice. Given the disconnect between business education and corporate needs, business graduates are finding their education irrelevant (Rahman, 2013). They do not possess good quality education and the right skills (British Council, 2014).

In Bangladesh, with the mushrooming of business schools, universities are forced to hire incompetent faculty members. Qualified lecturers are hard to find and as a stopgap measure, they hire contractual lecturers who have limited qualifications and offer low quality of education (British Council, 2014). They likewise source these lecturers from other private and public universities (Chowdhury, 2007). With regards to full time teachers, many graduated from local universities with no research degrees. A large

number do not have relevant academic and research skills (Rahman, 2013). To make matters worse, universities invest little in developing their teachers.

Moving Forward with Business Education

In this scenario, scholars (Islam, Mohajan and Datta, 2011; Uddin et. al., 2015) have suggested ways to move forward with regards to business education. The overarching approach, however, is for business school faculties to rediscover the practice of business whether by running businesses, offering internships, encouraging action research and consulting (Bennis and O'Toole, 2005). In re-orienting the business curriculum, in particular, some inroads have been accomplished regarding increasing intercultural competence (Sronce, 2011), enhancing soft skills (Muff: 2010) and intensifying university-industry dialogue and collaboration (Islam, Mohajan and Datta, 2011; Uddin et. al., 2015).

In a December 2014 letter to the International Association on Communication and Media Research (IAMCR), Indian Institute of Management Kashipur Professor KM Baharul Islam expressed the need for business students to be trained in communication management given the continued growth of digital technologies as well as the traditional reliance of managers on communication for decision-making, motivating subordinates and persuading superiors. Islam suggested the integration of communication management as a core course in the business curriculum.

Communication management has been defined as “a proactive attempt to manage the expectations and requirements of all stakeholder groups including the project itself” (P.M.HUT, 2010). J. E. Grunig (1992 cited in L. A. Gruing, 2002) interchangeably used the terms public relations and communication management, and defined it as “the management of communication between an organization and its public”. Grunig (2002) stressed that public relations/communication management is broader than communication techniques and broader than specialized public relations programs such as media relations or publicity (p. 2), and the organization must empower communication management as a critical management function (p. 13).

In the 2015 Global Body of Knowledge Project (GBOK), the Swiss-based Global Alliance for Public Relations and Communication Management (GA) identified communication management elements that early career/entry level professionals must possess. These elements were divided into knowledge and skills/abilities. The knowledge elements include: research, planning, implementation and evaluation; ethics and law; crisis communication management; communication models/theories; history/issues in public relations; business literacy; and media, social channels and use of technology. The skills/abilities elements include: writing, oral and visual communications abilities; and abilities and personal attributes (which includes intercultural communication).

In Bangladesh, most business schools have as part of their curriculum a core course entitled "Business Communication," which, according to one course description, aims at helping students to grow the ability required to succeed in the contemporary workplace by focusing on the development of oral and written communication skills. Through this course, students are expected to improve memo, letter, email, report and proposal writing as well as presentation skills (ULAB School of Business, nd). As may be gleaned from its description, the course addresses only a small portion of the required skills elements of GBOK. Apart from this, there is only one university in the country - the University of Liberal Arts Bangladesh (ULAB) - that has a specialized stream on communication management in its MBA program. The stream includes courses on: Strategic Communication, Public Relations Quality Management, Communication Policy-making and Planning, Communication Campaigns, International Communication, New Media Management and Broadcast Management. In light of all these, the current study looks at the perception

of students and teachers in Bangladeshi business schools regarding the integration of communication management into their curriculum.

Research Question

What are the general understandings about communication management among teachers and students of business schools in Bangladesh? What are their perceptions regarding communication management as a field - whether to teach it, what extent it should be taught, what to teach about it, who should teach it, how to teach it and how to measure student learning?

Study Framework

The study takes guidance from the neoliberal ideology prevailing in global education. Such ideology provides the context vis-a-vis the acceptance or rejection of communication management among the stakeholders of Bangladeshi business schools. Kandiko (2010) explains that the neoliberal agenda "weakens public control over education" and encourages "privatization of educational services and greater reliance on market forces." The ideology promotes deregulation, privatization and liberalization given that "a weak state is better than a strong state and what is private is necessarily good and what is public is necessarily bad." As a result, Kandiko (2010) lists major trends in higher education to include "privatization, commercialization and corporatization. Knowledge is now evaluated with the language of finance, and universities are measured by their efficiency in awarding degrees and certificates. Academic leaders are replaced by managers with business backgrounds, and the university shifts from an educational institution to just another business with a bottom line."

