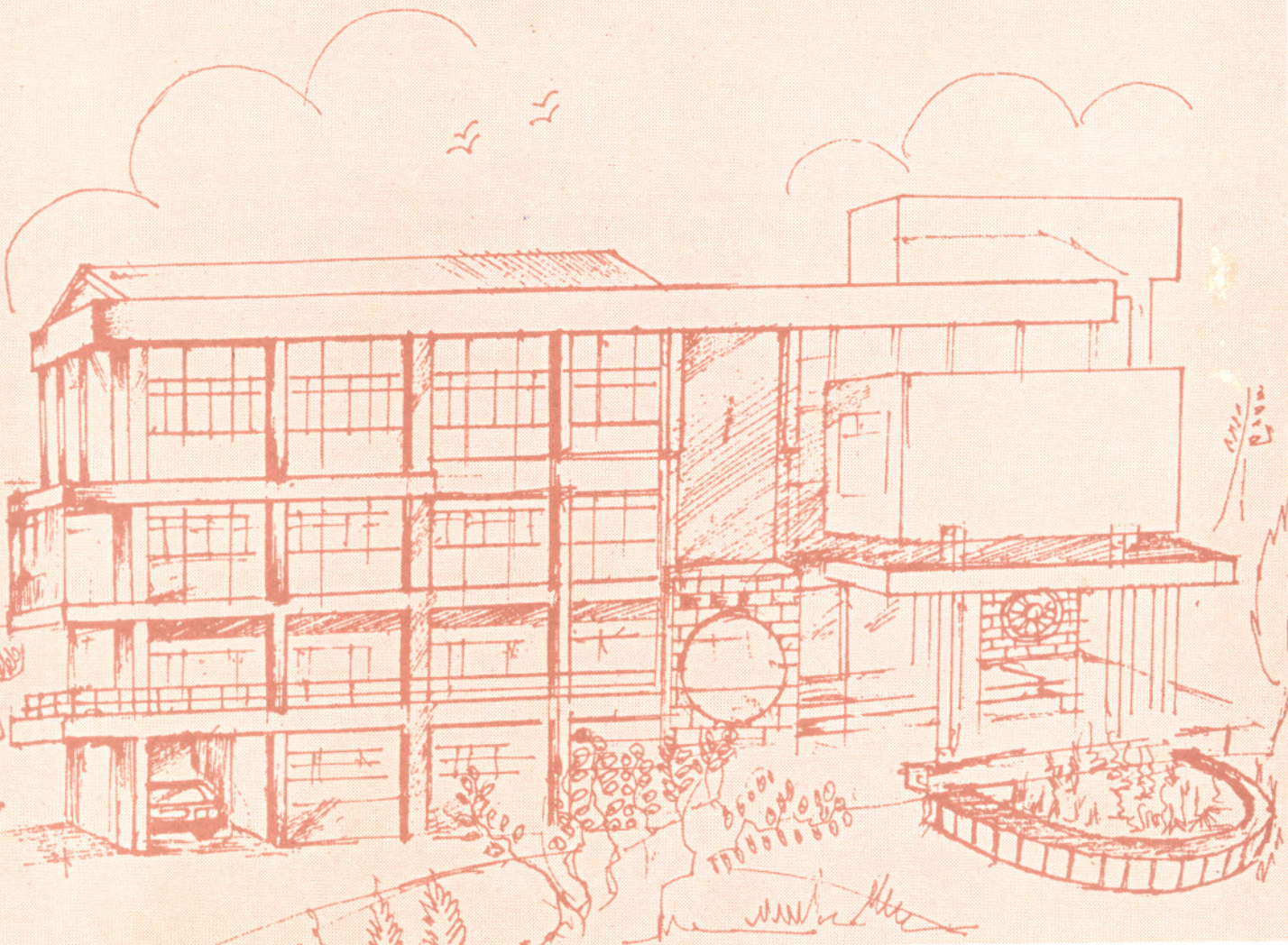No. 46

Working Paper Series

Integrating Communication into the Restructured Programme

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TAPMI

**Integrating Communication into the Restructured Programme at the
T.A. Pai Management Institute (TAPMI)**

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I. The current approach to Management Communication

The dialogue for a new look at the Management Communication programme in Business schools in India has been going on for several years now. A recent point of reference is the National Seminar on Teaching Business Communication at Indian Business Schools held at the Indian Institute of Management (IIM), Ahmedabad on March 16 and 17, 2001. The seminar brought to the forefront several practicing educators, who shared their thoughts, opinions and concerns about communication courses in Indian Business schools. Several papers were presented at this seminar on the need to change the existing approach to communication instruction and the necessity to adapt the curriculum to changing industry and organizational requirements. One very interesting study also provided data on what aspects of communication are rated highly by practicing managers in specific contexts.

