Message from the Chief Editor

I take immense pleasure to release the second issue of our e-bulletin. The first issue of e-bulletin was a great success and earned lot of accolades across different walks of life. It was very well received by all esteemed team members of MTC.

I sincerely acknowledge the support, encouragement and motivation extended by all the esteem members of the team who contributed towards the growth of the consortium.

I am really grateful for the contribution made by all our team members. The restriction of page numbers limited inclusion of all the articles. The articles submitted would definitely be placed in our subsequent issues.

Once again thanks a lot to all the team members of MTC for their continued support and encouragement.

Happy Knowledge Sharing.

Prof. Bholanath Dutta
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Achievement/Award/Appreciation

Prof. Sreekumar from Nehru College, Trichur, Kerala has been awarded F.I.E, Fellowship of Institution of Engineers.

Dr. Arup Barman, Chapter Head- Assam has been nominated as Hon. Member of UN Global Compact Project vide UN letter number dated 01.12.2010.

Prof. Bholanath Dutta received “Best Paper Award” at a National Conference at ISME, Blore on 11.12.2010
The Consciousness Approach: Within to Without Management in Corporate
By Prof. Rohit Puri

The consciousness approach let us understand that there is a direct Relationship between Consciousness man’s inner life of thought, feelings and impulses, his inner attitude – to the events in his external life. All that is external is the reflect of his inner conditions. When a conscious efforts is made to change oneself within, life responds to that change.

Are outward happenings having their seeds within? The laws of unknown create the known.

On inner values hangs the outer plan. Hence, all that is essential is to develop once inner being – develop the attitude once awareness, once consciousness. Rightly said if one changes once consciousness the whole world itself changes for you. This depends upon your aspiration and attitude.

Consciousness is the inner aspect of life but all is screened hidden mystical. It meets the intuitive heart, the inward turn; it needs the power of spiritual gaze.

In Corporate this relates to the managers attitude towards corporate, men material, money, methods, markets. Similarly, in a corporate, this will relate to everyone’s attitude towards work and men.

Consciousness is not like skill or technology. It cannot be borrowed or purchased. Nor can consciousness be imparted or transferred, although a business manager can create an environment by his actions and behavior to provide for an impulse to factors of production – animate and inanimate-to develop their consciousness.

Consciousness is made up of two elements, awareness of self and things and forces and conscious power. Awareness is the first thing necessary, you have to be aware of things in the right consciousness, in the right way seeing them in their truth; but awareness by itself is not enough. There must be a will and a force that make the consciousness effective. Somebody may have the full consciousness of what has to be changed, what full consciousness of what has to be changed, what has to go and what has to come in its place, but may be helpless to make the change, another may have the will-force, but for want of a right awareness may be unable to apply it in the right way at the right place, the advantage of being in the true consciousness is that you have the right awareness and its will being in harmony with the Mother’s will, you can call in the mother’s force to make the change… it is only in the super mind that awareness, will, Force are always one movement and automatically effective.

Consciousness is something personal, something inner, which knows not price and exchange. This is the inner war without escape.

Based on consciousness, Management has to be developed from “within-to-without”.

“No man ever reached to excellence in any one art or profession without having passed through the slow and painful process of study and preparation.”-- Horace
Dr. Sunil Kumar authored his 2\textsuperscript{nd} Book on “Organization Behavior”

\textbf{Title:} International Retailing: Text and Readings  
\textbf{Authors:} Dr. S L Gupta & Arun Mittal  
\textbf{Publisher:} Excel Books  
\textbf{Edition:} First-2010  
\textbf{Pages:} 488  
\textbf{Price:} Rs. 325/-

Prof. Ramesh Vemuganti authored a book titled "Moving ahead of the Times", got released on 04.12.2010


Dr Qamrul Islam, Country Head KSA, (MTC Global)  
Chairman, Department of Business Administration, Jazan University, authored a book titled “Emerging Labour Relations in Sugar Industry of Uttar Pradesh”.  
Publisher: VDM Verlag Dr Muller Publishing House Ltd.  
The Great Synthesis
By
Sri Joydip

He is a Management Consultant and the Chairman of Indian School of Business Transformation (ISB&T) an online business school delivering innovative management programs based on greater synthesis of eastern spiritual and western management thoughts.

“A Journey from ancient to Modern, educational philosophies, teaching styles and practices “

Indian thinkers have dwelt on the philosophy of education, teaching styles and its practice, along with all related aspects like knowledge, intelligence, mind and the functions of different forms of teaching and learning. There are ample references in the texts and to the illustrious teachers of yore like Sri Krishna, Vidura, Bhisma, Dronacharya in the Mahabharata and Vashista in the Ramayana.

Sri Krishna ,one of the great and most popular teacher has an unique approach to both the philosophy and the practice of education, which he exemplified in Bhagvad Gita . At the same time, the personality of Sri Krishna has the elements of a friend, philosopher and a teacher combined in its most richest aspect . Still, the most important part of Sri Krishna’s teaching is, how he had brought a synthetically approach, and combined teachings of different schools of Indian philosophy, to give a practical guideline, to his student Arjuna.

Looking deeply , Sri Krishna style of teaching often moves beyond the scope of teaching, and combines the coaching and mentoring aspect to its fullest extent. One of the most important qualities modern teachers could find most contextual, from Sri Krishna teaching style is his continuous effort, to adjust his teaching style according to psychological state of his audience . We can see ample example of it in Bhagvad Gita . When he finds Arjuna , emotionally broken down, seeing that he has to engage in battle with his loved ones ,Sri Krishna is found to be making a series of strong statement, to bring his mind into a receptive stage .

