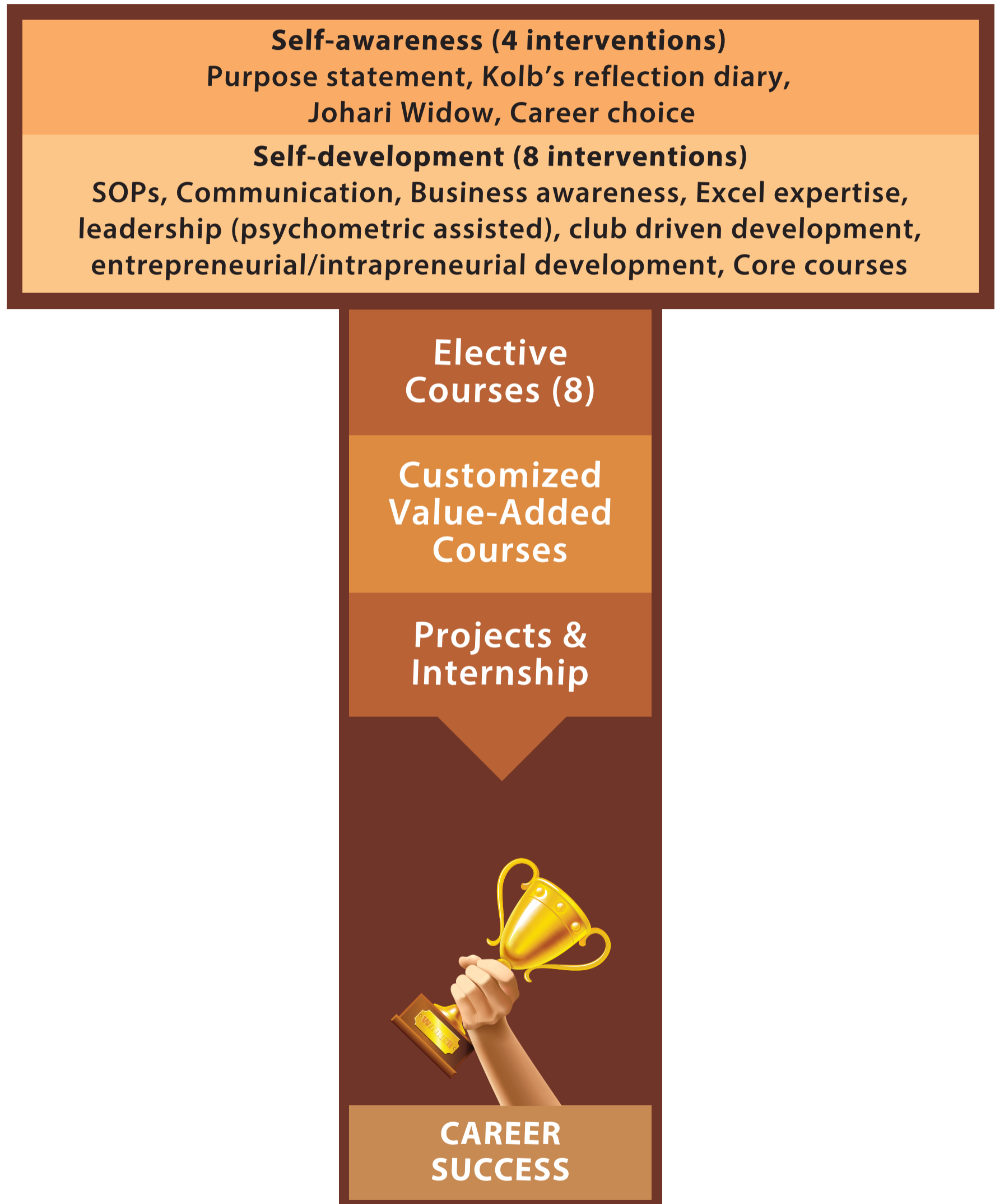


# THE T-SHAPED PROFESSIONAL



## THE T-SHAPED PROFESSIONAL @ VAGAMON

**15 interventions; one single aim – making you a T-shaped professional**

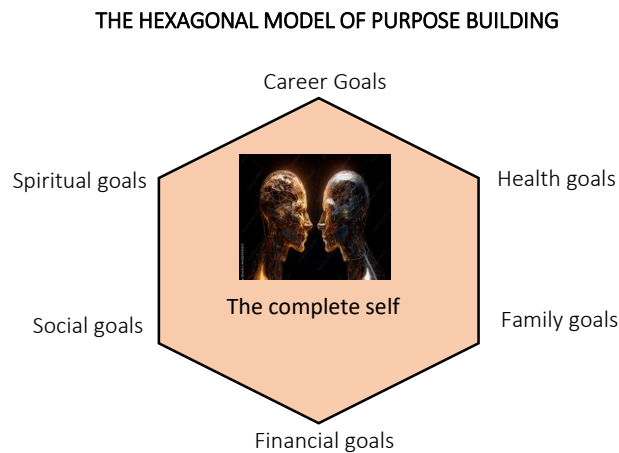
*It is very different*

MBA is the most powerful degree that lead you to success in life. Getting to that level has many challenges. DCSMAT uses T-shaped professional model for grooming you.