The need for a new role for communication

Traditionally Communication courses in Indian Business schools have been limited to writing business letters, preparing reports/proposals, making presentations and speaking with clarity. As students of Management at premier B-schools are selected with care, it is assumed that they will not have trouble in these areas. Apart from the fact that the assumption itself is questionable, underestimating and limiting the scope of communication has a crippling effect on the holistic approach that Management education otherwise purports to take. Every presenter who speaks

1

well does not necessarily get his/her message home—the ability to share domain knowledge and connect with one's audience is a rare quality and can be nurtured and developed with awareness and practice.

Perhaps the rigidity of courses and curriculum in traditional schools (I refer here to university systems in India) is in the way of a clear perception of the multi-faceted, varied role of communication today. Managers and organizational leaders have long since admitted that having effective communication skills makes a person acceptable and eases the climb up the corporate ladder. Yet Communication is often treated casually and ignored by the student community as being merely a soft skill that is easily acquired. What is required is a made-to-order, flexible communication package/module suited to the specific needs of the MBA aspirants. Communication is of even greater significance today with the growing need for effective communicators in the management sector. The role of the multiple-hat-totting, stakeholder-satisfying manager is far more complex now and the necessity to develop communicative competence to cater/adapt to changing contemporary trends requires more urgent attention in the present context. Attempting to move beyond traditional communication courses, at TAPMI, Manipal, Karnataka [India] we have tried to create interactive and integrated modules of communication that blend in with Management education.

The proposed paper deals with the integration of Business Communication with the core areas of the curriculum in the first year of the Post Graduate Programme in Management at TAPMI and also explores briefly new possibilities bringing in the broader aspects of developing Communicative Competence.
Until recently stand-alone communication courses were the norm in TAPMI as in most Business schools in India:

"Stand-alone communication courses are still the dominant model in both Indian and US schools. All communication courses are taught separately and not integrated into the main course curriculum in a formal manner by communication faculty working alongside with the rest of the faculty."

[Rajadhyaksha 51]

Recognizing the need to develop a new model for communication at TAPMI, we have integrated communication with the themes of the restructured Post Graduate Programme in Management.

II. The restructured Post Graduate Programme in Management

To quote from the internal circulation copy of the document **The new PGDM of TAPMI**: "TAPMI has been exploring… ways of nurturing wealth creators. It has conducted a series of internal workshops and external consultations with reputed academics and industry leaders on a suitable curriculum." This process culminated in the introduction of the restructured programme in Management education beginning June 2004. The students who joined TAPMI in June 2004 are pursuing the restructured programme and will complete the first year of instruction in April 2005. The Post Graduate Diploma in Management (PGDM) at TAPMI is a rigorous 2-year programme. The entire programme is divided into ten themes spread over the two years.

The rationale of the restructured programme is expressed succinctly in the document **The new PGDM of TAPMI**:

The underlying thread of the curriculum is the transformation of a student from a raw and eager input into a person with a long term potential for a successful managerial career in line with the revised mission of TAPMI:

"We are committed to excellence in management education, research and practice by nurturing and developing global wealth creators and leaders. We shall

continually benchmark ourselves against the best-in-class institutions. We shall foster continuous learning and reflection, achievement-orientation, creative interdependence, and respect for diversity with a holistic concern for ethics, environment and the society."

"We have structured this transformation into successive themes. Each theme has a set of activities/courses which a student would undergo. The duration, pedagogy and evaluation are tailored to the nature of each theme. We have broken away from many a convention to facilitate this process."

