Innovative 'Foray' In Management Education

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"If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people."

-Chinese Proverb

INTRODUCTION

" … (as) human beings … (possess) a body, a mind, and also something elusive and indescribable but very real, which we call a soul or spirit … these three elements combine in personality … (this) determine the needs of education." (Livingstone, 1953). Education [or Experiencing] {or Experimenting}(or Reflecting) {or Analyzing}[or Theorizing?] {Or Conceptualizing?} in Management Schools ha*s* always evoked a mixed response or reaction from management educators, industry/ business captains, administrators, researchers, consultants and other stakeholders. Management Education is increasingly being seen as a *'basket of competencies'* by seekers for effective management of industry, business, administrative or other social institutions. There is a continuing flux in the learning process: shift taking place from a teacher centered learning to a student-centered learning and now, from a student centered to situation oriented learning; thereafter, from situation oriented learning, it is slipping into an integrated and an encompassing one. And practitioner research is *"burgeoning"* (Cochran-Smith and Lytle, 2009; Groundwater-Smith and Mockler, 2005). Many educational authorities embrace this phenomenon as part of their professional learning agenda and as a means of improving classroom practice in schools. A number of innovative approaches in education per se had been tutored in certain Post Graduate Management Courses [MBA, PGDM, etc.] of certain Institutes/ Schools over a period of time, in the Republic of India and Kingdom of Bahrain for researching the impact of the said approaches. The objective of the present paper is to find out the impact of the innovative approaches in management education on the batches of MBA/ PGDM students over the years 2004 – 2010.

LITERATURE REVIEW

It will be useful to view how knowledge is created; experiential learning theory defines learning as, *"the process whereby knowledge is created through the transformation of experience, knowledge results from the combination and transforming experience."* (Kolb, 1984, p. 41). The way human beings learn has been depicted in David A. Kolb's Learning Styles Model and Experiential Learning Theory (1984), which expresses a four-stage cycle: **1)** Concrete Experience (CE) . **2)** Reflective Experience. **3)** Abstract Conceptualization (AC). **4)** Active Experimentation. What does the learner do : … the learner *"touches all the bases"* – experiencing, reflecting, thinking, and acting in a recursive process that is responsive to the learning situation and what is being learned (Mainemelis et al., 1999). In management learning, what Goldstein and Scheerer (1941, p.4) suggested, had resulted in the development of the abilities: **1)** To detach our ego from the outer world or from the inner experience. **2)** To assume a mental set. **3)** To account for acts to oneself; to verbalize the account. **4)** To shift reflectively from one aspect of the situation to another. **5)** To hold in mind simultaneously various aspects. **6)** To grasp the essentials of a given whole; to break up a given into parts to isolate and to synthesize them. **7)** To abstract common properties reflectively to form hierarchical concepts.
8) To plan ideationally, to assume an attitude towards the more possible, and to think or perform symbolically. Jung contends that the development in learning results from the integrating of the dual dialectics of conceptualizing/ experiencing and acting and reflecting. Jung discovered the Universal Mandala Symbol.

❈ **The Universal Mandala Symbol- Discovered By Carl Jung :** The *mandala* cause poles of light and darkness to rotate (Jung, 1931, p.100 and p. 104). The paradigm shift to the new, includes changes, manifestation on current teaching approaches, introduction of new-teaching strategies, increased focus on the design and delivery of courses, self-

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Figure 1 : The Mandala Symbol
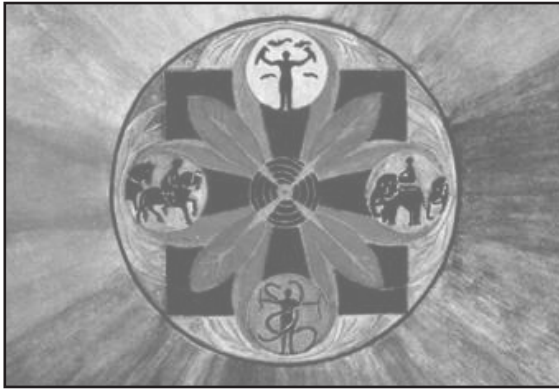
The symbol is used by many cultures and religions ... representing holistic, dynamic and an adaptive process. Mandala is a circle, an eternal process where endings become beginnings again. The mandala form is a flower, cross, or wheel with a distinct tendency towards quadripartite structure. Psychologically, this circulation would be a *"turning in a circle around oneself: whereby all sides of the personality become involved."*