He is even found to be criticizing Arjuna for his logical comprehension, which is faulty in its foundation . His mood at that point, set the tone of the whole Bhagvad Gita which indicates that Arjuna is talking about word of wisdom, but acting like a unwise person .

There are ample examples of people, who are considered are knowledgeable doing it still now. That’s why his message remain contextual to present generation, even, when the text of his teaching are written nearly 4500 years ago.

“Thou hast grieved for those that should not be grieved for, yet thou speakest words of wisdom. The wise grieve neither for the living nor for the dead.”

- Chapter 2, Verse 11, Bhagwad Gita

“Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit.” ~ Aristotle
While Sri Krishna criticizes Arjuna for his dichotomy, at the same time, he also gives a lot of emotional support and motivation to the student Arjuna just to make him more receptive towards Knowledge and take up the course of knowledge. Modern teachers could take a lot of learning from this text of Bhagvad Gita on inspiring a mentally and emotionally broke, troublesome and challenging student to bring in the course of knowledge.

“Yield not to impotence, O Arjuna, son of Pritha! It does not befit thee. Cast off this mean weakness of the heart. Stand up, O scorcher of foes!”

- Chapter 2, Verse 3, Bhagwad Gita

However when his student Arjuna, start becoming more receptive, and raises from his emotional turbulent stage to more mature intellectual stage, he stretches the bar and ask him to go further into more deeper enquiries. Not only that his approach which was very teaching like to start with, turns to coaching and mentoring, like where Arjuna was given ample of scope to bring out his reflection and understanding.

Moving from one chapter to another chapter, we see that how Sri Krishna, adapts his teaching style from action oriented, to emotion oriented and then Intellect oriented, with the growth of mental maturity in his student Arjuna.

While adapting his teaching style, Sri Krishna never moves away from his real purpose of bringing Arjuna back to war, and again and again bring back the theme of his teachings with articulate ideas, words and analogies along with good examples.

One of the reason, why Bhagvad Gita remained so popular throughout centuries is Sri Krishna philosophy of education which remain adaptive to the situation and the mental conditioning of his student. He is possibly the only teacher, who brought the subtle teachings of Upanishads, which are only accessible to classes to masses. And he did it so successfully, by playing a dual role, by addressing Arjuna as individual, and humanity in general. By doing that he makes his message transcend, the boundaries of time, community and classes and delivers a path for every human being to access the greatest spiritual wisdom.

For a long time, India didn’t find a teacher of Sri Krishna capability. Though there is a lot of religiosity around Sri Krishna, which sometime tend to hide his capabilities as a teacher, the fact remains, the world would possibly never find a teacher of his caliber, who could bring the subtlest of teaching of Indian Spirituality, to common masses with his unique teaching philosophy, style and practice.

If you want to achieve excellence, you can get there today. As of this second, quit doing less-than-excellent work.” ~ Thomas J. Watson, Sr.
Though Buddha and Mahavira also have been great teachers. And At a much later stage, one encounters teachers like Susruta, teaching Ayurveda to his students, drawing out the characteristics of an ideal teacher and an ideal student.

The quality of Indian discourse on Teaching and Learning, has been widely acknowledged. There are many more examples during the medieval times of effective teachers, both of the religious and vocational kinds, which may be taken as the main foundations of educational thoughts of the present times. However sadly enough, there thinking are not included while framing modern educational policies and delivering education in general in modern India.

Though, in the modern India too, there have been many original thinkers on education, who have felt the need for a review of the educational system introduced by the British Raj, creating loyal servants of the government. There was a search for a better system of education in the country, among the social reformers and intellectuals. In this process, a good deal of thinking, combined with actual experimentation on various alternative models of education had taken place.

The irony like the ancient thinkers in education in education space we find also that the modern thinker, and their contributions have not been adequately reflected in the educational decisions during recent times.

Among others, we can remember the contribution of Vivekananda, Tagore, Aurobindo, Tilak, Zakir Husain, Radhakrishnan and above all, Mahatma Gandhi. It is high time to review the principles of education, delivered by them and to examine their validity in the present context.

However, most of the teaching program, provided by Indian Educational Institutes are found to be nowhere on implementation or bringing the thought process of this great ancient and modern thinkers of teaching.

Both in Management and Technical and also other fields of education, there is wide adoption of western education management programs and there style. It is important to take the western approach too of “learning by doing” and bringing more innovation and creativity in the curriculum design. But at the same time, it also required to develop a greater synthesis between the western action and diligence oriented teaching models, and eastern wisdom oriented teaching models. This is the only way, right education could be delivered to both classes, and masses.

“By education I mean that training in excellence from youth upward which makes a man passionately desire to be a perfect citizen, and teaches him to rule, and to obey, with justice. This is the only education which deserves the name.” ~ Plato
For management students, acquiring and further developing soft skill sets are must. Managers work in a competitive business environment, where every minute they need to take decision, conduct meeting, inspiring the employees and lot more to ensure performance, productivity and objectivity. It requires great leadership skills and team spirit to lead a team / department. Apart from high IQ, managers need to have good E Q as well to deliver under stress. Now managers are not limited to a particular geographical boundary, they move across the border, so understanding of corporate etiquette, culture, mannerism, values are very important to avoid any kind of cultural shock. Today’s managers need to have all these skill sets to perform in today’s dog-eat-dog market.