[The new PGDM of TAPMI p.1]

The duration of each theme was decided based on the required learning components envisioned for it. For instance, the first theme lasted for four weeks and was planned as an initiation to the programme. During this period the new batch of 139 students covered 14 modules taught by thirteen professors. On an average there were four to five seventy-minute sessions, six days a week in this theme. Workshops were planned for three hours or more, depending on the need and availability of time and for simulations/games half a day, one day or several days: depending on the purpose and the structure/plan of the game itself.

The delivery system at TAPMI is interactive and has a participatory orientation. The pedagogy includes long and short term projects undertaken by students, presentations by students and faculty members, case discussions, surveys carried out by students, games and simulation activities, in-class exercises, group activities (in class and post-class), workshops, etc. The faculty members are free to choose the pedagogy that is most suited to the teaching-learning process in the specific context of the module/session they are pursuing. Every classroom is

equipped with the infrastructure necessary for delivering a lecture or holding a case discussion session. Apart from lectures by the core faculty members, there are guest lectures by special invitees who address students and faculty members also. Many of the speakers are practitioners from the real world of Management. Interactions with them add value to the academic sphere and help to ground the students' perspectives in reality.

In keeping with the long term goal of the new programme the Communication modules in the new PGDM aim at preparing the students for corporate interactions, decision-making, negotiation, etc. It is now widely accepted that in order to climb up the corporate ladder domain knowledge alone does not suffice: one needs to be adept at communication.

The teaching of Management Communication has been blended with the themes. It is in the evolutionary stage and the focus (for the Communication faculty) is on bringing about a co-ordination between the rigorous Business curriculum of the programme and the need to ensure that the managers we shape are also excellent communicators who would be well prepared and groomed to take on the business world.

The restructured programme was operationalized in June 2004 with the 2004-06 batch of PGDM students. According to the plan, the present curriculum design has courses aligned with the themes identified to prepare students to face the organizational world and by the end of the second year a holistic view of the role of the "Complete Manager" is expected.

The academic calendar for the first year of the Post Graduate Programme [PGP-I] is divided into six themes.

For the first year of studies the themes are as follows:

Theme 1: Personal Competency
Theme 2: Individuals and Roles

Theme 3: Firms and Markets

Theme 4: MIP Phase 1 and Outbound programme

Theme 5: The Firm and its Functions

Theme 6: The Firm's Performance

The first four themes were concluded according to the plan and we are now pursuing the fifth

theme, which ends on February12, 2005.

For the second year of studies, PGP-II, the themes are as follows:

Theme 7: Managerial & Leadership Role

Theme 8: The Firm's Context

Theme 9: Professional Competence

Theme 10: The Complete Manager

A brief overview of the selection process:

The demand for admission to the PGDM at premier institutes is very high in India. On an

average TAPMI receives ten thousand applications every year for just 140 seats. The first round

of elimination is based on the Common Admission Test (CAT) score. The highly reputed Indian

Institutes of Management (IIM) in India conduct this test. Only a thousand applicants are finally

selected (on the basis of their CAT scores) and called for the on campus tests and interviews. The

candidates invited to participate in the selection process plan to stay at Manipal for at least two

days, although in several cases one day takes care of our needs. The grading of the application

itself is based on general academic performance and work experience. Apart from that the

selection process is based on several rounds of tests:

- Group discussion
- Written ability assessment
- Extempore speech
- Psychometric test

- Faculty panel interview
- Director's panel interview

The faculty panel interviews are conducted by the faculty of TAPMI, special invitees from the alumni and business leaders from the community. The alumni and the business leaders from the community are also stake holders as many of them are recruiters of TAPMI students at the end of the PGDM. The process is exhaustive and continues for ten days; the panel members are changed every day and approximately one hundred students are interviewed during each day. Only the director's panel is constant and views every student [taking note of the scores in the tests and the faculty panel interview] in the last round before he/she is accepted or rejected. Within a week the results are displayed on the website and letters are issued to the applicants.

IV. Developing Communicative Competence

The applicants for the PGDM hail from all parts of India and majority of them are from engineering backgrounds (Please refer to Annexure 1 for a profile of our students in PGP-I).