learning in teams, learning and sharing (Donnelly, 2008). Self-determined student motivation plus teacher autonomy provides greater satisfaction to students and leads to comprehensive learning (Filak and Sheldon, 2008). Learning effectiveness is developed through a selection of learning chores, application on *'best practices'* in both delivery and the content of the programs, and effective learning relationships between learning approaches and moderating of learning stages by the professors. This may also lead to the learning insight to *'think global'* for students and to *'teach the global'* strategy for professors familiarizing students to deal with the local management situations (Rothwell, 2008). The students' self-directed learning skills (Hartley and Bendixen, 2001) lean towards evidence based problem solving, improving interpersonal and group skills, self-assessment and knowledge building. The competence and aptitude of self-learning of management issues include knowledge comprehension, competitive communication skills, leadership and self-concept (Pearson et al., 2007). Cooperative learning techniques are characterized by the use of small groups of students working together to facilitate each others' learning. These groups have 5 essential characteristics: **1)** Positive interdependence ; **2)** Face-to-face promotive interaction ; **3)** Individual accountability; **4)** Social skills; and **5)** Group processing for the effectiveness of the group (Johnson et al., 1991). Again, cooperative learning has been found to improve student performance (Hagen, 2000; Paulson, 1999), improve students' social skills (Lord, 2001) and increase student satisfaction (Lord, 2001). Much of the evidence regarding these techniques is positive (Hagen, 2000; Lord, 2001). As it is said, business problems can be better understood by tools like *"5 Whys"* (Ohno, 1988).

However, the harsh realities are :

(a) Near Commoditization Of Programs: There is an increased commoditization of business schools today (Gravin and Datar, 2008). What we require is faculty and students to deepen and uncover new connections between assumptions, knowledge, activities, behaviors, and outcomes (Emiliani, 2006). Shareholder value , acknowledged multiple factors like market share, quality, service, innovation, concern for the environment urge B - Schools to produce students with skills, flexibility, and training in a globalized world (Prabhu, 2010).

RESEARCH METHODOLOGY AND APPLICATIONS IN LEARNING IN FIVE INNOVATIVE APPROACHES

All application exercises were undertaken during the period from 2006 – 2010.

THE FIRST INNOVATIVE APPROACH

❋ **Real Life Situations In Indian Organizations:** In real life, many educators are criticized for not preparing students [seekers] to solve the ill-structured types of problems faced in life (Brown, Collins, & Duguid, 1989; Hiebert et al., 1996; Sternberg, 1985). To solve the ill-structured type of problems faced in life, individuals must continuously search for relevant information to identify the problem, formulate hypotheses, ask for additional information, and revise hypotheses on the basis of new information, until a solution is proposed (Frederiksen, 1984; Jaušovec, 1994). In many

cases, problems encountered in the day-to-day world do not have a known correct or best solution (Nickerson, 1994; Thomas & Litowitz, 1986). About 100 seekers [students] in each academic year, over a four year period [2005 to 2008] were exposed to thirty *real life situations* (some of the situations were a continuing one) *of various shades of Indian organizations* of organizational life, providing simulations for experiencing, experimenting, reflecting and analyzing and linking them to theory and practice. Many of these *'exposed'* seekers developed functional themes providing *'solutions'* to situations consequent to protracted deliberations. The marathon deliberations were continued in a classroom setting, often carried out over the entire night [like process work], in a 24/7 campus, anchored by Resource Persons, both Internal and External, who were the owners of those situations. Many of them (seekers) claimed in their findings that they had an *'insight'* of what continued to happen in those organizations *'again and again';* on checking back with those strife laden organizations, it was discovered that there was a match between the findings of the seekers and what the organizations experienced (that was sufficient evidence). Again, the researched findings of the seekers in the four batches spread over a four-year period tallied on major counts.