Mission component 1 (or M1) of DCSMAT, Vagamom states “we focuses on imparting Knowledge for stake holders to create and develop professionalism in business world”. Hence creating a professional for business world is one of the most important tasks the school has to undertake. The school’s intent is to create a T-shaped professional. Refer to the Figure below.

**The horizontal portion of the T** focus on creating a professional with competencies for life and career. These competencies are career agnostic and would be required no matter in what career track one embraces. In more formal terms, these are generic competencies that that are portable from sector to sector and job profile to job profile. From a curricular perspective, the horizontal portion would have number of interventions:

**Intervention 1: Purpose statement using hexagonal model.** Self-awareness competency with insight into one’s career, health, financial, family, social, spiritual. Involves SMART goal setting in these areas.



**Intervention 2: Objective driven Outbound Leadership Lab (OLL) using Kolb’s Learning Cycle.** Learning competency using concrete experience, reflection, generalization and adoption in a new context. DCSMAT’s has developed a Reflection diary to help develop this competency. The diary can be used in all contexts, though introducing it happens in the OLL.

**Intervention 3: Johari Window and Psychometric driven self-development.** Competency to make scientific choice on critical matters depends on identifying one’s strengths. The purpose of

Johari Window is to enhance awareness of one's competencies and the purpose of the psychometrics is to enhance the self-awareness beyond the obvious. When these are put together, one gets a better picture of true-self vis-à-vis the perceived self. Identification of the gap helps to create an Individual Development Plan (IDP) to achieve the purpose identified.

**Intervention 4: Career Choice Exploration.** This intervention consist of corporate talks, Breakfast with the CEO, Fine dining, and sector study and develops the competency to understand one's career SMART goals vis-à-vis the market realities.

**Intervention 5. SOP (Student Ownership Program) driven by Individual Development Plan (IDP).** SOP is akin to mentoring. But SOP is different from mentoring because the intent of the SOP is to arrive at an IDP scientifically and then work with the mentor to execute the plan. It is a highly focused intervention.

**Intervention 6. Communication Competency Development.** This is done through newspaper reading (reading and comprehension competency), and evening and mid-night presentation series besides GD training (conversation competency differentiated from presentation competency)

**Intervention 7. News-paper reading.** The purpose of dedicated newspaper (Economic Times) reading session is not only to enhance the reading and comprehension competency but also the competency for understanding the global events and analytical ability by reading the analysis of events in the paper.

**Intervention 8. Microsoft Excel Expert and Power BI.** These are the ICT (information communication technology) interventions for job readiness. These are career track and sector agnostic competencies that are foundational to enable analytics, pattern finding, critical thinking, and consequently creative thinking competencies.

Intervention 9. Integrated Leadership Development. This is a psychometric driven intervention that integrates psychometric inputs on self (Big 5 personality test, Self-efficacy, Locus of Control, and Emotional Intelligence), interpersonal orientation and leadership. The differences is that there is an integrating protocol which given new insight different from the individual insight which each of these instruments give.

**Intervention 10. Clubs-driven competency development.** The 9 clubs of DC are unique because they conceive, muster resources and conduct major events for others. These clubs are not a conglomeration of like-minded people, but are selected through a rigorous selection process and intent of the club is to organize the events for others (junior batch). The events are not for themselves. Managing and organizing for others is akin to creating product and services for customers and selling it. For example, if a debate event is planned for the junior batch or other schools and is not subscribed, it would be akin to a product failure. Thus the clubs become forums that replicate real-world managerial context. The clubs celebrate the club alumni and the club's alumni guide and encourage the club. They even get jobs for the club members.

**Intervention 11. Entrepreneurial Orientation.** Entrepreneurial orientation is developed through the core course and the Innovation and Entrepreneurship Development Centres (IEDC) under Kerala Start Up mission. The focus on clubs and the marquee event, Luminance of DCSMAT is also entrepreneurial in nature.

**Intervention 12. Core courses.** The core courses, of course, develop several competencies that are generic and transportable.

**Intervention 13. Job Winning Competency Enhancement (CV, GD and Interview Competency Enhancement.** This is a cluster of interventions to include discussion on career track, CV writing and refining, GD, Interview skills, personal grooming, and simulated one on one interview training with feedback. In the simulated interview, a student is required to apply for a job using a JD and face the interview by a team of interviewers. Oral and written feedback is given after the interview.

### **The Vertical Portion of T**

**Intervention 14. Specializations.** Currently the university permits only dual specialization in which the students have to complete 4 courses (12 credits) each in the two specializations they choose. For example, 4 courses in Marketing and HR. The student does not have a choice of doing more credits than 12 credits in any specialization. Though this gives some flexibility to the students to face the job market, most companies look for graduates with a sharp focus. Hence the vertical component of the T is designed to augment the university specified credits with credits that meet the career track goals. Hence, the students are encouraged to take value added courses that are customized to one's career goals. For example, a person may take a course in use of AI for recruitment and selection or SEO in digital marketing to augment one's competencies for a career. Being customized for the career track, the choice is left to the students who make take it from any online source such as Coursera, Swayam etc.

**Intervention 15. Internship and Projects.** Students are encouraged to do internship and projects that can augment their career track goals. For example a project on analysis of banks' performance using CAMEL model could be done by someone with a career track goal in banking using skills gained from Excel Expert certification or using Power BI or someone with a career track goal in digital marketing could do a project for a company that s/he may solicit.