We often come across students who have good domain knowledge (academically sound) but lack good communication skills. The challenge in India is that the business sector carries out all its tasks in English and especially with the Multi-National companies entering the corporate scene, the need for candidates with subject expertise who have communicative competence has increased greatly. The Communication modules have been planned specifically with this growing requirement in view.

The intent of the communication modules is not so much to create a separate niche for the subject as to align with the themes in a manner such that the students realize the integrated role of communication in their journey towards becoming a complete manager. It is also conveyed to them early in the year that clarity of thought and expression is valued over literary language,

however beautiful it might be. Purposive communication is the focal point and developing communicative competence is the major thrust.

While the attempt to change the perception of students towards Communication courses has been receiving positive responses, the integration undertaken is just a step in the perceived right direction while opening up possibilities for deeper exploration. A study of the Indian Manager's perspective of the aim of communication courses revealed that the focus should be on improving listening skills, using effective interpersonal skills, and giving individual oral presentations. [Rajadhyaksha 54]. These areas have been emphasized in the communication modules. The challenge has been to impart these skills in a manner that the student perceives as being a part of serious management education. Communication is far more than mere ease with language: bringing home this realization and moving communication to the core from the periphery is the aim of the ongoing exercise at TAPMI. We have tried to convey that communication is not an isolated event of sending and receiving messages, but "every communication event needs to be examined as part of its communication context," [Adler and Elmhorst 12]. In this process as facilitators we have integrated Communication in the network of management curriculum for effectiveness and differentiated the intent in terms of specific contexts.

In the maze of subjects that a Management student has to master Communication is often given the backseat. The Communication modules are appreciated much more if the role of communication is seen as central to the Management education and given the attention that it deserves. Indeed, communication is not merely an exchange: it is an attempt to reach an understanding. [Habermas 276] Since effective business communication cannot take place

without this purposive and inclusive stance, communication remains at the heart of every successful enterprise. This is the message we have tried to convey to our students.

V. Integrating Communication Modules with the Themes

The communication course, spread across the first six themes, has been named Communication at Work by the working committee for the subject. The committee consists of Professors from Communication, Marketing and Human Resources & Organizational Behavior, who are involved at the planning stage and provide insights and inputs from their own perspective of how the course should be evolved. The specific modules for each theme are shaped by me as the core communication faculty. This includes selecting reading material, deciding on the pedagogy and the actual delivery in the class room. However, faculty members from other core areas have been invited to take a few sessions fundamentally to help merge communication aspects, which cannot be viewed in isolation. Although every theme has a specific focus, the essential purpose is to ensure that the students are ready to take on the rigor of the curriculum which expects them to develop interpersonal skills, address a group, discuss cases and issues of relevance, make effective oral presentations and have the ability to write with clarity using analytical and logical skills. Students are tested at the beginning of the programme and the ones who need remedial help are identified for special classes and individual help with specific feedback on their performance.

Apart from the specific goals of helping students to become effective communicators, I see my role as a facilitator for developing reflective thinking, clarity of expression and also as a person who can help the students develop a positive attitude. The theme papers provide me with a wonderful opportunity to fulfill this responsibility.

Theme papers

At the end of every theme students are given one day off to reflect on the learning from the theme and write a theme paper. Throughout the duration of the theme students are encouraged to make notes of their learning; these 'notes' serve as focal points later when they put the papers together. The theme paper was originally envisaged as an attempt by the student to think in depth about those aspects of the theme that made a significant impact on his/her learning and it is serving that purpose to a large extent. Apart from the value of the paper as documentation of the learning that has taken place, it is also an exercise in written communication. The paper is not graded and students are free to express themselves candidly about their experience of the theme. As the nature of the paper is reflective, it is essentially an exercise in developing the power of insightful thinking and expression. Although the papers are not graded, if a paper is judged to be inadequate the student concerned is given the necessary feedback and asked to resubmit it.

Theme 1: Personal Competence

"The traditional PGDM curriculum was characterized by a 'high-pressure Term 1.' Irrespective of their differences at the entry level, all students were expected to swiftly adjust to a participative pedagogy as well as achieve and demonstrate comparable learning in a set of courses covering diverse disciplines.

