

Role of Effective Communications for Enhancing Leadership and Entrepreneurial Skills in University Students

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Abstract

In this fast paced environment where the interaction of individuals with other individuals has become very important, we most certainly feel the need for good communication skills. It has been observed that the English language today holds a vital importance for an individual's success in the academic area. Most of the course books are designed in the English language as it is now considered to be an international language, used all over the world. Effective communication means two way communications. It plays a vital role in the development of Leadership and Entrepreneurial skills in students. The four primary skills which are: reading, writing, listening and speaking are studied in unison to enhance the inner potentials of the students, e.g. they listen to the lectures, they speak in class room discussions, they read notes and write to give expression to their thoughts. Let's say if we take the speaking skills alone, we will observe that a student who is good in expressing himself has a fairly better chance to succeed in his academic and professional career; he displays a self confidence which is not the forte of his peer, who may be weak in their spoken expression. This quality comes through his command over the English language. Self confidence leads to the development of the leadership and entrepreneurial qualities, because leaders and entrepreneurs display the quality to execute plans, they are good human resource managers and are able to take their team forward in the right direction to achieve goals. It is not necessary for the leader and entrepreneur to lead from the front, but they may lead from the back giving full credit to the team members for doing their part in accomplishing a project. The team leader is able to express himself clearly with his team members, he is able to listen to their problems with compassion and is able to make logical decisions in favor of his team as well as his project.

Key words: Effective communication, oral communication, Leadership and Entrepreneurial skills, reading skill, writing skill, listening skill, speaking skill

1. Introduction

Keeping in view the importance of communication, leadership and entrepreneurial skills which are focusing all four skills and their integration with each others, this study reveals how communication, leadership and entrepreneurial skills can not be separated from each other if we wish to develop the full potentials of an individual so that he is successful in his academic and professional life. The approach for this study is collecting data from various students and Teachers in universities. The said approach measures the most frequently used skill among the students then it also analyzes which skill can be more effective for the development of leadership qualities. We in an entirety require verbal communication to exchange thoughts, feelings, and opinions. A human being who has an excellent expression would be able to become a good manager; the use of appropriate words at the appropriate time is the key to becoming a first class leader. People would pay attention to such a person who is lucid in his expressions and would willingly follow his lead, thus their work efficiency would be enhanced as they would be fully confident of what they are doing. A leader is one who acquires the job completed by his group without making them feel as subordinates. He is open to suggestions and good ideas from his team members.

(Harish Shukla, Jan 2005, Communication ability and Leadership, Language in India, <http://www.languageinindia.com>) A comparison here of “The Manager” and “The Leader” is drawn to highlight the difference between the two: the manager gives attention to on coordination and structure; the leader concentrates on community, the manager imitates; the leader innovates, the manager acknowledges the status quo; the leader tests it, the manager’s eye is on the bottom line; the leader’s eye is on the perspective, the manager performs tasks right; the leader executes the right tasks. Thus coming to the conclusion that the leader has more qualities to his credit than the manager, however both have their importance in the organization, a leader sometimes has to become a manager and a manager sometimes has to put on the robe of the leader. The bottom line is that the task should be accomplished on time and that the quality is not compromised. (Devid Clutterbuck, Sheila Hirst 2002) There is no doubt that leaders are usually charismatic figures who control respect. Charisma and respect, however, are not incredible leaders have: they are effects that people feel about leaders. They are determined by what leaders perform.

The educational institutions are recognizing their liability to provide a useful and relevant learning experience. Replying to external pressures, educational institutions around the world have started to change the way they operate (Clark 2004: 1). Entrepreneurialism is not (anymore) a concept foreign to academic world. There is an increasing interest in co-operating with businesses and industry often leading to the input of private funding to public universities. Like corporations, universities broaden your horizons. Many educational institutions have broadened their mission (beyond education and research) to include outreach actions such as community service and knowledge transfer in the form of follow-ups incubators or enterprises. Although the inspiration of intellectual activity in students through communication of theoretical knowledge and the development of knowledge through research are still important, other aspects are gaining importance such as provision for practical skills and applied knowledge and the direct and indirect contribution of universities to knowledge economies. Providing employability and entrepreneurship skills is a logical progression from this development. A 2003 European University Association survey of heads of European universities disclose that 90% regard the future employability of their graduates as important and 56% as very important aspect impacting on the design of university curricula. As entrepreneurship generates employment, it is not only essentially linked but may also be seen as a special form of employability (Moreland 2004).

