

**Apeejay School of Management**

**Hand Book**

on

**Faculty Initiatives**

2018-19

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## **Oral History in Organizational Behaviour -Dr. Shweta Jha**

**Description:** Oral History was championed by American Institute for Conservation of Historic and Artistic Work under the leadership of Joyce Hill Stoner in 1975. Since then, it has been used in various academic disciplines. Oral History projects revolve around capturing the testimony of ordinary people about work, society and culture. Interviews for the purpose are conducted using audio format. Oral History in Organizational Behaviour aims at capturing the narratives of working people regarding their experiences in contemporary organizations.

**Learning Goals:** Oral History in Organizational Behaviour aims at developing ability of the students to interact effectively with various stakeholders of business and contribute towards well-being of the society as a result of augmented understanding of workplace experiences.

**Objectives:** Enable the students to

- Interact with employees of all hues (an important set of stakeholders) working in contemporary organizations;
- Develop a fair understanding of the corporate experiences/social life at workplace based on their interactions;
- Develop a humanistic perspective so that they can contribute towards social well-being.

### **Instructional Method:**

1. A brief introduction about Oral History in Organizational Behavior
2. Formation of teams of students for the project
3. Collectively developing five-six questions for conducting interviews of working people
4. Collectively developing modalities of the project such as identifying the prospects (age, gender, experience, sector), permission to record the interview, rehearsals, etc.
5. Reflection by students in the class after the interviews are conducted
6. Debriefing by instructor.

### **Assessment**

Assessment is based on the following parameters:

- a. student's understanding of the social/corporate life based on narratives (problems faced by people, their coping behaviour, their tribulations and aspirations, etc.
- b. students' reflections on their experiences of participating in the Oral History project

**Significance of Results :** Results of the Oral History in Organizational Behaviour help in ascertaining accomplishment of program outcomes related to students' ability to interact effectively with various stakeholders of business and contribute towards well-being of the society based on their augmented understanding of socio-corporate lives of the people.

### **Evidences**

- Audio Records of the interviews
- Transcripts of the interviews

## **Analysis of last three years performance of a Large Organization-Ms. Ruchi Malik Gorai**

### **Description:**

This is a group activity in which students are divided into 5 – 6 groups. Each group has 4 - 6 students. Every group has to select a large organization. Based on the topic, they have to analyze and elaborate the last three years performance of the organization. They will prepare the ppt of the results and give the presentation in the class. This is 12 minutes presentation followed by discussion in the class.

### **Learning Goals:**

This activity aims at developing the ability of students to be creative and innovative in collecting data and to systematically interpret and analyse data. Also, to present the data using various tools.

### **Objectives:**

Enabling the students to

- Collect data from different sources (Newspapers, research reports, Prowess to name a few)
- Analyze and interpret data
- improve presentation skills

### **Instructional Method**

1. A brief introduction of the group activity is given by the instructor.
2. Groups are formulated.
3. Provide guidance to students for data collection.
4. Once the data is collected, guidance is provided about how to analyze the data.
5. Debriefing by instructor.

### **Assessment**

Assessment based on the following parameters:

- a. student's ability to collect data from different sources
- b. student's ability to interpret and analyse the data
- c. student's preparedness for presentation.

### **Significance of Results**

Results of this activity help in ascertaining accomplishment of program outcomes related to students' ability to interpret and analyse complex management problems.

### **Evidences**

- Snapshots of ppt

## **Role Play –Dr. Srirang Jha**

**Description:** This is a small group activity in which students enact specific roles assigned to them in advance along with briefs/background notes/cases. It is followed by reflections of the participants about their experiences during the exercise and a debriefing session.

**Learning Goals:** Role Play aims at developing ability of the students to interpret management problems and analyse complex business problems by looking at the issues from the point of view of roles assigned to them. Interpreting management problems and analysing complex business problems are two of the Program Outcomes of PGDM program of ASM.

**Objectives:** Enable the students to

- Interpret management problems in both domestic as well as global contexts,
- Analyze complex business problems in the changing global scenario and take critical decisions, keeping the larger good, as well as, societal interests in mind.

through role play exercises.

### **Instructional Method**

1. A brief introduction of the role play exercise such as background of the case/scenario/situation by the instructor.
2. Assignment of the roles to students.
3. Providing handouts on the roles assigned to each student.
4. Enactment of the role play.
5. Reflection by students on their roles during the exercise.
6. Debriefing by instructor.

