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# A Case Study of CORPOSCHOOL, the Finishing School of BVIMR

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**ABSTRACT:** The following case study is the real life Project that was conceived, planned, developed, and executed by the author in the September 2016 along with his colleagues. The CORPOSCHOOL, as the name suggests prepare management students to be industry ready through delivery of practical oriented training programmes of short duration, from 1-4 days related to email, telephone, interview, presentations, writing reports, linguistic proficiency, spiritual intelligence, emotional intelligence, and others.

## I. INTRODUCTION

Finishing school refers to that system in which students are trained in various aspects that are instrumental in their professional career. These include dining etiquettes, telephonic etiquettes, how to crack interviews and group discussions, presentation techniques, dressing sense etc. CORPOSCHOOL is the name given to this finishing school of BVIMR. Its main purpose has been to make the students develop their IQ, EQ and SQ. During the designing the structure, brochure, logo, punch line and other communication tools, it was discovered that strategic management is being applied, along with such concepts like economies of scale, synergy, 7 s Framework, branding, semiotics etc. hence, this case study is being written so as to connect the threads among various management domains, that further highlights the importance of integration, alignment and correlation that all the managers are looking for. The main objectives of this conceptual paper are to make the readers, especially management students of undergraduate and post graduate management programmes understand that strategic management planning and execution. Secondly, to make management students understand that it is all about making a connect and correlation among various functional domains; economics, branding, through strategic management. The case study includes branding strategies, application of 7 S Framework, concepts of brand semiotics, colour concept, strategic perspectives, that will definitely enlighten the readers, it is sincerely hoped.

Paper is organized as follows. Section II describes the real life case of BVIMR where this finishing school was launched. Section III presents methodology. Section IV projects results. Finally, section V depicts the conclusion.

## II. RELATED WORK

*“Everything in some way connects to everything” - Leonardo da Vinci*. Inspired by this above quotation of the famous Italian painter, and further on author’s own experience in management domains in industry and academics and research, it is very true. Somewhere or the other, all the management disciplines connect to themselves. It is all about integration, correlation and connection. A professional is required to be very well acquainted with the basic concepts and depending upon the real life situations, one can experience that management is happening all around. This case study delves deeper into this aspect only. Taking the case of CORPOSCHOOL, the finishing school that the author was directed by the management within the management institute where he is serving for the last 17 years, having taught various courses, this was taken as another connecting thread among other strategic business units of the Institute.

The Director of BharatiVidyapeeth deemed to be University Institute of Management and Research, BVIMR, NewDelhi, a constituent unit of Bharati Vidyapeeth (Deemed to be )University, Pune.

The basis objective behind the conception, launch and development of development of this Finishing school has been in continuing with the Mission statement of BVIMR, Pune, “leadership through dynamic education and social

transformation.” taking this as the reference point, bvimr launched this finishing school in the year, 2016, as per the directions of Secretary, BVDU,Pune, in November 2016 -January 2018.

Although, there are other professionally oriented courses that are taught by the University at under graduate and post graduate levels, but still, to lend the flavour of Corporate workspace, it was decided to select the faculty members who would have had experience in the Corporate workspace./industry, as, the blend of academics with that of industry would plug the gap area(s) that are always there.

In fact, execution of any project is related to the planning and conceptual stage only. Either one can go top down approach, or bottom to up approach. While in between the stage of improvisation is hidden. Although service industry has its own challenges owing to the perishability, inter-relatedness of production and consumption, intangibility is the key factor for any service provider that is given the most importance, and especially when the service in question happens to be educational and that too being training to adults with heterogeneous traits; geographically, demographically, behavioristically and others. Therefore, the quality of training and personal and professional credentials of the trainers were of paramount importance. Their soft skills components of personality were equally as their hard skills. Hence, the first round of selection of Trainers were from Institute only, and the yardstick applied has been the industrial experience, and the network they have had. Since the SYNERGY had to be created, owing to the space, resources constraints of all the functions, i.e., finance, humanresource,administrative. It was decided that the workload of some faculty members be reduced so as to give them enough room to deliver quality content to the students during the CORPOSCHOOL training sessions.