As it is observed that various investigations inquiring graduates, managers, and teachers exhibit effective communication as one of the most vital areas which requires development among workers and graduates (Maes, Weldy, & Icenogle, 1997; Morreale, Osborn, & Pearson, 2000; Holly J. Payne, 2005). It is generally considered that managers (Human Resource) from 500 corporations consisting listening, speaking, group contribution, and iteration of information as most significant for business students in the 21st century (Porterfield & Forde, 2001; Holly J. Payne, 2005). On the other hand, several of studies describe the significance of interaction (communication); a few show the importance of communication skill, which goes ahead of social skills by containing affective, cognitive, and behavioral essentials. Communication capabilities largely portray the notion that one has of a communicator who has interaction objectives at both a suitable and useful level (Spitzberg & Cupach, 1984; Holly J. Payne, 2005). It obvious in a previous study that concept of capability continues to depend on Spitzberg and Cupach's (1984): Holly J. Payne, 2005) real criteria: suitability and efficiency. While Jablin and Sias give the definition of (2001): Holly J. Payne, 2005) capability like the set of skills, hereafter, named resources, which a communicator has accessible for utilization in the communication process (p. 125). It is tactical, direct and goal-oriented ability for competence focusing information, comprehension and skill.

The force of communication competence, inspiration, and cognitive skills was observed by Penley, Alexander, Jernigan, & Henwood (1991): Holly J. Payne, 2005) on managerial performance. It shows that senior managers had good verbal communication skills and lesser communication nervousness; however, they did not have more social cognitive skill. The pre-competence stage in communication skill can be observed as while a trainee to an organization "has not yet developed the capacities essential to communicate proficiently in a meticulous surroundings" (Jablin & Sias, 2001, p. 828): Holly J. Payne, 2005), and verge capability is accomplished when a worker finally have basic communication qualifications for his/her defined job description. This approach considers that through the filtering process, socialization, and training in the company, most employees achieve the said level. The study depicts that the capable communicator have firm motivations, knowledge, and skills. Motivation is often linked with one's keenness to approach or avoid interaction with community around. Motives are frequently connected to objectives such as self-presentation, relational, and instrumental goals (Berger, 1997; Cody, Greene, Marston, Baaske, O'Hair, & Schneider, 1986): Holly J. Payne, 2005).

Generally communication inspiration research lies within a feature, nervousness framework such as communication hesitation or shyness (Richmond & McCroskey, 1992) Richmond and Roach (1992): Holly J. Payne, 2005) It is found that workers with higher communication apprehension are supposed as less industrious and less likely to attain, and have less job satisfaction than those with low communication anxiety". Penley et al. (1991): Holly J. Payne, 2005) found, senior managers had lesser public anxiety, interpersonal apprehension, and nonverbal nervousness. Effective competence exhibits how to interact and knowing what is suitable and useful within the given context. By this it came to be known that the real transmission of communication and cuffs of command, as well as identifying organizational principles for communication. Obviously it is really observed that a lot of skill measures valve related variables, which can be described such as other-orientation, social apprehension, clarity, and communication management. At the same time as other skill moves toward focus on psychomotor ability--one's skill how to speak, hears, see, and nonverbally convey messages in a given circumstances (Parks, 1994): Holly J. Payne, 2005).

While one the four skills (i.e. Reading, Writing, Listening and Speaking) that is listening, it entails cognitive and behavioral progressions in gaining information (Bostrom, 1996). In a study, Haas and Arnold (1995) asked employees to speak about proficient communicators, and got that one third of employees' descriptors were listening-related. Sypher et al. (1989): Holly J. Payne, 2005), found relations between listening skill and job intensity, and listening skill and rising (upward) mobility. Mostly, researchers learn listening balancing with similar constructs such as empathy and attentiveness (Monge et al., 1982; Wiemann, 1977). Wiemann (1977): Holly J. Payne, 2005) described empathy as the capability to respond affect exhibits, send verbal feedbacks presenting sympathetic and thoughts for others, and keenly listen. Another, more parsimonious conceptualization was provided by Martin and Rubin (1994): Holly J. Payne, 2005) they all define empathy as a person's capability to feel with others. Listening and understanding are ways of being an thoughtful communicator (Cegela, 1981): Holly J. Payne, 2005) or other-oriented.