### **Assessment**

Assessment based on the following parameters:

- a. student's understanding of the given situation/case
- b. student's preparedness of the assigned role
- c. student's ability to interpret the issues/problems and frame responses accordingly
- d. student's ability to analyse the problems in the context of given situation/case and frame responses accordingly
- e. student's reflections on his/her experience during the role play exercise

### **Significance of Results**

Results of the role play assessment helps in ascertaining accomplishment of program outcomes related to students' ability to interpret and analyse complex management problems.

### **Evidences**

- Background Note Role Play Exercise
- Evaluation Sheet
- Videos/Photos of the Role Play

## **Simulation Exercise –Dr. Sudhir Naib**

### **Description:**

“Simulation Exercise” refers to a written description of a situation actually faced by a manager, and how she takes a decision to deal with the situation. It demonstrates in a ‘live’ and realistic way, the multi-dimensional nature of a situation. It simulates the experience of dealing with multifaceted problems. The simulation exercise is the most relevant and practical way to learn managerial skills. It is a focussed form of learning by doing. As a doctor can learn by dealing with different type of patients, managers can learn by being immersed in different type of situations requiring them to take a call on the issues at hand.

### **Learning Goals:**

The simulation exercise help sharpen students’ analytical skills, and develop their problem solving & decision making skills. It helps the budding managers to ask the right questions to arrive at ‘what really are the problems which the manager has to resolve?’ As it deals with variety of organizations and situations, this provides wide exposure to students. The Simulation Exercise is structured around an industry or a company and specifically deal with the functional subject, the Instructor wishes the students to learn. For example, in a Business Strategy Course, the exercise may be written for students to enable analysis of external environment and internal environment analysis, comparing the firm’s own strengths and weaknesses vis-a-vis competitors, and look into opportunities and threats.

### **Objectives:**

- To sharpen intellectual ability to think logically about the facts, and analyse them.
- To develop skill in asking vital questions to understand the problem.
- To develop decision-making and problem-solving ability.
- To develop confidence in expressing their view point and defending their decision.
- To be sensitive to understand others point of view and arguments.

### **Instructional Method**

1. Selecting a simulation exercise keeping in view the conceptual input to be given to students.
2. Student’s Individual Preparation for Class. At times, the Instructor might give questions to structure the discussion on the simulation exercise. Before class, all students are expected to know—what business is the organization in, what is it’s SWOT, what decision is to be made, problem to be resolved, what facts are relevant, are they symptoms or cause of the problem being faced, what are the alternatives, and their evaluation, what alternative they would choose and why? Students to outline plan of action.
3. Role of the Instructor. Have the students accept and maintain ownership of the discussion. All students are expected to have a plan of action for the decision maker in the case. In the discussion process, instructor can ask --why do you suggest that? What evidence supports this approach? Instructor to listen . Finally help the students to summarise.

## **Assessment**

Students' ability to think logically by being able to:

- a. Identify, prioritize, and deal with issues and problems;
- b. Judge the quality and relevance of information-fact, opinion, etc;
- c. Relate the information to the issues, problems, and decisions in the simulation exercise ;
- d. Analyse by asking the right questions
- e. Use appropriate analytical tools;
- f. Make a decision and defend it with persuasive arguments.

## **Significance of Results**

Results of the simulation exercise assessment help in ascertaining accomplishment of the **Program Outcomes** related to '*analyse complex business problems in the changing global scenario and take critical decisions, keeping the larger good, as well as, societal interests in mind*'.

## **Evidences**

- Simulation Exercise
- Evaluation Sheet at the end of the Simulation Exercise.

## Financial Problem Analysis Project -Prof. Kamal Kishore

**Description:** Financial Problem Analysis Project is used in the course on Project Finance. Class is given a typical financial problem to determine three important financial parameters that promoter of a project will be interested in deciding financing of his project. A project requires finance of Rs 560 cr. The available options are to fund it by raising equity or debt. Students discuss three critical parameters to decide which is the better option.

**Learning Goals:** Financial Problem Analysis Project aims at developing analytical skills of the students. This addresses Program Outcome of PGDM program of ASM regarding successfully applying creative and analytical thinking with a systems perspective to determine solutions.

**Objectives:** The exercise is planned to help students:

- i. understand and analyze the issues relating to financing options;
- ii. exchange pros and cons of options;
- iii. decide the important financial parameters for decision by the promoter.

