

Case Code C64

64. Is Small Beautiful (I)?

(Expansion and Diversifications of Academic Activities)

“While the successive increase in PGP intake came as much due to pressure of staff agitation and concern for timely faculty promotion, fee rise and other financial pressures, concern for meeting the growing requirement of high quality management graduates as entry level managers, the diversification and expansion of other academic activities came in different ways and for different reasons” said the Director of IMP institute of Management while describing the challenges faced in diversification of the academic activities of the institute.

Challenges Faced by the Institute

IMP was one of the six national level management institutes established by the government of India. The Institute started with post-graduate programme in management (PGP) in 1997, with an intake of 47 students. It moved to its own 100 acres campus (spread over two hills) in January 2003, on completion of Phase I of construction covering class rooms, hostels, faculty block etc. commensurate with intake 60 students. Phase II of construction was to complete in 15 months by May 2003. However, the Institute it got delayed inordinately and by the end of February 2003 only 40% progress was achieved, with 43 different units, from class rooms, hostels, married students accommodation, guest house to faculty/ staff houses, in different stages of progress, from excavation only to casting of ceiling. However, the Institute had to increase intake to 120 students in July 2003. Without completion of Phase III construction it looked difficult to grow to take up other activities meaningfully. The case ISB (C), (D) and (E) describe the challenges in completion of Phase II of construction and more than doubling of the PGP intake and improving its financial condition, without even commencement of Phase III of construction. This case describes how the institute simultaneously diversified to take up other academic activities, even becoming leader in some of them,

Expansion of FDPs and MDPs

The Institute did not have many management development programmes (MDPs) and faculty development programmes (FDPs) as it did not have physical infrastructure and highly experienced faculty members in key disciplines. The cost of organizing training programmes in hotels was quite high. Even the boarding and lodging expense could not be recovered from the registration fees that market could bear.

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Another significant disadvantage for MDPs was the location of the institute, in the south- west corner of the country, with poor rail and air connectivity from different parts of the country. It would take at least one day each to reach and return the institute, even by air. Thus a 3-day programme at the institute meant a week- long programme for the participating executives. The travel cost was so high that the travel expenses by air itself would make the total cost double of registration fee for the company.

The In-company / sponsored MDPs were looked down upon earlier, as it generated only revenue and surplus (which were not the objectives of the academic institute). It neither added to faculty development nor led to major consulting or literature development, which were possible from participation of highly experienced group of executives from a diversified set of companies.

The Faculty Development Programme (FDPs)

In the year 2003, at XLRI Convention of the Strategic Management Forum (SMF), it was decided to start Management Teachers Programme for development of faculty in strategic management discipline. It was thought that efforts should be made to help faculty members go through at least 6 courses of 30 class contact hours, in a modular way, so that they can learn the subject and assimilate it gradually over a period of 2-3 years. The response in the first such programmes launched in 1996 at IIM Lucknow with 70% participants being Readers and Professor levels (including some heads of departments, Chairman MBA etc.) was quite encouraging to engage in similar programmes.

The first two programmes (for which common brochure was printed), were done at IIM Bangalore and IIM Lucknow in March 2004. The second such set of programmes was to be conducted in May / June. Somehow IIM Lucknow programme could not materialize, so it was decided to have it at IMP. The decision to do it at IMP was based upon the assumption of timely conversion of the two married students' hostels into guest houses/ executive hostel (see Case ISB 'D'). Indeed, one of the purposes of accepting the programme at IIMK was also to expedite and complete the construction by a deadline on which some academic event should take place.

“Surprisingly, the nominations received by deadline far exceeded all the expectations, twice the newly created accommodation and the expected number of participants in a normal MDP. Fortunately the room interiors were designed for double occupancy and the participants could be accommodated. This response coupled with the attendance in first FDP at IIM Lucknow in 1996 convinced me that there is a large starved market of Management Teachers at least in SM area”, said the Director..

“The importance of faculty development through MDPs, postdoctoral empirical and case research, conferences, doctoral programmes, publications and through collegiate system of learning from conducting regular Management Teachers Programmes was clear to us. We knew that unlike MDP participants from industry, for management teachers it made little difference whether the programmes were 3 days or 6 days. Either they would not be able to come or they would come for a week long programme. They can plan to come 2-3 months in advance for attending the programme and hence, coming by train would also not be an issue. They can thus reduce the travel costs significantly” he concluded.