2. Methodology

The study was conducted using quantitative research methods. The data was collected by two different questionnaires; first was related to entrepreneurship and second was related to leadership and students' general responsibilities and integrity. For entrepreneurship: a self-rated questionnaire was utilized to collect the data. The sample size was ranging from 50 – 60 and five point likert scale methodology was used. The questionnaire had 25 questions. We distributed 50 these questionnaire among different universities. These questionnaires were filled by businessmen, faculty members (computer science faculty, electrical engineering faculty) at different universities and students mostly from the Managements Sciences departments.

The division was as follows

- 10 businessmen
- 20 by faculty members
- 15 by students of MBA
- 5 by BBA students

2.2. Data Analysis

The following questions were asked and analyzed:

- Entrepreneurial education is important for university or higher education students.
- Communication skills are important for developing entrepreneurial skills
- Entrepreneurship is the solution of unemployment
- Good communication skills are important for university students for being good entrepreneurs.
- Entrepreneurship should be offered as a proper subject in universities.
- Entrepreneurial education is important for economic system of a country
- There should be development of entrepreneurial faculty and staff at universities.
- Internships in universities are necessary for developing entrepreneurial skills in university students.
- It is necessary to establish entrepreneurial institution in under developed countries for the development of the country.
- Pakistan Government is supporting entrepreneurship.
- By the help of communication skills an entrepreneur begin to build a relationship with this community.
- University students should prefer to be entrepreneurs (start their own business).
- Entrepreneurship and university students are good combination for Pakistan welfare.
- Scope of entrepreneurship is high in Pakistan.
- Communication skills are important to compete in market as an entrepreneur.
- Taking risk is very common in entrepreneurship; it is favorable to take risk while being an entrepreneur.

- The teachers should be trained for entrepreneurial skills.
- Entrepreneurship in Pakistan is favorable for its economy as there is high rate of unemployment.
- University should give internships to university students regarding entrepreneurship.
- People start their own business to identify an opportunity in market.
- Entrepreneurship is very important in universities.
- It is necessary to have a proper training of entrepreneurship before starting business.
- People refrain from being entrepreneurs because of fear of risk and loss.
- Government is not providing enough financial services for young entrepreneurs.
- Young entrepreneurs have many obstacles as compare to experience ones.

It was made on the format of a typical five-point Likert scale,

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly disagree

In question No. 1, our key objective while working on the questionnaire was to know the importance of entrepreneurial education in university students. The results match with our objective that 50% people agree to it and 34% strongly agree. Therefore the Entrepreneurial education is very important for university or higher education students.

Question No. 2, as it was one of major findings that communication skills are very important for developing entrepreneurial skills, thus the result from our primary data is in the same direction as 50% of the faculty members and students strongly agree to it and 34% agree to this fact.

Question No. 3, In the course of doing the research project we found out that 28% people agree and 22% people strongly agree that entrepreneurship is the solution of unemployment whereas 40% people gives the neutral opinion but on the whole 48% people agree so the entrepreneurship is very important and is one of the solutions to the issue of unemployment.

Question No. 4, The percentage of 42 of strongly agreeing and 42 of agreeing clearly indicates and verifies the fact that good communication skills are important for university students for being good entrepreneurs as it was our hypothesis is in the research.

Question No. 5, It is very important part of the primary data(questionnaire) we collected that entrepreneurship should be offered as a proper subject in universities and it was one of our main points, thus the result matches with the required data as 47% people strongly agree with it and 36% agree with it.

Question No. 6, the 32% people strongly agreeing and 40% agreeing to the fact that entrepreneurial education is important for economic system of a country was just as anticipated by us in the course of our research and is according to expectations and objectives.

Question No. 7, 38% people strongly agree and 40% people agree which clearly verifies the objective of research that there should be development of entrepreneurial faculty and staff at universities.

Question No. 8, The results of our primary data matches with the intended result that internships are necessary for developing entrepreneurial skills in university students, as it is 32% of strongly agreeing and 30% agreeing.

