

# Importance of Communication Skills for Successful Career

Talha Yaseen, Rabia Peerzada, Asad Ali, Shabeer Hussnain  
Superior College, Lahore  
Lahore, Pakistan

**Abstract:-** Previous Studies on showed board arrangement with respect to the significance of student/employee communication abilities accomplish effective job performance. However the literature likewise suggested that different destinations might elicit dissimilar assessments with respect to explicit sorts of abilities that comprise the capacity to impart viably. Because of the requirement for more exact correspondence abilities portrayal, Conrad (2003) created three abilities sets dependent on the broadly acknowledged communication develops of organization, initiative and relational correspondence capacities. The outcomes from this review show that business chiefs and business educators settle on the significance of generally speaking understudy/worker correspondence capacity; in any case, they fluctuate fundamentally with respect to the significance of individual abilities. Powerful relational abilities are critical for the fruitful vocation of present designing student. Genuinely talking, successful correspondences abilities are similarly fundamental for everybody in the present ultra serious business world. The primary motivation behind this review was to examine understudies' view of the significance of delicate abilities for their schooling and work. It was tracked down that a greater part of the respondents felt that delicate abilities were helpful for social collaboration just as for professional success.

**Keywords:-** Skills, Abilities, Social skills, Communication, Leadership, Flexibility, Effective communication skills.

## I. INTRODUCTION

All the more recently, the American Institute of Certified Public Bookkeepers (AICPA) has seen that CPAs are expecting more essential jobs in their organization's. Less time is being spent on data assembling and recording additional time is being spent on key analysis and decision support (Albrecht, and Sack 2000). Moreover, the Institute of Management Accountants (IMA) has perceived that administration bookkeepers are at this point not simply score-attendants; they are score-producers, who progressively work with individuals outside of the bookkeeping office as interior advisors Anastas 1997 Siegel 2000, Siegel and Sorensen. The purpose of this study is to investigate the importance of communication skills not only in the lives of professionals but also in students. Communication skills basically refers towards a process of reception of ideas in the form of perception till delivery of those ideas to the targeted audience by molding those ideas into suitable words. Communication skills don't refer to proficiency in a particular or any international language, rather it refers to the process of receiving, interpreting and transmitting the information to the

person who requires that information in a proper manner. Communication skills have different levels and each level vary from the other in a sense of delivering and receiving the content i.e. from the words to be spoken till the tone in which content should be delivered, it involves an entire pattern. As this study was conducted in order to check the rate of success based upon the importance of communication skills, it is prevailed that communication skills is totally an independent soft skill upon which success is dependent upon. That's the reason success is treated as dependent variable while communication skills is regarded as independent variable. Further studies in literature review will disclose this relationship in detail on the behalf of which results are derived from secondary data sources.

## II. LITERATURE REVIEW

The era in which we are residing is an age of subject matter relevancy and educational accountability. Communication skills are required in order to make the content to be delivered interesting, meaningful and practical so that it should be easy to understand and comprehend. Speech communication is what focused a lot in this age and is quite evident by recent convention papers both at regional and national levels. Complex communication system is most popular concept of business industry. And to a significant extent, to capacity to perform effectively in this communication system determines the competency and success levels in future. Different kinds of communication skills include advising, persuading, instructing, interviewing, routine information exchange, public speaking, small group/conference leadership, giving orders, small group/conference problem solving and listening. In order to build higher ranks of competency and capability, these are the required pillars of communication to stand on. (Wilson, 1998), stated the definition of business communication skills as the process of creating, forwarding, receiving and interpreting messages in interpersonal, group, public and mass communication contexts via written and verbal format. (Burchell, 2003), investigated that in a working environment eight out of the ten skills are soft skills which include team work and cooperation, energy and passion, problem solving and communication skills. These soft skills of employees act as major distinguishing factors in all professions equally. In spite of the importance of communication skills, many students do not consider them as of worthy importance (Porter, 2007). Business student's attitude towards learning of soft skills which include communication skills is recorded negative because of their reluctant nature towards registering themselves in such courses (Rynes, 2003). (Hynes, 2005), argued that the key towards planning, leading, organizing and controlling the resources of organization to achieve its goals