Pricing was another major issue. On full cost basis a normal week- long programme with 20 participants would have been priced around Rs. 15,000- 20,000 in those days, as the following cost figure would show.

			For 20 Participants
Boarding and Lodging	Rs. 1500 p.d	Rs. 9000 for 6 days	Rs. 180000
Course Material		Rs. 1000	Rs. 20000
Classroom Charges	Rs. 1000 p.d.	Rs. 6000 for 6 days	Rs. 6000
Faculty Honorarium	Rs. 12000 p.d.		Rs. 72000
Contingency			Rs. 20000
Total			Rs. 292000
Per Participant	Approximately		Rs. 15000

The institute thought that Management Teachers Programme were a national priority. It was therefore decided that about 20% of the guest house infrastructure be earmarked for FDPs and only out of pocket expenses should be charged to the participants and no overheads (about 20%) should be applied. If however, AICTE supported the programme, full costs may be taken for record purpose.

Since even the limited accommodation in the guest house/ executive hostel were not fully occupied, as the institute by then was not known as a reputed training institution (leave alone as FDP institution) it made little sense to go for full cost for deciding registration fee. Also since the institute was not keen to give lavish meals and hospitality at the cost of FDPs itself, it kept the boarding to minimum, at about Rs. 200 a day, which was enough to cover decent meals and break fast etc. Since many faculty participants were paying programme fee from their pocket we were keen keep cost as low as possible.

Further, it was thought that FDPs were a service to faculty brotherhood and also helped own development of the institute faculty (as teaching senior faculty will help the learning to institute faculty), it was decided not to pay honorarium for conducting classes or coordinating FDPs. Instead up to 1/2 course credit may be given for conducting a weeklong programme with 30 contact hours, faculty taking class could get some credit out of it, but rarely any one asked for it). It was also felt that when the faculty size increases to about 6 in an area, the average engagement of a faculty will be just one day in a year which is too small a factor to determine the conduction of FDPs as an important activity.

The net out of pocket cost per room worked out as shown in table 1

Since participants lived in double occupancy, cost per day per participant came to about Rs. 300 per week. All in all, out of pocket expenses per participant were not expected to cross Rs. 500 a day.

Table 1

Cleaning charges for 24 rooms in guest houses/ executive hostels	Rs. 18000 p.m.	Rs. 5000 p. wk.	
“ per room			Rs. 200 p. wk.
Air Conditioning for 8 hrs @ Rs. 4 per hr per room			Rs. 192 p. wk.
Washing of Bed linen/			Rs. 20 p. wk.

pillow cover per room			
Tea / Coffee self Service in Rooms @ Rs. 3 per cup 6 cups a day			Rs. 144 p. wk.
Total Per room per wk. out of pocket expense			Rs. 556

This dramatically changed the cost structure and average cost came down to about Rs. 5000/- per participant.

Boarding and Lodging @ Rs. 500 per day	Rs.3000
Course Material	Rs. 1000
Contingency	Rs. 1000
Total	Rs. 5000

It was therefore decided to charge Rs. 5000 per participant as registration fee and encourage larger number of faculty members of management schools in the country to benefit from FDPs of the institute.

Despite all the above considerations perhaps nothing would have happened. However one day a trigger for FDPs came from the enthusiastic statement of a young faculty member. In August 2004, the Director had requested the Chairpersons of PGP, MDP, IDL (Interactive Distance Learning) and Research to present their 5 years' perspective for development in respective areas. Some highlighted faculty constraints, some focused on incentives, administrative support etc. and some did not even turn up. The young faculty member (who had been the first Chairman of IDL programmes a year ago), made a passionate and bold statement that the institute should conduct at least a dozen FDPs every year. The director was convinced that the FDPs can take off with a champion like him. He approached AICTE with the request that the institute may be considered as FDP center. AICTE agreed and started supporting the activity with an annual grant of Rs.0.8 mn. Three years later the institute was the only major QIP center of AICTE in the field of management.