Understanding this very fact, most of the business schools have started with value added programmes for the students. On the other hand, this particular sector has also grown leaps and bounds in recent time. Every day one or other soft skill training agency is coming in the market. There are lots of entrepreneurial activities as well. Every body thinks that he or she is good at soft skills and start with a training agency. So for the business schools, it is must to do a proper market survey before selecting a particular training agency. Many agencies come out with model wherein they train the students and further place them also. This model proves successful to some extent. But there are many training agencies which promise something and don’t deliver that at the end.

Most of the B-schools start soft-skill programme either in third or in final semester. But, it needs to be started in the first semester so that students can develop their skills sets time they reach in third semester where actually placement starts. Even few basic modules may be kept in the orientation programme for fresher as well.

Soft skills not only essentials for MBA but for BE students also it is must. As engineers need to work in a project, move across countries, culture they also supposed to have soft skill to get a decent placement and further to move up in their career.

**Industry Feedback**

As research suggests that hard skills contribute to only 15% of ones success while remaining 85% is contributed by soft skills. Many academically brilliant students (distinction mark) are failed to secure a job in campus placement. Mainly because of their poor soft skill sets. In campus placement, no company asks any direct question from book. Most of the time it is general knowledge, common sense and good communication skill. The students good at these skills easily get placed; even academically they may not be superior.

Typically, placement procedure starts with pre-placement talk (PPT) and followed by Group Discussion (GD) and finally personal interview (PI). As far as PI is concerned some of the companies conduct 2 – 3 rounds of PI. Recently, for MBA few big time companies (Like Oracle) are conducting a small case study analysis and short presentation exercise also to screen out students at the initial stage. Conduction of written test is very uncommon for MBA Campus Placement. All these tests require good soft skill sets.
Most of the B-schools will have Corporate Feed Back Form. Once the placement process is over, companies are required to fill that form. The most common feedbacks are on the following areas:

- Communication skills
- Confidence
- Positive Energy

Primarily many students don’t get a job because of poor communication skills. But communication is only a small part of soft skill sets. If one is good at in all the areas of soft skills it will essentially bring confidence and positive energy within them. Finally, it bring changes in attitude and behaviour

The Deadlock

Always soft skill is linked with the students in B-schools. For management students, acquiring these skill sets are must. But it is not the students who require this training but faculty, management and all people in authority require it. Until, these people don’t understand the meaning of soft skill it may be not be possible to implement this effectively for students.

Many B-schools try to arrange soft skill training with existing faculty, who are good in communication, just to save some money. As external training agencies charge reasonably high, many B-schools opt it out and look for alternative arrangement. Ultimately, they compromise with the quality and finally it becomes eye-washing.

Sometimes, B-schools hire small agencies to save money and train students. It doesn’t lead to any kind of benefits. Arranging training only for showcasing the schools to outside world, which is very common in many B–schools, and mere conformance to get ranking. Even when training is scheduled, then also many students bunk the training and there is no proper tracking of attendance. No body takes proper feedback from students about the quality of training programme. Ultimately, the objective is defeated.

Going Forward

Soft skill training for the management students is must. No B-schools can afford to avoid this training. Today’s business environment demands it. It adds value in terms of attitude, behaviour, leadership qualities, team spirit etc. These are must for management students to grab a good offer.

Arranging training with the help of internal faculty may not serve the purpose. It has to be a good quality external training agency having wide experience and expertise in the field of soft skills. There are many training agencies in the market. Do a proper market survey and check credentials of the agency and then go for it. It is advisable to enter in MOU (Memorandum of Understanding) for long-term strategic relationships. Preparing schedule for training and taking constant feedback from students is always welcome. Preparing the training schedule based on corporate feedback is highly effective.

KUDOS!

Prof. Gudupagi Manjunath, Faculty Member & Research Scholar, SRN Adarsh College, Chamrajpet, Bangalore -18 has designed the new logo of MTC Global. We congratulate Prof. Deepak S Yadav for his contribution towards this.
Micro Financing Institutions Need To Kindle Latent Entrepreneurship In Youths To Enlarge Space And Customer Advocacy.

By
DR.S.N.Ghosal
Director: NICCO FINA NCIAL Services Ltd., Kolkata

It is unfortunate that banks are generally unaware of their potential power as most of them are happy to pursue their traditional business as there from they have been earning rich dividends. Of late due to intense competition arising from the advent of increasing number of global and domestic banks in India the banks have started reshuffling their business portfolios but thereto they have been either entering in other financial services like insurance and money transfer rather than tapping virgin fields that are fast opening up due to emergence of young and sophisticated entrepreneurs. Banks are rationally conservative as they have been conduit of money garnered from public as deposits. However it is surprising that it has not occurred to them that these savers would have been better served if banks would have spurred their latent talent of entrepreneurships. In fact India always had an inherent strong entrepreneurial urge and that made them even to move out of the country to seek new pastures to develop their business as corner shop or even as hawker.

AWAKEN THE ENTREPRENEUR

If one looks to the growth of big business in the country it could be seen that most of these are outcome of individual entrepreneurs who forsake the path of security, safety and peaceful life and ventured into some business with it concomitant risk just because it happened to be his dream.

MICHAEL E. GERBER in his latest book ‘AWAKENING THE ENTREPRENEUR WITHIN’ has rightly emphasized that conscious dreaming is something feasible and one could do it deliberately. He in fact helped to learn how ordinary people can create extraordinary companies. He is internationally acknowledged business guru of small business. He has laid down four basic steps to awaken entrepreneurship in individual irrespective of age and education background.

