

# **20 th Annual Convention of the Strategic Management Forum**

**Strategy, Innovation and  
Entrepreneurship Curriculum in an Era  
of Disruption  
December 25-27, 2018**



**Book of Abstracts**



**Indian Institute of Management Tiruchirappalli**

## WELCOME TO TWENTIETH ANNUAL CONVENTION OF THE STRATEGIC MANAGEMENT FORUM 2018

"Strategy, Innovation and Entrepreneurship curriculum in the era of Disruption".

The global environment today is dotted by dynamic, complex and incessant political and technological changes. On the one hand, we have the onset of de-globalization, marked by tariff impositions and trade wars among once economically-friendly nations. On the other hand, technology is disrupting industries and business models in hitherto unimaginable ways, making it difficult for businesses to rely on conventional wisdom and historical precedents to take decisions. Business schools themselves are not insulated from this reality, with technology-driven Massive Online Open Courses (MOOCs) leading the way in rendering certain aspects of campus learning experience irrelevant. As suppliers of talent to organizations, business schools are at crossroads to critically examine the strategic management curriculum with a view to preparing graduates with skills and competencies required to manage and lead organizations of the future. On the one hand, there is a confluence of ideas in Strategic Management with adjacent fields like Business Models, Entrepreneurship and Design Thinking both drawing from and contributing to the body of knowledge. On the other hand, changes in demography, learning patterns, and attention spans have made it imperative to identify and adopt novel pedagogical approaches to prepare millennials with the requisite skills demanded by the job market of the future. The 20th annual convention of the Strategic Management Forum hopes to be a platform in leading this discussion on how the academic ecosystem, and Strategic Management professionals in particular, can respond to these changing realities. The theme for the convention is "Strategy, Innovation and Entrepreneurship Curriculum in an Era of Disruption".

Through the convention, we are looking forward to facilitating a conversation on the following topics:

- How to create/improve course design.
- How to improvise with pedagogical innovations.
- How to improve the teaching notes for the cases taught in the course?
- How to change assessment techniques to give better feedback to the students and achieve course objectives.

The convention aims to provide an opportunity for teachers of Strategy, Innovation and Entrepreneurship to share their research on efforts to improve student's learning

experiences through the convention podium. The collection of abstracts will be published in the form of a compendium. Further, the convention will also provide academics an opportunity to receive inputs on curriculum design through lectures, panel discussions from academics of eminence representing global institutions. The convention hopes to foster an ecosystem for exchanging and sharing expertise on all aspects of curriculum centered on disruption impacting Strategy, innovation and Entrepreneurship by assembling leading academics, thinkers, researchers and policy makers.

We extend a warm welcome to you.

Dr. Bhimaraya Metri

Prof K V Mukundhan

Prof Karthik Dhandapani

Chairperson, SMF  
Director, IIM Trichy

Convention Coordinator

Convention Coordinator

# Programme Schedule

## TUESDAY, DECEMBER 25, 2018

12:00 PM	-	1:00 PM	Registration	
1:00 PM	-	2:00 PM	Lunch	
2:00 PM	-	3:30 PM	<b>Workshop 1: How to write a case?</b> by Dr. Arunaditya Sahay, <i>BIMTECH</i>	CR03
3:30 PM	-	4:00 PM	Networking Break	
4:00 PM	-	5:00 PM	<b>Parallel Track Presentation &amp; Case Presentations</b>	CR03, CR10-13
7:30 PM	-	9:00 PM	Director's Dinner	

## WEDNESDAY, DECEMBER 26, 2018

10:00 AM	-	11:30 AM	<b>Inauguration</b> Chief Guest: Dr. Gerard George, Dean, Lee Kong Chian School of Business Guest of Honor: Mr. Rajnish Mehta, Executive Director (Corporate Strategy & Planning), HPCL	CR05
11:30 AM	-	11:45 AM	Networking Break	
11:45 AM	-	1:15 PM	<b>Panel Discussion on Strategic Management Curriculum</b> Panelists: Prof. M R Dixit, <i>IIM Ahmedabad</i> Prof Dr. L.S. Ganesh, <i>IIT Madras DOMS</i> Prof. J Ramachandran <i>IIM Bangalore</i> Prof. N. Venkiteswaran <i>TSM, Madurai</i>	CR05
1:15 PM	-	2:15 PM	Lunch	

<b>WEDNESDAY, DECEMBER 26, 2018- Cont'd</b>			
2:15 PM	-	3:15 PM	<i>Parallel Track Presentation &amp; Case Presentations</i> CR03, CR10-13
3:30 PM	-	4:30 PM	<i>Workshop 2: How to Write a Teaching Note?</i> Prof. M R Dixit, IIM Ahmedabad CR03
4:30 PM	-	4:45 PM	Networking Break
4:45 PM	-	6:15 PM	<i>Lessons in strategy making from Indian scriptures</i> <i>Panelists</i> Dr. Subhash Sharma, <i>Indus Business Academy, Bangalore</i> Dr. R. Karunamoorthy <i>Gopalan Foundation</i> Dr. B Mahadevan, <i>IIM Bangalore</i> CR05
8:45 PM	-	10:45 PM	Gala Dinner

### **THURSDAY, DECEMBER 27, 2018**

10:00 AM	-	11:30 AM	<i>Workshop 3: Using Simulation to Teach Strategizing</i> by Varun Patil, <i>CESIM</i> CR03
11:30 AM	-	11:45 AM	Networking Break
11:45 AM	-	1.15 PM	<i>Panel Discussion on Future of Business Schools and Management Education</i> <i>Panelists:</i> Dr. Bhimaraya Metri, <i>IIM Tiruchirappalli</i> Mr. Richard Rekhy, <i>Ex-CEO, KPMG</i> Dr. H Chaturvedi, <i>BIMTECH</i> Dr. Vivek Natrajan, <i>Lamar University, USA</i> CR05
1.15 PM	-	2.00 PM	Valedictory

# **Detailed Presentation Schedule**

**Date: 25-Dec-18**

**Track: Bring New Venture Context to the Classroom**

Session# 2510

Venue: CR-10

<b>Paper ID</b>	<b>Paper Title</b>	<b>Authors</b>
SMF2018#27	A Futuristic Strategic Management Education Curriculum Framework with Idea and Innovation Labs as Industry Institute Interface	Ranga Rajagopal and R Rajendran
SMF2018#3	Corporate Entrepreneurship as Practice	Rohit Kumar
SMF2018#35	Impact of Entrepreneurship Education on Entrepreneurial Intentions	Sunder Dindugal
SMF2018#39	Entrepreneurial Self Awareness	Deepak Pandit

**Date : 25-Dec-18**

**Track: Bringing Live Projects to the Classroom**

Session# 2503

Venue: CR-03

<b>Paper ID</b>	<b>Paper Title</b>	<b>Authors</b>
SMF2018#33	Integrative Live Case and Strategic Management Pedagogy	Swapnil Garg, Venkat Raman and Sneha Thapliyal
SMF2018#43	Designing a Project Based Learning Course for Management Education	Ayon Chakraborty and Smita Chattopadhyay
SMF2018#47	Extended Abstract: Teaching Business Modelling through Panipuri Business	Abhishek Sinha
SMF2018#58	An Experiment on Using Live Case Method in India	Prof Krishna Kumar

**Date : 25-Dec-18**

**Track: Bringing Novel Context to the Classroom- I**

Session# 2511

Venue: CR-11

<b>Paper ID</b>	<b>Paper Title</b>	<b>Authors</b>
SMF2018#53	Teaching Operations in the era of Netflix	Sirish Gouda
SMF2018#49	Teaching strategic management using materials from non conventional sources	David Selvanathan and Srinivasan Iyengar
SMF2018#5	FROM BOARDROOMS TO THE CLASSROOM: Bringing Learnings from Multi-Sided Platform Firms to Future Business Leaders	Srinivasan R, Sandeep Lakshmipathy and Padmavathi Koride

**Date 25-Dec-18**

**Track: Novel Approaches to Promoting Student Engagement**

Session# 2512

Venue: CR-12

<b>Paper ID</b>	<b>Paper Title</b>	<b>Authors</b>
SMF2018#9	Teaching IB to Emerging Market Millennials: Combining Paradox and Conceptual Reinforcement	K.V. Mukundhan
SMF2018#18	The Active Case Method: Re-creating context with participants' involvement	Saroj Kumar Pani
SMF2018#41	Dashboard for guided case discussion in complex cases in strategic management	Karthik Dhandapani

**Date 25-Dec-18**

**Track: Research: New and Small Ventures Context**

Session# 2513

Venue: CR-13

<b>Paper ID</b>	<b>Paper Title</b>	<b>Authors</b>
SMF2018#10	Obsessed with concentrated industries: Towards an inclusion of indigenous entrepreneurial communities thriving in tough-to-operate fragmented industries	Jitesh Mohnot and Sankalp Pratap
SMF2018#22	Entrepreneurship Education: A Catalyst to India's Economic Growth	Trupti Almoula, Prabir Chandra Padhy and Smita Panda
SMF2018#59	Entrepreneurship Education orientation focus- A critical Review	Rajagopal K