Management Development Programmes (MDPs)

With the creation of 24 double occupancy rooms in the three guesthouses/ executive hostels and an improvised classroom conducive for PGP/ MDP/ FDP, there was some physical infrastructure available to try out scaling up MDPs. The director was wondering whether it is time to create full fledged 50 seater MDP center as envisaged earlier. Would the institute be able to bear the fixed costs of MDP center. What if the MDP did not pick up? Will the move overstretch the meager faculty resources, already constrained by scaling up of PGP intake from 60 in 2002 to 120 in 2003 and to 180 in 2005. Should it go for sponsored/ In-company MDPs, which ran the risk of diluting faculty rigour below the level of PGP, as it did not demand the preparation of even PGP level? The director was concerned on the latter aspect, as some of the senior institutions had started facing problem pf lack of senior level participants from industry in open MDPs. Once the sponsored junior level in-company programmes started, the attraction of revenue and surplus generation for the institute and attraction of honorarium may lure the institute and faculty to focus efforts on them and start ignoring even expansion of PGP, leave alone focusing on higher learning activities of post doctoral research, doctoral programmes and meaningful publications, course material development, conferences etc. On the other hand, it was felt that if the MDPs were not launched on a reasonable scale, the institute may not be perceived as a management institute of reckoning, as MDPs were a good avenue for industry interaction and learning.

The registration fee for open MDPs was kept as rupees twenty Five thousand for week long (6 days) programmes and rupees fifteen thousand for 3-day programmes. The programmes were to be done either for 3 days duration or 6 days duration.

The costing for arriving at registration fee was done as given in table 1.

Although the above cost did not cover the full costs in the sense that cost of building etc. was uncovered but it most of the major cost were covered. In any case the institute had not created exclusive MDP infrastructure but was only optimizing the infrastructure created for supporting other activities, which was not fully utilized. It was thought the above was enough to attract the participants from industry and help the institute have reasonable number of programmes within the limited infrastructure. The challenge was to ensure 20 or more participants in every programmes to have necessary confidence to decide when to create cost effective infrastructure for MDP activities, which was going to be a costly affair.

Table 1

		For 20 participants	
		For 3- day prog.	For 6- day prog.
Boarding Charges	Rs. 500 p.d.	30000	60000
Lodging (including maintenance, house keeping, security charges etc.)	Rs. 1500 p.d.	90000	120000
Subtotal		120000	240000
Course Material		20000	40000
Honorarium to Faculty		36000	72000
Total		176000	352000
Institute Overheads		50000	100000
Contingency		40000	40000
Grand Total		266000	492000
Per Head		13300	24600

The sponsored programme were to be accepted only for senior top executives or for strategic partners of the institute and not unduly encouraged. The basic guideline for pricing them was same as MDPs with minimum of 20 participants..

The improvised infrastructure allowed the institute to experiment with the open and sponsored programmes (in a limited way). To ensure against the dilution of standards, the institute restructured and expanded its IDL programme (increasing their rigour closer to PGP) as also PGP to a level that the MDP engagement did not dilute faculty rigour significantly. The faculty members were required to teach at least 3 course credit (out of minimum 6 course credit annual workload). They could earn through engagement in teaching be it PGP or IDL programmes at the rate of MDP so that monetary attraction alone would not attract faculty to MDPs generally. The engagement in IDL programmes also allowed faculty to interact with industry executives on a formal basis, as the registration in IDL programmes required a minimum of 3-5 years industry experience.

The next set of PGP hostels were designed for double occupancy and furnished like executive hostels with high quality beds, furnishings, sofa sets, attached toilets, refrigerators etc. (without permitting use

of A.C. and refrigerators). The rooms could be used in summers for conducting MDPs/ FDPs, Conferences etc. without incurring any extra costs than use of A.C. and refrigerators. Multi utility hostels/ class rooms augmented capacity for these activities at a low cost without compromising on quality and at the same time allowed PGP students to live in better hostels. The institute could conduct FDPs, Conferences etc. at low cost and at the same time generate higher revenues and surplus by conducting MDPs.

The MDPs gradually grew in numbers, although with increase in PGP/ IDL intakes it did not grow phenomenally due to faculty limitations. But the experiment helped the institute to decide to go for creating a full fledged 120 Room / 200 Bed MDP complex, which could be used interchangeably for PGP and other programmes as well, to ensure against under utilization of capacities created and help cover up all the fixed expenses. It also allowed institute to expand the Conferences/ Seminars etc. as much as needed, for which costing of FDPs (discussed earlier) would be used for charging registration fees.