The data is presented in the Table 1, wherein every fifth situation is picked up for analysis for each of the batches with students contending either *'they are not able to see solutions,'* or *'they are able to see solutions'.* The Total and the Average for each *Situation,* as far as the *'Solutions are seen'* are tabulated. Also, the Total and the Average for each *Batch (Year)* as far as the *'Solution seen'* are tabulated.

Table 1 : The First Innovative Approach [Exposure To Situations]									
Years	Number of students	5th Situation	10th Situation	15th Situation	20th Situation	25th Situation	30th Situation	Solution	Solution
		Solution	Solution	Solution	Solution	Solution	Solution	Total	Average
2005	95	91	92	88	93	89	90	543	108.6
2006	108	99	101	97	98	100	105	600	120
2007	125	119	114	117	118	116	120	704	140.8
2008	135	127	130	120	129	126	131	763	152.6
Total Sol		436	437	422	438	431	446	2610	
Average Sol		109	109.25	105.5	109.5	107.75	111.5		
NOTE: 1) Every fifth situation is picked up for analysis on a random basis.									
2) The totals of solutions of each situation and each batch are given.									
3) The average of serial number 2 is given.									

The Total *'Solution seen'* is **2610**.

Correction Factor $= T^2/N = (2610)^2/24 = $ **283837.5**

Total Sum of Squares $= (49159 + 60040 + 82626 + 97107) - 283837.5$

TSS $=$ **5094.5**

Sum of Squares between Situations (columns)

SSC $= (436^2 + 437^2 + 422^2 + 438^2 + 431^2 + 446^2)/4 - 283837.5$

$= 283917.5 - 283837.5 = $ **80**

Sum of Squares between Batches (years) (rows) :

Table 1 (a) : First Innovative Approach [Exposure To Situations]			
Anova Table			
Sources of Variation	Sum of Squares	Degrees of Freedom	Mean Sq [SS/Df]
Between years (rows)	4934.8	4 -1 = 3	1644.9
Between situations (cols)	80	6 - 1 = 5	16
Residual	79.7	3 * 5 = 15	5.31
Total	5094.5	23	
		(24 - 1)(N - 1)	

$SSR = (543^2 + 600^2 + 704^2 + 763^2)/6 - 283837.5 = \textbf{4934.8}$

$Residual\,(SSE) = TSS - (SSC + SSR)$

$\qquad\qquad\quad = 5094.5 - (4934.8 + 80)$

$\qquad\qquad\quad = 5094.5 - 5014.8 = \textbf{79.7}$

In the given scenario, Analysis of Variance [ANOVA] is used since a number of factors are present and the results are presented in the Table 1(a).

Use: F Test.

Calculated Value of F for Batches (Years) = 1644.9/ 531 = 309.77

Calculated Value of F for Situations = 16/ 5.31 = 3.013

Tabulated value for Years with degrees of difference (3, 15) = 3.29

Tabulated value for Situations with degrees of freedom (5, 15) = 2.9

Since $F_{cal\,years} > F_{tab\,years}$

$F_{cal\,situations} > F_{tab\,situations}$

❈ **Null Hypothesis H_o: Students are not able to see solutions, irrespective of situations.**

❈ **Alternative Hypothesis H_1: Students are able to see solutions, irrespective of years/ batches.**

We reject the null hypothesis and accept the alternative hypothesis. Students are able to see the solutions.

THE SECOND INNOVATIVE APPROACH

❈**Environmental Sustainability:** *'The complexity and urgency of the environmental imperative, coupled with the complexity and inertia of the organizations we seek to change can overwhelm us. We must all deal with the heartbreaking role of bearing witness to the spreading destruction of our world, and the ominous denial of our organizations and broader society. We are left alone to process what this means for our own life journey as best we can. In these times, it is important to be conscious that despite the enormity of the situation, the fundamental power to create positive and wide-reaching change is within reach of all of us. Take any environmental challenge or organizational barrier and it is possible to trace its fundamental creation and relief back to a change inside the human heart.'* (Sharp, 2002, pp.143-144). As Ram Daas (1987), states in his book: *How Can I Help*:

'The basic social institution is the individual human heart. It is the source of the energy from which all social action derives its power and purpose. The more we honor the integrity of that source, the more chance our actions have of reaching and stirring others. But we must first be whole hearted, fully integrated as we set out.'