**Date 26-Dec-18**

**Track: Bringing Novel Context to the Classroom- II**

Session# 2610

Venue: CR-10

<b>Paper ID</b>	<b>Paper Title</b>	<b>Authors</b>
SMF2018#44	Developing a course in an emerging academic sub-area	Apoorv Khare
SMF2018#7	Tamil Sangam Epics as a Comprehensive Strategic Management Tutor	Sarath Sennimalai
SMF2018#51	Unconventional Teaching Methods and Innovative Assessment Technique used for Teaching Strategic Management	Prof.Shehbaz Ahmed and Mirza Rafathulla Baig
SMF2018#34	On Being Entrepreneurial about Teaching Entrepreneurship: Reflections and Learning on teaching Social Entrepreneurship	Shambu Prasad Chebrolu

**Date 26-Dec-18**  
**Track: Change Imperatives in Management Curriculum**

Session# 2611

Venue: CR-11

<b>Paper ID</b>	<b>Paper Title</b>	<b>Authors</b>
SMF2018#28	'Regularizing the Irregular': Integrating the spirit of MOOC in Higher Education.	Omdeep Gupta and Krishna Chandra Balodi
SMF2018#29	Industry 4.0 : New challenges for skills, education and employability of students	Balamurugan S and Selvalakshmi Dr.M
SMF2018#48	Course Design for Industry 4.0: Digital Workplaces	Mita Brahma, Shiv Tripathi and Arunaditya Sahay

**Date 26-Dec-18**  
**Track: Creating Simulated Word in the Classroom**

Session# 2612

Venue: CR-12

<b>Paper ID</b>	<b>Paper Title</b>	<b>Authors</b>
SMF2018#14	Experiential Learning through Business Simulation Game in Strategic Management	Dr. Sandeep Vij and Dr. Rajnish Sharma
SMF2018#42	Teaching Strategic Management through Advanced Strategic Corporate Management game from Marketplace Simulations – Rationale and Reflections	Srinivas Gunta and Swapnil Garg
SMF2018#54	A simulation game on Warehouse Planning and implementation	Manoj Hudnurkar and Suhas Ambekar

**Date 26-Dec-18**

**Track: Novel Curriculum Artefacts**

Session# 2613

Venue: CR-13

<b>Paper ID</b>	<b>Paper Title</b>	<b>Authors</b>
SMF2018#4	TATA – Starbucks in India: Putting Two Plus Two Together	Srinivasan Iyengar and Selvalakshimi Bharath
SMF2018#62	Leadership & Innovation : Lessons from the Case of Tesla for Management Students	Gayathri Sivasubramanian
SMF2018#13	Razor’s Edge: Challenges of Ethical Decision Making	Kajari Mukherjee
SMF2018#11	Design Thinking, Innovation & Corporate Entrepreneurship (DICE)	Rohit Kumar

**Date 26-Dec-18**

**Track: Research: Multidisciplinary Contexts**

Session# 2603

Venue: CR-03

<b>Paper ID</b>	<b>Paper Title</b>	<b>Authors</b>
SMF2018#6	Msme Entrepreneurs Growth And Issues	Shunmuga Rajan N
SMF2018#50	Issues for the Sustainability of Performing Arts Organisations	Kanika Khurana and Atanu Ghosh
SMF2018#61	Market Efficiency and Investment Behavior: Looking through the TriGuna Lens	Satya Krishna Sharma R and Arunaditya Sahay

# **Abstracts of Papers**

Tuesday, December 25, 2018

Track: Bring New Venture Context to the Classroom

Session # 2510

Venue : CR-10

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#27	A Futuristic Strategic Management Education Curriculum Framework with Idea and Innovation Labs as Industry Institute Interface

Ranga Rajagopal (*Acenet Technologies India Private Limited*)  
R Rajendran (*Sri Ramakrishna Institute of Technology, India*)

Evolution in strategic management curriculum is essential to ensure that business management education stays relevant in this digital age. Innovation being the need of the hour, management students should be provided the environment and opportunity for knowledge creation that can subsequently be evaluated, confirmed and reinforced thorough experimentation. A framework is proposed incorporating the revised Bloom’s Taxonomy framework with inputs being provided through an Idea Lab for knowledge creation and further supported by an industry collaborated Innovation Lab for confirmation in the process of acquiring the ability to formulate and implement business strategies successfully for sustained superior competitive advantages. This conceptual framework would provide a new dimension to management education in general and to strategic management education in particular.

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#3	Corporate Entrepreneurship as Practice

Rohit Kumar (*Indian Institute of Management Ranchi*)

Today’s corporations are increasingly engaging in entrepreneurial efforts to mitigate the threats of early extinction. Despite theoretical advances in corporate entrepreneurship and the related entrepreneurial orientation literature, relatively little is known about how to translate this rich knowledge into practice. Thus, building a holistic conceptualization of corporate entrepreneurship as practice seems a timely and valuable exercise in the current state of strategic management research. In this paper, a tool is introduced to compare entrepreneurial orientation among firms and conceptualize corporate entrepreneurship as practice in order to examine the micro-level aspects of corporate entrepreneurship. Drawing on the work done by corporate entrepreneurship and strategy-as-practice scholars, this paper proposes and discuss a five-tier framework of corporate entrepreneurship as practice and develop propositions about how it can be strengthened.

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#35	Impact of Entrepreneurship Education on Entrepreneurial Intentions

Sunder Dindugal (*Indian Institute of Management Indore*)

**Introduction:**

It is widely accepted that entrepreneurship contributes to employment generation and start-ups create more new jobs every year compared to large firms (Wiens and Jackson, 2015). There is also a strong belief that increased entrepreneurial activity will contribute to the growth and development of the economy. Therefore it is not surprising that governments across the world are encouraging entrepreneurial activities and trying to create an ecosystem that supports and nurtures new ventures. Educational institutions are fertile grounds for developing the spirit of entrepreneurship (Hofer, 2013) and governments have been encouraging educational institutions to increase awareness about entrepreneurship. This has resulted in a number of courses on entrepreneurship being offered in many universities and colleges across the world.

**Motivation for the study:**

While the attempt to encourage entrepreneurship through course offerings is appreciated, there are important questions that needs to be answered – Can entrepreneurship be taught? (Haase & Lautenschläger, 2011). Do courses offered by many colleges and universities actually result in new ventures being created? In this study, we posit that entrepreneurial intentions leads to entrepreneurship and if the courses offered can influence intentions, behaviour will follow. This is based on the Theory of Planned Behaviour (Ajzen, 1991).

**Methodology:**

A premier management institute in India (one of the top 10) offers a course on entrepreneurial orientation to first year post graduate students in management. The objective of the course is to increase awareness on entrepreneurship. The course also discusses how risks associated with entrepreneurship can be mitigated and the competencies required to succeed as an entrepreneur. The students of this course were administered a survey questionnaire that captures their entrepreneurial intentions before and after the course.

**Results and Conclusions:**

The objective was to understand the level of interest in entrepreneurship among students before the course and see if this changed after the course. A simple analysis of the change in the proportion of students expressing interest in starting on their own before and after the course was carried out. Though there was an increase in the proportion, it was not statistically significant. When the researcher looked at the actual number of students who had moved from No (no interest) to Yes (interested), the numbers were higher, but the overall number saying yes had not increased significantly because some

students had moved from Yes to No. This was surprising as the researcher did not expect movement in this direction. Considering the movement in both the directions, a McNemars test was carried out which showed that the change (before and after) was significant at the 10% level ( $p=0.0812$ ). This supports the view that course on entrepreneurship add value by increasing awareness and help students take an informed decision. The paper also looks at other factors influencing entrepreneurial intention and discusses how entrepreneurship education can be useful.

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#39	Entrepreneurial Self Awareness

Deepak Pandit (*Fortune Institute of International Business*)

Background Student Entrepreneurship in India has been showing rapid signs of inflexion and a promise to mature in the coming few years. Institutions of higher learning have also been trying to adapt to this trend by enabling their students to start early, make a difference and be a part of India’s socio-economic growth story. However, in many ways this phenomenon is still in its infancy as most aspiring student entrepreneurs are still not aware of the various challenges, opportunities and the pitfalls they may face while embarking on the entrepreneurial/intrapreneurial journey within a New Venture/Corporate.

Entrepreneurship Education Students also often assume the lack of relevance of entrepreneurship courses to their career prospects if they are not inclined to pursue new venture creation in the near future. The criticality of having an entrepreneurial mind-set for growth and survival in today’s corporate sector is not understood by most students. This underlines the need for exposing students at an early stage in their education to methodologies that systematically validate a business idea, chisel it to perfection before taking it to market. To this effort most Management institutions have introduced either a core or sometimes an elective course around the theme of Entrepreneurship and New Venture Creation (ENVC).

The Gap in ENVC Instruction ENVC as a course targets idea development, opportunity assessment, product development, value proposition, business plan preparation among other topics. However there is negligible effort towards making students self-aware about their own entrepreneurial traits, attitudes and beliefs and their impact on ideation. This underlines the need for a foundation course focusing on developing a sync between the Idea and the Individual by making students self-aware about their entrepreneurial intentions (or lack of them), entrepreneurial and/or career aspirations and individual style preference while working in teams. These three elements of the student’s personality need to be synced with ideation to make the student aware of a synergy or dissonance so that corrective action as required can be taken. This foundation course would be specifically useful at the beginning of a MBA program and a prerequisite for core course titled ENVC (Entrepreneurship & New Venture Creation) and an elective course titled Corporate Entrepreneurship.”