These are as follows:

1. Dream- inspire people to dream by awakening the entrepreneur within them;

2. Vision – to assume the authority for helping dreamers everywhere to set up small businesses they once could only imagine;

3. Purpose – to transform the lives of ordinary people by providing them with the thrill of creation while creating the means to generate their own and others’ economic freedom;

4. Mission – to create a turnkey system for awakening the entrepreneur within every person who wishes to go into business for themselves, while providing them with the support for doing it.

"Excellence is the gradual result of always striving to do better." ~ Pat Riley
## PROVIDE OPPORTUNITY TO DREAM

These steps are not theoretical assumptions as MICHAEL has done it not only in him but also in the life of others. He has aptly said that ‘within you are invited in the dreaming room, where your own entrepreneurial dreams will come alive and become reality.” One has to help you shape your dream into a viable, economically successful company. He further adds “it is time to dream. It is time to care about something bigger than you. It is time to imagine something sorely needed in the world—the world you live in—that somebody would pay to have. It is time to look around you and ask yourself. ‘What is missing in this picture’? He concluded that ‘if you see something missing in your world, it’s time to start dreaming.’ There could be no better way to waken entrepreneur in people. He further elaborated that ‘we had set out with a Dream, and were now building it brick by brick. We are conceptualizing how the world worked in our own limited but passionate fashion; simply because we needed to if we were going to actually do what we had set out to do to transform small business worldwide. And, as we did. This thing, we built the structure of the Dream so that we could actually begin to see it, so that we could actually begin to see it, so that we could actually begin to do it.’

## TRANSLATE DREAM BRICK BY BRICK

There could be no better and simple way to waken entrepreneur in people. He further elaborated that ‘we had set out with a Dream, and were now building it brick by brick. We are conceptualizing how the world worked in our own limited but passionate fashion; simply because we needed to if we were going to actually do what we had set out to do to transform small business worldwide. And, as we did. This thing, we built the structure of the Dream so that we could actually begin to see it, so that we could actually begin to see it, so that we could actually begin to do it.’

## CONVERT DREAM INTO A REALITY

In fact the vision begins to take form after elapse of sometime. ERICK FROMM has rightly observed that ‘the painter has to wrestle with his color, canvas and brushes, the sculptor with stone and chisel…..yet the creative act, their vision of what they are going to create, transcends time. It is the same for every manifestation of being. The experience of loving, of joy, of grasping truth does not occur in time, but in the here and now. The here and now is eternity…” (Vide TO HAVE OR TO BE)

## SOME LIVE CASE STUDIES

This explains the total process very vividly. However to learn more about giving wings to the dream it would be imperative to illustrate the same with a live case study. In fact the life story of GORUR RAMASWAMY IYENGAR GOPINATH is one such illustrious case history. He in fact had a DREAM to set up India’s first low cost commercial airline along with K.J.SAMUEL of NATIONAL DEFENCE ACADEMY. It is true that the idea first struck in the mind of SAMUEL but it was made a reality by GOPINATH as he prepared the blueprint and executed the idea and created a paradigm change in the aviation industry in India. Similar is the story of KISHOR BIYANI, founder of PANTALOON and BIG BAZAR phenomena.

## SOME RECENT INITIATIVES

- **Striving for excellence motivates you; striving for perfection is demoralizing. ~** Harriet Braiker
In recent years innovation in business models has spread out its wings in not only small towns but also in villages addressing local social needs. This has become possible not only because of information technology revolution but also because of activation of dreamers and achievers due to spread of education, telecom penetration and spurt in income levels. These have led to surge of young dreamers who obviously steadily converting their dreams into sustainable business activities. These efforts got further boost from the fact that even start-ups need not hang on to one source to generate fund as multiple institutions have sprung up over the years to fund these enterprises. Most relevant sources that are readily accessible without much hassle are as follows;

- government grants such as TePP (Technopreneour Promotion Program);
- collateral free loans from public sector banks;
- venture credit: debt against equity from banks;
- start-up incubators: cash and mentoring against nominal equity; and
- Business plan contests with no string attached.

DEVELOP DREAMERS

It is therefore high time for banks to create dreamers hub in small towns and villages and generate unique ideas, sustainable business model, creating customer value that are socially relevant, and scalable. Already there is uptrend visible in small towns and added to this one would notice that most of them are young and fresh from colleges. It is surprising therefore to find no visible sign in banks to provide support and generate spread effect and healthy momentum to such movements.

COLLABORATE WITH MFIs

It would be helpful if banks join hands with MFIs to translate this strategy of awakening entrepreneurship in village youth. It is obvious that way banks will have some readymade structure to pursue this strategy. Since MFIs operate through groups of borrowers, it would facilitate banks to undertake following steps as highlighted above to:

1. Inspire group members to dream by awakening the latent entrepreneurship in them. In fact group meetings of members held every week by MFIs would become DREAM HOUSE for each member under the management and fund support of MFIs and collaborative banks;

2. Such support would help evolving and translating visions of individual members and or group of members to create small businesses they had been dreaming occasionally but unable to convert these into a reality due to lack of such fund and management support; in fact it would help their vision converted into reality;

3. It would help transforming the lives of ordinary people by providing them with the thrill of creation while creating the means to generate their own and for other fellow members a sustainable source of income. In act it will provide the much sought after PURPOSE for life;

4. Such group would be embedded with the MISSION to create a turnkey system for awakening the entrepreneur within every person who wishes to go in business and to provide them supportive services and fund to enable them to achieve their objective without much hassle.