'The work of institutional transformation is a calling to undertake a parallel journey within ourselves. As we seek to change what is around us, we must seek to change what is within us also. If we seek a world that is aware, kind, fair and sustainable, then as Mohandas K. Gandhi said, ``We must be the change we seek''. This truth can be taken into the deepest realms of spiritual practice where our own human potential may be unfolded and exercised beyond our current conditioning to effectively expand our energy, resilience, connection, vision and influence. Expanding our awareness of our inner being and the way our inner world connects to the world around us is an essential requirement to creating an environmental sustainable institution and society. While this may never be written into our position descriptions, it is a truth that offers us salvation in so many ways that we can't afford to put it aside. We need to make the time for the journey within.' (Sharp, 2002, p.144).

Another set of intervention was the study the sustainability factors like the forest cover, climate change and the interface with the millennium goals, study of tea plantation and the profiling of tea pluckers of Pullikkanam, a tiny hamlet in Idukki District, Kerala, India. About 140 seekers (in 10 groups) spent over 2,800 man hours in understanding the road map of rural *'development'*. Again, what the seekers discovered by interviewing the rural folk, including the old timers matched with the archives, forest records, etc. with precise accuracy. It provided an opportunity to the management understudies' to appreciate the rural psyche and milieu and some of them would be goaded to seek their career aspirations with NGOs operating in the sustainability front.

The data is presented in the Table 2, where details of the population, all the ten groups, are listed. The Table 2 includes aspects like completion on time, understanding of the road map, effective rapport with the rural folk, report matching with the original records, appreciation of the problem of the villagers, and the motivation of the students to consider rural/ NGO jobs.

Table 2: The Second Innovative Approach [Rural Survey On Sustainability]						
Group	Completion on Time	Understand Road Map	Effective Rapport with rural folk	Match with Original Records	Appreciation of problems	Motivated to consider Rural NGO jobs
1	No	Yes	Yes	Yes	Yes	11
2	Yes	Yes	Yes	Yes	Yes	13
3	Yes	Yes	Yes	Yes	Yes	12
4	Yes	Yes	No	No	No	9
5	Yes	Yes	Yes	Yes	Yes	11
6	Yes	Yes	Yes	Yes	Yes	11
7	Yes	Yes	Yes	Yes	Yes	10
8	Yes	Yes	Yes	Yes	Yes	10
9	Yes	Yes	No	No	Yes	9
10	Yes	Yes	Yes	Yes	Yes	12
Note : Each Group had fourteen students each						

1) From the responses given by the 10 groups of students, it is clear that the groups of students understood the road map. **2)** 20% (2 out of 10) of the students were not effective in building rapport with the rural folk. **3)** 20% (2 out of 10) of the reports submitted did not match with the original records. **4)** 10% of the groups did not develop an appreciation of the problem. 5. 77% of the students (108 out of 140) were motivated to consider Rural / NGO jobs. Out of the 10 groups, the 2nd group of students were highly motivated to consider Rural/ NGO jobs. To establish whether students were motivated to consider Rural/ NGO jobs:

Use: Z Test at 5 per cent level of significance

Population proportion $= P = 108/140 = 0.771$

❀ 1st Group, 5th Group And 6th Group

$H_{0:} P^{\wedge} = P$

$H_{1:} P^{\wedge} \neq P$

$$Z = \frac{P^{\wedge} - P}{\sqrt{pq \frac{N-n}{Nn}}}$$

Where P=0.771, $P^{\wedge} = \frac{11}{4}$ q=0.229 N=140 n=14

$$= \frac{0.785 - 0.771}{\sqrt{0.771 \times 0.229 \times 0.643}} = \frac{0.014}{0.1065} = \mathbf{0.1314}$$

$|Z_\alpha|$ at 5% level of significance $= 1.96$

$Z < Z_\alpha$ Accept Ho.

There is no significant difference between sample proportion and population proportion.