# **Abstracts of Papers**

Tuesday, December 25, 2018

Track: Bringing Live Projects to the Classroom

Session # 2503

Venue : CR-03

Paper ID	Paper Title
SMF2018#33	Integrative Live Case and Strategic Management Pedagogy

Swapnil Garg (*Indian Institute of Management, Indore*)  
Venkat Raman (*Indian Institute of Management, Indore*)  
Sneha Thapliyal (*Indian Institute of Management, Indore*)

Integrative Live Case and Strategic Management Pedagogy “.. format of combining industry notes with company cases, which had been initiated at Harvard Business School by a professor of manufacturing, John MacLean, became the norm in Harvard's business policy course. In practice, an industry note was often followed by multiple cases on one or several companies with the objective, inter alia, of economizing on students' preparation time. “ (Ghemawat, 2002)

Pedagogical choices need to be driven by context. However, pedagogical choices are often influenced by the ivory tower in which academicians reside. Two of these contextual factors, which are salient of a Strategic Management Pedagogy are student preparation requirements and students connect with the context. Not addressing these contextual aspects has resulted in strategic management being taught through 30-50 different cases, which are often 20-30 pages long, resulting in frequent complaints of an unprepared class. At the same time, the student may be reading about a context which is far away from her (e.g. inception of Walmart by Sam Walton in Arkansas, or Nucor’s steel making in US 1986), to which she cannot connect, losing all motivation to read the long case.

These problems have plagued Business Policy/ Strategic Management departments including Harvard Business School. Early attempts sought to address the problem by focusing on an industry and developing multiple cases. However, this still leaves the problem of context connection unaddressed, which has become more severe with the millennials. In a recent pedagogical innovation, Raman, Garg & Thapliyal (2017) proposed Integrative Live Case (ILC) as a pedagogical choice for teaching Business Ethics. This paper seeks to extend this pedagogy to strategic management teaching, and argues that the ILC pedagogy can address many of the pedagogical challenges in our domain.

An ILC approach for strategic management teaching, would revolve the course around a live incident which is connected to the class objectives i.e., announcement of an strategic alliance, a report of poor earnings, a competitive fight in the market, or even a CEO appointment or ouster. The live news and context dictates, the choice of what to focus on and to what ones students can get more connected to. The incident can then be leveraged to dig into different facets and objectives to be achieved through the course.

The focal firm’s external environment can be analysed and one can exploit the context to bring home the different environmental factors of importance and carry out an industry analysis and also competitor analysis of the firm. Shifting the focus internal to the firm, one can discuss its choice of strategy, its resource base, and also its value chain. Moving to the corporate strategy front, the firm’s corporate growth decisions and its choices for organic/inorganic growth, and alliance acquisition decisions can also be examined. An appropriate choice of incident would also allow a discussion on strategy formulation, strategic changes, corporate governance, strategy implementations, and also corporate governance of the firm, while the student remains deeply embedded into one context, appreciating the integrative nature of the firm.

We argue that this pedagogical approach can help us better negotiate our classes and encourage more student involvement. However, this pedagogy will not provide students with a broad coverage of multiple industries and firms. Nonetheless, we do not consider such a topical approach to be the hallmark of strategic management teaching. We need to build decision making and analytical skills in participants of our courses rather than information reservoir in this new world, where google can provide whatever data and information you need at the click of a button.

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#43	Designing a Project Based Learning Course for Management Education

Ayon Chakraborty (*Indian Institute of Management, Tiruchirappalli*)  
 Smita Chattopadhyay (*Indian Institute of Management, Tiruchirappalli*)

In the field of education Project Based Learning (PBL) pedagogy has grown in importance over time (Smith, 2012; Danford, 2006). This pedagogy promotes transformative learning as it helps students experience tasks from the real world first hand (Danford, 2006). This experience is very enriching because it helps students gain a deeper understanding of the uncertainties and variabilities that crop up in the real world, and how they could use reflective and creative thinking to resolve issues (Danford, 2006). This pedagogy helps students appreciate the difference between a structured classroom exercise and the chaotic, resource constrained real world. It helps prime them towards acquiring learnings, and skillsets that would help them in the real world.

In today’s interconnected economic highway geographic boundaries have withered away. Yet, cultural distances create hiccups when firms attempt to enter new geographies and sustain those relationships (Barkema et al., 1996). Managers, often work with counterparts in and from different countries. Exposing students to projects with organizations in a different country, helps them understand some of the complexities associated with such business relationships. This offers an additional

layer of uncertainty for the student to engage with than in a project based learning pedagogy that limits itself to dealings with domestic firms. This further enhances the student's skillsets making her ready for the corporate world.

Based on this premises we developed a PBL course, where students get a hands on experience of working on a live organizational problem over the course for 12 weeks. Through this course we intended to equip students with an exposure to concepts in problem solving in an international business environment. The course project has three components; one is classroom sessions, two is working on the project from the home country and third is the onsite component where students work on the project from at the host country.

Through classroom sessions, the students are introduced with basic knowledge of cultural intelligence, lateral and programmed thinking processes and its possible application on the industry projects. Students simultaneously work on the project off-site (from their home country). Students have weekly interactions with course facilitators and mentors from the partner organization to monitor the project progress. Thereafter, travel onsite to the client location for the final stages of the project. These stages give them an opportunity to acquaint themselves with the culture of a different country, and understand how cultural differences can be leveraged to create an innovative product or service.

Through this pedagogy a student engages in intellectual inquiry to meet rigorous real-world standards while carrying out meaningful work (Danford, 2006). This pedagogy by design is student centered (Danford, 2006). It lays a lot of onus on the student and facilitator, and requires one to deal with immense stress built not only due to the project element of the course, but the constraints put by the overall program (MBA) structure. We describe the mechanisms and practices adopted to keep this course project learning centered, while balancing the geographic distance between the two key stakeholders – students and the corporate partners. We describe the different assessment components used to balance the needs of both these stakeholders, and measures taken to bring rigour and improve self-directed learning behaviour among students.

A PBL pedagogy mirrors the business situations a student would face in the real world (Danford, 2006). This paper describes the steps taken to develop a course that helps students gain this exposure and skillsets within the constraints of the tight schedule of the management program. Limitation of the study is that it is based on a small sample of students. Cross-sectional data for two offerings of the course are available. Immediate, post completion feedback from the students and partnering organizations is available, but, some of these skillsets come in use only in the long term. So, tracking the students through a longitudinal or critical incident study to see the real life implementation of the skills sets acquired during this course would be a valuable direction for future research.

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#47	Extended Abstract: Teaching Business Modelling through Panipuri Business

Abhishek Sinha (*VJIM Hyderabad*)

The paper would entail the course outline, the learning outcome, the pedagogy and the assignments along with the rubrics to map the students learning to the session outcomes which are developed out of panipuri business. The panipuri business described in the course is based on “panipuris with peas and panipuris with potatoes”, the two basic variants found in Hyderabad as the instructor takes the course in Hyderabad.

Introduction :

Volatility, Uncertainty, Complexity, and Ambiguity (VUCA) defines the business environment. This has increased the complexity of valuing the new age firms whose value now at times exceed the value of listed companies without them having a sustainable source of revenue. This requires a deeper understanding of businesses and their linkage to the economic environment before valuing them. With the emphasis now shifting to learning, rather than teaching through Outcome-based education system the author has come with an innovative pedagogy to get across the nuances of business models to the students of business valuation course by using a business that all Indians understand well – panipuris.

The issue at Hand :

Teaching business valuation to students who specialize in finance requires developing an appreciation for “profit-seeking sustainable model.” To course participants whose interest lies in numbers drawing them to the understanding of simple concepts such as building a moat, going for value accreditive mergers, relating future cash flows to the economic environment and building a strong logical business model which is sensitive to external and internal changes can be quite a task. The challenges are compounded due to ever-increasing diversity among the course participants and their inability to comprehend real business life situation due to most of them being freshers and having limited exposure to business models. The situation has been aggravated lately due to a decrease in attention span and fall in inclination to read and analyze of course participants.

Solution Proposed :

This has prompted the author to devise his own unique hybrid pedagogy which aims at engaging the course participants and helping them visualize and conceptualize better. The pedagogy is a show and tells method which banks on Socratic, storytelling and role play pedagogies to get the message across more effectively.

Choosing a business :

A business that most of the Indians are aware of is identified to start with. It has also to be taken care of that the business model is simple, comprehensible and scalable. The author, in this case, has used the business of selling panipuris at different scales (stalls on roads, in malls and as a chain ex, Haldiram. The faculty explains the business model that a vendor selling panipuri follows.

Following are the reasons for choosing the panipuri business:

1. Majority of the class can understand the dynamics of the business.
2. There are operational challenges - The raw material cost (commodity price of potato, onions, and peas, which is the major cost driver is volatile, the price, on the other hand, is inelastic for vendors selling on the street. There are real business problems to be discussed which include – whether puris should be made or contracted from outside, should the stalls be rented or bought. The total quantity sold can be limited due to the limited size of the stalls.
3. There is a moat that can be created around the taste and location of the store.
4. Investment Puzzle - The capacity to expand is fixed and most of the expansions take place in form of a new stall being set by the existing players. There are loose cartels as most of the panipuri sellers are from the same part of the country. However, with the additional investment, they can move up the ladder and open the store in a mall and charge a premium price for the same product.
5. It is a unique “bottom of the pyramid model” which is scalable and at each stage the operational, investment and funding challenges are different.