Restructuring of the Interactive Distance Learning (IDL) Programmes

The institute had launched a 300 class contact hours Executive Education Programme (EEP) on IDL platform with HE as technology partner, in the year 2002-03, being one of the pioneers (XLRI was the other institute) in the field. The objective of the EEP was to help working executives acquire some management inputs, without going through long duration, fully residential programmes. The classes were conducted with franchise run centers, the network spreading to 25+ centers within a short span of 3 years. By 2005 the IDL platform became quite successful one with growing registration, revenue and surplus generated. The short duration programmes of 75-90 hours class contact hours, spread over 6 months or so also became popular with software/ IT industry. Some other senior institutions also started launching similar programmes. The technology partner seeing a business opportunity also started pressing for more and more of short duration programme in various subjects and even topics.

However there was another side of the story. A growing concern, almost restlessness was developing among some senior faculty members, who apprehended that the IDL platform and the institute has started drifting from educational programmes to short duration money spinner MDPs, which would eventually lead to dramatic dilution of educational standards and academic standing of the institute. The institute instead of emerging as a renowned institution of higher learning of international reckoning, through high quality research, publications, education and top management training, may slide to a low intellectual level commercial training institute.

The situation became so volatile that the director had to resort to voting to decide the issue. Marathon discussions and heated arguments in faculty council finally led to emergence of a new design. The short duration money- spinner programmes were chopped off to ensure against the dilution of standards of the academic standards. The 300 hours EEP was made 450 hour, making the programme the most rigorous one- year programme for working managers. The requirement for enrollment in the programme was made a minimum of three years and was to be enforced strictly. The design and conducting responsibility including arranging faculty was to be responsibility of faculty council.

A three level structure for administration of IDL programme was introduced on lines of PGP. The faculty council was to take an overall view on the design and conduction of IDL programmes. The policy governing the same, including incentive system etc. needed approval by faculty council, which had all the faculty members as members. The IDL committee would discuss the details of design and conduction

issues. Any new thing or deviation would be first discussed here, before the issue went to faculty council. Membership of the Committee was limited to only those faculty members who were willing to contribute to teaching in the IDL programmes. A faculty member who was not keen to do so would not be member of the Committee. Lastly, there was an IDL Executive Committee would handle the day to day matters. The Chairman, IDL programmes and few nominated members from other areas/ Chairman (Admission) were to constitute this committee. Nominations to the committee were made by the Director after seeking the views of Chairman (IDL) programmes. The three-tier structure was put in operation to benefit from collective wisdom, reduce administrative burden on faculty and stop unwarranted disturbance by powerful lobbyists among faculty members who were not keen in contributing to advancement of academic activities approved by the Board of Governors or thought of sabotaging the same..

Simultaneously different functional areas were allowed to launch specialization packages of 6-7 courses with 225 class contact hours, spread over 6 months as independent certificate programme. Later these were to be integrated with EEP. Those participants who had undergone EEP and any two specialization certificate programmes, would be given EPGPX diploma, to make it the most rigorous executive diploma programme through IDL platform and at the same time differentiating it from regular two year residential PGP of the institute. Three years later the EPGPX became a well sought after programme (which one could complete in three years registering for the entire programme in one go) and it became the only internationally recognized (AMBA approved) online programme in India in due course.

The philosophy behind the restructuring the IDL programme was to cater to growing needs of working professionals for management inputs through high quality programmes, who could not detach from their job locations and family to attend two-years fully residential PGP or alike. The pedagogy and evaluation system were made more rigorous and brought in line with PGP. “We had commitment to help improve the management skills of working managers. But the institute had serious constraints of land and could not expand physical infrastructure to meet the growing and emerging needs of society through long duration fully residential programmes. IDL platform provided us a cost effective alternative. It was for us to decide how we improve the quality and rigour of the programme. It was a challenge and we were ready to take it up” said the Director.

Research Conferences

Up to 2003-04, the institute could hold research conferences only occasionally. It could not scale up the activity due to lack of academic infrastructure and residential facility for delegates. Holding conferences in hotels also created lot of logistic problems, as the hotels were 15 km away, in the main city. It also increased costs unnecessarily. Further the institute’s academic support could not be provided.