### III. METHODOLOGY

A new and unique service product was created within the existing service products. Since the Alumni of the Institute would be coming to deliver special training talks, industry related sessions, they were brought under the banner of CORPOSCHOOL, and CORPOSCHOOL was connected to the CRC, CORPORATE RESOURCE CENTRE. Also, the services extended by the CRC, were connected to CORPOSCHOOL, with the same staff members as far as administrative resources were concerned. To deliver lectures, industry experts were called from time to time. These sessions were branded as CCPPT, CORPOSCHOOL PERSONAL AND PROFESSIONAL TRAINING PROGRAMMES. This helped create the desired synergistic effect, as, within the available resources the required launch, and further services were included. Also, the ambit of CRC was enlarged. Most importantly, CRC that was synonymous with placement and internship activities, had training flavours as well to its overall Corporate connect service product. Further on, the trainers who gave sessions also offered placement and internships' opportunities for students, thereby creating a win – win situation.

Both CRC and CORPOSCHOOL started complementing each other after some time and the faculty members who were known for being a particular subject(s) experts, were now becoming trainers as well. As a result, academic excellence was also achieved, since, faculty members started swinging between Teaching and Training, and their expertise became visible in the form of overall and holistic personality development of students during the classroom sessions, special events and extra-curricular activities and off-campus events and competitions. There had been an increase in the international level placements, increase in the package offered to them (under-graduate), last but not the least, their selection in Institutes of excellence for doing their MBA programme. The faculty members discovered an increase in their creativity too. The students were receiving industrial blended lectures. The industry-Corporate connect was established and strengthened. At First, the objectives of the Finishing were deliberated upon and created in words. These were in connect with the vision/mission statement of the University. Then, to lend the quantifiable blend to the objectives of the finishing school, its name was decided after a thorough research, taking into consideration the brand name's characteristics. Since the Constituent Units of BVDU, Pune has their names as a combination of parent brand name and individual brand name, it was important that a name that gels well with the very philosophy and values for which the University stand for more than five decades are also considered. Here again, the McKinsey 7 S Framework was resorted to i.e. style, structure, system, skills, staff, strategy, shared values.



#### IV. EXPERIMENTAL RESULTS

##### VUCA

CORPOSCHOOL, as the title reflects its spirit, which is corporate oriented, the school is synonymous with the academic launch pad as well. It was envisioned to improvise students according to the contexts and situations, so that they are able to connect with all, as the prevalent global village concepts are projected at professional work place, their academic, entertainment, social, cultural, in fact all facets of daily life. Were there any norms to be followed? Some modus-operandi, how to be in intercultural and intra-cultural ambience. Yes, there definitely were, and at CORPOSCHOOL, those aspects were researched and a bouquet of such well researched, identified, comprehended, analysed and experiential tolls were developed and offered in collaboration with corporate level professional trainers. The 3Es of Business Branding - Efficiency, Effectiveness and Experience were thought about and executed as far as Name of the Finishing school, its colour scheme and the Logo were concerned. While designing the LOGO of CORPOSCHOOL, the characteristics of Brand name taken into consideration were; A. Easy to pronounce: To recall the brand, it is important that brand name is easy to pronounce, hence the hybrid word was finalised, i.e. CORPO from CORPORATE, and SCHOOL from of course the generic word school that is synonymous with the place where knowledge is exchanged. B. Easy to spell: This trait of any brand name relates to the convenience as far as the spellings are concerned, in fact both the characteristics i.e., easiness in pronunciation and orthography are two sides of the same coin. C. Not used by any other service provider i.e., it is distinctive and one of its kind, and not being used by any other service provider, especially the competitors in the same categories and markets. D. Short and Easy to recall. This is certainly important especially when we are in the domain of educational services and that too while adding value to the service product, i.e. management and IT programmes. E. Not have unintended or negative meanings, including in other languages/cultures.: the name CORPOSCHOOL is unique within its periphery from the contexts of languages and culture, and very well communicates the feel, the very philosophy behind its incorporation.