Pedagogy Involved:

The method involves storytelling, role play, and Socratic pedagogies. At the beginning of each session, the instructor starts with a small anecdote/story, for example, the first session would start with – “I have an aspiration and my aspiration is to be a panipuri wala.” Then he throws a problem at the students and the roleplay is conducted where the instructor is the client and the students are a consultant. Socratic method is followed by the instructor to lead the student to the path of self-discovery by asking relevant questions. The students then develop excel models to value the business and these excel models are updated after every question asked. (as an assignment). The faculty then develops a rubrics that enables him to judge the level of understanding of the student of the excel model building skills and relate it to a business situation which he can conceptualize better.

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#58	An Experiment on Using Live Case Method in India

Krishna Kumar (*CoFounder of SMF*)

The use of Live Cases (LC) can help in improving one's problem structuring ability, which is a critical conceptual skill required for managerial decision- making, especially in a complex situation. It can also test, concurrently, the level of understanding of key concepts taught in various courses and the application thereof. Finally, it also facilitates innovative thinking in students, while trying to solve a managerial problem. The method is, however,

not popular in India. An experiment was done recently to understand its relevance, practicability and the difficulties in using the method in India. The experiment was done with a batch of 57 MBA students in a reputed management institute. The institute had developed a local area computer network that was accessible to them. Each student was asked to be the chief executive of an oil mill assigned to him. The oil mills belonged to a public sector company called State Oil Mills Corporation (SOMC) and to a Federation of Cooperative Oil Mills (FCOM). All but 8 of the mills were making losses in 1998-99. The students were given general information about the mills. They were also given element-wise break up of cost for all the mills for the years 1997-98 and 1998-99 and told that further information would be provided on request only. The information that was expected to be solicited by the students, was divided into 3 chunks. After receiving inquiries that were promptly answered during a period, a chunk of information was then released. The same was done for the next two periods. The students were rated for every proper inquiry. They were also asked to submit a report at the end of the exercise. They were allowed to discuss the issues among themselves, but each mill being different they had to analyse their mill separately and prepare the reports individually. At the end of the course, specific feedback on LC was taken.

This paper describes the background of the experiment, the process of design and use of the live case in an MBA course and the problems.

# **Abstracts of Papers**

Tuesday, December 25, 2018

Track: Bringing Novel Context to the Classroom- I

Session # 2511

Venue : CR-11

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#53	Teaching Operations in the era of Netflix

Sirish Gouda (*Indian Institute of Management Tiruchirappalli*)

Extant literature and practitioner reports suggest that millennials spend considerable amount of time watching movies and TV series on popular Video on Demand (VoD) platforms such as Netflix and Amazon Prime, either out of interest, peer-pressure or because of the fear of missing out (FOMO, as it is popularly known among them) (Matrix, 2014). The characters and the events of some popular movies and TV series also become an integral part of their parlance. Students in the 2-year MBA programmes across India have a behavior which is no different from an average millennial. Considering the extremely practical orientation of content in the MBA programme, it is necessary for students to be engaged and participate in discussion in classroom. With the decreasing attention span of individuals, it is necessary to bring pedagogical innovations to the classroom and be relevant. Extant literature has also confirmed the effectiveness of using digital media in classrooms to improve learning outcomes (Neo & Neo, 2001; Pandey, 2012).

In this study, we try to discuss the various efforts by instructors in Operations Management discipline in incorporating content from various movies, novels, cartoons and TV series to increase the level of engagement in classrooms and develop an interest in learning the subject.

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#49	Teaching strategic management using materials from non-conventional sources

David Selvanathan (*NMIMS*)  
Srinivasan Iyengar (*JBIMS*)

Turtles all the way down

There is an Indian story - at least I heard it as an Indian story- about an Englishman who, having been told that the world rested on a platform which rested on the back of an elephant, which rested in turn on the back of a turtle, asked ( perhaps he was an ethnographer, it is the way they behave): what did the turtle rest on? Another turtle, and that turtle? “Ah, sahib, after that turtle, it is turtles all the way down”.

\_\_\_\_\_. From Clifford geertz,

The interpretation of cultures. Strategic management is relatively a new branch of management, and the literature for teaching strategic management is still evolving. All

along the history of mankind, the young warriors and leaders were taught in strategy of war, and through the stories of brave men in history.

Till the advent of movies as a source of entertainment, theatre and dramatics were the source of entertainment for the masses. In the western world we have great epics of Iliad and odyssey, and in the Indian subcontinent, the great epics of Ramayana and Mahabharata are popular, still enacted in during the festival times. The Ram Leela being very popular in north India. Even in the life of great Maratha, Shivaji maharaj, in his younger days was educated with the valance stories of Ramayana, Mahabharata, by his revered mother. Even the sangam literature is abundant with the stories of valor of great men and women. Therefore, in teaching strategy, adequate materials can be drawn from, films, videos, and epics, stories and poems and books like, yugantha, by Irvathi Karve, difficulty of doing good by Gurucharan Das. In the western world, we have classics as Aesop tales, Chaucer's Canterbury tales, Leo Tolstoy short stories, and in India we have vikramathiya stories, pancha thantra stories etc.

This paper aims at reviewing the resources of non-conventional methods and resources, such as films, poems, stories etc., their relevance, advantages and limitations in teaching strategic management.

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#5	FROM BOARDROOMS TO THE CLASSROOM: Bringing Learnings from Multi-Sided Platform Firms to Future Business Leaders

Srinivasan R (*Indian Institute of Management - Bangalore*)

Sandeep Lakshmipathy (*GE Healthcare*)

Padmavathi Koride (*Indian Institute of Management - Bangalore*)

Multiple industries are getting reshaped due to the emergence of platform firms and these are operated as multi-sided platforms (MSP) which connect consumers on one side to service providers on the other. We address the two most important questions in the study of MSPs: How are these new age firms able to scale, sustain and deliver never-before seen growth rates while forcing traditional players in many sectors to reinvent established business models? What additional business models should students in the classroom understand to assist them manage these new-age, hyper-growth oriented firms? Through a course on Platform Business Models, we bring structured learnings from multiple firms which operate as MSPs by using the case method as the pedagogy.

# **Abstracts of Papers**

Tuesday, December 25, 2018

Track: Novel Approaches to Promoting Student

Engagement

Session # 2512

Venue : CR-12

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#9	Teaching IB to Emerging Market Millennials: Combining Paradox and Conceptual Reinforcement

K.V. Mukundhan (*Indian Institute of Management Tiruchirappalli*)

The advent of technological changes and strategic innovation engaged in by entrepreneurial and established organizations have rendered conventional methods of doing business obsolete and traditional business models ineffective. The basis of competition, and as a consequence, the notion of competitive advantage across borders, has shifted away from configuring the global value chain and managing the integration-responsiveness dichotomy to searching for new market/resource positions, developing flexibility to tariff wars/supply chain disruptions, and leveraging global operations for cross-fertilization of knowledge. International Business curriculum needs to evolve to address this changing business context dominated by the sharing economy, digital disruption and asset-light firms with disruptive business models. One way of addressing this need is by providing central focus to the microfoundations of IB decisions, with particular focus on business models and activity systems. On the other hand, our principal audience in the classroom are millennials who are characterized by a) Having a deep understanding of and an appreciation for technology and social connectedness (Roberts, Newman and Schwartzstein, 2012); and b) Low attention spans and a differentiated ability to multitask (Abe and Jordan, 2013). This predisposition leads to differences in the way millennials learn and have to be assessed. This calls for novel approaches in curriculum design, course development and pedagogy to respond to the learning needs and behaviour of millennials. This paper describes a tested method to IB teaching that blends a combination of case pedagogy, lecturing, carefully-curated assignments and videos from social networking websites.

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#18	The Active Case Method: Re-creating context with participants' involvement

Saroj Kumar Pani (*IIM Nagpur*)

Case method has been widely accepted as an effective pedagogical tool in many business schools throughout the world. When Harvard Business School started widely applying this method of business instruction in 1920s in their MBA program, the central idea was that instead of giving the students solutions or answers, this method would facilitate students to explore their own solution or decision in a given context (Normand, 2017). The concept of context specific decisions based on facts with deep engagement of the student has been the novelty of this method throughout the last ninety years of its usage. However, like any other method this method also has its own challenges. These challenges emanate from many sources and for varied reasons. The most common

challenges that the case facilitator as well as the participants come across are the following

1. Context in-congruency: Context in-congruency generally happens when the socio-economic context of the case is alien to the participants. When case study was first adopted by HBS, most of the cases were of the companies based out of USA. The protagonists as well as other characters of the case were mostly US centric. This provided most of the participants a familiar social, cultural, and economic context and a common ground of “intangibilities” for decision making. However, as case method became widely used, this familiar context became increasingly unfamiliar. For example, many business cases used in most Indian B-Schools are of non-Indian origin and foreign context. This type of context in-congruency affects the understanding, quality of discussion, and decisions of the participants. Though use of local cases is an obvious solution, pedagogical innovation also can significantly improve participants’ experience.

