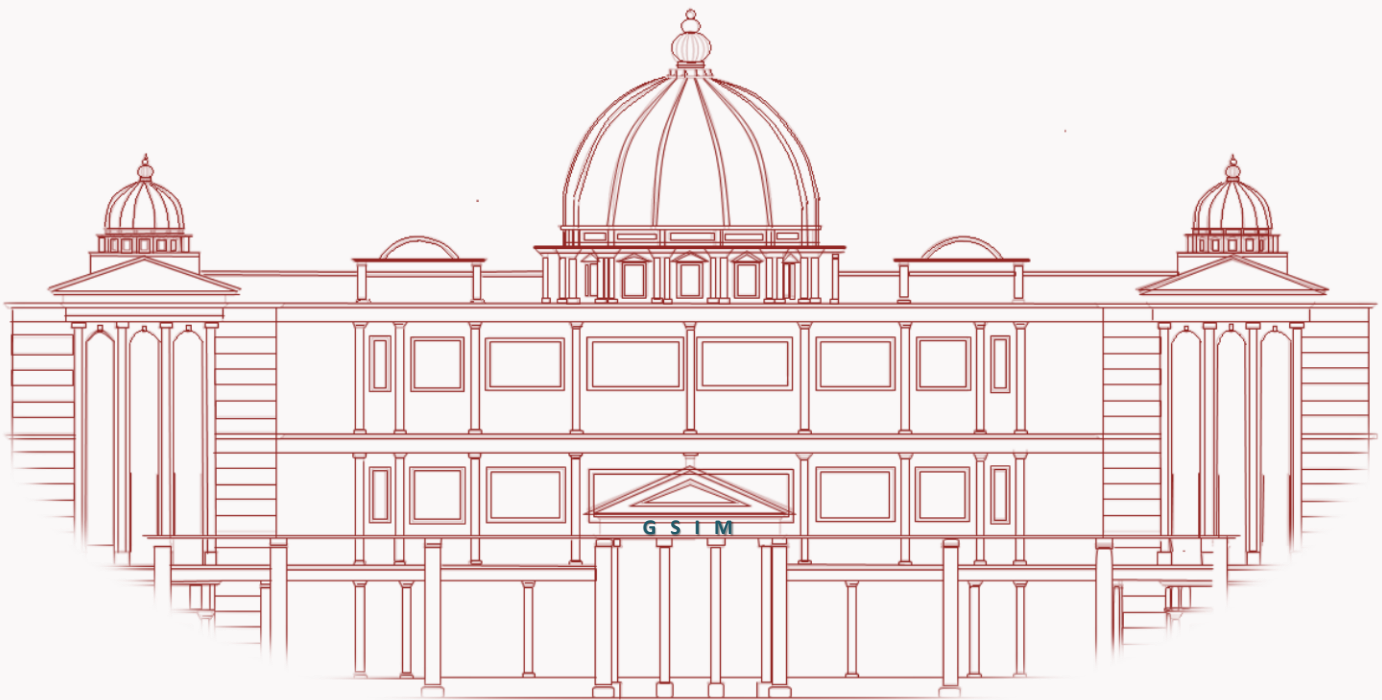




Girijabai Sail Institute of Management

(Promoted by Girijabai Sail Memorial Trust)



Redefining Leadership

**A Symbiotic Competency Building Model through
Collaborative Learning and Stakeholder Participation**

“Effective education leadership makes a difference in improving learning. What is far less clear, even after the innumerable efforts of educational institutes to reform the teaching pedagogy and better the industry institute interface is just how leadership matters to them and how important are the efforts that are put in promoting the learning”

India has undergone a paradigm shift. There have been fundamental and irreversible changes in the economy, Govt. policies, outlook of business & industry and even the mindset of people in general. India has become the largest democracy with stable, mature, vibrant and exemplary governance. Subsequently, businesses today have seen growth in multi-folds in terms of revenue generation, market capitalisation, leveraging shareholder value over the last two decades. Proportionately has increased the need for able and competent human resources to handle such complex and ever-dynamic business requirements.

Post-liberalized India has witnessed diversified growth of industry in both the manufacturing and service sectors. Markets have extended beyond national frontiers and have created huge scale of opportunities for job aspirants. Retail Malls, Food Chains, Automobile Companies, Banking, Insurance and so on – each and every sector is today emphasizing on the need for specialization. This has given way to hundreds of management courses and institutes across the country. Every major organization ranging from the top MNCs and TNCs to SMEs, a majority of their annual spending goes into searching for, scanning and selecting efficient and capable human resources. There has also been an ever-rising participation of the industry in the academic circles so as to help make the final product of the institutes better.

In spite of such dramatic efforts of the industry, management education in the country has still been sailing in the sea of mediocrity. Where industries are willing to invest a great amount of money in building their human resource strength, the education sector is failing to deliver product in tune to the corporate requirement. There is a huge value gap that has to be bridged today in terms of the human resources skill that is supplied and demanded by the market.