Question No. 9, as 34% people strongly agree and 44% agree to the fact that it is necessary to establish entrepreneurial institutions in underdeveloped countries for development of the country clearly states the objectives of research to be valid.

Question No. 10, as 42% people disagree with the fact that Pakistan Government is supporting entrepreneurship, it is concluded that the Government is not supporting which is its duty and this is causing damage to our economy.

Question No. 11, as 38% people strongly agree with this idea, 32% agree and 22% people are neutral, this shows that a majority of people agrees that communication skills help to built a relation with community .There is a very small percentage of people that is only 4 percent who disagree and only 4 percent strongly disagree which shows that majority of the people agree with the statement and hence by the help of communication skills entrepreneurs shall begin to built a relation with the community.

Question No. 12, as we can see in the pie diagram that 44 percent that is the majority of the people are neutral in this regard, that means they are not sure but on the other hand 20 percent people strongly agree with it and 24 percent agree so the conclusion is that university students should prefer to be entrepreneurs.

Question No. 13, the majority of people agree i.e 30% and 22% people strongly agree which makes an overall %age of 52%but many people are neutral in this regard. So the conclusion is to some rather to a greater extent entrepreneurship and university students are a good combination for Pakistan's welfare.

Question No. 14, as the pie diagram shows that the majority of the people are neutral in this matter so the conclusion is scope of entrepreneurship is not so high in Pakistan, it is rather medium.

Question No. 15, Most of the people i.e 40 percent agrees with this statement and 38 percent of the people strongly disagree with it which means that communication skills are really very important to compete in market as an entrepreneur.

Question No. 16, most of the people agree with that idea as 42 percent strongly agree with it and 34 percent agree with it which concludes that it is favorable to take risk. Though taking risk is not that appealing still at times risk has to be taken because it is an important tool for entrepreneurship.

Question No. 17, most of the people i.e 52 percent straight away agree with this statement and 28 percent of people agree with it so the conclusion is that the teachers should be trained for entrepreneurial skills.

Question No. 18, most people agree with this statement as 36percent strongly agrees with it and 36 percent agree with the statement thus the conclusion is entrepreneurship in Pakistan is favorable for its economy as there is high rate of unemployment.

Question No. 19, the 38% of the people strongly agree with that statement and 30 percent of people agree to it so the conclusion is that the universities should give internships to university students regarding entrepreneurship.

Question No. 20, major number of the people think that is 32 percent agree with that statement and a great amount of people that are 28 percent strongly agree with the statement so the conclusion is that most of the people start their own business to identify an opportunity in market and only a few don't.

Question No. 21, as here 34%of the people strongly agree so the fact is absolutely clear that entrepreneurship is very important in the universities. However 28% people are neutral which shows that most of the people are unaware of the importance of entrepreneurship.

Question No. 22, 50% of the people are strongly agreed so this shows that it is necessary to have a proper training of entrepreneurship before starting a business and this was what our main objective was that university students should be well trained so they are able to establish themselves.

Question No. 23, 38% of people strongly agree that people refrain from being entrepreneurs because of fear of risk and loss, on the other hand 24%of people strongly agree on this so this shows that people are ready to start their own business and become entrepreneurs but they fear the risk of loss.

Question No. 24, 38% of people strongly agree that government is not providing enough financial services for young entrepreneurs so our project illuminates this aspect that government is not taking interest in entrepreneurial sector but they should because this is really necessary for our economy

Question No. 25, 34% of people strongly agree that young entrepreneurs have many obstacles as compared to experienced ones. So we should provide such an environment in our educational institutions that enable the young entrepreneurs to be confident and achieve their goals easily without any hurdles.

3. Second Questionnaire

The second questionnaire contains the faculty members of various departments (population) of four Pakistani universities (Quaid-e-Azam University, Islamabad, National University of Modern Languages, Islamabad, Allama Iqbal Open University, Islamabad and COMSATS Institute of Information Technology, Islamabad). A questionnaire was designed to collect the data from a sample of 100 faculty members who evaluated the university students with reference to their previous teaching experience. Therefore, infact it was primary data that was collected through a questionnaire.