is nothing but effective business communication skills. Resultantly, more focus is being given by institutes towards inculcating these skills within their students. Communication skills can be improved to a better level by writing business letters, designing assignments by using real life scenario (Addams, 2010). After realizing the importance of communication skills, they are now inserted as a part of curriculum that is being covered by students at different levels of their educational life. Major barriers to practice communication skills are recognized as lack of confidence, nervousness, shyness, lack of proper training, Non-encourage environment, language deficiency, lack of knowledge and cultural barriers where English language proficiency was counted as less important barrier to communication. (Argenti, 2007), concluded that almost half of the top management oversee communication related processes and procedures that includes media relations, online communications, marketing, special events, product/brand communications, community relations, crisis management, employee internal communications and product/brand advertising. The expansion and importance of business communication skills indicate the importance communication skills in the workplace. It is accepted that communication skills are equally important for an employee and an employer in order to coordinate better. In business organizations, many sources have proved that communication skills are critical to both career success of an individual and an organization as a whole (Du-Babcock, 2006). From academic point of view it is suggested that faculty and administration regard communication skills as of worthy importance to students eventual career success (Gray, 2010). Despite of the fact of importance of communication skills, evidences exist that show that long term employees and those who join jobs right after college, still show lack of communication skills. (Gabbini, 1996), experienced that business students having apprehension about communication are less likely to develop communication skills. (Gray, 2010), found that most of the graduates commence their careers while having insufficient oral communication skills and they don't know even what is meant by oral communication. (Maes, 1997), found that oral communication lies at the top of the three competencies needed to get success in a managerial position. This finding revealed the importance of oral communication skills for successful career. In specialized fields of management the same phenomenon exists. Accounting professionals have observed special interest in communication skills as accounting has evolved from a book keeping, number crunching activity to an analysis, reporting and advising profession (Siegel, 2000). Other sectors which show concern for communication skills deficiencies are information systems and public relations. (Cappel, 2002), found an observable gap between expected and actual communication skills, in a study of information system employers. He found this gap much greater than the technical skills gap. The research and debate on what communication skills should be focused and how should they be taught is still continued. Numerous studies have shown that business educators should better understand the importance of communication skills in order to inculcate them in the coming generation. Studies shown that a proper balance must be attained among academics, abilities and skills in order to promote the better

lifestyle not only for one's own self but for the entire community as well. (Townsend, 1995), suggested that it is the responsibility of colleges and educational sectors to build an optimum balance between academics and skills which are required to pursue life in a better manner. Attempts should be made to build important skills within the students before their college life comes to an end. Scholars and practitioners have argued that effectiveness of profession is strongly linked to communication competence. (Yu, 2010), concluded the entire discussion that if business faculty wants to make their students successful in future in their respective fields, then lessons on communication skills especially workplace communication should be given to them along with their routine tasks. Communication skills intends to give significant messages to the audience listeners. To accomplish a fruitful degree of communication in circumstances, where learner deal with issues or problems when there is a befuddle between their communication objectives and their linguistic assets, they will quite often utilize gadgets to work on their degree of communication these gadgets are called Communication Strategies. This paper surveys and talks about the hypothetical foundation of the investigation of Communication systems in language learning. The initial segment of the paper presents the most widely recognized meanings of the Communication Strategies. The subsequent part endeavors to clarify the connection between Communicative Competence and Communication Strategies. The third part depicts the sorts, scientific categorizations and the starting points of the Communication Strategies. The last part reveals the insight into various exact examinations identified with kinds of Communication Strategies and the connection between semantic capability and Communication Strategies decision in the learners language and his/her second language.

#### A. Key Hypothesis

- H1. Significant relationship is observed between communication skills and successful career.
- H2. Communication skills lies on the top of soft skills in order to become successful.