Girijabai Sail Institute of Management (GSIM) is an endeavour towards bridging this value gap. Promoted by Girijabai Sail Memorial Trust, and placed in the serene atmosphere of Majali, North Karnataka, GSIM aims to be a management institute with a pedagogy of one of its kind. GSIM understands that it is not merely the students' or the institute's efforts that would help bridging this gap but the participation of all the stakeholders in the process of such value generation that will ensure the building and delivery of such human resource.

GSIM believes that management education should not just equip a student with technical skills and expertise, but also develop in him the right kind of attitude. This is only possible when the student is provided with an opportunity to pursue and explore his learning process with a multi-dimensional perspective.

Towards this end, GSIM has come up with a holistic model that requires all the stakeholders (students, faculty, institute, industry, consultants, governing authority) to take part in creating and evolving the learning processes at GSIM. This will bring the industry participation not just at the end but right from the commencement of the course. The advantage of such a model of collaborative learning would be that the industry, faculty and students will together execute the value chain that has to be created and developed in the institute. This way the institute, students and faculty will be in constant tune with the industry expectations and on the other hand the industry will also have an opportunity to constantly monitor the process through which their value is created. The following is a brief document on process of such an intervention and also the roles of the major stakeholders in this competency building model.



Roles & Methods

Learners

Research, Analysis and Consulting, three major functions that students at GSIM will be performing during the course of their management programme. While fulfilling the basic requirements of the course, students will participate in various activities that will enable them to be a part of the Industry and Corporate. Working closely on various projects with the industry will enable them to gain practical insights and better relevance of their chosen area of specialization.

Students will be teamed up and assigned to various organizations for a specific period of time under the guidance of a specific mentor. During the course of this time, students will involve in conducting thorough studies on various work related issues and performing analysis to build case studies. The teams can also provide real time consulting to organisations that are looking for such services.

This will enable students to learn the application of the concepts that are imbibed through curriculum and at the same time develop behavioural traits such as initiative, team work and leadership. Apart from this the industry gets a first hand look at the process and the product that they might be looking for at a future point of time.



Facilitators

Faculty, Institute and Infrastructure – the prime facilitators for the learners to successfully pursue their management education.

Institute:

With state of art computer, internet and library facilities and a very serene geographical location, GSIM provides the ideal atmosphere and tools to pursue such a professional course. GSIM also aims at providing a 24 X 7 working environment for the students where they can access all resources at any point of time.

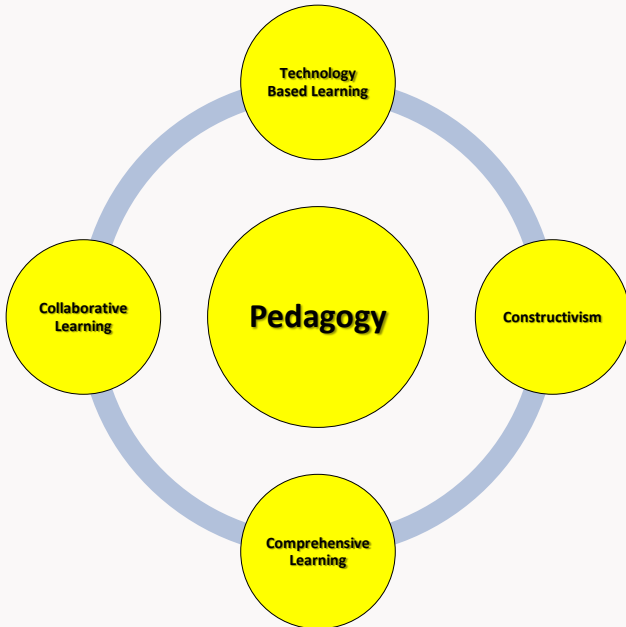
Faculty:

Faculty are accessible to the students round the clock. However, apart from being lecturers when required the faculty play a greater role as sounding boards and mentors to the students. Apart from being figureheads and role models they also serve as liaison points for the industry and the institute. This evolves their role into consultants for their chosen group of organisations.



Roles & Methods

Pedagogy



Comprehensive Learning:

Management is all about decision making and decisions have multi-dimensional effects on organisational conditions. Although specialisation builds in-depth understanding of a specific functional area it also tends to loose focus on such phenomenon. Comprehensive learning helps learners to understand an issue not just from their perspective but also from various dimensions that help make their judgments more realistic and viable. GSIM PGDM will incorporate such a process into its pedagogy.

Technology Based Learning

Today a managers job is more complex than it was a decade back and the same time the dependency on technology is also very high. Complex statistical procedures are today reduced to a simple software programmes and the knowledge of such will add value to aspiring managers by reducing time and increasing accuracy. Hence technology based learning has also been made a very crucial part of GSIM PGDM.