By March 2005, Classroom Complex II as a part of Phase II construction of the campus was completed. A 200- capacity Seminar hall was already constructed (which was used infrequently but added unrecovered fixed costs of maintenance). The availability of such facilities gave an idea of scaling up Research Conferences and Industry Seminars for improving interaction of students with industry professionals. Still the residential constraints posed problems. The Director wondered how long the physical infrastructure constraints should be allowed to withhold academic progress of the institute. If due encouragement was not given in the formative years, the faculty members may shy away from this important activity of the institute, which wanted to emerge as an institution of higher learning. There were several benefits possible. Holding conferences would engage the coordinator faculty in research work also. This would help in their friends also engaging in research work to present papers in the research conference. Thus if 4-5 faculty members joined to organize a conference, there would be 4-5

research papers from internal faculty, which could mobilize 40-50 research papers from external delegates. If 5-6 conferences were held in a year, almost 250 research pieces would be done and as many research papers may get generated. If even 10-15 % of them turned out to be good papers they would be enough to fee a quarterly research journal, “after all quantity begets quality, if conscious efforts are made” remembered the Director of the word of wisdom from his mentors..

He therefore started stretching the institute’s residential facilities for guests. Augmenting the guesthouse facilities by conversion of two married students’ hostels was one such step. There were only 1 or 2 married students and two married students’ hostels were being constructed. Even the house keeping and security expenses of these buildings could not be recovered, as they would not have been fully utilized. The augmented facilities could be utilized for low cost academic activities like FDP (as described earlier), Research Conferences and Industry Seminars. When vacant, these could also be utilized for generating revenues through MDPs. The furnishing of three 3-bed room unoccupied faculty houses as executive hostels added another 16-bed capacity. Eventually for a Conference even vacant staff houses were furnished to accommodate guests, who preferred to stay in the “oxy-rich”, serene campus, which gave experience of a hill resort in a coastal city.

The following guidelines were also given to faculty members to think and organize research conferences:

1. Charge Rs. 3000/- only as registration fee per delegate and increase the number of delegates to 60 or more (which would surely recovers all the out of pocket expenses).
2. Avoid asking for subsidies from the institute and others and cover expenses through registration fee.
3. Avoid frills that only add to unwarranted costs.
4. Let not subsidies and grants decide the conferences that a faculty member/ institute wishes to organize.
5. Institute will extend advance for organizing conferences, which will be settled with the registration fees.

The results started flowing. The number of national and international research conferences started increasing from different disciplines- marketing, operations, economics, strategic management etc. These also started leading to publication of books of selected paper. The increased activity also justified creation of an exclusive secretariat for conferences. By 2008-09, the number of research conferences started averaging 4-5 per years, which was way ahead of any other similar institution. It was hoped that eventually the institute will be able to gear up for about a dozen research conferences per year.

“I personally believed that the institute should encourage faculty to do research and share the findings in conferences. The benefits of conferences went beyond number of papers presented by faculty for academic accolades and promotion etc. It is also an opportunity to get dispassionate feedback from academic fraternity before the research papers are finalized for publications for the use by practicing managers and other policy makers. Moreover, it can help one understand the depth of his understanding in his field or the topic of the conferences. It also helps in understanding the depth of others conclude what is not being explored or understood. It can help others improve his research paper. Finally it helps one identifying partners and forging partnerships for meaningful, extensive research with rich gathered data from all over the country though collective efforts. These benefits outweigh the pains and efforts to be made for organizing the same. Holding the conferences in the institute also helps in grooming budding young doctoral students to learn how to organize the same. Besides, the any one or more faculty members

here can attend meaningful sessions, whenever they are free from other institutional commitments.” commented the Director on the purpose of giving impetus to the activity.

Fellow (Doctoral) Programme in Management (FPM)

The Fellow Programme in Management is another step towards becoming an institution of higher learning (moving higher up on the intellectual pedestal). There was increasing pressure on the Director from some faculty members to start the same and also for the new wave Executive Fellow Programme. He was wondering whether the institute has enough resources, especially experienced, research oriented faculty members to sustain the demands of a rich, meaningful doctoral programme. He was concerned that the programme may not become a run of the mill programmes and perceived as a low quality PGP in the garb of FPM.