Simultaneous demand for changes in learning styles, working habits and significantly higher pace of coverage of content resulted in high stress levels and burnouts.

Theme one in the restructured programme was meant to ease this transition by ensuring that the students possess the required basic skills and attitudes to maximize their learning from the programme. A unique feature of this theme is a module on "Unlearning."

[The New PGDM doc p.2]

Theme 1 was broadly subdivided into three components: Basic Skills, Attitude Builders and

Unlearning Exercises. Under Basic skills the modules offered were:

1. IT/Internet Skills
2. Quantitative Techniques
3. Communication Skills
4. Accounting Skills
5. Information Competency

Under the Attitude Builders category the modules offered were:

1. Creativity and Innovation
2. Understanding Self
3. Team Building and Group Dynamics
4. Self-Assessment and Group Dynamics
5. Personality Type Indicators: MBTI
6. Time Management

The focus of the Communication at Work (CMWK-1) module in this theme was on the individual learner. The purpose was to help students develop personal competence. The major emphasis was on communication as an integral part of skill development and attitude building. Students took stock of their strengths and weaknesses in four areas: oral communication, non-verbal communication, written communication and presentation skills.

At this stage students were put through several activities that involved oral communication in order to help them overcome inhibitions about speaking in public. Before beginning interpersonal communication and presentations, it was essential to help students overcome shyness and stage fright. Participating in role-plays helped them to open up without putting too much pressure on them. The learning therefore took place in a relaxed, stress-free environment. Four major areas were stressed in this theme: Listening and Non-verbal communication; Logical thinking and Reasoning; Getting beyond road-blocks in communication and Communicating across cultures. Role-plays, presentations with and without the aid of PowerPoint, public

speaking and group discussions formed the bulk of the exercises that students participated in during the communication sessions.

The pedagogy was interactive and an experiential mode was used to bring home the finer qualities of becoming a better communicator. For instance, for a session on Listening student groups were assigned the task of coming up with and representing situations where communication suffered due to lack of listening, due to pre-occupation with one's own goals rather than the goals/interests of the listener/receiver (customer/audience etc.). The situations would be primarily from real-life, however, according to the purpose of the role-play students were allowed to modify/reshape the narrative.

In addition to the regular sessions, one session per week was set aside to help students who were in need of remedial support. Such students were identified after a testing session that consisted of reading comprehension and writing. In spite of the rigorous selection process, there are students who need help in developing their language skills. Most of the students are all right when it comes to correct grammatical expression. However, expressing themselves *effectively* in English is not always easy. This is especially noticed when students' turn in their assignments based on case-analysis. There are two significant types of problems that I have noticed from my own experience: one is a lack of clarity of thought itself, the other is poor expression. The spoken language skills were not the specific target in the tests, however, the modules worked towards improving the capabilities in this area.

Theme 2: Individuals and Roles

The central focus of the Communication module (CMWK-II) in this theme was on Self and the 'other.' The emphasis of the module was on interpersonal communication, conducting and participating in meetings, group discussion and public speaking. The strategy was to continue to stress on improving spoken English. The pedagogy used included having a dialogue on a socially relevant issue, holding a meeting (where a troublemaker was purposely planted), etc. Students also learned about passive, assertive and aggressive behavior. Several sessions involving case discussions were also undertaken. However, in each case the thrust was on communication. For instance, in a case involving a difficult decision-making situation the stakes were raised by assuming that one character was very aggressive while the other was assertive; this was varied by using different scenarios for each group. Cases were thus used for group discussions and role-play exercises.

While the dynamics of interpersonal relationships were explored in the Communication sessions, student groups went through real-life dialogues and conducted interviews with entrepreneurs in other modules of the theme. In several instances students came back from their interactions with points of view completely different from those they held when they started on the assignment. Understanding the theoretical aspects of communication became much easier with the experiential knowledge that they were able to integrate from other modules as well.

The other modules offered in this theme were:

1. Economic Behaviour
2. Employee Behaviour
3. Civic Behaviour
4. Entrepreneurial Behaviour
5. Consumer Behaviour
6. Decision Making
7. Descriptive Statistics

Theme 3: Firms and Markets

This theme was woven around the concepts of providing a deeper understanding of the firms and markets to the students in the context of the business environment. Over the last two themes the new-comers had been initiated into management education gently first by developing personal competence (focus on the individual), then understanding individuals and roles (focus on self and the 'other'). In the third theme they were now entering the arena of firms and markets. The stress here was on individual performance as well as group coordination.