2. Context visualization: Distortion in context visualization happens when the participants do not fully associate with the protagonist or other characters of the case. This distortion becomes starker if the case involves behavioural and emotional elements in comparison to cases where decisions can be arrived at based only on cold calculations. In a peculiar Indian MBA classroom the distortion happens primarily for two reasons, i.e. lack of work experience of the participants and lack of appreciation of behavioural and emotional elements in decision making. For the case facilitator, the challenge here is to highlight the importance of behavioural and emotional elements in decision making without neglecting the process of rational decision making. The challenge become even more daunting when the participants have very less real life work experience to be able to visualize the behavioural and emotional aspects of their stance/decision. In such context, the case facilitator may need innovative methods of case teaching to bring forth the richness of the case context and to minimize distortion in context visualization.

3. Lack of Depth: The richness of case discussion in a classroom setting is immensely increased when the facilitator has first-hand experience of the organization or the industry in question. During the initial days of case method at HBS, most cases were written as well as being taught by the same person (Loh, 2016). This enabled the case facilitator to bring additional perspective when necessary because of her practical experience of the case context. However, with wide adoption of case method in various subjects of management and with increased faculty focus on niche research, it may not be practical to expect all cases in a course to be written by the facilitator. The facilitator, while teaching cases written by others, may find herself wanting of more information and insight that only practical experience or involvement can provide. In such situations, the case facilitator may need to improvise the formal case method, so that richness of context may be created through introduction and creation of in-class events that complements the case context. Such events may also provide opportunities to all participants to analyse the witnessed phenomenon and therefore overcome the handicap of experience.

4. Lack of preparation and participation: This is a common phenomenon among participants, especially when the cases are long and participants can't associate themselves with any aspect of the case or characters. Though the case facilitator expects everyone to come prepared and be participative as the onus of responsibility in a classic case method session is on participants, it simply may not happen for reasons beyond the facilitator's control. In such situations, she may need to adapt to the challenges of non-preparation and non-participation with alternative but complementing methods that drive participants' interest.

One may notice that there is a commonality among the challenges explained. The cause of each of these challenges is not entirely under the control of the case facilitator. Of course, many of the above mentioned challenges may not precipitate, if the facilitator writes the case herself by virtue of her direct association with the phenomena, and the participants are reasonably acquainted with the context by their first-hand experience. But that does not always happen in reality. Therefore, the facilitator may need to re-innovate the classic case method in order to overcome the challenges. The active case method is an innovative but simple method that overcomes many of the challenges explained above in a class-room setting. This paper explains what an active case method is, how to follow such a method in a class room setting, and what are its advantages and limitations with examples. The paper uses qualitative data collected from multiple case facilitators and participants to show the efficacy of the active case method.

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#41	Dashboard for guided case discussion in complex cases in strategic management

Karthik Dhandapani (*IIM Trichy*)

The challenge of what students are thinking about the case situation always remains in case teaching. This difficulty is amplified in strategy courses particularly in the integrating case towards the end of the course. The objective of such integrating cases is to check if participants have mastered the art of taking a set of decisions that are comprehensive, complete, clear and consistent. If students argue the pros and cons of just one or two decisions or touch upon only one or two functions, the objectives of the session are not achieved. This paper develops a Dashboard for visualizing the choices of all students in a class. The dashboard can help faculty guide the discussion in complex cases in Strategy.

# **Abstracts of Papers**

Tuesday, December 25, 2018

Track: Research: New and Small Ventures Context

Session # 2513

Venue : CR-13

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#10	Obsessed with concentrated industries: Towards an inclusion of indigenous entrepreneurial communities thriving in tough-to-operate fragmented industries

Jitesh Mohnot (*Indian Institute of Management Tiruchirappalli*)  
Sankalp Pratap (*Indian Institute of Management Tiruchirappalli*)

The field of strategic management in terms of its curriculum, tools and actors has increasingly become selective in studying as well as teaching cases of firms based in concentrated industries, be it behemoths or start-ups, leaving out strategizing practices that evolved indigenously through centuries of business practice among close-knit business communities, mostly operating in fragmented industries. Their tremendous success on an ongoing basis in tough-to-operate industries does not fit with the extant conceptualization of fragmented industries as unattractive. So we believe that time has come to study them and incorporate their stories and logics into the mainstream discourse, as their world and its doings aren't as isolated as one might assume. Rather their culturally produced commercial practices have the potential to align with the extant conversations in strategy which we elaborate in our article. By moving in this direction we improve upon the extant understanding of budding managers in multiple areas within strategy and entrepreneurship such as ongoing survival in fragmented industries, entrepreneurial communities and strategy-as-practice. This would also lead to managers, understand the role of these set of businesses (many of whom they deal with in direct or indirect ways), making them better off than those who do not.

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#22	Entrepreneurship Education: A Catalyst to India's Economic Growth

Trupti Almoula (*NCM, Bharuch*)  
Prabir Chandra Padhy (*VIT Vellore*)  
Smita Panda (*NCM, Bharuch*)

According to the number of reports in the global level, India is the world's 5th largest economy with a nominal GDP of USD 2.9 trillion. GDP growth rate of India is far better with respect to the other leading economies of the world. These are the amazing facts of Indian economy. But, the other side of the coin is really terrifying. Currently, the INR value has declined and the USD has exceeded 70 rupees. The rate of inflation doesn't bring any new hope for us. The former situation reflects that we have grown and have traveled miles ahead with respect to economic growth. But the later situation shows the contradicting and devastating truth of the economy.

Economic development is directly proportional to the industry sector development. The antidote to irradiate such ailment or address all the issues of industrial growth, we need to capitalize on the inculcation of skills and traits among human capitals.

Entrepreneurship education is the only way to give life to the industrial sector by developing entrepreneurial attributes in the human resources as well as develop entrepreneurs to anchor activities within the supply chain of medium and large enterprises.

This paper emphasizes the review of entrepreneurship educational curriculum, design and implementation strategy in different parts of the world. It also justifies the relationship between entrepreneurship education and the growth of the Indian economy, the paradigm shift in the entrepreneurship education. The paper reveals the experiences of the entrepreneur who gained formal entrepreneurial education and set up their industry, how such an education helped them develop their business. This paper also talks of what shifts have come up in the entrepreneurial development curriculum by nodal organizations like EDII so that their students could build powerful entrepreneurs. The paper also talks of the suggestions of the interviewed entrepreneurs as regards to what more if made parts of the curriculum would help develops and succeed better.

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#59	Entrepreneurship Education orientation focus- A critical Review

Rajagopal K (*SCMHRD*)

Setting aside the debate on is it possible to teach entrepreneurship to the students of the management Schools or not, there is also an equally important task of reviewing the understanding of these young minds on the amount of knowledge assimilation which happens on the various initiatives on the taken by Government and other organization to support Entrepreneurship.

In India utmost thrust is being laid on initiating and nurturing the Entrepreneurial activities by the Government, Private and Non-Governmental Organizations. Several organizations' such as Technology Development Board(DST),National Research and Development Corporation-DST, Biotechnology Industry Research Assistance Council(BIRAC)-DBT(Directorate of Bio-Technology),Global Innovation and Technology Alliance(GITA),Indian Institute of Technology, Entrepreneurship Development Institute of India(EDII), Confederation of Indian Industry(CII), Ministry of Human Resource Development(MHRD) and Indian Council for Agricultural Research(ICAR) are working towards developing the Entrepreneurial culture and mind set among the youth, professionals and Intrapreneurs.

These Organizations apart from consistently working towards fostering of the Entrepreneurial skill development, are also ensuring sustainable and inclusive growth of the startups by constantly deriving Public and Private partnership initiatives to develop new and innovative Entrepreneurship models.

# **Abstracts of Papers**

Wednesday, December 26, 2018

Track: Bringing Novel Context to the Classroom- II

Session # 2610

Venue : CR-10

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#44	Developing a course in an emerging academic sub-area

Apoorv Khare (*IIM Trichy*)

A large population of the world, especially in developing countries such as India, lives on the margins of the economic pyramid. This population group is also popularly known as the base-of-the-pyramid (BoP) especially in the academic field of Management (Prahalad, 2005). Marketing to BoP consumers and investigation of the markets in such contexts have gained currency among practitioners as well as researchers especially in last two decades. The BoP is considered as an untapped and potential market. Yet, understanding of BoP markets remains a challenge for marketers. This course is designed to provide students an overview of BoP markets and consumers. The course aims to provide students exposure, practical as well as theoretical, to the opportunities, issues, and challenges in BoP markets. Students developing a better understanding of BoP markets and consumers at the end of this course is a key desired outcome of this course.

Since BOP scholarship is in its formative stage, it characterizes properties of Kuhn's (Kuhn, 1962) pre-paradigmatic phase such as no single dominant view, many debates (including ideological debates) about theory and practice and lack of comprehensive text books. This paper, using the case of Marketing to the Base of the Pyramid Consumers course, traces and highlights challenges in developing, revising and updating a course in a new and dynamic academic sub-field.