In Bangladesh, Kabir (2012) observes that "market-driven economic forces determine the higher education system." On one hand, parents and students prefer courses that ascertain "jobs that will ensure social survival and success." On the other hand, university owners aim at "profit maximization." In light of it, this paper posits that students are more inclined to accept the integration of communication management into the business curriculum once they perceive it as beneficial towards meeting their objective. Faculty would likewise be in favor of this inclusion given that they are the ones dealing directly with the students and are concerned with the delivery of course content. The stakeholder most prone to reject the insertion of communication management would be the university owners and administrators given that innovations often require new investment and manpower development. Be this as it may, the scope of this paper is limited to the perceptions of students and faculty; university owners and administrators are not included and should be subject of a future study.

Concretely, the matrix below summarizes the main categories of perception regarding communication management as well as their dimensions:

Table-1

Perception Categories and Dimensions regarding Communication Management

Communication Management Perception Categories	Dimensions
Whether to teach	yes, no or don't know.
Extent to be taught	core course, elective course, study stream, etc.
What to teach	knowledge element, ability and skill elements.
Who should teach	faculty, teacher qualification, teacher expertise, etc.
How to teach	teaching approaches such as lecturers, case teaching, debates, etc.
How to assess learning	assessment of learning methods such as quizzes, examinations, project submission, etc.

Research Method and Design

The study is exploratory, descriptive and quantitative. Its main research method is survey, which utilizes the quota sampling technique. A total of 300 students and teachers from Bangladeshi business schools of public (Dhaka University and Jagannath University) and private universities (Prime University and ULAB) have been included as respondents. The sampling breakdown is as follows:

Table-2
Sample-size Breakdown

Section	Private University	Public University
Undergraduate students	50	50
Graduate students	50	50
Teachers	50	50
Total	150	150

The survey questionnaire is mostly close-ended, except for one item regarding the respondents' understanding of communication management. The other items follow the perception matrix shown in the study framework. Data gathering was conducted from July to December 2015.

Analysis and Discussion

Respondents' Profile

The respondents may be divided into three main groups - undergraduate students (US), graduate students (GS) and teachers (Fac). Among the undergraduate students, 67% are male and 33% female. Most are single (97%) and between 20 to 29 years old (78%). Of the 100 graduate students, 69% are male and 31% female. Most are single (85%) and between 20 to 29 years old (93%). Around 7% of graduate student respondents are between 30 to 39 years old. The faculty, meanwhile, are 58% male and 42% female. Around 48% are between 30 to 39 years old, 27% between 20 to 29 years old, 18% between 40 to 49 years old and 7% are above 50 years old. The average length of teaching among public university teachers is 6.96 years and for private university teachers, 7.29 years.

Understanding of Communication Management

Respondents perceived communication management in two broad sense: (1) as a conceptual knowledge area; and (2) as a practical skills-based course. However, of the two, more respondents across the board tilted towards the first conception. As an example, a graduate student defined communication management as "systematic process of managing internal and external communication" of an organization. Respondents, who understood communication management as being more practical, regarded it as a tool to attain "effective and efficient communication needed for achieving set goals." Communication management teaches and enhances "communication skills." Table 3 lists select definitions of communication management given by the respondents:

Table-3
General Understanding of Communication Management

As a conceptual knowledge-based area:

- Managing (planning, organizing and controlling) information; sending to the audience and receiving feedback from them.

- Communication management is the activity related to arrange and maintain communication to achieve the goals to management, clients etc. through building public relations.
 - Assessing the communication needs, developing and delivering the message accordingly and measuring the effect of the communication.
 - Communication management means the process of communicating each other in a particular organization which helps to communicate with buyers and sellers in the marketing sector too.
- As a practical skills-oriented course:*
- Effectively managing different forms of communication like oral and written communication, including body language/non-verbal communication, social media etc. In short, reaching people who should need information.
 - Effective and efficient sending of message, ideas, views, directions etc. to different players in an organization for achieving set goals.
 - A course which teaches to improve the efficiency in communication.

The top terms respondents associated with communication management likewise reflected their understanding of communication management as more conceptual and knowledge-based. These included the terms: public relations, global communication, organizational communication, networking, and social media. A sizeable number of faculty members from both public universities (72%) and private universities (78%) had connected organizational communication with communication management. Students, both undergraduate and graduate, associated networking with it as compared to faculty members. Majority of public university students (62%) linked social media with communication management.