#### B. Purpose of Study

A few studies uncover that business needs communication skills and that business training should be delicate to and understanding the communication ability needs of business. Likewise, continuous examination is expected to learn which explicit communication skills business considers significant and those school business teachers consider important. Purpose past research, this review looks at the communication skills business considered important and those business education considered significant. The design is to decide whether there is arrangement or a hole among business and scholastic experts with respect to the general significance of communication skills in business. Disparities in view of the general significance of communication skills between business and business training explicitly may influence the capacity of schooling to show what is significant for business. Such disparities additionally may influence the capacity of business to comprehend, appreciate, and use the skills that business instruction might consider significant. This review examined view of communication skills significance among business pioneers and among

school business instructors in Minneapolis and St. Paul, Minnesota, to decide whether there is understanding or a hole about the significance of communication skills for business.

The result from this study show that the greater part of the communication skills remembered for the review might be considered of significance by a greater part in both subject groups. Between business pioneers and business educators, there were numerous similarities in reactions since the two gatherings needed genuinely critical contrasts in discernment in a larger part of the skills. In any case, the review revealed some genuinely huge contrasts between business and business training in view of communication skills significance on a few skills.

### III. METHODOLOGY

Communication skills are expected to talk appropriately with a wide assortment of individuals while keeping in touch, show a fluctuated jargon and designer your language to your crowd, listen successfully, present your thoughts suitably, compose obviously and briefly, and function admirably in a gathering. A large number of these are fundamental business abilities that businesses look for. We surveyed a few arrangements of relational skills required by business graduates (Lemley 1983, Adkins 1982, Maes et al 1997, Waner 1995 and Quible 1991) of these Waner's rundown of 50 skills was chosen for a pilot study of regional employees of our accounting graduates. In view of the consequences of the pilot study, we decreased the rundown to 32 abilities, and organized them into three classifications (English abilities, oral/relational abilities, and composing abilities). To assemble information about the communication skills or skills required by recently recruited Accounting graduates, members from the AICPA and IMA were asked to rate the significance of chose communication skills and show their degree of satisfaction with how well passage accountants are being ready by universities in these skills. Knowing which communication skills are significant for recently hired team members is valuable for determining the skills to emphasize in a accounting educational plan knowing the degree of fulfillment with the college preparation the significant skills help center around trouble spots. For example, "listening viably" might be a vital Communication skill, however if our respondents are happy with their recently hired Mountain Plains Journal of Business and Economics. Employees degree of school readiness in this skills, then at that point, it most likely won't require extra accentuation in the accounting educational program. Alternatively, if the respondents are disappointed with the level of preparation, we would focus in on creating it more. The review instrument comprised of an introductory letter and a questionnaire. The cover letter describing our motivation, mentioned participants and contained a connection to the questionnaire. Respondents got to the poll by tapping the connection. Utilizing drop-down menus, respondents rated every expertise on two five-point scales. Respondents could demonstrate that an skills was not relevant by leaving the drop-down menu in its default setting. Demographic data was additionally gathered to check whether the evaluations shifted by the type of accounting career (assurance/tax, finance, other), and office size (small,

medium, and Large). Office size was characterized by the number of utilized employed accounting graduates in the workplace of the respondent. In spite of the fact that there were no priori hypotheses identified with specific ability contrasts by the kind of accounting work and office size, realizing that critical contrasts exit might be valuable in getting ready understudies for their vocations. For example, if the significance of relational skills is altogether higher for fresh recruits in Assurance/tax than for fresh recruits in finance, then, at that point, an understudy needing a vocation in Assurance/tax should put more emphasis on creating relational skills College. Additionally, if the significance of communication skills most elevated in little firms, then, at that point, understudies meaning to work for little firms should take more courses in communication skills than students looking for professions in enormous firms. The study was directed over the web to approximately 90,000 members from the AICPA and IMA. The AICPA gave an irregular sample of 50,000 email addresses from its membership list. The IMA gave email admittance to around 40,000 members who were arranged into four IMA jobs titles (Controller, Director/Manager, Supervisor, and Administrative). The review to IMA individuals was sent in January 2002. The review to AICPA individuals was sent after charge season in May 2002. Despite the fact that we gathered reactions from each gathering until the end of May, most respondents took the study inside a couple of long periods of getting the email demand. To avoid antagonizing the recipients of our e-survey, we ruled against a second mailing. Respondents were given the choice of giving contact data what's more, remarks. "Treat documents" were not used to gather contact data. All copies of the study might be acquired from the creators. Mountain Plains Journal of Business and Economics reactions were thought of as private and not owing to organization names or Individual.