❀ 2nd Group

Ho: $P^{\wedge} = 13/14$

$$Z = \frac{0.928 - 0.771}{.1065} = 1.474$$

$Z < Z_a$. Accept Ho.

❀ 3rd Group And 10th Group

$P^{\wedge} = 12/14 = 0.857$

$$Z = \frac{0.857 - 0.771}{.1065} = 0.8075$$

$Z < Z_a$. Accept Ho.

❀ **4ᵗʰ Group**
❀ 4ᵗʰ Group

$$P^\wedge = 9/14 = 0.857 \qquad Z = \frac{0.643 - 0.771}{.1065} = -1.202$$

$Z < Z_a$. Accept Ho.

❀ 7ᵗʰ Group And 8ᵗʰ Group

$$P^\wedge = 10/14 = 0.714 \qquad Z = \frac{.057}{.1065}$$

$Z < Z_a$. Accept Ho.

From the tests for all the groups, it can be concluded that there is no significant difference between sample proportion and population proportion.

Accept Ho → Sample proportion and population proportion are the same. There is no significant difference.

THE THIRD INNOVATIVE APPROACH

❀ **Case Writing:** The major barrier, blamed for India's lack of economic growth, and subsequent low entrepreneurial activity, is its culture, specifically, the system of religious beliefs, caste system and joint family system (Manimala et al., 2001). Sociologists have reported that even though the goals of Indians living in the poorer rural areas are high, the political, social and economic environments act as a barrier that discourages entrepreneurial activity (Manimala et al., 2001). The failures reported by those entrepreneurs in the formative years really consolidated their strategy for subsequent success. The pathway was stony (with hurdles); it was perceived as a journey of no return (even their initial capital from borrowings sublimated), but the concluding story for many was the same (a reasonable degree of achievement); the milestones set the writing on the wall as a pleasant reminder! For this, we need to 'intellectually' perceive the entrepreneurial mindset. Ireland et al. (2003) describe an entrepreneurial mindset as a perspective that is focused on growth through the application of flexibility, creativity, continuous innovation, and renewal. Organizational sociologists report that the organization's performance is dependent on the sociological views of its

Group	On Time Complet--ion of Discussions	Effective Rapport with Entrepreneurs	Ability to seek inference with faculty support	Ability to analyze written matter	Competency seen in Writing the Case
1	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	No	No
4	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes
6	Yes	Yes	Yes	Yes	Yes
7	Yes	Yes	Yes	Yes	Yes
8	Yes	Yes	Yes	Yes	Yes
9	Yes	Yes	Yes	Yes	Yes
10	Yes	Yes	Yes	Yes	Yes
Note : Each Group Had Six Students.					

Table 3: The Third Innovative Approach [Writing Skills - Cases]

employees and management (Arora et al., 2004). Case writing on small and tiny entrepreneurs of a not so known hill town of Vagamon (located in Kerala, India) was undertaken by about 60 seekers, again in groups of six, with the objective of developing case writing skills. The faculty members provided the handholding, especially to complete the gaps. The seekers verily experienced the entrepreneurs' quests and tribulations, and also discovered the *significant milestones* on the path. The seekers, along with the faculty, facilitated the unfolding process; providing concrete learning on *'how to write cases'*.

The data is presented in the Table 3, where details of the population by all the ten groups are listed. The Table 3 includes aspects like completion of discussions on time, effective rapport with the entrepreneurs, ability to seek information with faculty support, ability to analyze the written matter and above all, competency seen in writing case/s.

1. From the results, it is clear that only the 3rd group could not complete the discussion on time.

2. All the groups could develop effective rapport with the entrepreneurs. **3.** All the 10 groups could seek information with faculty support. **4.** Except the 3rd group , all the seekers could analyze the written matter. **5.** Except the 3rd group, all the other groups were competent in writing cases.

Thus, we can come to the conclusion that the 3rd group had difficulty in certain situations.

❈ **To establish whether competency was seen in the students in writing cases:**

Use: Z Test at 5 per cent level of significance.

Yes → all six students had developed competency.

No → none of the six students had developed competency.