A parent Brand name strategy with individual brand names was followed, and this was structures as per the subjects/ fields within which various training programmes were designed. Since the service products, in this case training programmes of short duration of one day, half a day, 2/3/ days were conceived, hence, the names were accordingly kept. For example, Presentation skills-oriented training programmes was called CORPONEXT, Development Corporate Behaviour as CORPODEAL, Communication Skills- CORPOREAL, Body language, (hearing what is not said), as, CORPORATEMICS, Telephone etiquette as CORPONORMS. CORPOFINE was the title lent to the training capsule that would hone the skills of interview, Group discussions were classified under CORPOSTENTIAL, CORPOSSIBLE as Teamwork and Team Building, CORPOFIDENCE as Assertiveness and Self – Confidence, Public Speaking as CORPOSCPEAK, CORPOSKILLS AS Life skills. CORPONOW is the term given to the trainings on Dining Etiquette, self-skill, ELEGANCE, Image makeover etc. Under CORPODEAL, students are focussed to develop the values of life. Like in Corporate level strategies, the hub is SHARED VALUES”, similarly, students are trained in devising their Life strategy based on the values of Life. CORPOSKILLS AS Life skills. CORPONOW is the term given to the trainings on Dining Etiquette, self-skill, ELEGANCE, Image makeover etc. Under CORPODEAL, students are focussed to develop the values of life. Like in Corporate level strategies, the hub is SHARED VALUES”, similarly, students are trained in devising their Life strategy based on the values of Life.

The operational flow of CORPOSCHOOL has three circles (as shown in figure no.:3; CORPOSCHOOL SYNERGY /SYSTEM/CHART) that denotes CRC, Corporate Resource Centre, CORPOSCHOOL, BVIMR, training programmes, i.e. CCPPT, (Corporate Connect Personal & Professional Trainings), Faculty, (academicians, researchers) and students. The intersection points are projecting the training services’ product and its operations, creating synergies at all levels of operations.



LOGO OF CORPOSHOOL(Fig. 01)



**SEMIOTICS:** semiotics is the study of signs and symbols and their use or interpretation. According to semiotics, the author wanted to communicate the idea, the meaning, the philosophy, the feel behind the incorporation of this finishing school. In semiotics, meaning is considered through the communication by a signifier and the representation of a concept and the signified i.e. the idea, the concept. The target audience are able to derive associations through the semiotics.

Let's comprehend the logo of CORPOSCHOOL, the lettering and others. The logo was designed by the author keeping in mind the very objective and purpose of the stakeholders, especially students, parents and faculty members, i.e. to be able to get a good placement, i.e. job, and why job? To earn, and grow in life as far as career progression is concerned. In fact, it is the salary component, the earning that matters when students become a graduate/post graduate. Therefore, the letter R is denoted by the symbol of Rupee currency, "S" depicts US dollar, "C" has been depicted with a sheriff at the centre, so that to some extent, it resembles Euro currency, and last letter "I" is depicted as pound. These are all synonymous with currency, hence money. The colour scheme of the LOGO is also as per the psychological dimensions.

**COLOUR OF LOGO:** Two colours were identified owing to the following reasons: 1. Blue: To express tranquillity, professionalism, calmness, Yellow: Brightness, vigour of youth and also, the action, 2. Blue and yellow as a combination has a reflective and balanced appeal, that is very rare in logo designing.

**CORPOSCHOOL** was the first of its kind endeavour by Bharati Vidyapeeth (Deemed to be University) Institute of Management and Research. (BVIMR), New Delhi with a vision of enhancing and sharpening professional skill sets, (both remuneration and option wise) amongst management learners by imparting world class business orientation for sustained performance and career success. From the corporate perspective, this initiative helped meet the ever-growing industry demand for right brain driven management professionals, having a right blend of eastern and western philosophies, cultures after developing their intelligence quotient with value added management education. This finishing school was another most notable service initiative by Bharati Vidyapeeth (Deemed to be University), Pune, under the corporate vision of "LEADERSHIP THROUGH DYNAMIC EDUCATION". Here, the word, dynamic is notable, i.e., every changing and fluid. The leader needs to be adaptable. With this essence, the Finishing school was conceived, planned, executed, and according to feedback received, the Feed forward lent to this finishing school.