Some significant traits of influensive communicators have taken from literature review.

Source of data collection.

Data is collected from secondary sources.

#### A. Population

Population of this studies was the students of business education.

#### B. Sampling Technique

Random probability technique of sampling was applied in research in order to obtain maximum data and minimum sampling error.

#### C. Method of Data Collection

Data from the targeted population was collected by conducting surveys and performing experiments upon acquired results. Scores got from different evaluators utilizing the FMBSC were aggregated to make a summary score on both the pre-and post simulated family meeting appraisals. Because didn't have correlations between the control and intervention groups at Time 1 (before the educational plan and curriculum) and Time 2 (after the curriculum), we didn't have a full factorial plan. Thus, examinations after some time for the intervention group were made with matched or

independent tests, and correlations among interventions and control groups at posttest were made with free t tests. We arranged five complete factual comparisons, so we utilized a Bonferonni rectification to control for family-wise sort 1 errors rates (i.e., we isolated the traditional degree of  $\alpha$  [0.06] by 5 to get the changed worth of  $\alpha$  [0.02] or the degree of  $\alpha$  that we would consider measurably significant). We determined Cohen's D impact sizes to evaluate the size of any noticed measurably significant effects. The conventional Cohen's D was quantified for free t tests. For significant consequences results depends t tests, we utilized techniques recommended by Lenhard and Lenhard to change the Cohen's D for the relationship between's the pre-and posttest implies.

#### D. Type of Data

We assessed a year communication skills educational program utilizing a pre-post, quasiexperimental plan. Subjects for this review included 11 first-year colleagues who took part in the new educational program (intercession bunch) and a chronicled control gathering of five colleagues who had finished no proper communication curriculum plan. Execution of communication skills and self confidence in family gatherings were surveyed for the mediation bunch previously, then after the fact the educational program. The benchmark group was evaluated once toward the start of their second year of fellowship.

Nominal type of data was gathered for this studies.

In spite of the fact that correspondence skill was the essential focal point of the writing survey, other inquiry terms were utilized to discover brings about non-correspondence diaries. Catchphrases and phrases used to choose the articles included correspondence capability, correspondence capability hypothesis, open skill, social ability, relational correspondence capability, relational ability, successful correspondence, relational abilities, advanced education, school, vocation, work, graduates, school graduates, and working environment. A portion of the articles distributed in non-correspondence diaries don't expressly utilize the expression "correspondence capability." Therefore, "relational abilities" and "compelling correspondence" fill in as intermediaries for "correspondence capability" in those articles.

Having been in the showing field for a long time, we have cooperated with the many designing understudies in various organizations in Andhra Pradesh state and we came to know different obstacles or issues that are being looked by the understudy local area of designing and innovative organizations. A portion of the most significant normal informative issues communicated by the understudies are:

- **Lack of certainty:** Of late, great relational abilities are totally essential for everybody for the fruitful profession. Certainty is the way to progress. Greater part of the designing under studies particularly Telugu medium what's more, country region understudies are tracked down absence of certainty. Strangely we have run over a couple of understudies who are acceptable at English talking are additionally unfit to talk well by remaining before crowd because of absence of certainty.

It is vital with respect to designing understudies to defeat this obstacle by creating self trust in themselves.

- **The Psychological tension:** We have additionally heard another normal most significant informative issue among the designing understudies is the mental tension of committing errors within the sight of their colleagues. By having these sorts of mental sentiments, the understudies can't impart successfully.
- **Lack of openness to English speaking:** Since their youth the understudies have been talking in their separate vernaculars or native language and they don't have appropriate openness to talking in English.
- **Fear and bashfulness:** The astonishing note is that the majority of the designing understudies are fundamentally solid in their scholarly however poor in the fragments of relational abilities. Accordingly, they do have dread and bashfulness while speaking with others. Because of these twin obstacles they might stay as ineffectual communicators.
- **Inadequate practice:** This is viewed as one more vital issue among the designing understudies. In dislike of the way that they are falling behind in relational abilities, they don't rehearse more. They are very mindful that they word power is lacking, poor in sentence development, poor in listening abilities and so forth A couple of understudies who are intense with regards to their splendid future and vocation will rehearse well and ultimately prevail in their undertakings.