In all the groups except the 3rd group

$P^\wedge$ (Sample proportion who developed Competency) $= 6/6 = 1$

$H_0: P^\wedge = P$

$H_1: P^\wedge \neq P$, where $P = 54/60$

$$Z = \frac{P^\wedge - Po}{\sqrt{pq\, \dfrac{N-n}{Nn}}} = \frac{1 - 0.9}{\sqrt{0.9 \; X \; 0.1 \; X \; \dfrac{60-6}{60 X 6}}} = \frac{0.1}{0.116} = \mathbf{0.862}$$

$Z < Z_\alpha$. Accept Ho. There is no significant difference between the sample proportion and population proportion.

❈ **3rd Group**

$P^\wedge = 0/6 \quad H_0: P^\wedge = P$

$\qquad\qquad H_1: P^\wedge \neq P$

$$Z = \frac{P^\wedge - Po}{\sqrt{pq\, \dfrac{N-n}{Nn}}} = \frac{0 - 0.9}{\sqrt{0.9 \; X \; 0.1 \; X \; \dfrac{54}{360}}} = \mathbf{-7.75}$$

$|Z| > Z_a$

Reject Ho → There is significant difference between the sample proportion and the population proportion.

THE FOURTH INNOVATIVE APPROACH

❈ **Carbon Trading:** The initial discussion(s) of the use of economic instruments in environmental policy was from the British economist Pigou, suggesting the use of emissions fees or taxes as a way to internalize into private decisions the environmental costs of pollution (Pigou, 1920). Emission trading was identified as an alternative far later by North American economists. Crocker (1966) proposed the idea of the government setting a cap on aggregate emissions and letting the market determine the emission price and the degree of abatement at individual facilities, rather than having the government set the price through an emission fee. Dales (1968) popularized the idea. An Emissions Trading Scheme for Air Pollution would have the benefit of enabling lower pollution levels at lower overall costs of compliance. It would allow the regulator to set a cap on the aggregate level of pollution permitted, and then allow a

self-regulatory system to ensure that pollution does not exceed the cap (Ramesh, 2010).

❋**Tourism:** Kerala's [India] example in the area of tourism: **(a)** Recognizing the income earning and job generation potential of tourism; **(b)** (More) actively promoting tourism through publicity campaigns and giving support and incentives to the private sector; and **(c)** Largely putting private entrepreneurs in charge of the provision of tourist services. Kerala also witnessed a remarkable diversification in the supply of tourist services. As never before, the government allowed tourists to move around in rather secluded areas of natural parks and sanctuaries. Private entrepreneurs pioneered *'heritage tourism'*, combining stays in nicely situated heritage buildings with Ayurvedic treatment. They also started organizing expeditions by foot, boat, raft, jeep or bullock cart, through the hills of the Western Ghats and along the backwaters. Varied packages, including nature, local tradition and culture, heritage and relaxation were developed by a rapidly increasing number of entrepreneurs. Inevitably, with the widespread discovery of their potential, all such bits of special tourism have spread over other parts of India and have become ordinary fare in Kerala. During this process, both the government and the private sector have adopted several forms of *'eco-tourism'*. Such adoption was promoted by the aforementioned 1997 Action Plan. In practice, it was largely opportunistic. Everything with a more or less natural feel to it was termed *'eco'*. The example of Kerala shows that Indian tourist destinations can outgrow the phase of basic backpacker enclaves referred to above and offer a more differentiated mix of products to a socio- economically much more varied group of tourists (Baker and Bhagavatula, 2009).

Writing and presenting research papers has been a forte of the faculty members; till the myth was broken in two events

Table 4 : The Fourth Innovative Approach [Writing Research Papers]				
Student Number	Ability to use Resources % [Percentage]	Ability to use Business Research Methods %[Percentage]	Ability to interact and answer queries	Overall impact on the Audience [Rating]
Fourth	90	95	Yes	A
Eighth	85	98	Yes	A
Twelfth	95	94	Yes	A
Sixteenth	88	93	Yes	B
Twentieth	85	95	Yes	A
NOTE: 1. Every student is taken for analysis on a random basis.				
2. Ability to use Resources [if maximum is 100%].				
3. Ability to use Business Research Methods [if maximum is 100].				
4. Rating is A, B, C, or even D.				
	Rank Value			
Where A is above 90%	4			
Where B is 86%- 90%	3			
Where C is 80%-85%	2			
Where D is 75%-80%	1			