Table 4 shows the top terms the respondents associated with communication management:

Table-4

Top Terms Respondents Associate with Communication Management

Terms Association	Public University			Private University		
	US	GS	Fac	US	GS	Fac
	(N=50)	(N=50)	(N=50)	(N=50)	(N=50)	(N=50)
Public Relations	36 (72%)	36 (72%)	42 (84%)	26 (52%)	34 (68%)	35 (70%)
Global Communication	36 (72%)	28 (56%)	30 (60%)	32 (64%)	27 (54%)	35 (70%)
Networking	35 (70%)	36 (72%)	35 (70%)	32 (64%)	34 (68%)	31 (62%)
Social Media	32 (64%)	30 (60%)	12 (24%)	28 (56%)	19 (38%)	35 (70%)
Public Speaking	32 (64%)	28 (56%)	30 (60%)	21 (42%)	20 (40%)	24 (48%)
Advertising	31 (62%)	25 (50%)	5 (10%)	25 (50%)	17 (34%)	24 (48%)
Information Technology	29 (58%)	31 (62%)	21 (42%)	24 (48%)	14 (28%)	25 (50%)
Strategic Communication	28 (56%)	28 (56%)	24 (48%)	20 (40%)	20 (40%)	27 (54%)

Organizational Communication	27 (54%)	19 (38%)	36 (72%)	27 (54%)	26 (52%)	39 (78%)
Strategic Planning	26 (52%)	23 (46%)	30 (60%)	14 (28%)	14 (28%)	25 (50%)
Marketing	25 (50%)	28 (56%)	24 (48%)	30 (60%)	20 (40%)	20 (40%)
Media Relations	25 (50%)	22 (44%)	11 (22%)	19 (38%)	14 (28%)	30 (60%)

Stance on Teaching Communication Management

Respondents - be they undergraduate students, graduate students and teachers - overwhelmingly supported the teaching communication management in business schools. However, they differed in perception regarding the extent to which communication management should be taught - as a core course, as an elective course or as a study concentration. A core course would be required while an elective course would be optional for business students to take. A study concentration, meanwhile, consists of a number of interrelated courses taken by a select group of students.

The survey results revealed the preference of majority of respondents that communication management be added as a core course in the curriculum. In public universities, communication management supporters consisted of undergraduate students (54%), graduate students (44%) and teachers (70%). In private universities, supporters constituted undergraduate students (40%), graduate students (52%) and teachers (62%). These respondents (faculty members in public and private universities being the most supportive) believed that business students should take the course as a basic requirement. This will be in addition to another communication-related course, business communication, which is already in the curriculum of most business schools in the country.

A sizeable number of respondents (33% of undergraduates, 32% of graduates and 24% of teachers) perceived communication management as an elective course and an even smaller number of respondents (19% of undergraduates, 17% of graduates and 7% of teachers) suggested taking communication management as a study concentration. Apparently, most respondents saw communication management more as a basic course to be taken at the undergraduate level (67%). Only 33% of respondents contemplated communication management at the graduate level and only 8% of respondents perceived it to be a certificate course. The main reasons provided by respondents for integrating communication management in the curriculum are that it is relevant to business (74%), it is necessary to do business (63%) and it is interesting for business students (34%).

Table-5

Respondents' Stance on Teaching Communication Management

Stance	Public University			Private University		
	US (N=50)	GS (N=50)	Fac (N=50)	US (N=50)	GS (N=50)	Fac (N=50)
Affirmative	49 (98%)	47 (94%)	50 (100%)	43 (86%)	43 (86%)	46 (92%)
Negative	1 (2%)	2 (4%)	0	6 (12%)	4 (8%)	3 (6%)
No Stance	0	1 (2%)	0	1 (2%)	3 (6%)	1 (2%)