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#7	Tamil Sangam Epics as a Comprehensive Strategic Management Tutor

Sarath Sennimalai (*Tamil Nadu Agricultural University*)

Tamil language is one of the most classic and ancient language in the world. It had spoken many things in the form of epics to the world. As well it is one of the comprehensive strategic tutors in many occasions. Here the Tamil sangam epics such as Thirukural and Silapathigaram were selected to show the way of influence towards a process of strategic management. Both epics spokes about the two distinct interdependent phases of strategy management like strategy formulation and implementation to enhance and achieve the organizational goals. Let this paper narrates the overall discussions related to strategic management in both epics.

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#51	Unconventional Teaching Methods and Innovative Assessment Technique used for Teaching Strategic Management

Shehbaz Ahmed (*Amjad Ali Khan College of Business Administration*)  
 Mirza Rafathulla Baig (*Amjad Ali Khan College of Business Administration*)

The paper discusses unconventional teaching methods and innovative assessment techniques used by the authors for teaching strategic management. The authors extensively incorporated latest articles from business newspapers and magazine especially Business Standard (BS), Harvard Business School Working Knowledge (HBSWK), Business Today (BT), Fortune, and Wall Street Journal (WSJ) in their classroom. The authors strongly believe that approximately 70 per cent of business news articles can be easily incorporated in class discussions, which help students, understand the real business scenarios; evaluate the impact of various events on the company's performance and the rationale for decisions eventually enabling institutions churn out industry ready graduates. Unfortunately, this method of teaching is seldom found in Tier 2 and Tier 3 type of management institutions where the major chunk of graduates are enrolled, resulting industry –academia skills gap.

The authors found that the students showed more inclination towards discussion on latest business newspaper or magazine articles that gave them rich learning experience. In fact, students found common thread between interesting news articles and the core concepts of their subjects. This evidently helped us in concluding that students were engrossed in discussions and finding solutions to the problem highlighted in the articles. The authors regularly witnessed this unprecedented students' participation and noticed remarkable transformation of students' knowledge leading to acquisition of skill set and competencies required to manage and lead the organizations of the future in a very less span of time.

The authors created innovative assessments by allotting separate company (from Fortune Global 500 & BT 500 ) to each student and instructing them to extract information from the Company's latest Annual Report or Form 10-K to answer assessment questions. The students were encouraged to incorporate various latest articles from business newspapers, magazines and journals to achieve higher grades. The assessments were divided into two parts. In part one, students were required to prepare a formal business report and in part two they had to deliver presentation summarizing their assessment answers. This not only encouraged them in remembering and understanding the core concepts but also enables them to discuss and teach the same, ultimately mastering the concept.

The paper also exhorts that it is imperative to incorporate innovative assessment techniques for effective learning in higher education. The assessments based on

news/magazine/journal articles are rare in Indian higher education system and assessments based on annual report/form-10k are unheard of. The assessments of this genre are need of the hour. Students cannot survive for long in the present as well as future market with the yesterday's knowledge, competencies and skills-set. Students must consistently be honed, fostered, nurtured chiseled, and sculpted to face and endure the ever evolving markets. This is possible only when their education is based on the latest content covering the events happening around them. Ironically, the universities are continuing age old syllabus, which is not in sync with latest developments. Universities are ignorant of millennials' attention span and approach towards education. While upgrading pedagogy, universities fail to consider millennials' proclivity. The businessmen run institutions/colleges seldom give importance to quality education, and function with poor infrastructure and incompetent faculty as their primary aim is to reduce cost and earn more profit. Ultimately, the rich sources of latest content available profusely online as well as offline is underutilized, ensuing isolation of education with the current and future industry requirements. Thus it is imperative that unconventional teaching methods and innovative assessment techniques must be embraced to upgrade the academic ecosystem, transform students, and equip them with skills and competencies required for future organizations, eventually, churning out mangers and leaders of tomorrow.

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#34	On Being Entrepreneurial about Teaching Entrepreneurship: Reflections and Learning on teaching Social Entrepreneurship

Shambu Prasad Chebrolu (*Institute of Rural Management Anand*)

There has been increased interest in entrepreneurship teaching and research in the last decade. The change in the concept of entrepreneurship and strategy from motivational training of potential entrepreneurs to providing a more systemic understanding and application of the entrepreneurial spirit to larger social change lies at the heart of the emerging field of social entrepreneurship and even entrepreneurship. As traditional lines blur between non-profit enterprises, government, and business, it is critical that management students see and equip themselves to contribute to the fast emerging social entrepreneurial ecosystem, understand the opportunities and challenges in this new landscape that requires an ability to combine professionalism and entrepreneurship with the pursuit of a social purpose.

The paper would like to share the experiences of teaching and innovating pedagogy in social entrepreneurship for over a decade in two different management schools. The author would like to suggest that a teacher of entrepreneurship needs to make significant shifts in their outlooks for both classroom effectiveness and importantly connecting the course to the larger ecosystem. This includes a greater focus on the instructor being entrepreneurial, linking with some of the significant work in other fields of design,

sociology, development etc and seeing how strategic management can dialogue and learn with these newer strands and insights. These include design thinking, effectual entrepreneurship, lean thinking; business models over a conventional overemphasis on business plans etc. Further, with increasing number of incubators in India, entrepreneurship courses need to be strongly linked to incubators. The paper hopes to throw light on collaborative learning (design of a curriculum handbook would be shared), whether core or elective, duration of a course, when should it be taught and how to link it with entrepreneurship cells in campus. The paper would also make a plea for a more inclusive and Indian way of looking at entrepreneurship and reiterate that entrepreneurship needs to be rooted within Indian traditions and scholarship and is much more than the recent buzz on start-ups.

# **Abstracts of Papers**

Wednesday, December 26, 2018

Track: Change Imperatives in Management

Curriculum

Session # 2611

Venue : CR-11

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#28	'Regularizing the Irregular': Integrating the spirit of MOOC in Higher Education.

Omdeep Gupta (*Graphic Era Hill University*)  
 Krishna Chandra Balodi (*Indian Institute of Management, Lucknow*)

A massive open online course (MOOC) has revolutionized the learning phenomenon in recent years. MOOCs are playing an important educational role in higher education and are becoming essential part of knowledge enhancements. They are popular in all countries and especially in India where there is a huge demand among the students for such courses. As evident from the records of Coursera, a major player in the MOOC, get second highest enrollments from India.

The major concern for higher education institutions is how to integrate MOOCs with the tradition curriculum. Prior studies have described different models to integrate MOOCs into higher education curriculum. Zhang (2013) proposed 5 models based on the relevance for the institution, shifting the scope from delivery to purpose. These models are:

- (1) Learner services for MOOC participants;
- (2) MOOCs as Open Resources;
- (3) Flipped classrooms;
- (4) Challenge courses for MOOCs; and
- (5) Credit transfer from MOOCs.

Delgado Kloos et al. (2015) documented 6 hybrid models for integrating MOOC technologies with face-to-face (f2f) instruction:

- (1) Local digital prelude;
- (2) Flipping the classroom;
- (3) Canned digital teaching with f2f tutoring;
- (4) Canned digital teaching in f2f courses;
- (5) Remote tutoring in f2f courses; and
- (6) Canned digital teaching with remote tutoring.

The objective of this paper is to highlight the possibility of including MOOCs to enhance the higher education, instead of replacing courses. As the possibilities for integrating MOOCs in higher education will expand the space for learning and benefit the students. This paper discusses a unique strategy to integrate and leverage MOOCs by higher education institutions. It dwells on the Case study of a state private university located in the capital city of Uttarakhand.

The university has introduced a compulsory credit course ‘MOOC Seminar’ in each semester of all UG and PG programmes. The case study is built on the following premises of the interaction of relative spirit of MOOC and relative spirit of traditional higher education:

Relative spirit of Higher Education Evolving bMOOC, hMOOC Integrated  
 MOOC Traditional  
 Traditional Education or Traditional MOOC xMOOC, cMOOC  
 Traditional Evolving  
 Relative spirit of MOOC

The important spirits of MOOC are: openness, less costly / affordability, flexible, based on technology basically internet, no prior prerequisites, self-administered / self-paced, large range of subjects, and association with globally leading and prestigious institutions.

Integrating MOOC with tradition education as implemented by this university will provide solutions to some of the most basic problems faced by students in developing countries like India: lack of motivation, unawareness about the areas or disciplines, peer discussion – not only virtual or online peers, availability of technological support (Computer with internet connectivity), possibility of face to face problem solving / guidance with experts, low degree of handling digital skill.

The outcomes of implementing this strategy are overwhelming, with over 35000 MOOCs studied by its students, with an undergraduate student successfully completing 30 MOOCs in a specific area to the management students opting for varied MOOCs ranging from language, environmental science to personal hygiene and other.

But like any other teaching pedagogy there exists implementation and evaluation challenges for this strategy also. The paper also highlights such challenges.

Paper ID	Paper Title
SMF2018#29	Industry 4.0 : New challenges for skills, education and employability of students

Balamurugan S (*Indira Gandhi National Open University*)  
 Selvalakshmi Dr.M (*Thiagarajar school of Management*)

In Today’s world innovations in every industry are being driven primarily by cost, schedule and quality. Industry 4.0 covers many areas and thrust on additive manufacturing and autonomous Robots have always being thought of as turning point in Indian Industries as it will not only eradicate the human errors and advantageous in terms of cost and schedule. This paper covers this two new areas and focus on skills, competence of students. The additive manufacturing techniques like 3D printing will be useful in all sectors including construction. Robotics& Automation have made great

strides in the last two decades and are being successfully deployed in Indian manufacturing Industries especially in Automobile sector. This paper tries to high light major issues, few thrust areas of activities that need to be looked upon in the immediate future.