Table 4(a) : The Fourth Innovative Approach [Ranks Accorded]					
Resources	Business Research Methods	Interact Answer Queries	Average of A, B and C	Audience Ranks	
			R1	R2	D*D
3	4	4	3.7	4	0.09
2	4	4	3.3	4	0.49
4	4	4	4	4	0
3	4	4	3.7	3	0.49
2	4	4	3.3	4	0.49
					1.56

when seekers presented their research-based studies in a Workshop in Carbon Trading and in an International Seminar on Tourism. In the Workshop on Carbon Trading, about 20 seekers (total strength 100) presented the technological, environmental, economic and the managerial aspects of Carbon Trading by presenting their individual papers, which was complete with reminiscent findings. For the Seminar on Tourism, practically 50 seekers in groups of five toured the coastal belt and hinterlands of Kerala to get a research view why and how Kerala continues to attract both national and international tourists. Their research submissions, wetted by the faculty, were rated very high. Again, the contributions were appreciated by senior role holders. The data is presented in the Table 4, where five students are analyzed at random for their writing and presenting research papers and impacting the audience. In addition, three other abilities are seen viz. ability to use resources, business research methods and interact as well as answer queries.

Table 5 : The Fifth Innovative Approach [Consumer Dynamics]				
CRITERIA	First Store	Second Store	Third Store	Overall Rating by Consultant
Product & Market Knowledge of the Sales Team.	G	G	G	G
Internal Layout of the Store.	G	F	G	G
Grooming of the Sales Team & Selling Skills.	E	E	G	E
Behavioral Aspects of the Sales Team.	E	G	G	G
Business Secured as compared to other stores.	F	F	F	F
NOTE: Where				
Alphabets	**Expansion**		**Rank Value**	
E	Excellent		5	
G	Good		4	
F	Fair		3	
N	Needs Improvement		2	
A	Awful		1	

Is there a correlation between the audience rating and each student (as per the abilities)?

Table 4 (a) provides additional information

$P = 1 - \dfrac{6 \, \Sigma \, D^2}{n - (n^2 - 1)} = 0.922$. High correlation between audience rating and each student.

THE FIFTH INNOVATIVE APPROACH

❋ **Consumer Behavior Dynamics:** The hypothesis [to test] that whether consumer behavior is best described by belief-based or reinforcement learning may have a significant impact on the market organization. In particular, examine a model of a dynamic duopoly, where consumers learn about the relative quality of two different brands. The product is an experienced commodity and so, the information is partial: consumers only learn the payoff to the commodity they actually consume. In reinforcement type learning model, more familiar products have a greater probability of being selected. Consequently, consumers can become locked into inferior choices. Such lock-in permits the existence of multiple history-dependent steady states. When multiple steady states exist, even if the two firms are identical in terms of costs and product quality, the symmetric outcome is unstable: one firm must dominate. This outcome under reinforcement learning is then contrasted with the outcome under belief-based learning. This form of learning leads to correct beliefs about relative quality, even under partial information. Firms can influence consumer opinion only in the short run: if consumers' initial estimate of a firm's quality is high (low), it has an incentive to charge above (below) the myopic price in order to slow (speed up) learning. Given the convergence of beliefs to the unique correct outcome, the firms must converge to a unique steady state, where prices are the same as under complete information (Hopkins, 2006, p. 2).

This is another research foray in the Kingdom of Bahrain, where 20 day scholars of a Management School literally viewed the *Sales Persons' Perceptions* and manipulated the *Consumer Behavior Dynamics*. First, they disguised as Customers visited a departmental store in a hypermarket, selling *'beauty products'*. [In fact, there were two competing

brands and the students were focusing on the sale of one brand]. Subsequently, they transformed as students conducting a market survey and interviewed the customers visiting the store. They repeated the exercise with two departmental stores in other hypermarkets of the same organization located in adjoining areas of the same city. Interestingly, the findings were identical. A few months back, that organization spent heavily on hiring a market research agency to undertake an identical study. The survey findings produced by the students (seekers), and those brought out by the market research agency also tallied. The value addition to the students: they gained from the practical lessons of being there in the departmental stores under different garbs, and also by getting the reinforcement that their findings tallied with those of that agency. The data is presented in the Table 5, where three stores were ranked by students based on five criteria. The ranks given by the consultant are also given. The ranks given by the students and the consultant bear testimony to the high correlation.