### Instructional Method

1. Students are given brief introduction of issue – simply stated it required students to suggest parameters for promoter to take decision
2. Students exchange their views in class and take benefit of others' ideas.
3. Faculty facilitates by intervening in critical aspects of issues and adds to their knowledge.
4. Faculty and students collaborate to put down formulae for agreed parameters.

**Assessment:** In the next class, students are given a test with questions on the discussions held with reference to a specific case and compute the ratios. In this case, students converged on following parameters as important determinants of deciding the financing:

- (a) Control of project should continue to remain with promoter
- (b) Cost of funds in case equity and debt option
- (c) Financial risk as calculated by DSCR based on future projections

**Significance of Results:** Results of test conducted post class discussion were very encouraging as they showed good performance by most of students. This reflected program outcome of students' ability to analyze and decide a given problem, being satisfactorily met.

### Evidences:

- Case data given to students
- Set of questions given to students
- Sample of students answer sheets of test

### Case Data

Company requires Rs 560 cr for a new project. Company has existing promoter holding of 79%.

#### Options

Equity issue of 7.5 mn shares at \$17.75 each

After u/w fees and expenses, net - \$16.67

Dividend - \$1 per share

Debt - \$125 mn bonds to an Insurance co

Interest – 6.5%, Maturity – 15 yrs

Annual principal payment- \$ 6.25 mn

Tax – 35 %

## **Primary Corporate Interface Dr. Parul Bhatia**

### **Description:**

This survey is a primary interaction for students to the corporate world. It is a group activity which provides a platform to members for applying theoretical knowledge in context to industrial application. It also gives them an opportunity to understand and relate textbook theories with real time strategies.

### **Learning Goals:**

Research survey focuses on developing their thinking ability in reference to techniques learnt in classes. It caters to one of the most important objective of PGDM program i.e. creative thinking and decision making. It also aims to enhance the analytical skills of a student by providing them a conducive environment to learn.

### **Objectives:**

- Analysing current scenario at the site and its linkage with the concepts learned.
- Comparison of techniques adopted for comparing various alternatives of investment.
- Recommending suggestive measures wherever desired.

### **Instructional Method**

- First-hand information on the survey shared on Moodle.
- Group formation and helping the students in questionnaire development.
- Assigning different companies to different groups for survey.
- Visit to the site in groups.
- Data collection and personal interviews with managers.
- Data Interpretation in excel and presentations thereafter.
- Brainstorming and discussions with instructor.

### **Assessment**

- Student's ability to develop questionnaire.
- Group's creativity in collecting data.
- Ability of students in making the data useful for analysis.
- Group's recommendation on the issues faced by sample company.
- Group's presentation quality.

### **Significance of Results**

Outcomes from the research survey are helpful in evaluating students on various grounds like ability to think, writing skills, communication, networking, usage of excel software and presentation skills.

### **Evidences**

- Questionnaire
- Evaluation Sheet
- Photos of group at the site
- Project submission on Moodle

## **Pechakucha Competition- Dr. Etinder Pal Singh**

**Description:** This is an individual activity, where each participant has to do a onstage presentation in the Auditorouim. PechaKucha is a presentation style originated in Japan. It is a style of presentation in which 20 slides are shown for 20 seconds each (6 minutes and 40 seconds in total). The format of presentations helps the student to be concise and fast-paced.

**Learning Goals:** The presentation competition aims at developing the presentation and communication skills of the student. It also helps them in gaining confidence and overcoming the fear of public speaking.

### **Background**

- It was observed that many students lack public speaking skills.
- They have stage fright.
- The confidence is lacking
- Some of them have never stood in front of even a small audience to present.
- They feel nervous in front of the audience

**Instructional Method:** The students are provided with lots of opportunities during their mentoring classes to speak and present. The students are also asked to video record while they are speaking/presenting, so that they can see how they actually appear to others while speaking. This is a good tool for reflection. Plus the group (peers and mentor) gave them the suggestions regarding what went well and what are the opportunities for improvement. Then a PechaKucha competition is planned for them

**Assessment:** The presentation is assessed on the following parameters:

- Content ( Organized, Clarity, supporting evidence)
- Design ( visual aids, interesting, slide design, sources, flow)
- Delivery (grammar, pronunciation, body language, mannerisms, Confidence, Time limit .)