He was equally skeptical of the fact some faculty members may not treat the FPM participants as faculty assistants for various purposes or just use FPM scholars research as their own when it came to publication as was seen in some other institutions. After all not many were doing postdoctoral research on their own and no one had stopped them from doing so. How would they dispassionately guide doctoral students without having serious research interests? Some faculty members felt that FPM should be launched only when there was sufficient number of faculty members in various areas. From where they will was a moot point, but not a concern of them. At the same time delaying the launch of FPM too much could mar the development of research climate and culture in the institute.

The matter was put up for consideration of the faculty council. There were extensive debate and deliberation. Finally the issue was decided the way IDL programmes were decided with a three-tier structure for decision making.

1. The Institute shall launch FPM in those areas where the concerned discipline area faculty members were prepared to make commitment.
2. There will a FPM committee, comprising members from the areas which wanted to launch FPM. Faculty members from those areas which did not want to launch FPM will not be member of FPM committee, which will design and detail the FPM policies that could be implemented after due approval by the faculty council. An FPM Executive Committee will take care of day to day issues, in the same way as PGP and IDL Executive Committees.
3. Some areas did not want to join the launch of FPM and at the same time wanted some compulsory courses of the area in FPM. The faculty council decided that if the concerned area faculty members did not want to teach and did not identify the guest/ visiting faculty for such courses, the faculty members of the areas which wanted to launch FPM and the Director will search faculty for those courses.

To ensure against a faculty member’s reluctance to conduct FPM courses and focus on PGP courses alone or vice-versa, the incentive system was modified as below.

1. Every faculty member has to teach a minimum of three PGP courses out of minimum of overall 6 courses workload for the year.
2. Subject to meeting the above requirement, he/ she can teach 2 additional PGP/ FPM courses on payment basis (at a standard rate per hour) for all the institute programmes (MDP/ PGP/ IDL) applicable to a guest faculty. However,

- a) He/ she can teach 4th course as FPM course. If FPM course was not available then he/ she could teach a PGP course.
 - b) He/ she can teach 5th course as PGP course. If PGP course was not available the FPM course may be taught.
3. Paid courses would not be counted for workload purpose.
 4. 4th and 5th courses would be counted in workload if payment is not taken. Other conditions set out in 2 will continue to apply.
 5. A faculty member can't teach in more than 5 PGP/ FPM courses.

The purpose of the above scheme was also to encourage involvement in other academic activities to let the institute grow as a fully integrated, socially relevant institute of national and international reckoning. For conducting MDPs, honorarium was paid in normal course as incentive. In exceptional cases, if an area/ faculty did not have sufficient number of courses available, the Director could permit counting of MDP involvement to meet the requirements of minimum workload. The IDL programme involvement was also treated like MDP, but payments were made on full course basis than session-wise applicable to MDPs. For week long FDP, up to ½ course credit was allowed.

Norms for counting work load of research were also developed, but no cash payment was given. The faculty could accumulate credits points beyond six courses i.e., 180 credit. If one worked beyond 210 credits then for every additional point Rs. 1000 was credited in his/ her name up to maximum of Rs. 100,000, which could be used for buying computers/ accessories, attending additional conferences in India / abroad. If the amount was not used up to the end of June of the next academic year (which was April to March), the faculty members could encash it @ 50% of outstanding credit beyond 210. Once encashed, the balance of credit would come to zero.

With the above conditions, the FPM was launched in marketing, operations, economics and strategic management areas. It was hoped that other areas would follow soon.

The launch of FPM, covered the whole spectrum of the academic activities which any leading management institution in the country had. Publication of research/ books and consulting activities were already there.

The diversification initiated gave faculty members a rich portfolio of academic activities to engage in. By the year 2008, the average portfolio of faculty members was 6 academic activities. Besides, they had academic administration responsibilities to balance their work portfolio.

The use of multi- utility buildings (see cases ISB 'C' & 'D'), multi-skilled staff (see case ISB 'E') and multi-portfolio faculty, helped optimal utilization of various resources, to improve both effectiveness as also the efficiency of the institute and pave way for faster growth of the institute, will limited resource, which he had outlined four years ago to the members of Faculty, Staff and the Governing Board of the institute (see exhibit 1).