Table-6
Respondents' Perception on Teaching Communication Management

Section		Public University			Private University		
		US (N=50)	GS (N=50)	Fac (N=50)	US (N=50)	GS (N=50)	Fac (N=50)
Teaching	Core Course	27 (54%)	22(44%)	35 (70%)	20 (40%)	26 (52%)	31 (62%)
	Elective Course	16 (32%)	19 (38%)	13 (26%)	17 (34%)	13 (26%)	11 (22%)
	Concentration	7 (14%)	9 (18%)	3 (6%)	12 (24%)	8 (16%)	4 (8%)
Level	Certificate	4 (8%)	3 (6%)	4 (8%)	6 (12%)	5 (10%)	4 (8%)
	Undergraduate	37 (74%)	28 (56%)	38 (76%)	40 (80%)	26 (52%)	33 (66%)
	Graduate	12 (24%)	19 (38%)	10 (20%)	8 (16%)	15 (30%)	28 (56%)
Reasons for Teaching	Relevant to business	44 (88%)	40 (80%)	37 (74%)	31 (62%)	31 (62%)	39 (38%)
	Necessary to study this field	32 (64%)	33 (64%)	34 (68%)	26 (52%)	30 (60%)	34 (68%)

There were only a few respondents (5.3%) who did not feel the necessity of studying communication management. These were more from the private university sector - 12% of undergraduate students, 8% of graduate students and 6% of teachers. The main reasons provided by private university respondents were that communication management can be subsumed in other business courses, additional financial burden on students and additional course load burden on students.

Knowledge and Skills Elements in Communication Management

As can be gleaned in Table 7, respondents perceived the course to address the knowledge elements of communication management. Respondents, in general, wanted the following topics to be included in the course: global communication (75%), media relations (75%), communication strategies (74%), internal communication (67%) and public relations (62%). Teachers, as compared to the students, gave some importance towards the inclusion of the following topics: internal communication (83%), intercultural communication (65%), crisis management (37%) and reputation management (35%). Undergraduate students (58% of public and 68% of private universities) place great importance towards marketing communication.

In terms of skills, Table 8 indicates that respondents preferred covering only a few skill elements into the course – general communication skills (88%), interpersonal skills (56%) and presentation skills (55%). Teachers, on the other hand, realized the need for research skills (73%).

One reason that may explain the focus on the knowledge elements of communication management is that the business communication course already exists in the current curriculum. Business communication focuses more on the skill elements such as speaking, writing and presentation. With the existing business communication course and the addition of a communication management course to the curriculum, both knowledge and skill elements will be covered. Be this as it may, the ability elements will

remain unaddressed. In the GBOK project (2015), the abilities and personal attributes needed by communication managers included critical listening skills; global awareness; information/knowledge management; critical thinking, problem solving and negotiation; management of communication; technological and visual literacy; applying contextual, cross-cultural and diversity considerations; and ability to set strategy.

It is worth noting that the teachers understood the demand of industry for graduates with intercultural communication skills. All respondents were in line with industry's clamor for graduates with interpersonal and presentation skills. The need for intercultural, interpersonal and presentation skills was cited in various literature (Chen: 2005, Maes, Weldy and Icenogle: 1997; Hodges and Burchell: 2003).

Table-7

Respondents' Perception on Topics to Cover in Communication Management

Topics	Public University			Private University		
	US (N=50)	GS (N=50)	Fac (N=50)	US (N=50)	GS (N=50)	Fac (N=50)
Communication Strategies	42 (84%)	37 (74%)	30 (60%)	33 (66%)	42 (84%)	37 (74%)
Global Communication	41 (82%)	41 (82%)	41 (82%)	32 (64%)	31 (62%)	40 (80%)
Public Relations	41 (82%)	35 (70%)	25 (50%)	27 (54%)	26 (56%)	31 (62%)
Internal Communication	31 (62%)	32 (64%)	42 (84%)	29 (58%)	27 (54%)	41 (82%)
Social Media	31 (62%)	23 (46%)	13 (26%)	23 (46%)	21 (42%)	32 (64%)
Media Relations	32 (64%)	21 (42%)	23 (46%)	28 (56%)	23 (46%)	33 (66%)
Marketing Communication	29 (58%)	21 (42%)	13 (26%)	34 (68%)	28 (56%)	20 (40%)
Intercultural Communication	28 (56%)	19 (38%)	34 (68%)	22 (44%)	17 (34%)	31 (62%)
Organizational Branding	24 (48%)	26 (52%)	30 (60%)	23 (46%)	24 (48%)	31 (62%)
Crisis Management	13 (26%)	16 (32%)	17 (34%)	9 (18%)	11 (22%)	20 (40%)
Reputation Management	8 (16%)	4 (8%)	12 (24%)	7 (14%)	7 (14%)	23 (46%)