This paper discusses how 3D printing in construction has revolutionized construction Industry. It also focuses on challenges in fully implementing this method at construction sites across the world. This paper further lists out the various levels of automation for the efficient use of autonomous robots and its application that utilize the manpower efficiently. The prime objective of our education is to produce skilled manpower with employability of students. This paper explains the strategic management education and a new vision and its mission for setting improved goals and targets for introduction of Industry 4.0.

This paper presents few Industry 4.0, technological advancements and equip the engineers with this new skill which will efficiently change the Indian Industries. Better interaction between technical Institutions and industry is the need of the hour. At each such stage of Industrial revolution, the society always demanded different role from engineers. This paper will be progressed to explain how in different periods of Industrial revolution the role of engineers has changed and what the engineers of future are required to do from various angles. Engineers of today and tomorrow, that is why are to be accurate, active and alert based on two specific components-one is extrinsic and the other is intrinsic. Extrinsic components speak of the entire authority of the task area and department and the intrinsic components convey that the engineers are to excel in their areas of work. This paper will deal with techno managerial approach with an attempt to find an avenue or paved the path to find an avenue which is realistic, specific and achievable.

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#48	Course Design for Industry 4.0: Digital Workplaces

Mita Brahma (*Bizmentor Consultancy Services*)  
 Shiv Tripathi (*Management Development Institute*)  
 Arunaditya Sahay (*Birla Institute of Management Technology*)

With rapid pace of digitization, the behavior of businesses, the market place, employees and consumers have undergone rapid changes. Students in MBA courses are taught the principles of management by academicians and practitioners who have grown up in a different world. A course was designed called ‘digital workplaces’ that introduced the challenges of future workplaces and future work, and prepared students for the changed environment. The methods of delivery and assessment were chosen to be appropriate to the topic.

# **Abstracts of Papers**

Wednesday, December 26, 2018

Track: Creating Simulated Word in the Classroom

Session # 2612

Venue : CR-12

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#14	Experiential Learning through Business Simulation Game in Strategic Management

Sandeep Vij (*DAV University, Jalandhar*)

Rajnish Sharma (*CT College of Education, Jalandhar*)

This paper discusses the use of business simulation games in the strategic management domain. Business simulation games have many attributes of effective learning environments, as suggested by experiential learning theory (ELT) e.g. business simulation games include reflective observation and experimentation through iterative decision making, complexity, and learning by trial-and-error etc. Business simulation exposes the participants to decision making situations in a real-world setting. By overcoming challenges that business simulation games contain, students evolve the capacity to make quick and effective decisions, even to predict future business events and their possible outcomes. Business students learn to apply their theoretical knowledge (gained from the study of various functional areas of management) to simulated business situations, understand the cross-functional linkages and to gain an insight of business world before entering the job market. Business simulation upgrades students' theoretical knowledge and makes them unique and employable. Business simulation games are very effective in facilitating strategic management learning. The evidence favors business simulation over other pedagogical tools with respect to retention of what is learned. Therefore, integration of business simulation games with the strategic management courses is highly recommended.

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#42	Teaching Strategic Management through Advanced Strategic Corporate Management game from Marketplace Simulations – Rationale and Reflections

Srinivas Gunta (*Indian Institute of Management Indore*)

Swapnil Garg (*Indian Institute of Management Indore*)

When Strategic Management started becoming a core course across MBA curricula, it was in the garb of a capstone. Most of the faculty members teaching the course were not trained in strategic management as a field per se but were experts in diverse fields of management and had a rich experience; Yet, the course was deemed as helpful as it helped integrate insights from different fields and functions.

Even as the field of Strategic Management developed in its own right as a field for doctoral studies in the 1970's, the disciplines that it encompassed became diverse, with change in the nature of the field itself – from Business Policy to Corporate Strategy &

Policy to Strategic Management. One of the unintended consequences of this specialization and division of the field into competitive and corporate strategies was the loosening of focus on integration.

MBA curricula focus a lot on “analysis” through purposeful pedagogies such as the case methodology; however, the effectiveness of such pedagogies in fostering the notion of “synthesis” is suspect. Analysis works on reducing each problem to its constituents and so on, yet it could lead to extreme solutions that may not be practical. Analysis needs to be complemented with synthesis – where the former focuses on unstinting attention to the finest detail, the latter demands unflinching focus on the big picture. In this paper, we argue that integrative skills are at the heart of a strategist’s function with equal emphasis on analysis and synthesis.

Arguing that the job of a strategist is essentially in terms of navigating trade-offs, we propose that these choices and exercising them can be understood better through a simulation pedagogy. We took part in an exercise that evaluated several simulations available in the market for this purpose and finally chose the Advanced Strategic Corporate Management (ASCM from hereon) game from Marketplace Simulations (<https://www.marketplace-simulation.com/>).

Refining our argument about trade-offs further, we suggest that the fundamental trade-off decision for a strategist is that of resource allocation. Taking resource allocation decisions involves a fine-grained understanding of the competitive strategy as well as an appreciation of corporate strategy – thus fostering synthesis between these two. Also, a resource allocation decision in one functional area has implications for several other functional areas – for instance, allocating resources for market launch of different product variants invariably calls for allocating resources for streamlining the assembly line. Thus, resource allocation decisions help drive integrative skills without losing out on the fine grained nature of analysis. We demonstrate how ASCM game helps in doing this.

We give examples by building on this further. One of the key insights from Porter’s generic strategies is that it is difficult to be both a cost leader as well as a differentiator. While there is no explicit bar on marketing decisions in the ASCM game to get into both a low-cost as well as a high-margin segment, the impact is felt in changeover costs and times on the production line – a firm planning to navigate both the segments would have to invest heavily in improving the assembly line, ahead of time as well as in making consistent investments.

Resource allocation decisions are path dependent as well in the sense that “History Matters.” We demonstrate how that works in the ASCM game, limiting abrupt break from past strategies (due to committed investments), yet enabling flexibility through parameters such as R&D alliances and licensing. We conclude our paper with reflections on how using simulations such as the ASCM game helps in complementing other methods of classroom learning.

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#54	A simulation game on Warehouse Planning and implementation

Manoj Hudnurkar (*Symbiosis center for management and HRD, Pune*)  
Suhaz Ambekar (*Symbiosis center for management and HRD, Pune*)

Warehouse operations play a significant role in the efficient functioning of the supply chain. The case presented enables participants to understand the functioning and importance of warehouse management. The case discusses a realistic business scenario and will require students to learn and apply important warehouse management related concepts like material flow and inventory management practices. Using a simulation board game, the case further provides participants with an exposure to the real business scenario of the FMCG industry. This experiential exercise aims at touching important areas like warehouse designing and the implementation issues in a classroom-like setting. Besides understanding the designing and implementation, the case also helps in realizing the cost implications involved.

The case presents a realistic situation where the warehouse management team is hard pressed for space and resources in the FMCG sector. The irregular and unscheduled deliveries of consignments happening at the warehouse is forcing the warehouse management team to look into issues like better designing of the warehouse, addressing issues of internal material flow, and address other related problems like management of labor and automation of processes.

# **Abstracts of Papers**

Wednesday, December 26, 2018

Track: Novel Curriculum Artefacts

Session # 2613

Venue : CR-13

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#4	TATA – Starbucks in India: Putting Two Plus Two Together

Srinivasan Iyengar (*JBIMS*)  
Selvalakshmi Bharath (*Valliammai Engineering College*)

In the Year 2018, Starbucks had nearly 28,039 stores in more than 65 countries, with about a third of these outside the United States. Starbucks is the largest roaster and retailer of specialty coffee in the world and sold coffee beans, instant coffee, tea, and ready-to-drink beverages in tens of thousands of grocery and mass merchandise stores. However, as Starbucks moved into new market contexts as part of its aggressive growth strategy, the assets and activities central to its competitive advantage in its retail coffee shop. Starbucks enjoyed tremendous growth over the previous two decades. Starbucks' relentless march was slowed by three forces: increasingly intense competition, rising coffee bean prices and a global economic recession. In order to remain profitable, the company started to scale back its overseas operations. The key question was not whether Starbucks could transport its value proposition overseas, but how the value proposition's three elements would play in recently entered and new markets. In order to remain profitable, the company started to scale back its overseas operations and also focuses on diversification, as Starbucks is branching out in new areas such as menu extensions including offering a mango juices. This case presents this challenge in the context of Starbucks's history, well-established value proposition, and domestic and international operations and the success story of TATA Starbucks joint ventures. In particular, the question of maintaining their competencies and how to achieve future growth, both domestically and internationally, are central to the case.

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#62	Leadership & Innovation : Lessons from the Case of Tesla for Management Students

Gayathri Sivasubramanian (*Vels Institute of Science, technology & Advanced Studies*)

The management education, like all other domains is undergoing a sea change in the era of digitalisation. The schools of thought and business ideologies are changing with the emerging technologies of artificial intelligence, Big data or to be more precise the Industry 4.0. It is imperative that the business management students are equipped and trained on these technologies so that they could effectively manage and contribute well, once they enter the Corporate world. With this perception, this paper had presented an analysis of the Company Tesla and the leadership style by Elon Musk. The industry analysis, revolution and the change management through this case are intended to

provide considerable and meaningful insights for the management graduates to get a glimpse of the current industry situation and its challenges.