“This is the nature of genius, to be able to grasp the knowable even when no one else recognizes that it is present” - Deepak Chopra
PARADIGM CHANGE

However to bring out such a paradigm change in operation strategy and processes it would be necessary for banks and MFIs not only to change their present mindset but also equipping themselves with necessary expertise to provide necessary guidance and support to pursue their chosen avocation with success. Obviously it would be necessary to provide adequate extension services to their business units both in formative as well as execution stage as otherwise such ventures would never become a sustainable business enterprise.

No doubt such an effort would bring out sea change in rural and semi-urban cities as such fulfillment of dreams of village and urban youth would help transforming their life and it would become worth living and therefore not only enhance contentment but also create better economic and social life. In fact this way only inclusive growth and social contentment could be made feasible. This is a challenge that all banks should welcome and put into practice what they have been repeatedly advertising that they provide services to all types of people and their enterprises—they are always to be found beside all people for all purposes.

------------------------ End------------------------

“Many of life’s failures are people who did not realize how close they were to success when they gave up. ~” Thomas Alva Edison.

Excellence in Education

(Source: Harvard Graduate School of Education Website.)

Merry Christmas Celebration on 25.12.2010
Introduction

In evolution of any theory, the Intellectual people always were the key persons. They make the hypothesis - the genesis theory. After establishing theory, they take the decision where it can implement for betterment.

The hypothesis can only be conceived by virtue of experiences gathered from Nature’s laboratory (Surroundings, community, society).

In ancient time, the ruler of kingdom searches for the group of intellectual people, who can advise them for better a management. For developing the IC, they have been established so, many schools of thought & universities around the world. In today’s world, companies corporate with others are the rulers. They have to do the same for holistic development around the world.

Primary uncertainty can never be reduced, but organizations can adapt to it (Williamson 1985). Fundamental changes have been wrought in the global economy, which are changing the basis of firm level competitive advantage and with it the functions of management.

The decreased cost of information flow, increases in the number of markets (e.g. for intermediate products, and for various types of risk), the liberalization of product and labor markets in many parts of the world, and the deregulation of international financial flows is stripping away many traditional sources of competitive differentiation and exposing a new fundamental core as the basis for wealth creation.

That fundamental core is the development and astute deployment and utilization of intangible assets, of which knowledge, competence, and intellectual property are the most significant. Also included are other intangibles such as brands, reputations, and customer relationships. Thus, while there are many ways to keep busy in business, and to expand revenues, there is only a diminishing subset of:

“I am always ready to learn although I do not always like being taught” - Winston Churchill
strategies for creating attractive profit margins. In the end, wealth creation in a world of heightened competition comes down to developing and owning difficult to replicate (intangible) assets, and orchestrating them astutely. The latter capability is what I have referred to elsewhere as dynamic capabilities (Teece, 2002). It is estimated that; intellectual capital research has primarily evolved from the desires of practitioners (Bassi and Van Buren 1998; Bontis 1996a; Darling 1996; Edvinsson and Sullivan 1996; Saint-Onge 1996).

Consequently, recent developments have come largely in the form of popular press articles in business magazines and national newspapers (Davis, 2009, p.18). At first this paper has a literature review on intellectual capital and benefits of Intellectual Capital in management and organization. Then the notion of Learning Organizations and Characteristics of a Learning Organization and Associated Best Practices and benefits of learning organizations comes. Finally the quantum organization and Quantum skills for learning organizations and the relationship of the quantum skills to key workplace challenges and the most important factors in quantum strategy in Intellectual Capital practical strategies to creating Intellectual Capital learning system come in details.

Information and knowledge are the thermonuclear competitive weapons of any time. In today’s time, acquiring the knowledge is not a big deal but implementation of acquired is a big deal. Only intelligent people can take the decision that where & when the acquired knowledge implementation can produce the best results.

Success goes to those who manage their intellectual capital wisely (Stewart, 1997, p. 68). Many view the accessibility of knowledge as the foundation for establishing a competitive advantage in the new millennium (Edvinsson & Malone, 1997; Stewart, 1997). The theory of intellectual capital has emerged in the past decade in response to these advances within an organization. Although the theory is new and research is in the early formative stages, theoretical foundations have been identified as anchors of intellectual capital.

In the simplest of terms, Ulrich (1998) defines intellectual ,& competence multiplied by commitment (p. 125), meaning that intellectual capital equals the knowledge, skills, and attributes of each individual within an organization multiplied by the person’s willingness to work hard. Klein and Prusak (1994) define intellectual capital as the intellectual material that has been formalized, captured and leveraged to produce a higher-valued asset (p. 67).
The literature on intellectual capital has deployed a variety of different classification schemes (i.e., Edvinsson and Malone 1997; Petras 1996). There are widely accepted, three-category classification, which divides intellectual capital into codified knowledge about an organization’s systems and operations (systems capital); knowledge about customers, markets, and distribution (customer capital); and knowledge acquired from people skills and expertise (human capital; Bontis 1996; Bontis and Fitz-enz 2002; Stewart 1997; Sveiby 1997). Figure 1 provides an overview of the three types of intellectual capital used in this study. Whether professional based or customer based, it is common practice for service firms to purchase some of their intellectual capital from external consultants and franchisors (Walsh et al, 2008, p.302).