Table-8

Respondents' Perception on Skills to Learn in Communication Management

Skill Sets	Public University			Private University		
	US (N=50)	GS (N=50)	Fac (N=50)	US (N=50)	GS (N=50)	Fac (N=50)
General Communication Skills	42 (84%)	47 (94%)	46 (92%)	42 (84%)	40 (80%)	46 (92%)
Interpersonal Skills	31 (62%)	31 (62%)	28 (56%)	28 (56%)	25 (50%)	26 (52%)
Presentation Skills	25 (50%)	30 (60%)	35 (70%)	31 (62%)	20 (40%)	24 (48%)
Research Skills	23 (46%)	27 (54%)	38 (76%)	15 (30%)	21 (42%)	35 (70%)

Qualifications of Communication Management Teachers

Most respondents (80%) believed that communication management should be taught under the Faculty of Business. However, there are a number who thought that the course may also be offered under the Faculty of Communication/Media Studies (37%) and Faculty of Social Science (21%). Majority of respondents (60%) felt that it would be enough for the course teacher to have a master's degree. Some

respondents (27%) saw the need for the faculty to have a Ph.D. in terms of expertise; most respondents believed that the faculty should have expertise in business administration (82%), communication studies (73%), public relations (61%) or marketing (53%). A few respondents mentioned advertising (35%) and journalism (35%).

Table-9**Respondents' Perception on Faculties to Teach Communication Management**

Section		Public University			Private University		
		US (N=50)	GS (N=50)	Fac (N=50)	US (N=50)	GS (N=50)	Fac (N=50)
Faculty of	Business	44 (88%)	43 (86%)	46 (92%)	37 (74%)	32 (64%)	37 (74%)
	Media Studies/ Communication	17 (34%)	20 (40%)	27 (54%)	9 (18%)	9 (18%)	28 (56%)
	Humanities	3 (6%)	3 (6%)	4 (8%)	9 (18%)	1 (2%)	3 (6%)
	Social Science	3 (6%)	5 (10%)	11 (22%)	16 (32%)	14 (28%)	14 (28%)
	Education	3 (6%)	4 (8%)	1 (2%)	7 (14%)	2 (4%)	2 (4%)
Teachers' Qualification	Masters	34 (68%)	28 (56%)	31 (62%)	24 (48%)	27 (54%)	36 (72%)
	MPhil	4 (8%)	7 (14%)	15 (30%)	5 (10%)	3 (6%)	5 (10%)
	PhD	12 (24%)	15 (30%)	4 (8%)	21 (42%)	20 (40%)	9 (18%)
Teachers' Field of Expertise	Business Administration	41 (82%)	45 (90%)	48 (96%)	37 (74%)	33 (66%)	42 (84%)
	Communication Studies	32 (64%)	35 (70%)	43 (86%)	33 (66%)	36 (72%)	39 (78%)
	Marketing	31 (62%)	21 (42%)	27 (54%)	27 (54%)	28 (56%)	25 (50%)
	Public Relations	30 (60%)	31 (62%)	35 (70%)	31 (62%)	24 (48%)	32 (64%)
	Advertising	18 (36%)	17 (34%)	13 (26%)	18 (36%)	15 (30%)	24 (48%)
	Journalism	14 (28%)	17 (34%)	23 (46%)	24 (48%)	14 (28%)	12 (24%)

Teaching Approach and Learning Assessment in Communication Management

Teaching approach preference varied depending on the respondent type. As shown in Table 10, the only teaching method all respondents liked was group discussion. Public university undergraduate students (4.34) and teachers (4.34) preferred role playing as compared to their private university counterparts – undergraduates (3.32) and teachers (3.72). Private university faculty wanted projects (4.18), case

teaching (4.14) and exercises (4.12). Private university undergraduates relatively did not like oral presentations (3.52). Recitation was the least popular teaching method across the board.

Table-10

Respondents' Mean Rating on Methodology to Teach Communication Management

Methodology	Public University			Private University		
	US (N=50)	GS (N=50)	Fac (N=50)	US (N=50)	GS (N=50)	Fac (N=50)
Oral Presentation	4.34	3.96	4.34	3.52	4.02	4.38
Role Playing	4.34	3.42	4.34	3.32	3.57	3.72
Group Discussions	4.14	3.90	4.14	3.93	3.96	4.04
Debate	3.64	3.64	3.64	3.32	3.49	3.90
Project	3.62	3.62	3.62	3.56	3.38	4.18
Case Teaching	3.50	3.80	3.5	3.56	3.65	4.14
Exercises	3.34	3.44	3.34	3.583	3.99	4.12
Lecture	3.32	3.78	3.32	3.97	3.67	3.92
Recitation	2.84	2.94	2.84	2.88	3.21	2.92