## IV. RESULTS

After going through the literature review, it was hypothesized that communication skills have a strong impact upon the success of a student. Hypothesis was proved by the research methodology by results of different surveys and experiments. Hence, it is concluded the more a person has better set of communication skills, the more there are chances to grow and groom.

## V. CONCLUSION

As expressed in the presentation, having powerful relational abilities are essential for the fruitful profession of designing understudies. The perspectives communicated by the previously mentioned classifications are effectively gotten when one thinks about the way that females are more informative, while experienced and chief staff have had plentiful chance to perceive the significance of relational abilities in their expert professions. The motivation behind this review was to examine understudies' view of the significance of delicate abilities for instruction and business. The outcomes showed that for the most part business the executives understudies in Singapore knew about the significance of delicate abilities for work and professional success. In any case, numerous understudies felt that their genuine delicate abilities were not exactly the ideal levels. It was likewise viewed that relational abilities were seen to be the most un-significant by the understudies and presumably that is the reason they didn't attempt to work on these abilities. An organized educational program that opportunities plentiful freedoms for colleagues to rehearse and get input utilizing a conduct agenda during their ICU rotations assists

with creating doctors with cutting advanced communication skills.

### REFERENCE

- [1.] Buchanan, P. t. (1973). Vocational Marketability of Communication Comprtencies. Southern Speech Communication Journal.
- [2.] David Conrad, R. N. (2011). 24 Business Communication Skills: Attitudes of Huan Resource Managers versus Business Educators. Amercian Communication Journal.
- [3.] Di Salvo, V. (1976). Communication Skills Needed by Persons in Business Organizations. Lincoln: Digital Commons@University of Nebraska-Lincoln.
- [4.] Shaheen Majid, Z. L. (2012). Importance of soft skills for Education and Career Success. Singapore: International Journal of Cross-Disciplinary Subjects in Education
- [5.] Wats, R. (2009). Developin soft skills in students. The International Journal of Learning.
- [6.] Reddy, B. B., Gopi, M. M., & Aneel, Y. (2013). Having Effective Communication Skills are Indispensable for the Successful Career of Engineering Students. *Department of B&HS, Siddharth Institute of Engineering & Technology, Narayanavanam Road, Puttur-517583, Chittoor (Dist), AP (State), INDIA. IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume, 11, 20-22.*
- [7.] Fragoulis, I., & Phillips, N. (2011). Social skills for successful career development. *Rev. Eur. Stud.*, 3, 85."
- [8.] Majid, S., Liming, Z., Tong, S., & Raihana, S. (2012). Importance of soft skills for education and career success. *International Journal for Cross-Disciplinary Subjects in Education*, 2(2), 1037-1042..
- [9.] Boulton, L., & Robinson, R. (2016). Communicating Competence in the Workplace: A Review of Employers' Expectations, College Students' Preparedness, and the Role of Higher Education. [10] Eads, Gage, Juan Colmenares, Steven Hofmeyr, Sarah Bird, Davide Bartolini, David Chou, Brian Glutzman, K. Asanovi, and John D. Kubiawicz. *Building an adaptive operating system for predictability and efficiency*. Tech. Rep. UCB/EECS-2014-137, EECS Department, University of California, Berkeley, 2014.
- [10.] Conrad, D., & Newberry, R. (24). business communication skills: Attitudes of human resource managers versus business educators. *American Communication Journal*, 13(1), 4-23.
- [11.] Christensen, D. S., & Rees, D. (2002). An analysis of the business communication skills needed by entry-level accountants. *Mountain Plains Journal of Business and Technology*, 3(1), 6.