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#13	Razor's Edge: Challenges of Ethical Decision Making

Kajari Mukherjee (*Indian Institute of Management Indore*)

This small case of about 1300 words was written in 2012 to encourage discussion around challenges of decision making in a class. Currently, this (unpublished) case is used in Organisation Behavior I core course in my institute in PGP program, across eight sections. In the twenty session course, this case is part of “Ethical Decision Making” session. The case is also part of five session core course titled “Business Ethics and CSR” in the PG program for working executives. The case is about a CEO (protagonist), who has just taken charge of a multinational big-format retail chain, called T Mart. This chain has entered India a few years ago, but had been unable to get enough traction in local market. The last CEO left under acrimonious circumstances. The incumbent, who has always been in consultancy since completing his MBA, had earlier advised T mart as a Consultant. With exit of the old CEO, the protagonist was invited to join T Mart as a CEO. His first remit was to open T Mart stores quickly across Western and Central India.

The CEO was confounded by the fact that merchandisers make money on the side. Though he did not have any proof, but he has heard that the ace merchandiser, Marco, may be making money on the side. Also, one municipal Corporator dropped in one day, with broad hints that he has power to decide where the commercial zoning will happen. He also seemed to hint that his nephew has right qualification for a job in T Mart and that his wife sat on a board of a school, which can do with some CSR funding. T Mart was planning to open a store in his municipality. T Mart policy encouraged opening stores near highway. One of the performance appraisal/incentive parameter of the protagonist was tied to the stores being near the highway. T Mart also had sufficient CSR fund at its disposal.

The case is used in the class to discuss (a) defining a problem, ethical or otherwise, (b) framing a problem in multiple ways to ensure multiple alternatives (c) finding a way to maneuver amongst the alternatives (d) issue of process based solution when confronted with ethical dilemma (e) role of “code of conduct” or “value statement” and how can it be internalized by the employees, (f) the power of right “signaling” to both internal and external world of business.

In the class, I first ask how the CEO should deal with the Corporator. The invariable answer by almost everyone is that he has to be made happy in some way, either by giving a job to the nephew or by giving CSR funding to his wife’s school. Similarly,

for the merchandiser, inevitable answer is to sack him, or call him and caution him. This pattern of answer comes as the students, growing up in India, have this “salience bias” against any politician. Similarly, students jump to the conclusion that any person working in purchase must be making money on the side.

Through the case discussion, the faculty sensitizes the students about realities of business. We also discuss how expanding the realm of alternatives/possibilities helps a manager to find a way out. We also discuss that in many issues of ethical dilemma, the manager is expected to design “right” structures to accommodate “right” behavior. This case deals with real-life issues in Indian context, and comes up with a range of perspectives to find the balance between what we ought to do with what we must or can do. Across all types of audiences, this case is highly appreciated.

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#11	Design Thinking, Innovation & Corporate Entrepreneurship (DICE)

Rohit Kumar (*Indian Institute of Management Ranchi*)

A new course titled ‘Design Thinking, Innovation and Corporate Entrepreneurship’ (DICE) had been offered this year as an elective course for the first time at Indian Institute of Management Ranchi. This course has been designed to provide a solid foundation to the MBA students in design thinking, innovation and corporate entrepreneurship. The course had been designed keeping in mind the feedback received from students, alumni, academic mentors (senior and retired strategy management professors from other IIMs) and industry experts (individuals with more than fifteen years of corporate experience and in senior management position) during the annual course review workshop held at IIM Ranchi. A brief description on the background, course objectives, learning outcomes, course evaluation, tentative course schedule, selected case studies and articles are shared as an extended abstract.

# **Abstracts of Papers**

Wednesday, December 26, 2018

Track: Multidisciplinary Contexts

Session # 2603

Venue : CR-03

<b>Paper ID</b>	<b>Paper Title</b>
SMF2018#50	Issues for the Sustainability of Performing Arts Organisations

Kanika Khurana (*Shailesh J. Mehta School of Management, IIT Bombay*)  
 Atanu Ghosh (*Shailesh J. Mehta School of Management, IIT Bombay*)

The performing arts fall under the category of cultural goods – defined by those requiring input of human creativity, producing some sort of symbolic message which is beyond utilitarian value and containing potential intellectual property attributable to the creator (Throsby, 2010). Though performing arts like dance and theatre have been essential to human expression, the challenges faced by the sector often go unrecognised. The intangibility, unpredictability and uniqueness of every individual performance make it difficult to assign a price to the work of art. Moreover certain aspects of value such as social enrichment, educational value, community regeneration and impact on tourism imply positive externalities, thus justifying public support. However, rising demands of accountability from governments have led to an instrumental policy where performing arts organisations have to prove their worth for public funding. An emergence of alternative forms of entertainment enabled by technology and benefitting from lower marginal costs also affects the performing arts. Faced with such pressures, a business-like approach to marketing of performing arts has often been adopted – providing for simpler quantitative measures for evaluating performance, but overlooking the significance of audience experience as the real measure of quality (Radbourne et al., 2009). Moreover a consumer oriented strategy is unlikely to be effective in case of experiential goods marked by aesthetic innovation and unpredictability in consumer preferences (Voss and Voss, 2000). Thus an overreliance on business-oriented management practices threatens the independence of the art creation process and may negatively impact artistic value.

The paucity of research on performing arts organisations in India in spite of the wide variety of art forms practised across the country is striking. A study was thus undertaken to highlight the critical issues concerning sustainability involving six theatre and dance organisations. With a range of stakeholders comprising audience, artists, investors, donors, government and local communities – arise a number of often conflicting objectives such as artistic merit, financial imperatives and community engagement. Accordingly, the purpose of these organisations revolves around one or more of artistic excellence, social welfare, art education and awareness or profit generation. With both for-profit and non-profit structures, performing arts organisations often undertake a wide range of programming involving production, performances, training, workshops, arts festivals and collaborative events.

Such involvement may be necessitated by resource constraints or to create awareness and markets for the art form. Similarly, multiple sources of financing have been used by each organisation including ticket collections, workshop fees, sponsorships, contributions by patrons and government funding. A mindset against making money

through the performing arts has been observed – ranging from expectations of free performances to disfavoured artists making healthy earnings. An erratic government policy with poor systems of support and negligible interest from the corporate sector to contribute – further sets apart the socio-political context of Indian performing arts. Poor infrastructure for rehearsals and performances affects the costs incurred as well as the quality of audience experience that the organisations are able to create. These issues create hurdles for the sustainability of performing arts organisations and call for a specialised study of management practices that can ensure survival of Indian arts and culture in the current era of disruptive change.

Paper ID	Paper Title
SMF2018#61	Market Efficiency and Investment Behavior: Looking through the TriGuna Lens

Satya Krishna Sharma R (*BIMTECH*)  
Arunaditya Sahay (*BIMTECH*)

**Purpose of the Work:**

Through this work we intend to create a session in Investment Management that makes the Indian philosophies and Vedic literature its base in order to explain Market and Investor behavior. The TriGuna concept postulated in Indic works like Upanishads, Bhagavad-Gita, Ramayana and other such works indeed explain both Investor behavior and Market efficiencies. In other words, the TriGuna concept encompasses both behavior of markets and individual investors.

The need to study Investor and Market Behavior. The behavioral aspects of Investment management have to be studied in order for the watch dogs to ensure certain degree of rationality and fair play in the capital markets. This helps to protect the wealth of the investors at large. Such a fair play would also boost business and economic growth by enabling genuine business ventures to mobilize funds at fair prices.

Investment behavior in Western Economic Philosophies John .M. Keynes in “The General Theory of Employment, Interest and Money” (1936), Irving Fisher in “Money Illusion” (1928) and Thaler in “Quasi rational economics” (1991) have done significant work on studying the human psychology aspect of economics, whereas Eugene Fama talks about “Behavior of Market Prices” in 1965. On one hand we have Interpretivist ontology from behaviorists, while people like Sharpe-(Capital Asset Prices (1965)) and Fama (Risk return and Equilibrium-Some Clarifying comments-1968) take a stance that tends towards positivist. According to them, Capital Asset Pricing Models in investment are based on rationality of the investor. The behavioral school of investments challenges such rational judgment in investing. They point to anomalies that occur in markets which go against expected theories of rational judgment. The cognitive school of investments, on the other hand, with people like “Sharpe”, “Eugene Fama” model markets based on investor rationality. The triangulation and a pragmatist approach that reconciles the difference or explains the diversity in investment behavior comprehension is absent.



भारतीय प्रबंध संस्थान तिरुचिरापल्ली  
INDIAN INSTITUTE OF MANAGEMENT  
TIRUCHIRAPPALLI

Pudukottai Main Road, Chinna Sooriyur Village, Tiruchy - 24  
E-Mail : [iimt@iimtrichy.ac.in](mailto:iimt@iimtrichy.ac.in) URL: [www.iimtrichy.ac.in](http://www.iimtrichy.ac.in)  
Ph:+91-431-2505000 Fax Ph:+91-431-2501124