### **Significance of Results:**

Students learned a new style of presentation.

Students learn Time management

Students get the exposure on the big stage of Audi.

It creates self confidence.

The activity also helps in achieving PGDM program's two outcomes

1. "Analyze complex business problems in the changing global scenario and take critical decisions, keeping the larger good, as well as, societal interests in mind".
2. "Interact effectively with various stakeholders of business."

### **Evidence:**

- Background Note Pechakucha Competttion
- Evaluation Sheet
- Videos/Photos of the Role Play

## **Hands on learning through Dashboard- Dr. Monika Arora**

### **Description:**

This is a group activity in group of 3-4 members in which students have to perform the given steps and submit a analysis data and submit the report. It is followed by presentations of the participants about the data analysis and reporting.

### **Learning Goals:**

A dashboard is a user interface that organizes and presents information in a way that is easy to read. It helps in data analysis, reporting in terms of appropriate charts and graphs. It is an important skill required by all students. The existence of data in its raw form is collected and used in processing. Excel will help to do analysis and processing of data.

This will helps the student to understand the data and interpret and analyse the business problems. Interpreting and analysing the business problems are two of the Learning Outcomes of Business Data analysis Course offered to ASM students

### **Objectives:**

Enabling the students to

- Interpret and understand the problem
- Analyse the data and figure out the solutions and display the results by using dynamic dashboard

### **Instructional Method**

1. A brief introduction of the Dashboard (Data Analysis) exercise by the instructor where the student have to choose their own dataset.
2. Formation of groups (i.e 4-5 students) for the project
3. Column identification and formulation of questions
4. Prepare a dashboard and submit a report.
5. Group presentations done by justifying the questions identified
6. Debriefing by instructor for further improvement in project.

### **Assessment**

Assessment based on the following parameters:

- a Understanding of the data
- b. Identification of questions
- c. Layout of dashboard
- d. Report Submission
- e. Presentations of project

### **Significance of Results**

Results of the Data Analysis assessment helps to accomplishment of course outcomes related to students' ability to analyse, interpret the large data using appropriate formulas

### **Evidences**

- Report
- Dashboard submission
- Presentations
- Videos/Photos of presentations
- Evaluation Sheets

## **Data Analytics Project- Operating Efficiency of Firms- Dr. Priya Gupta**

### **Description:**

This Data Analytics project is used in the course on Financial Management. It is a group project where the students have to apply their conceptual knowledge on the real time data of the companies assigned to them from various sectors. To judge the operating efficiency of firms, students need to first understand and then analyze the financial statements (income statement and balance sheet) of any company thoroughly. The main objective of this project is to make the students understand how the operating efficiency of any company may vary and thus has an impact over their profitability.

### **Learning Goals:**

This Data Analytics Project aims at developing analytical skills of the students. This addresses Program Outcome of PGDM program of ASM regarding successfully applying analytical thinking with a systems perspective to determine solutions.

### **Objectives:**

- Analysing the financial statements and computation of the concepts learned related to working capital efficiency.
- Comparison of ratios computed and analyzing the situation of the company concerned.
- Recommending suggestive measures wherever desired.

### **Instructional Method:**

1. Faculty shares first- hand information of the project on Moodle.
2. Faculty facilitates group formation and assigning the list of companies with the students group wise.
3. Students need to download the annual report for 5 years of the stand alone companies assigned in front of their name.
4. Students required to extract the Income statement and Balance Sheet on an excel sheet for 5 financial years.
5. Students are advised to write the introduction of the company and introduction of the concepts (ICP, DCP, CDP, GOCP, NOCP/ CCC) for measuring the operational efficiency.
6. Students have to calculate these concepts (in days) and write interpretation thereof.
7. As a group, students do the comparative analysis of all the six companies assigned to the group as a whole and comment on the overall operating efficiency of the companies in that specific sector.
8. The above analysis needs to be incorporated into a project report followed by the group presentation.

### **Assessment:**

- Student's ability to collecting data
- Ability of students in making the data useful for analysis
- Group's recommendation on the issues faced by sample company
- Group's presentation quality

### **Significance of Results:**

Outcomes from this project are helpful in evaluating students on various grounds like ability to think, writing skills, communication, usage of excel software and presentation skills.

### **Evidences:**

1. Project Outline step wise shared on Moodle
2. Project submission on Moodle
3. Project report submitted by the students