D^2 (I & II)	D^2(II & III)	D^2 (I & III)
0	0	0
1	1	0
0	1	1
1	0	1
0	0	0
$\Sigma D^2 = 2$	$\Sigma D^2 = 2$	$\Sigma D^2 = 2$

$$P = 1 - \frac{6 \Sigma D^2}{n - (n^2 - 1)} = 1 - \frac{6 X 2}{5 X 24} = 1 - \frac{12}{120} = 0.09.$$ In all the three cases, there is a high correlation.

Between Stores and Consultant :

D^2 (I & IV)	D^2(II & IV)	D^2 (III & IV)
0	0	0
0	1	0
0	0	1
1	0	0
0	0	0
$\Sigma D^2 = 1$	$\Sigma D^2 = 1$	$\Sigma D^2 = 1$

Corr => 2nd & consultant and 3rd and consultant

$$P = 1 - \frac{6 \Sigma D^2}{n - (n^2 - 1)}$$

$$P = 1 - \frac{6 X 1}{5 X 24} = 0.95$$

It is the same and it is very high. We can test the significance of the correlation :

$H_{0:} P = 0 \quad H_{1:} P \neq 0$

$$t = \frac{r\sqrt{n-2}}{1 - r^2}, t = \frac{0.95\sqrt{5-2}}{1 - (0.95)^2} = \frac{1.645}{0.0975} = 16.87$$

Table value for t distribution (n – 2) df $t_\alpha = 3.182$

$t > t_\alpha$ we reject P = 0

The Correlation Coefficient is not 0.

Thus, there is a high degree of correlation between the three stores and the consultant.

The research forays of seekers were undertaken without much of professional finesse, because all of them operated

with zero budget/ very low budget; as also the expenses were borne and absorbed by their respective courses, which provided a boost for the research work. With a degree of focused planning, as well as the availability of resources, an in-depth research could have been initiated. The research was academically inclined and more societal in nature [less businesslike!]. The research efforts also establish that seekers can do an equally meaningful job, since they are empowered to do the same. The seekers were moved by the passion for doing and not for seeking any remuneration. The paper contributes to a better understanding of the research orientedness of seekers.

From the here - n - now situation management educators (teachers?) can do to set students up to succeed in business and life (Emiliani, 2006); to corroborate the comments made by Eiji Toyoda, former CEO of Toyoto Motor Corporation (Minuora, 2002): *'Employees are offering a very important part of their lives to us. If they don't use their time effectively, we are wasting their lives.'* Shouldn't many students, many of whom will become managers in the future, be instilled in this way of thinking (Emiliani, 2006)?

There is a need to craft a journey to all-round excellence. Excellence needs to include meeting the needs of the society – the needs of various stakeholders – students, businesses, and the supporting community (Gupta, Gollakota and Sreekumar, 2003). In the ultimate analysis, B – Schools should engage in cutting edge, rigorous academic research on management , (which is) context (ual) , with practical insights about management issues (Thomas, 2007). Or they [B – Schools] have done well in developing skills, many curriculum discussions tend to focus on the content than on the pedagogy – even while most management practitioners believe that it is best to learn and develop softer skills through practice with feedback, and through realized opportunities to fail (AACSB, 2010). The point is also stressed by Henry Mintzberg, who has consistently criticized MBA programs for overemphasizing facts and case studies and under emphasizing skill development through experience (Mintzberg, 2004). About a decade back, AACSB Task Force (2002) stated that, *"Alumni rate interpersonal, leadership and communication skills as highly important in the business world, yet they often rate these skills as among the least effective components of business school curricula."* (AACSB, 2002). Operating on this canvas, the question boils down to whether Deans and faculty are daring to confront the existing paradigms?

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