Over the last ten years, intellectual capital (IC) has been the subject of several interesting developments, which led to its establishment as a recognized field of research and action. Yet, in spite of the already observed effort IC research is still in its infancy, and there is a need to consider to what extent it contributes in a sufficient way, to problematizing managerial and policy issues of the knowledge economy. One of these challenges lies in considering the dynamic aspects of performance, and how IC research can address it in a proper way.

Intellectual capital is knowledge that can be exploited for some money-making or other useful purpose. The term combines the idea of the intellect or brain-power with the economic concept of capital, the saving of entitled benefits so that they can be invested in producing more goods and services (Augier & Teece, 2005). Intellectual capital can include the skills and knowledge that a company has developed about how to make its goods or services; individual employees or groups of employees whose knowledge is deemed critical to a company’s continued success; and its aggregation of documents about processes, customers, research results, and other information that might have value for a competitor that is not common knowledge. Business organizations employ knowledge.

They generate and process information, formulate plans and strategies, make decisions, monitor behavior and experiences, and learn, create, and use know-how (Augier & Teece, 2005). Although economists have traditionally modeled firms as employing capital, labor, and other factors of production to increase output—possibly with exogenous technical change as a shift parameter in the production function—it is increasingly realized within the economics profession that knowledge and intellectual capital (IC) are the primary creators of value in the economy (i.e., the creation and use of intangible rather than tangible [physical] assets are the keys to wealth creation), and
technological change is not exogenous but, in fact, generated in large measure by firms themselves (Augier & Teece, 2005). Peter Drucker suggested: “The traditional factors of production—land, labor and capital—have not disappeared. But they have become secondary. Knowledge is becoming the only meaningful resource” (1993, p. 42). Also Intellectual property systems have been strengthened since the 1985, both in the USA and abroad. Moreover, intellectual property is not just important in the new industries—such as microelectronics, biotechnology and the internet— it remains important in pharmaceuticals and chemicals and is receiving renewed interest in more mature industries such as petroleum and steel.

Benefits of Intellectual Capital in Management and Organization

Successful organizations hire intelligent staff and this is the usual form of developing IC in the organization (Sveiby, 1997; Rose et al 1997; Stewart, 1997; Edvinsson, L., and Sullivan, 1996; Edvinsson, L. and M. S. Malone, 1997). Most organizations have adapted or transformed their management styles and business models to manage intellectual capital (IC) and respond to the IC-enabled dynamics of the knowledge economy. Many of these organizations have done it without even realizing that they are adopting an intellectual capital management (ICM) approach. A top executive of a leading consumer products company, whose name is withheld, commented that his company is not interested in ICM. "Show me the money," he said. "All I see are the circles and pyramids that ICM people draw in conferences."

What this executive did not realize is that he was already managing IC in one way or another on a daily basis to make money. If it weren't for this executive's daily reliance on his gut feeling and tacit knowledge to manage his employees' innovation, the company he works for wouldn't be a market leader. If the company's employees did not care about the management of customer and structural capital, it wouldn't invest millions of dollars in its interactive Web site to solicit consumers' feedback 24 hours a day, seven days a week (ICM, 2009).

Knowledge, competence, and related intangibles have emerged as the key drivers of competitive advantage in developed nations. This is not just because of the importance of knowledge itself, but because of the rapid expansion of goods and factor markets, leaving intangible assets as the main basis of competitive differentiation in many sectors. There is implicit recognition of this in both management theory and practice with the growing emphasis being placed on the importance of intangible assets, reputation, customer loyalty, and technological know-how. By using a good structure like learning organization we will have organizational structure that have the ability to support the Intellectual capital in today's market. So today's organizations should try to use this paradigm (learning organizations) to be competitive. Also because our contemporary organizations may differ from the traditional organizations and so we should implement new skills to be learning organization so that our staff can adjust themselves with new technologies. Also can sense the weak signals in the environment and can reply the prosper answer to them. In this situation our managers and executives and CEOs can effectively manage the Intellectual Capital in the organization.
Successful managers and businesses have been managing intellectual capital one way or another all along, whether consciously or intuitively. This however, does not mean that they have an ICM program or strategy. Managing IC as a matter of common business sense is not sufficient for the development of ICM as an organizational competency. It is only when a management style moves from being intuitively applied to a planned and systemized process that it can be perfected. Only then can it be substantially transformed from being an art to becoming a science. Once it transitions into a science, it becomes testable, measurable, more predictable, and, most importantly, repeatable. Though organizations that apply ICM advance this goal, there is still a long road of experimentation and applied research ahead for the emerging field of ICM to become more of a “science.” (ICM, 2009). One of the established precepts of ICM to date, however, is dividing IC into human, customer, and structural capital—what.

IC as Dynamical Capability

The dynamic approach to intellectual capital has been developed by IC strategist scholars. Its roots can be found in the resource-base view of the firm (RBV) as well as in the dynamic capability approach. RBV considered the firm as a bundle of resources—mainly intangibles (Barney, 1991; Grant, 1996; Peteraf, 1993; Wenerfelt, 1984). From this framework resources that are of high relevance for competitive advantage are specifically those which are valuable, rare, inimitable and non-substitutable (the so-called VRIN attributes). This framework has been the subject of many critiques, related notably the difficulty of defining and identifying VRIN resources.

The dynamic capabilities approach aimed at addressing some of the RBV weaknesses, especially by providing a more operational analytical framework. Teece et al. (1997) defined dynamic capability as “the firm's ability to integrate, build and reconfigure internal and external competencies to address rapidly changing environments”.