Questions:

1. What were the new academic activities at the institute? What were the reasons for diversification?
2. Were the diversifications related or unrelated?
3. Compare and contrast the way these activities were managed.

4. Comment on the incentive policies. Should the institute have restricted the involvement of faculty in PGP/ FPM teaching?
5. Should the institute have gone for using full cost for some activities and direct cost for some others?
6. Was the institute effective? Was it efficient?
7. Comment on Mission, objectives and critical success factors.

DO NOT COPY

Is Small Beautiful (L)?

Exhibit 1

Excerpts from the presentation made by the Director to the Board of Governors, Faculty and Staff Member within a month of joining

<p style="text-align: center;">Issues for Discussion</p> <ol style="list-style-type: none"> 1. Understand at what stage of development IIMK is today, decide what we would like it to be in next 5-10 years and what needs to be done for that. 2. Identify what major changes are taking place in the external environment of my organisation 3. Analyse what are our key strengths and the resources at our disposal 4. What may be the changes required in our past approaches & practices and how to effect these changes 5. What role each one of us can play in this process. 	<p style="text-align: center;">The Institute has entered the growth phase</p> <ol style="list-style-type: none"> 1. The task demands and challenges in this phase will be of a different nature and magnitude 2. Do we let the growth come through evolution process or through planned development efforts? 3. Shaping the future thus becomes an important task to get maximum from the existing strengths and resources through unified organisational efforts. 4. It also allows flexibility in accommodating individual preferences and strengths while meeting the organisational objectives and drastic reduction in the
<p style="text-align: center;">MISSION</p> <p style="text-align: center;">IMP</p> <p style="text-align: center;">Aims To Help Improve the Management of Corporate and Non-Corporate Sectors, Directly and Indirectly, through Research, Teaching, Training, Consulting and Educational Infra-Structure Development Thus becoming a socially relevant leader institution of national and international reckoning</p>	<p style="text-align: center;">OBJECTIVES</p> <ol style="list-style-type: none"> 1. Grow to become the leader Institution of Higher Learning of National/ International Reckoning in the next 5 years. 2. Be and remain economically viable (cover up the costs preferably through users of services directly) 3. Be a model of efficiency and effectiveness 4. Take care of interest of all the stakeholders 5. Develop a distinctive, unique identity. 6. Be at least second best in whatever we do 7. Collaborate to compete, compete to excel. 8. Avoid becoming opportunist, greedy and selfish.
<p>Critical Success Factors</p> <ol style="list-style-type: none"> 1. Improve utilisation of every bit of all kinds of assets. 2. Synergise individual efforts in every element of academic activities. 3. Overcome resource constraints, through external linkages. 4. Magnetise organisational Efforts. 5. Switch on the lights. 6. Augment resources by exploiting them. 7. Emotionally yours 	

Is Small Beautiful (L)?

Year	PGP		Training (MDPs/ FDPs) (upto Jan.)				IDL Prog.		Revenue (Without Grants)
	Intake	Student Population	No. of Prgs.	No. of Days	No. of Participant-	No. of Participant Days	No. of Students	No. of Platform Hrs	Rs. In Lakhs
2002-03	60	125	8	22	177	521	87	300	332
2003-04	120	185	12	51	230	1152	360	240	692
2004-05	120	259	17	54	268	916	530	740	840
2005-06	180	282	26	149	456	3099	172	620	1013
2006-07	180	340	33	184	691	3944	135	450	1150
2007-08	180	370	30	200	700	5000	190	900	1440
2008-09	268	461	17	104	398	2560	300*	1350	2160