In this theme the Communication at Work (CMWK-III) module focused exclusively on the preparation and delivery of a good presentation. The students were given the option of choosing a topic they were interested in from current news 'stories' about firms and markets. While in other modules in the theme they were studying firms and markets from different perspectives (Micro-economic, Social, Behavioral, etc), in CMWK-III they were led to explore real and topical news-stories about the same phenomenon. The strategy for the communication module was to be aligned with the theme while students learned to communicate unfolding realities in the present.

During their presentations, the performance of the students' was video-recorded and later played back during the feed-back session to give individual feedback on each person's delivery. The sessions were planned in pairs: delivery in the morning and feedback in the afternoon. This CMWK module, like the ones before, was highly appreciated by the students.

The other modules studied during this theme were:

1. Macro Economic Perspective
2. Functional Perspectives – I
    a. Legal Perspective
    b. Financial Perspective

3. Functional Perspectives – II
    a. Social Perspective
    b. Behavioural Perspective
    c. Marketing Perspective
    d. Operations Perspective
    e. IT Perspective

One major reason for placing the learning of effective presentation skills in this theme was the fact that in the next theme the students would leave the institute to receive hands-on training or exposure to the business world of firms.

Theme 4: MIP Phase 1 and Outbound programme

With this theme the students foray into the real world of business: Management in Practice (MIP). This is a staggered programme in three phases; the first phase comes up in theme 4 and the later two phases come up after the first year curriculum. Phase II includes field work (summer training and work on a project in an Organization) and presentation in the organization itself, followed by presentation and submission of a report at TAPMI. Phase III consists of case writing and preparation of a teaching note. The last two phases come up in the second year curriculum and are being continued from the old programme.

Although some of the students do come with a little work experience, for majority of them MIP phase I is the very first taste of reality at the ground level. Having developed some understanding of roles in a business setting and being equipped with some initial knowledge of the working of firms and markets, the students are ready for the first stage of MIP. On their return, every student

is expected to submit a report on the project undertaken and make a presentation to a faculty panel. The role of communication in this theme is one of helping the students to reflect on the experiential learning during the theme and write the report. By now the students have already learned to do a presentation with confidence, however, guidance is provided at this stage to those who need it as well.

At this stage (MIP-I) every student is placed with a firm or an organization for a week to work on a specific project under the mentorship of someone in the organization. The student also has a faculty guide to help and support him in this process. The projects are usually arrived at based on the mentor's guidance and the student's interest. Several organizations take active interest in having management students participate in the process of conducting a project. Campus interviews are conducted by organizations that send their representatives to the Institute for selection of candidates. Often there are cases when a student, interested in working in a particular organization, takes the initiative of approaching them to get a berth for MIP. Sometimes the Alumni of the institution also take active interest in finding MIP placements for the students. During the first week of the theme a section of the class leaves for specific firms/organizations, while the other section leaves for the outbound programme. In the second week the process is reversed.

The outbound programme has been a part of the old curriculum as well. Introduced initially as an innovative experiment, this programme has become an annual event at TAPMI. The purpose of the programme is to introduce a fitness regimen into the PGDM curriculum. The students visit an academy for nature awareness and adventurous activities like rock climbing, day/night trekking, etc. The theme paper submitted at the end of the theme is essentially the communication

component of this unusual theme, which takes the students away from the traditional academic atmosphere. While theme papers have been submitted at the end of every theme, the theme 4 papers have a distinct flavour clearly reflecting the change in the perspectives of students who have had a glimpse of real organizations and faced the rigour of the outbound programme. It is thus the direct written expression of their personal learning from experience.

