

Two Best Practices 2020-21

The two best practices successfully implemented are detailed below:

1) **Title of the Practice - Faculty Driven Summer Internship**

2) Objectives of the Practice - As Summer Internship plays a major role in shaping the students' professional attitude, considering the ongoing medical emergency pursuant to COVID-19 1st wave in March 2020, the institute designed a summer internship plan for batch 2019-21 completely governed by faculty mentors. This best practice emerged owing to the turbulent times post COVID-19. Many students' confirmed SIP with reputed companies could not take off due to this exigency. In wake of changing times the institute came up with this plan so that student learning is not hampered due to changed environment.

In house SIP projects were applicable to students who were unplaced or were placed but did not receive WFH projects.

3) The Context – Owing to the lockdown, faculty driven SIP was planned in a manner that it can be executed effectively in an online mode. However, the challenge was that not everyone in the faculty and student population were comfortable to work entirely on online mode. To address this challenge training session for using Zoom and Microsoft Team were conducted for faculty as well as students. Second, the SIP is an activity which gets it credibility and value since its industry based. To address this part, and to make it robust, alumni and industry members were roped in for evaluating the SIP work. SIP involves continuous feedback from mentor to enhance the learning. This was ensured in the project design by way of milestone-based evaluation and periodical feedback for the same in a transparent manner on Moodle. A new module for faculty driven SIP was designed and implemented in LMS. The greatest challenge was the time constraint to prepare as well as effectively implement this best practice. Collective efforts of the team could make this possible.

4) The Practice - Faculty driven SIP is an eight-week program. Faculties framed a six-phase SIP program for various domains. In total twenty-seven projects were created that included six in finance, seven in human resource management, two in IT & operations, and twelve in marketing Projects. These were assigned to the students based on their career preferences. Eleven Students did SIP project in business analytics, Seventy-Seven in Finance, thirty-four in Human resources, hundred and thirteen in Marketing, nineteen in operations and IT, and twelve in Retail. Few topics covered: Marketing 1- Project Title: Is marketing communication over digital/online media more effective than conventional means of communication for spreading customer awareness of a company's products. 2- Online reviews, purchase intentions, and brand image 3- To study the various factors affecting satisfaction and loyalty intent of customers from Organized Retail Outlets. Finance 1- Performance Evaluation of Mutual Fund Scheme 2- Hedging Strategies Using Options 3- Family-owned firms and Performance during Crisis: Impact of COVID-19 Human Resource 1- Impact of Employee Engagement Practices on Employee Outcomes during Covid 19 2- Employer branding for talent acquisition and retention 3- Impact of Teleworking on WFH Burnout Operations 1- Impact Analysis of two close competing organization's (Manufacturing/ Service) for Sustainable Operations in the Context of Sustainable Development Goals (SDGs) 2- Role of Information Technology in creating a secure E-Commerce platform/network/space. Each SIP course outline very clearly defines the topics the students have

to work on phase-wise. It also classifies the expectations from students at all levels. This detailed structure helped the students to learn systematically.

Faculty were continuously connected with the students over the phone and on the zoom platform. The faculty helped the student to understand the project in detail. Regular evaluations were conducted and the feedback was shared with the students. Final evaluation of SIP was done by a panel constituting faculty mentor and industry representative. For evaluation of each phase detailed rubrics were prepared and shared with the students via SIP course outline.

This initiative of Jaipuria Institute of Management Lucknow is a unique initiative in business school arena.

The institute reflected its resilience in continuing its commitment for education during the challenging times of pandemic. The institute trained its faculty, staff and students to equip them with the requisite technical skill sets for implementing the plan effectively.

5) Evidence of Success – This activity made the student more confident and focused. Students were also guided on how to collect data from various online sources. This detailed SIP structure has given an edge to the students to learn about the various functions of an organization. The details of the projects done is attached. (https://docs.google.com/spreadsheets/d/1mn_90WjIOb8Qo3StqtelHz0-p38MZCOT/edit?usp=sharing&ouid=105037032789734434166&rtpof=true&sd=true)

6) Problems Encountered and Resources Required – While implementing the plan of faculty driven SIP, the major problem encountered was to get hundred percent ownership from the student community at initial stages. However, in later stages faculty was able to motivate each student and was successful in showing them the value of this practice. Since the students were at their home, data availability was a major issue with many of them, especially if they belonged to smaller towns. This crippled their work flow at times. However, some amount of flexibility in the work plan was incorporated to address these concerns of students. Next, due to widespread pandemic, many households were affected. Some students' family members and some themselves too were affected by COVID-19. Hence, some intermittent disturbances were there in the SIP process. However, the end result was that this could be handled successfully and 270 projects from batch 2019-21 & 266 from batch 2020-22 culminated from this initiative.