A concept similar to the “combinative capabilities”, as defined by Kogut and Zander earlier (Kogut and Zander, 1992). This definition has been criticised by Zollo and Winter, as they consider it “as troublesome near-tautology in defining a capability as ability” (Zollo and Winter, 1999, p. 4), and from their perspective the conditions of formation of capabilities are not explicitly defined by Teece et al. They connect capability with routine, especially in the context of what they called “knowledge evolution cycle”.

Therefore, the authors defined a dynamic capability as “a learned pattern of collective activity through which the organization systematically generates and modifies its operational routines in pursuit of improved effectiveness” (Zollo and Winter, 1999, p. 10). In a later paper Winter (2002) addressed in more details the issue of dynamic capabilities. He made a distinction between ordinary “zero level” capabilities, (i.e. those capabilities that “permit to the firm to make living in the short term”) from dynamic capabilities that contribute to the extension, modification or creation of ordinary capabilities. These have been named elsewhere “high-order capabilities” (Collis, 1994) (Ståhle& Bounfour, 2008, ).
Learning Organizations

The literature on LO has been suspected of colluding with the ‘ruling courts’ which govern organizations (Coopey, 1995) and of employing ideologically a discourse of democracy and liberation (Snell and Chak, 1998). Easterby-Smith defines the literature on LO as having ‘an action orientation’, and being ‘geared toward creating an ideal type, an organization in which learning is maximized’ (Gheradi, 2006).

The ‘learning organization’ is the generic term given to strategies and initiatives for improving organizational effectiveness through emphases on developing the capabilities, capacities and qualities of the staff, and on approaches based on behavioral and attitudinal, as well as skills, enhancement (Pettinger, 2002).

IC as Dynamical Capability

The dynamic approach to intellectual capital has been developed by IC strategist scholars. Its roots can be found in the resource-base view of the firm (RBV) as well as in the dynamic capability approach. RBV considered the firm as a bundle of resources – mainly intangibles (Barney, 1991; Grant, 1996; Peteraf, 1993; Wenerfelt, 1984). From this framework resources that are of high relevance for competitive advantage are specifically those which are valuable, rare, inimitable and non-substitutable (the so-called VRIN attributes). This framework has been the subject of many critiques, related notably the difficulty of defining and identifying VRIN resources.

Organizations that differentiate themselves through concentrating on employee development also gain reputations for being good employers. Staff is attracted because of the training, development and enhancement on offer, and the opportunities for variety and interest that this is understood to bring (Pettinger, 2002).

Benefits of Learning Organizations

Twenty first century is the century of knowledge (Rose, 2004).

There are many benefits to improving learning capacity and knowledge sharing within an organization. The main benefits are;

- Maintaining levels of innovation and remaining competitive (Mchugh et al, 1998)
- Being better placed to respond to external pressures(Mchugh et al, 1998)
- Having the knowledge to better link resources to customer needs (Pedler, M., Borgoyne, 1997)
- Improving quality of outputs at all levels(Pedler, M., Borgoyne, 1997)
- Improving corporate image by becoming more people orientated(Pedler, M., Borgoyne, 1997)
- Increasing the pace of change within the organization(Pedler, M., Borgoyne, 1997)
Conclusions

Only Knowledge and knowledge-based organizations can dominate the markets (Drucker, 1995). It has long been recognized that 'economic prosperity rests upon knowledge and its useful application' (Teece 1981).

In ancient time, the ruler of kingdom searches for the group of intellectual people, who can advise them for better management. For developing the IC, they have been established so, many schools of thought & universities around the world. Today’s ruler must do the same for worldwide holistic Intellectual human resource development, whole can make prosperous world. Organizations which have more intelligent staff will do better (Nirmal et al, 2004).

Indeed, 'the increase in the stock of useful knowledge and the extension of its application are the essence of modern economic growth' (Kuznets 1966). Enlightened economic historians have long emphasized the role of technology and organization in economic development.

Formalization, the sharing of personal knowledge, and the development of structural approaches as a mechanism to transfer learning throughout the firm may on the other hand sap creativity and impede learning. Ideally, one would like to develop approaches or models which have a common essential logic, but which enable customization of particular features. This is but one of the many challenges to service firms in the new economy where knowledge sharing itself can often is the basis of competitive advantage (Teece, 2002). Also doing a successful strategy and transferring a traditional organization to a knowledge-based one, and keeping and accumulating the IC and intangible resources in the organization more efficient, organizations should use from LO and knowledge accumulate strategies and professional team building strategies in their organizations to survive and growth and dynamical capability in today's' competitive era (Hung et al, 2005; Davenport & Beck, 2002; Groves, 2002; Levet & Guenor, 2000).

References

Digital Students and not so Digital Teachers: A disconnect and 21st century teaching challenge
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The development in and around world, thanks to Globalization, is carrying with it a mix of challenges and opportunities. As a person from educational community, all should be agreeing to that 21st century teaching carries with it a complex set of opportunities and challenges. Challenges like:

1. Changing Student Population: Where in an institution we can see a mix of students from various regions with different level of understanding. Building skills in this kind of student mix is definitely not an easy task for a teacher, where each and every student is at a different level of maturity, communication, understanding and skills set.

2. Changing Student Expectation: Today is no more the era of Takshila and Nalanda. We are no more into the ancient gurukul system of education. The system of education as changed. Student Expectations have been hugely affected by their parent’s expectation of them earning a good money and peer pressure. Taking admission in a particular course, they need an assurance of a secure job with a good pay package as they also pay a heavy fee to get admission into a good institute.