Theme 5: The Firm and it's Functions & Theme 6: The Firm's Performance

In tune with the theme of formal functions in any organization, this module of communication spread over the last two themes of the first year curriculum, emphasizes Written Analysis and Communication (WAC). The first phase of WAC draws largely on case discussion and written analysis. This time the cases are chosen and taught by faculty members from specific functional areas like Marketing, Finance, HR, etc. The second phase of WAC concentrates on Business Report writing; Letters: e-mail and snail mail; Persuasive writing: proposals, etc. The situations for communication are derived from functional areas of the firm (drawn from cases and articles). Business writing is the focus in this theme drawing specific instances or references from the theme itself. Attempts have been made to pick up a situation from a case (or a case itself) that the student may be studying in another subject area. In this way communication is seen as an integral part of the core management studies rather than a subject to be pursued independently in a theoretical manner. For instance, a case studied by a student group in Accountancy was used in WAC to allow the class to develop a broader perspective to other concepts in the case that would interest a decision maker rather than just the 'cost' aspect.

VI. Integrating Communication with other Modules

The Communication modules were planned to be an integral part of the PGP-I curriculum, which is compulsory for all the PGDM students. Apart from the alignment with the themes, there was an attempt to integrate Communication with other modules as well.

Unlearning: The new batch of students (2004-06) was initiated into the programme with a module named "Unlearning," which I had undertaken to co-ordinate. Ten sessions were planned each with a specific 'unlearn' goal. The intention was to shake out complacency and 'fixed' notions that most students come in with, so as to help them develop open minds and prepare them for management education. Seven professors came together from different streams of management studies to deliver the sessions. Personally I handled two sessions and shared one session with a colleague from Marketing. The latter was the very first session intended to act as ice-breaker and also to give the students a taste of things to come. The 'unlearn' goal for this session was: 'The teacher is always right.' We used very interesting and completely unorthodox pedagogy in this session. The students had read a case study before class and were thrown into a discussion when class started. I allowed the discussion to get on the wrong track without correcting the students or pointing out the flaws in their logic. My colleague took over the class in the second part of the session and demolished the case I had helped to build up. It took the students completely by surprise but the lesson was driven home: they had to come better prepared and question rather than accept passively what the teacher says.

Creativity and Innovation: A new module that I have incorporated into the purview of communication is Creativity and Innovation. As the first theme also focused on attitude building,

it was thought appropriate to turn the minds of the students towards creativity. The student population here at TAPMI consists largely of engineers from different fields; some students have a Business (Commerce) background, while others come from pure Science or Arts backgrounds (Annexure 1: student profile). Since majority of them come from technical backgrounds and all of them have been through rigid academic courses which do not generally encourage creative thinking, I planned a workshop for the incoming students at the end of the first theme. The workshop started on a reflective note with a presentation and discussion on the need for creativity and how it is important to ground creativity in reality with innovative ideas of implementation. Later, there was a case discussion about an innovative approach taken by a doctor turned trader who started a small piggy bank to help fund the local weavers who supplied him with raw material for his business. That piggy bank is a major nationalized bank of the country today. The case was eminently suited to the course because it is a true, local story about the founder of not just the Syndicate Bank but this campus town (Manipal) where TAPMI is situated with its medical college, engineering college, our management institute and many other educational and social institutions that grew around his dream. Since the students who come here to study are from all parts of India, it seemed to be a good way to introduce them to local history, which is also a living example of creative thinking and innovative approach to problem solving.

The third part of the workshop consisted of an activity by the participants. The student groups were given the choice of creating a board game explaining the unwritten rules of an organization to a new entrant; or, creating a scenario wherein the group had to sell given products to people who do not speak their language. This part of the workshop had a lot of non-verbal inputs.

Decision Making: In Theme-2 (*Individuals and Roles)* one of the modules offered was the Individual as a Decision-maker. The reading material for this module included several case studies. In one of these, student groups studied the real historical scenario of the Indian partition (at the time of independence) as a case where several decision makers had to decide the fate of the country about to be reborn. This was followed by research on individual characters' personalities and each group had the choice of a presentation or a role-play based on the readings and additional research. I was invited to share sessions in the Decision-making module (essentially to introduce the sessions with ice-breakers about attitudes/beliefs/mental frames) and also evaluated the students' performance in the role-plays, written assignments and presentations. Moreover, I found it effective to use some of the cases the students had read and discussed in this module for assignments on Communication as well.