Table-11

Respondents' Mean Rating on Instructional Aids to Teach Communication Management

Instructional Aids	Public University			Private University		
	US (N=50)	GS (N=50)	Fac (N=50)	US (N=50)	GS (N=50)	Fac (N=50)
Video Screenings	4.38	4.30	4.72	3.88	4.32	4.78
Powerpoints	3.86	4.02	4.18	3.80	4.02	4.18
Audio Tapes	3.58	3.60	4.26	3.09	3.85	3.70
Textbooks	3.16	3.48	3.72	3.40	3.41	3.50
Flip Charts	2.90	3.52	3.06	3.23	3.23	3.30
White Boards	2.84	3.46	2.90	3.47	3.65	3.28
Handouts	2.66	3.40	3.24	3.14	3.64	3.12

In terms of teaching aids, video screenings and powerpoints were the most preferred across respondent types. Public university faculty had some liking to audio tapes. Public university undergraduate students had some aversion towards flip charts, white boards and handouts. Respondents' most preferred external instructional resource was company visits and study tours. As compared to other respondent types, private university faculty liked guest lecturers while public university students liked field trips.

Table-12**Respondents' Mean Rating on External Instructional Resources to Teach Communication Management**

External Instructional Resources	Public University			Private University		
	US (N=50)	GS (N=50)	Fac (N=50)	US (N=50)	GS (N=50)	Fac (N=50)
Company Visits	4.44	3.72	4.52	3.71	4.10	4.32
Field Trip	4.10	4.2	3.98	3.63	3.90	3.80
Study Tour	4.08	4.26	4.02	4.07	4.10	3.70
Guest Lecturers	3.84	3.76	4.74	3.74	3.62	4.36

For assessing the learning, faculty in public and private universities expressed preference for examination, graded presentations, paper submissions and project submissions. Undergraduate students, on the other hand, least liked quizzes, examinations and graded recitations. Private university graduate students favored graded presentation, paper submission and project submission.

Table-13**Respondents' Mean Rating on Assessment Methods in Teaching Communication Management**

Assessment Methods	Public University			Private University		
	US (N=50)	GS (N=50)	Fac (N=50)	US (N=50)	GS (N=50)	Fac (N=50)
Graded Presentation	3.84	3.82	4.36	3.74	4.10	4.46
Project Submission	3.80	3.86	4.72	3.88	4.02	4.42
Quizzes	3.48	3.74	3.74	3.56	3.54	3.96
Paper Submission	3.30	3.60	4.44	3.75	4.05	4.04
Examinations	3.12	3.80	4.28	3.44	3.66	4.0
Graded Recitation	2.96	3.16	3.60	3.60	3.63	3.36

Summary, Conclusion and Recommendations

In summary, respondents understood communication management to have a knowledge and skill element. However, they associated communication management more with the knowledge element. It should be noted that respondents did not mention any ability and personal attribute element of communication management. Just like Professor Islam (2014) expressed in his email to IAMCR, respondents overwhelmingly believed that communication management must be taught at the undergraduate level as a core course and the topics to be covered should be more knowledge-based. One explanation for this is that the current business communication course already addresses many communication skills required by industry.

Most of the respondents also believed that the communication management course should likewise be taught under the Faculty of Business. Faculty members should have a master's degree with expertise in business administration, communication studies, public relations or marketing. The way communication management should be taught and assessment the student learning depend on the learning context – whether public or private university, whether graduate or undergraduate level.

In conclusion, the study supports the argument that students and teachers of business schools in Bangladesh are more accepting of the inclusion of communication management in their curriculum. With this inclusion, the business curriculum would address many of the demands of industry vis-à-vis graduate competence with the exception of ability and personal attribute elements of communication management. Respondents are mindful that through the communication management course the business curriculum becomes more relevant to industry and that the communication competence of business graduates would improve.

It is recommended that business schools: (1) integrate in their curriculum a core course on communication management which focuses on knowledge elements; (2) rethink the course on business communication to check which skill elements required by industry it addresses; and (3) review the overall business curriculum given that the ability and personal attribute elements of communication management have not yet been covered. Since the current study's scope is rather limited, more research should be made to include a more complete picture of the business curriculum, university-industry collaborations and a greater number of respondents. More importantly, a study should be done on university administrators and owners regarding their attitude towards inclusion of communication management in business school curriculum.

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