**Meeting the VUCA challenge:** According to VUCA, i.e., Volatility, Uncertainty, Complexity, Ambiguity. The resultant related perspectives, Vision, Understanding, Clarity, and Agility are to be resorted to as per VUCA paradigm. These were well resorted to by this finishing school. The institute became the only business school having a full-fledged finishing school well received by the students. This also helped the institute gain good points by the regulatory bodies under the category of parameters laid down by them for grant to grades to the academic institutions of higher learning.

**Objectives of CORPOSCHOOL:** The author being the Chairperson established the following objectives of this finishing school that were in sync with the corporate objectives: These are to bridge gap(s) between industry and academia by providing vistas for personality development, last minute grooming. To enhance employability skills of BVIMR's students. To extend employability skills of BVIMR's students. To extend contexts and situations for personal and professional skills and development of students so as to develop and nurture their entrepreneurship spirit. To enable students to carve out their niche in job market by developing their right brain hemisphere along with the left brains, so that they become whole brain thinkers. The CORPOSCHOOL offers a spool of personality development programmes aimed at sharpening the soft skills of students. Thus equipping them to have the requisite armoury to take on the professional corporate warfare at the Global level with a local approach, i.e., think globally, act locally; thereby being GLOBAL PUNCH LINE: CREATING A POOL OF TALENT AND SKILLS: Economies of Scale achieved: Economies of scale refer to the cost advantage experienced by a firm when it increases its level of output. This very basic definition of economies of scales when applied to the strategic planning and execution means, the prime objective was to launch a finishing school within 20 days, and with least cost expenditure. Hence the service product was launched within the available human resources, i.e., the author designed the entire LOGO, created the brand name, wrote the copy of the brochure as per the objectives and goals of BVIMR, which all put together were driven by the corporate policy, procedures, values, vision and mission of the parent Group, Bharati Vidyapeeth, Pune."

“The advantage arises due to the inverse relationship between the per-unit fixed cost and the quantity produced”. This advantage was also very well gained as all the trainings were provided by the in-house faculty members, who got the training exposure, and placements were also helped as these very academicians were grooming the students directly, otherwise, the students were groomed on the hard skills as far as the subject/course knowledge were concerned. According to the concept of economies of scale, “the greater the quantity of output produced, the lower the per-unit fixed cost”. This was also effectively achieved. Although, there are other professionally oriented courses that are taught by the University at under graduate and post graduate levels, but still, to lend the flavour of Corporate workspace, it was decided to select the faculty members who would have had experience in the Corporate workspace /industry, as, the blend of academics with that of industry would plug the gap area(s) that are always there. As result, the author was given this opportunity to start this school. The first objective was to decide upon the name of the finishing school. Economies of scale also result in a fall in average variable costs (average non-fixed costs) with an increase in output:

This was brought about by operational efficiencies and synergies as a result of an increase in the scale of production. According to these points, production refers to the designing the structures of various training programmes, and executing them within the same premises, i.e. auditorium, class-rooms, and other viva – voce sessions. Although these activities were being conducted previously too as a part of KRAs of CRC, they were clubbed and branded under the CORPOSCHOOL, and professional names were lent to the various training programmes as discussed in the previous pages. These were branded as CCPPT Corporate Connect Personal and Professional Training. “Economies of scale can be realized by a firm at any stage of the production process. In this case, production refers to the economic concept of production and involves all activities related to the commodity, not involving the final buyer”. According to this important characteristic of economies of scale, the CORPOSCHOOL could have been launched at any time ever since BVIMR came into being in 1992 or so many years that have passed by. But, it was launched only in the year 2016-17. The reason being, VUCA, i.e. Volatility, Uncertainty, Complexity and Ambiguity. By that time, management education services provider had been going through these challenges, and there had to be some strategic advantage, some distinctiveness that the Firm should have from Strategic management’s perspectives. As a result, creation of Skill Development programmes, and more over the soft skills within the periphery of FINSHING SCHOOL were decided at the Corporate Strategy level by the University, and at Functional level, BVIMR was GIVEN this responsibility.