Exhibit 2

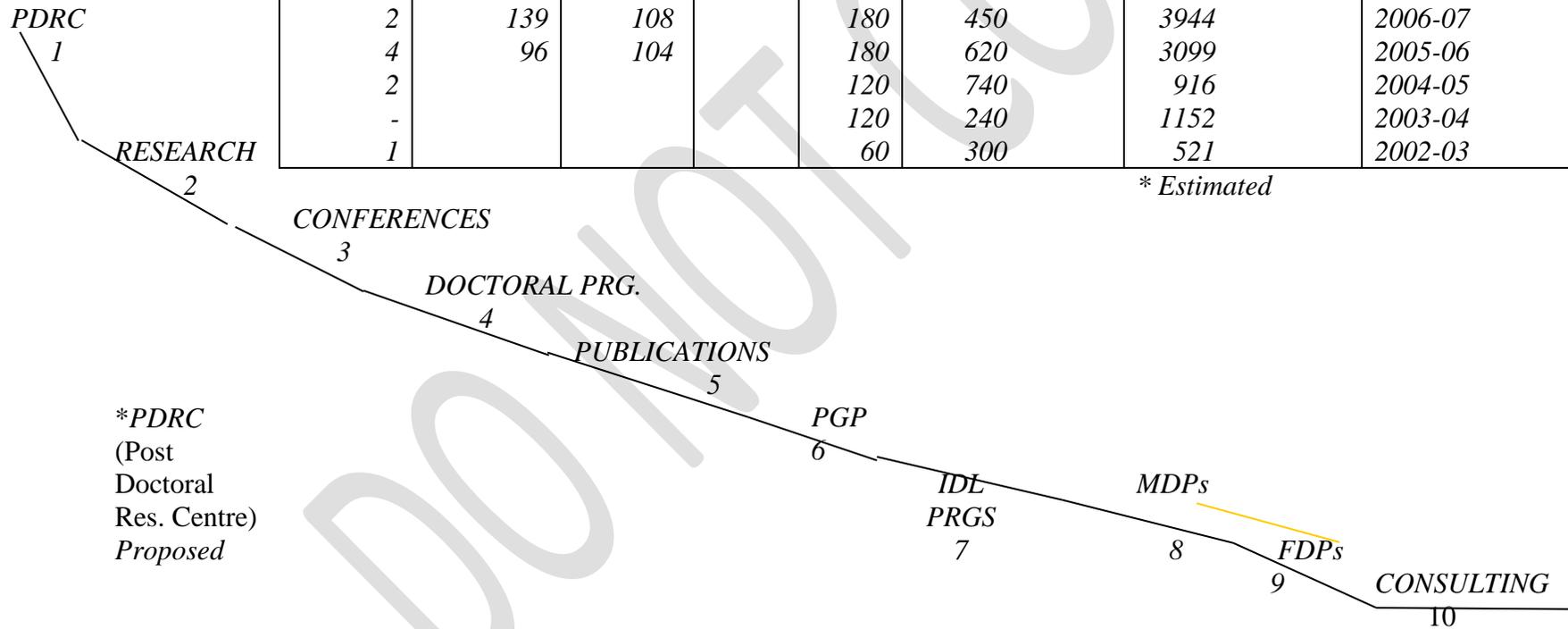
Income and Expenditure Over the Years			Financial Management at IMP		
Rs. in Crores					
Year	Income	Expenditure	Year	Revenue Growth (Rs. in Lakhs)	Corpus Fund Growth (Rs. in Lakhs)
2002-03	3.33	3.3	2002-03	332	58
2003-04	6.92	4.87	2003-04	692	449
2004-05	8.4	5.81	2004-05	840	863
2005-06	10.13	6.85	2005-06	1013	1192
2006-07	11.25	6.8	2006-07	1150	3892
2007-08	14.4	8.93	2007-08	14.4	6600
			2008-09 (Expected)	2156	8500

IMP							
Details of Grants received							
Particulars	Amount in Lakhs						
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Plan	1,826.00	930.00	1,000.00	1,325.00	1,000.00	2,381.00	2,397.50
Non Plan	220.00	588.00	350.00	294.14	683.00	683.00	341.50
State Govt.(Plan)	118.94	200.00	231.25	150.00	-	-	10.00

**Exhibit 3
Range of IMP's Services**

No.	# Delegates	#Papers	Intake	Intake	Prog. Hrs	Participant days	Year
6	437	332	4	261	1350	5000 *	2008-09
2	184	155	6	180	900	5000	2007-08
2	139	108		180	450	3944	2006-07
4	96	104		180	620	3099	2005-06
2				120	740	916	2004-05
-				120	240	1152	2003-04
1				60	300	521	2002-03

* Estimated



*PDRC
(Post
Doctoral
Res. Centre)
Proposed