3.1 Instrument

The following questions were asked from faculty members in Part A of the second Questionnaire to show the performance of their students in classroom environment for: developing practical and realistic class projects

during their sessions, accepting responsibility for their behavior during the class, performing tasks completely and effectively, using proper time management techniques, accepting and utilize suggestions to improve performance, demonstrating good communication skills, demonstrating good interpersonal skills, demonstrating positive leadership qualities, displaying integrity in all areas of human relationships, planning effectively and present programs(Special project and others), analyzing problems and arriving at appropriate solutions. The five point Likert Scale was applied through SPSS to analyze five levels of students performances (Poor, Below Average, Satisfactory or Average, Good and Exellent) In Part B, they were asked to rank according to their preference, which skill can develop leadership qualities most effectively in university students? (Listening, Speaking, Reading or Writing). Then it asked that is leadership an inborn quality. (Yes or No)

3.2 Data Analysis

Part-A (Questionnaire)

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded(a)	0	.0
	Total	100	100.0

A List wise deletion; based on all variables in the procedure.

3.3 Reliability Statistics

In Part A of the questionnaire; 11 questions were asked from faculty members of different universities about their students. Reliability Statistics were applied through SPSS on all these necessary 11questions to check Cronbach's Alpha, which was found to be 0.902. (as it should be 1, so found result is very near to this value)

Cronbach's Alpha	N of Items
.902	11

In each question like: Developing practical and realistic project; both male and female faculty members were involved out a 100 sample. In all below mentioned tables the data was collected from both male and female faculty members and tables show the distribution of both separately.

Developing practical and realistic project

		developing practical and realistic project					Total
		poor	below average	satisfactory or average	good	excellent	
Male		0	11	29	14	2	56
Female		2	4	27	7	4	44
Total		2	15	56	21	6	100

Accepting responsibility for their behavior during the class

		accepting responsibility for their behavior during the class					Total
		poor	below average	satisfactory or average	good	excellent	
Male		0	5	38	9	4	56
Female		2	6	22	13	1	44
Total		2	11	60	22	5	100

Performing tasks completely and effectively

		Performing tasks completely and effectively.					Total
		poor	below average	satisfactory or average	good	excellent	
Male		1	9	32	8	6	56
Female		2	8	27	3	4	44
Total		3	17	59	11	10	100

Using proper time management techniques.

		Using proper time management techniques.					
		poor	below average	satisfactory or average	good	excellent	Total
Male		1	11	27	15	2	56
Female		1	8	23	8	4	44
Total		2	19	50	23	6	100

Accepting and utilizing suggestions to improve performance.

		Accepting and utilizing suggestions to improve performance.					
		poor	below average	satisfactory or average	good	excellent	Total
Male		0	15	27	13	1	56
Female		1	9	23	7	4	44
Total		1	24	50	20	5	100

Demonstrating good communication skills

		Demonstrating good communication skills					
		poor	below average	satisfactory or average	good	excellent	Total
Male		1	9	32	11	3	56
Female		1	7	29	4	3	44
Total		2	16	61	15	6	100

Demonstrating good interpersonal skills

		Demonstrating good interpersonal skills					
		poor	below average	satisfactory or average	good	excellent	Total
Male		0	8	30	16	2	56
Female		2	4	28	8	2	44
Total		2	12	58	24	4	100

Demonstrating positive leadership qualities

		Demonstrating positive leadership qualities					
		poor	below average	satisfactory or average	good	excellent	Total
Male		1	11	26	14	4	56
Female		1	6	26	8	3	44
Total		2	17	52	22	7	100

Displaying integrity in all areas of human relationships

		Displaying integrity in all areas of human relationships					
		poor	below average	satisfactory or average	good	excellent	Total
Male		0	11	28	15	2	56
Female		2	6	27	8	1	44
Total		2	17	55	23	3	100

Planning effectively and presenting programs

		Planning Effectively and presenting programs					
		poor	below average	satisfactory or average	good	excellent	Total
Male		0	10	31	10	5	56
Female		1	7	27	8	1	44
Total		1	17	58	18	6	100

Analyzing problems and arriving at appropriate solutions

	Analyzing problems and arriving at appropriate solutions.					Total
	poor	below average	satisfactory or average	good	excellent	
Male	0	8	30	15	3	56
Female	2	8	28	5	1	44
Total	2	16	58	20	4	100

In **Part B** of the questionnaire, the faculty members were asked to rank according to their preference, which skill can develop leadership and entrepreneurial qualities most effectively in university students? (Listening, Speaking, Reading or Writing).