While creating the concept of finishing school, the author was also very keen as he is also teaching students of MBA, BBA the subject/course of Strategic management, and this finishing school case would also give the students real life exposure of Strategic management at all levels. While creating the service product, CORPOSCHOOL, the corporate vision, mission statements, objectives and goals of the University, Institute, were very well referred to and applied at operational levels of delivering the training programmes.

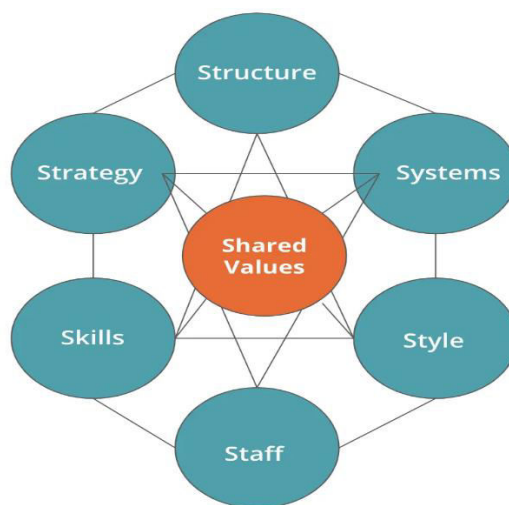
Thus, it was decided to implement economies of scale in its academic division by taking the services of its academician’s marketing professionals. Some faculty members had been marketing and HR professionals as well. Hence, BVIMR adopted the same in its input sourcing division. Let’s look at each of the elements individually:

Strategy: To take on the competitive warfare, CORPOSCHOOL was conceived to plan for building and maintaining the competitive advantage. Structure: Since the Organizational structure is function and product based, CORPOSCHOOL was designed and implemented within the existing organizational structure, so that the required synergies and created without any disruption in the overall processes. Systems: This signifies the daily activities and tasks and procedures that Faculty, administrative staff and others would be required to do, and these were properly and communicated in the written form on case to case basis where case refers to the training programmes. Shared Values: as per McKinsey’s model, these are the core values of the organization and reflect its general work ethic. Hence, BVIMR’s CORPOSCHOOL was very well structured as per the corporate vision and mission statement. They were called "superordinate goals" when the model was first developed. Superordinate means superior/important in status, hence, for this case study, this will mean those goals that are more than regular for any organization, and in educational industry space that too fierce competition in the industry entails CORPOSCHOOL as the one that is offering something that other competitors were not offering. Style: refers to the style of leadership adopted. The leadership was deliberated selected by the management owing to the skills sets, i.e., industry experience, multi linguistic competencies, creativity, empathy, team spirit, transformational, that were possessed by the the author, (as per the feedback received by the

trainees and colleagues and management). Moreover, this leadership was passed to other colleagues as well, as being their own leaders of their respective areas(s) of expertise. Staff: The staff members are the keys for the success of any organization. The organizations are made, created, developed, innovated by the staff it has. The hierarchy was created according to the number of experiences, organizational and problem-solving capabilities, and soft skills components, and students connect. Moreover, the trainers were called COPS, again meshing well with the name CORPOSCHOOL. Since each employee of the organization had a special set of skills, accordingly they were allocated the domains for the mentioned Product portfolio of the Finishing school. Skills: the actual skills and competencies of the organization's employees are the ones regarding which they have proved themselves within the organization and the industry in question. However, in some cases, inter departmental functioning was also encouraged, so that each functional area/training programme could benefit from the other. The heterogeneity was increased to develop the specialized areas of training and equip the trainees on related areas connected with the specialized field. As, strategy is all about integration, aggregation, adding value. The placement of Shared Values in the centre of the model emphasizes that they are central to the development of all the other critical elements. In fact, this “S” is the reference framework, the compass that controls and connect all the other “Ss”.