B. IDP & Student Mentoring

1) Title of the Practice – IDP

Backdrop of IDP:

The individual development program adds unique value to the curriculum of the program; and it is nested in the belief that student development and student's outcome attainment are positively related. During the course of their study, students attend various courses to build their domain understanding and skills.

However, individual courses have their own limitation in addressing the twin challenges of assessing the unique developmental needs of the students and addressing them with meaningful interventions, feedback and engagement. The students shall gain from the expertise of their initially assigned mentor for self awareness and goal development (Term 1 and 2); and domain mentor (Term 3, 4, 5 and 6). This will be a six-phase program based on mentor-mentee interactions; and assessments as applicable. The program is aimed at developing self-awareness, creating a KASH (Knowledge, Attitude, Skills and Habit) portfolio suited to the all-round development of a student. It also includes preparing the students for summer

internship and final placements. The broad objectives of this program are:

To make the students understand their strength and weaknesses

To Analyse the gap between own aspirations and performance.

To prepare the students for developing and effectively communicating their point of view on a given scenario To help create a path for progressing towards their career goals

To prepare them for effectively contributing to the teams they are part of

Structure and Flow of the program

The IDP program is planned keeping in mind the above objectives. The program draws upon the mentorship program to progressively ensure student growth and fulfilment of their aspirations on career and personal development goals. As a part of the program, two assessments will take place in first and second year respectively (details mentioned in the Table 1). The panel for these assessments will consist of one senior/mid-level practicing managers, one alumni, and the mentor of the student. Similarly, two psychometric assessments will take place on locus of control (second trimester) and Team effectiveness (fifth trimester). The student's goals and attainment of the goals shall be reviewed during the debrief meetings following each of the two assessments. A reflection and interpretation of the psychometric results will be written by the individual students, and discussed with the mentors. At the end of each term the student shall fill up a reflection log on his/her experience of progressing through the program; on which the mentors will write their observations. Table 1 summarises the activities, applicable brief to mentors/students; documentation applicable and the frequency of meetings.

The Six Phase IDP was rolled out formally in mid-August 2021 for the present batches 2020-22 & 2021-23. The comprehensive ongoing programme is development centric in nature with a belief that student development and career attainment go hand in hand. The purpose of this programme was knowledge attainment, skill enhancement, attitude formation and developing corporate savvy habits. IDP drew upon the mentorship program to progressively ensure student growth and fulfilment of their aspirations on career and personal development goals. It included backward integration through mentoring and forward one via training initiatives. In the past years, IDP and mentoring were two separate sets of activities with the former mostly dependent on external stakeholders like alumni, recruiters and corporate personnel. Then mentoring was the responsibility of faculty members at most extended to include select alumni. Moreover, IDP was a biannual affair taking place only about four times in the entire programme.

Thus a linkage between the two was missing with the valuable inputs from IDP neither being completely explored nor being fully utilized. In its current form mentoring and training have been inculcated into IDP making it a wholesome integration for all round benefit to the students.

The first 45 days had 4 mentoring sessions for First year and 3 for Second Year conducted at the end of the day every Thursday. The students conducted a SWOT analysis followed by goal setting for themselves.

The mentors gave a comprehensive feedback to their mentees and followed it up intermittently. They were asked to compassionately listen to the students, help them in self-assessment and self-awareness and provide moral and emotional support for settling down into the program. Besides an attempt was made to understand student's aspirations from the two years at the institute.

The idea was whole heartedly welcomed by faculty and staff colleagues. As mentors, the former sincerely conducted their mentoring activities and provided value addition to the overall process. On the whole, the response from first year was found to be more encouraging than second year students. It was found students got a clarity on their goals, self-awareness increased and marginal enhancement in accountability levels was also observed.