Listening Skill	30
Speaking Skill	59
Reading Skill	9
Writing Skill	2
Total(Sample size)	100

In another question, they were asked, “Are leadership and Entrepreneurship inborn?” quality (in Yes or No format)

Yes	72
No	28
Total(Sample size)	100

4. Conclusion

In first questionnaire, it was concluded that communication skills are found to be very vital for entrepreneurial skills as well as education and setting a place in market and thus make an entrepreneur develop relation with his community. The basic need for interaction cannot be accomplished without effective communication between individuals but people often neglect the significance of the four communication skills that should be developed in any entrepreneurial setting. These skills are already innate in us but it depends upon our own volition on what to do with these skills. The right amount of confidence when each skill is used is needed so that one can have a smooth sailing flow of business. The most important trait of the entrepreneurially-minded business students is the way they communicate, the way they convey their message. So for this purpose most of the universities have to work for developing better communication skills which will act as the base for the entrepreneurial skills. Entrepreneurship itself has its significance and for that it should be given more attention from the authorities as to make it a proper subject in universities while the teachers should be trained for teaching it. Proper entrepreneurship education at the educational institutions level is fairly young so internships should be offered to university students in order to make them better entrepreneurs of the future and make Pakistan stand out in the world. Entrepreneurial education can make good young entrepreneurs and thus help in strengthening the economy of the country. Government of Pakistan is not supporting it the way it should and giving no financial services for entrepreneurial education.

People strongly agreed to all the above mentioned points that were there in the questionnaire thus voicing our aimed results through their opinions. However it is the concluding part of enhancing students' skills, self-confidence, and philosophy and performing in a confident, self-governing and pro-active way that has the most worth and guarantee for Higher Education and Built Environment Education in meticulous. The tests in front of us in terms of creating high quality, sustainable living surroundings we need young generation who are innovative and enterprising. Such individuals show a desire for setting objectives, achieving those objectives through their own efforts, solving problems, having their own unique way of communicating to people, the negotiation ability and receiving feedback on how well they accomplished their tasks. Thus it can be concluded that Entrepreneurial education has become very important rather compulsory at university level. Along with the education of entrepreneurship, the skills regarding the subject must be instilled in the students. Communications skills are very important for developing entrepreneurial skills in students at university level. The Government should take better steps in order to strengthen the economy of the country as entrepreneurship is one of the solutions for a problem like redundancy or unemployment. In second questionnaire, part A of the data analyses the results found from questions; to show the performance of their students in classroom environment for: developing practical and realistic class projects during their sessions, accepting responsibility for their behavior during the class, performing tasks completely and effectively, using proper time management techniques, accepting and utilize suggestions to improve performance,

demonstrating good communication skills, demonstrating good interpersonal skills, demonstrating positive leadership qualities, displaying integrity in all areas of human relationships, planning effectively and present programs (Special project and others), analyzing problems and arriving at appropriate solutions. The five point Likert Scale was applied through SPSS to analyze five levels of students' performances (Poor, Below Average, Satisfactory or Average, Good and Excellent). In graphical display, the bar for Satisfactory or Average is very prominent. The all questions are related to effective communication and they play vital role for development of leadership skills in universities' students. But results show that the students do not perform the tasks effectively, their performance is satisfactory or average. Hence, there is a crucial need to work on all these areas for the betterment of standard Education in universities. In Part B, they were asked to rank according to their preference, which skill can develop leadership qualities most effectively in university students? (Listening, Speaking, Reading or Writing). According to the results, out of 100 faculty members, 59 marked that Speaking skill can develop leadership qualities most effectively, and then 30 marked for Listening skill, 9 marked for Reading Skill and only 2 marked for Writing skill. Then it asked, "Is leadership an inborn quality?" (Yes or No); 72 faculty members marked 'Yes' and 28 marked No. Those who marked No they mostly gave the reason that it could be polished through trainings etc. So, it is analyzed that for development of leadership qualities; speaking skill is the most important. It is the one of effective communication skills which can develop the leadership qualities efficiently.

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