The model states that the seven elements need to balance and reinforce each other for an organization to perform well. Hence, it was also taken into consideration that there is a sort of balance and at one point of time, this model would be replicated automatically, as, a sort of pattern would emerge, and the same thing happened in this case well. Over a period of time, the anticipation skills of the staff members and students as a whole increased. As a strategist, the author has been keen to resort to realign and that included restructuring every now and then, but all as per VMOG, i.e. Vision, Mission, Objectives and Goals of the organization. Using the McKinsey 7-S Model: To apply the McKinsey 7-S Model in the organization, the steps followed as far as CORPOSCHOOL was concerned were; we started with our shared values that are consistent with our structure, strategy, and systems, while adapting to the changes in case they were not. This had been the key objective to launch the COPOSCHOOL. As, strategy, structure and systems are clubbed as hard skills, each supporting another was also earmarked. The well identified changes were also incorporated. The soft elements of shared values, skills, (leadership) style, and staff, were also looked into well whether they were in sync with the hard elements or not along with the requisite support within themselves. This re-alignment, fine-tuning is the crux that would lead to the better performance for the trainers and trainees. It is all about analysing, re-analysing and then evaluating and bring the required adjustments. This was done through 1. Feedback and Feedforward mechanisms, 2. Observation, 3. Personal experiences. We also developed a checklist of the right questions based on institute's and universities specific circumstances and our own knowledge and experience.

Figure 2: The McKinsey 7-S Matrix Template:



(Fig. 02)



“The 7-S model is a good framework to help you ask the right questions, but it won't give you all the answers. For that, you'll need to bring together the right people with the right knowledge, skills and experience”. McKinsey & Co. [www.mckinsey.com](http://www.mckinsey.com) & Co. Checklist of Questions of CORPOSCHOOL for the McKinsey 7-S Framework: The following questions were taken as a starting point for exploring the situation in terms of the 7-S framework. (Adapted from McKinsey & Co. [www.mckinsey.com](http://www.mckinsey.com) & Co.). Strategy: What is our strategy? How do we intend to achieve our objectives? How are changes in customer demands dealt with? How is strategy adjusted for environmental issues? Structure: Hierarchical structure? Departments and communication among the team members for effective coordination? How do the team members organize and align themselves? Is decision-making centralized or decentralized considering the actions. Communication model, implicit or explicit? Systems: What are the main systems considering financial and HR systems, as well as communications tools and inventory of records. What are the dos and don'ts? Shared Values: What are culture, philosophy and core values? What is the culture of organization like? Style: What is the management/leadership style? Are the employees/team members competitive or creative?



ORPOSCHOOL SYNERGY /SYSTEM/CHART

(Fig. 03)

Staff: What positions or specializations are represented within the team? What are the gaps areas and how to fill them? Skills: Are there any skills gaps? What is the team known really well at? How are skills measured, and team motivated? Since the author spent considerable number of years in the organization, he is well versed with all the 7 Ss within the organizations, and hence, the required gaps were filled, by taking the charge of all the creativity and systems, i.e. designing, creating, logo, structure, brochure, including copywriting, team development of students, report writing, evaluating, analysing and innovating with active participation of students. As a result a corporate level exposure was lent to the students and they applied what they learnt.

### V. CONCLUSION

Having taught, trained and developed management students since last 30 years and also, as an industry professional, the author believes that theoretical concepts are structured after the observations made by the management Gurus in the environment both at micro and macro levels.. They research a lot, comprehend the theoretical points, analyse and finally bring out these models that have helped the organizations, individual professionals, researchers, students, academicians in many ways. This case study was a humble effort to club the experiences gained by the author during the conception, development and execution of this strategic unit of the institute, thereby trying sincerely to connect disciplines; economics, strategic management, marketing, environment, organizational behaviour in this case. It is sincerely hoped that this narration would have added to the field of knowledge, and most importantly, would inspire the





management students, academicians, researchers, corporate professionals to develop such cases and to write and document them, that might be the real life situations where management is applied consciously, sub-consciously, or deliberately.

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