3. Digitally Living Students: Students of this century are living a digital life every day. They use all the possible tools available in the market be it internet, text messaging, social networking and multimedia. They expect a parallel level of technology opportunity in their academic lives also.

4. Widening Disconnect: This kind of digital life and expectations that same should also be integrated in academic lives bring disconnect between the way students live and the way they learn. And ultimately the student engagement suffers. Closing this gap is a challenge for our Indian education system.

5. Accountability: There is a clear misunderstanding upon who is responsible for this kind of situation in the present education system. Is it a student himself, parents with plethora of hopes from their children, the exposure to the wanted and unwanted information, teacher, and management of the institution or governance? Is anybody in the present system ready to take an accountability of building a good future for these students or to improve the way education should be delivered to today’s digital students?

6. Teachers Turnover: with the emergence of huge number of educational institutions, the opportunities in the field of teaching have been enormous. But somewhere in this process of development of educational system we are not able to develop the right way of teaching or to be precisely the right teachers. There may not be available any criteria how a right teacher should be, but yes looking forward to a right value system and ethics from a teacher can be expected. If a teacher is not properly equipped with to deal with today’s digital students, the satisfaction of several the parties involved in the delivery and receiving of education here is at stake. This ultimately leads to the teaching turnover.
The situation here is not as depressing as it seems. There are definitely lots of opportunities available to educational community which helps them to address these challenges successfully. The way the capacity and capabilities of technology are growing, if it poses a challenge to teachers on one side, also provides them various tools to create more enabling environment for the student learning. With strategic use of 21st century learning tools, educational institutions can provide the supportive productive environment educators need to reach, teach, and support each student’s learning needs and potential. The efforts may not have clarity right now, but in days to come to meet the expectations of our digitalized student community, digital education system and digital teachers have to evolve.

Eco Ashram
Pasu Seshadri Raghavan,
Founder secretary, Eco Ashram

A Policy For Clean Food technology

• It is a proven scientific fact that the pesticides like Endrin, Ecalux, Folidal, Endosulfan etc., are slow poison affecting our health day in and day out.
• It is very easy to conclude that no food is available without the residual effect of the poisonous pesticide and Chemicals
• This scenario is the gift of GREEN Revolution.
• Of course there are people too, to dispute this fact.
• Anyhow we and our children are affected and not the arrogant-arguing intellectuals.
• Now, it is time to decide.

The Time Tested technology for Revival

β Why should I do it?
β We have our own elected government and let them do.
β Our government is working on the policy, ‘Food for All’
β They don’t have time to think about ‘Clean Food’
β We too accept the need of Food for All, but we insist the ‘Clean food’ too.
β Government doesn’t bother, our time tested technology of natural farming is the only solution for both ‘Food for all’ & ‘Clean food’.

Eco Home Kitchen Garden

The one & only Solution

β The time tested technology of Natural farming has four components,
  1. Regional Vegetables
  2. Regional Fruits
  3. Regional Grains
  4. Regional Animals
The appropriate solution

- Clean food means not only the food devoid of stones, dust etc., but also the unnecessary gene modifications.
- Without knowing the side effects, Is Bt tomato and Bt brinjal are amrit for mankind to consume recklessly?
- Is it really necessary to mix the animal gene with vegetables? Also it goes against the sentiments of vegetarianism.
- That’s why the clean food technology is built on social harmony & individual self discipline.

Eco Farming

Hypocrisy of Indian Food production policies

- It is the bounden duty of the elected government to uphold the individual discipline and the social harmony. Alas, the government adopts diagonally the opposite path. Hence they can not even think about clean or Natural food.
- They are immersed in the sea of files.
- As soon as they start thinking of providing clean food to the masses, the western report warns our government about the impending famine and shortage of food.
- But the government feels people require only rice/wheat, our masses sustained themselves with so many other grains like millets.
- The present agricultural system in our country is a sub system of an unjust & cruel economic system of the west, which will never provide food for our impoverished millions of our country
- This is the reason why we should choose our own solution of getting clean and natural food to our masses.

Flow Chart

Our health is our right and responsibility too

- We are responsible to decide the clean food for our health.
- It is not necessary that what is available for you in the market should be a ‘clean food’.
- As on today Adulteration is widely accepted.
- Therefore our health is only in our hands
- It is idiotic to concentrate on cure than to prevent the cause.

Traditional Teachings

Sustenance of food production chain

- We should acknowledge and accept that, the clean food production is a respectable work of the society. Then only our farmers will adopt those practices.
- Our aim is Clean Food not Cheap Food
- The whole food production chain should be sustainable
Clean food is needed for our children too.
By telling lame excuses if we reject the clean food, the affected will be our children.
Even the mother’s milk is contaminated.
What is the use of having this development?

Eco Ashram - Village Republic

- Once our traditional practices are rejuvenated all our worries will come to an end.
- The young farmers trained in our ashram will act as an extension staff of your ‘clean food kitchen’.
- Clean food is good for us, good for soil, good for water bodies and good for bio diversity.
- Will you accept the present chemical Farm-Practices as sound one, Which really affects the climate and makes the hole in the ozone layer.
- A Clean Food means a food with zero harm

MTC Global First Chapter Meet Held at Pune on 26.12.2010. We congratulate Mr. Ketan Gandhi and Prof. T Jatin for the initiative.

Stay Connected
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