Constructivism:

Seeing is believing. In other words there is no better way to learn than through ones own experiences. This is the basic premise of constructivism. The pedagogy of GSIM PGDM programme would inculcate such a culture and philosophy. The idea is to create such a platform such that the learner gets an opportunity to experience a real time scenario of work and also an opportunity to experiment his knowledge. In other words a platform for first hand learning has to be provided to the learner to reduce the gap between what one is taught and what one is expected to perform at work. This will naturally build the competencies required to handle a specific job.



Collaborative Learning:

GSIM PGDM believes that it is the customer that determines the value. And for any management education the customer is the industry that is willing to invest in the human resource that the education delivers. Apart from the essential subjects that are conducted for the PGDM programme GSIM will also introduce courses that are industry specific.

These courses will be with the collaboration of organisations in that specific sector. The aim of this intervention is to develop market based competency in the students. This will help students focus their efforts into lines of career that they are interested in pursuing and also enhance their chance to outshine their competition in the job market.

The industry has to play an active role not only in creating such courses but also in developing processes for such sector specific competency building.

The Model



A Symbiotic Competency Building Model through Collaborative Learning and Stakeholder Participation

GSIM PGDM will be guided by this model. This model encompasses the entire requirements for an effective management course that is required to cater to the business needs of contemporary markets. At one end where it is necessary to clearly define what is expected out of a management professional under the current economic and market conditions it is also essential to build and strengthen the system through which a professional is developed. This is not possible through policy making or curriculum design. This is only and only possible by participation.

The above picture clearly identifies all the major stakeholders who benefit out of an effective management education delivery and processing system. At one end are the institute, the students, the faculty and the governing body who are responsible for the process of creating and delivering the value and on the other end are the industry and the business options that guide and define the value and the process that creates the value. However efficiency and success is impossible to achieve in this until all these parties collaborate and work together. The following section will throw light on the role and involvement that this model suggests to deliver an effective management education system.

Stakeholders' Participation

Academic Advisory committee

The Academic Advisory Committee of GSIM PGDM will consist of 4 Industry personnel, 2 Academicians, Director and the Head of the Department.

Curriculum Design

The Committee will be responsible for advising on the course curriculum, academic systems and pedagogy for the PGDM programme. The Committee will also meet from time to time to review and revise the same and to keep upgrading the systems in order to keep it updated to the requirements of the industry and business.

Business Requirements

The presence of Industry personnel in the Committee will serve to define the value and competency levels that are expected out of the GSIM PGDMs. This will also help GSIM to introduce or design courses and topics that are contemporary and market oriented.

Industry Support

Stakeholder participation is not just to help define the course but also to ensure that a certain amount of resource support is provided to facilitate smooth execution of the model in the programme.



Career Support

The placement cell will be responsible for procuring the support from various facilitators for placing the students into their chosen careers or provide them avenues for other career options.

Job Consultants

Periodical participation from manpower consultants will keep providing the students a reality check on the various kinds of opportunities available in the industry simultaneously providing them with the support on behavioral and managerial training.

Entrepreneurial Options

One of the major strengths of GSIM PGDM will be its entrepreneurial cell. GSIM believes that business management courses should not only focus in motivating students towards jobs and placements but also create avenues to stimulate innovation and entrepreneurial initiatives from the students. Towards this end a project and proposal handling team will be created in order to help business teams to explore the possibilities of the starting their own economic ventures.



Industry Institute Interface

Internship

Although Summer Internship Programmes are customary for the PGDM programme but for a short duration of 2 months, GSIM PGDM will focus on internships that mutually benefit both the students and industry. The internship programmes will be designed to facilitate the students to have a longer and deeper association with the industry to provide them with greater insights on working dynamics of the organisation. On the other hand the programmes will also provide opportunity to avail the services of the students and faculty of GSIM to address their internal organisation issues at the same time providing them with a first hand knowledge on the prospective manpower that can be employed at a later point of time.



Academic Sessions



Whilst a great amount of focus will be on making students available for the industry at their premises, there will also be a great amount of focus on bringing the industry to classrooms. Collaborative learning is impossible without this effort. As certain courses are specifically introduced keeping the advice of the Industry in mind, such courses will benefit from the insights provided by individuals who are working in those sectors. Visiting faculty, Guest lecturers from the industry will be a regular aspect in GSIM PGDM.

Consulting

Organisations employ outside help for many regular issues that emerge within day to day work. Under this symbiotic model, GSIM will not only serve as a facilitator but also play the role of a consultant in order to help its industry counterpart address such issues. Research, Case Studies and analytical studies can serve serious purpose of resolving such issues very effectively. GSIM, faculty and its students will be readily available to provide consulting services to their industry partners.



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