To Conclude

The restructured programme has been introduced during this academic year and we are still in the process of exploring the path less traveled. At the end of theme six, when the first year programme concludes we will know the overall impact of the strategy. The student feedback for the programme and specifically for all the Communication modules has been very encouraging so far. There is a process of review at TAPMI that allows the faculty members to reflect on the teaching-learning process and make a self-assessment of the experience. This makes it possible to incorporate feedback, make changes where necessary and strengthen the positive inputs. We at TAPMI are optimistic about our venture, not just because the feedback has been generally good, but also because visitors from the industry, who participated in our Industry Interface Day, expressed their appreciation about the new restructured PGDM. To cite a specific instance, several speakers spoke about the need for 'unlearning' in the modern corporate scenario as well

and signaled their approval that TAPMI students were exposed to the new curriculum. Needless to say as stakeholders the industry leaders are also interested in the 'end product' that they would be investing in.

Integrating Communication into the restructured programme at TAPMI has been an amazing learning experience for me personally. Working across boundaries laid by traditional learning environments has been an eye-opener in many ways. Stepping outside one's field or comfort zone is not easy to say the least. It has been made possible by the constant help and support of the Director, the Deans, friends and colleagues in the institute. The process of integration is on-going, however, and a lot remains to be done.

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The new PGDM of TAPMI: document for internal circulation at the T. A. Pai Management Institute, Manipal, Karnataka

Annexure 1

Student Profile Based on Educational Qualification
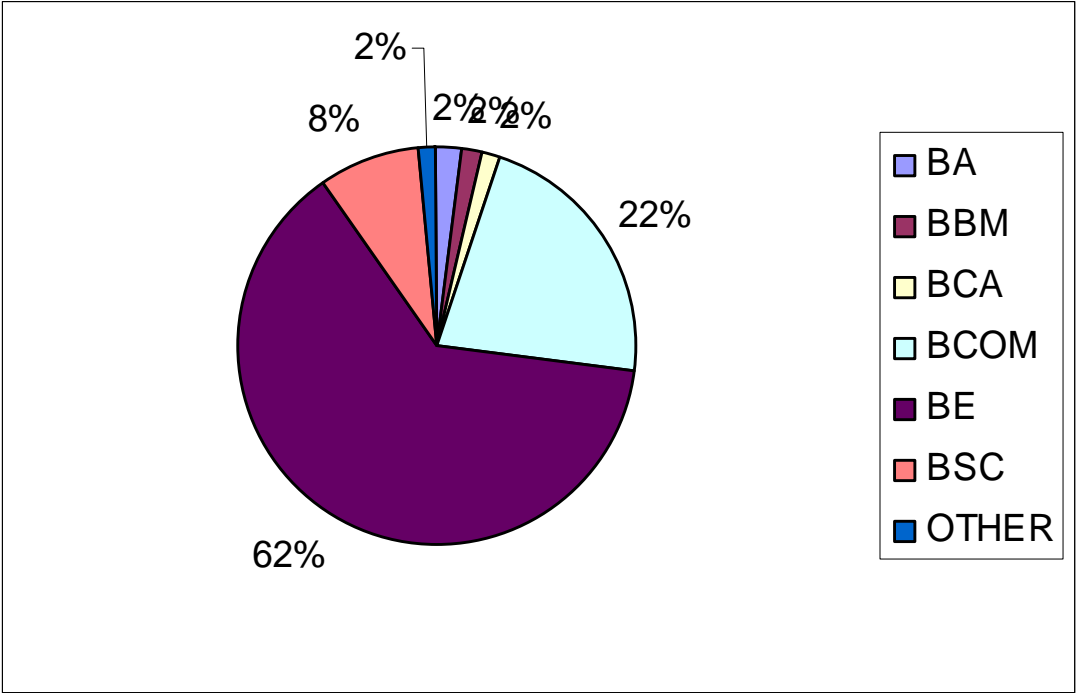
BE	Bachelor of Engineering	62%
BCom	Bachelor of Commerce	22%
BSc	Bachelor of Science	8%
BCA	Bachelor of Computer Application	2%
BBM	Bachelor of Business Management	2%
BA	Bachelor of Arts	2%
Others		2%