

## Role of B-Schools in Resurgent India Intended for Entrepreneurship, Leadership and Innovational Development

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Indian Entrepreneurship, leadership and innovation that is increasingly gaining acceptance across the world. The world is looking at a resurgent India and there is an urgent need for more business schools to understand and research these practices. B-Schools and industry, which for long have been operating in separate domains, are rapidly inching closer to each other to create synergies. The constantly changing management paradigms', in response to growing complexity of the business environment today have necessitated these two to come closer.

This paper offers a review on modern entrepreneurship analysis, against the background of regional development. After a conceptual discussion on the importance and the measurement of entrepreneurship, the contribution discusses success factors and determinants of entrepreneurs. Next, focus is laid on the leadership and innovation skill development in resurgent India. The chapter concludes with some retrospective and prospective remarks.

### **Entrepreneurship----**

An **entrepreneur** is a person who has possession of a new enterprise, venture or idea and assumes significant accountability for the inherent risks and the venture outcome.<sup>[1]</sup> The term is originally a loanword from French and was first defined by the Irish economist Richard Cantillon. Entrepreneur in English is a term applied to the type of personality who is willing to take upon herself or himself a new venture or enterprise and accepts full responsibility for the outcome. Jean-Baptiste Say, a French economist is believed to have coined the word "entrepreneur" first in about 1800. He said an entrepreneur is "one who undertakes an enterprise, especially a contractor, acting as intermediately between capital and labour." [2]

### **Leadership----**

A simple definition of leadership is the art of motivating a group of people to act towards achieving a common goal.

### **Innovation-----**

**Innovation** is a new way of doing something or "new stuff that is made useful"[3] It may refer to incremental and emergent or radical and revolutionary changes in thinking, products, processes, or organizations. Following Schumpeter (1934), contributors to the scholarly literature on

innovation typically distinguish between invention, an idea made manifest, and innovation, ideas applied successfully in practice. In many fields, such as the arts, economics and government policy, something new must be substantially different to be innovative. In economics the change must increase value, customer value, or producer value. The goal of innovation is positive change, to make someone or something better. Innovation leading to increased productivity is the fundamental source of increasing wealth in an economy.

Ahmadabad Indian business schools have caught the fancy of renowned accreditation agency European Foundation for Management Development (EFMD), which is looking to provide accreditation to the country's top management institutes. Representative of EFMD, which gives European Quality Improvement System (EQUIS) certification, has visited top 10 business schools of the country in the last 15-20 days, inviting them to apply for accreditation. We in Europe have been listening about the good business schools of India for the last few years.

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## **Entrepreneurship Courses in India**

Entrepreneurship as a career option has emerged due to the cut-throat competition and lack of opportunities in the formal sectors. Individuals with a dream to do something on their own are even leaving their secure jobs to pursue a business venture. There are several institutes that offer entrepreneurship courses in India. It is always considered to be a better idea to join a formal training before setting your foot forward as an employee.

### **Qualifications**

The details of entrepreneurship courses conducted in India are:

1-Diploma in Enterprise Management, Duration: 6 months, Eligibility: Graduation,

preferably with work experience of 5 – 10years.

2-Certificate Course in Export Marketing, Duration: 4 months, Eligibility: Graduation

Advanced Certificate Course in International Business Language, Duration: 5 months , Eligibility: Graduation.

3-Certificate Course in International Trade Logistic, Duration: 4 months, Eligibility:

Graduation.

4-Diploma/Certificate Courses in Entrepreneurship, Duration: 6 months- 1 year,

Eligibility: Graduation/ Diploma/10+2 with 3 yr. Exp.

5-Diploma in Entrepreneurship, Duration: 9 months, Eligibility: Graduation Diploma in

Planning and Entrepreneurship, Duration: 2 years, Eligibility: 10+2, awaiting results.

6- Masters in International Trade, Duration: 1 year, Eligibility: Graduation Executive

MBA+M.Com/PGDBA, Duration:2 years, Eligibility: Graduation, appearing for final exam.

7-Executive Postgraduate Program, Duration: 3 years, Eligibility: Graduation (55%)

8-Executive Postgraduate Diploma in Management, Duration: 3 years, Eligibility: Bachelor's/

Master's degree with 5 years exp.

9-Fellow Program in Management (Doctoral Level), Eligibility: B.E. M.E. P.G BA (General-Human

Resource Development Marketing,

10- Operations Research and Finance), Duration: 2 years 6 months, Eligibility: Graduation

11-PG Diploma in International Business/Entrepreneurship/Small Business and Management of

Services

12-PG Diploma in Management of Small and Medium Enterprises, Duration: 1 year, Eligibility:

Graduation

13-PGDBA, Duration: 2 years, Eligibility: Graduation PGDBM, Duration: 2 years, Eligibility:

Graduate

14-Postgraduate Diploma in Entrepreneurship Management (PGDEM), Duration: 9 months,

Eligibility: middle level executive

15-PGDEM, Duration: 6 months, Eligibility: Graduation.[4]

Some of the reputed and prestigious institutes offer entrepreneurship courses in India. One can come across both degree and diploma programs on entrepreneurship.

Short term certificate courses are also quite popular among the students.

- IIM, Ahmadabad, Bangalore & Kolkata
- All India Management Association Center for Management Education, New Delhi
- Indian Institute of Foreign Trade (IIFT), New Delhi
- Entrepreneurship Development Institute of India, Gujarat
- FICCI, New Delhi Small Industries Service Institute, New Delhi
- National Science and Technology Entrepreneurship Development, New Delhi

- National Institute for Entrepreneurship and Small Business Development (NIESBUD), New Delhi
- ASEED and Entrepreneurship Development Institute of India (EDII), New Delhi
- Indian Institute of Planning and Management (IIPM), New Delhi
- Institute of Marketing and Management (IMM), New Delhi
- Xavier Labour Relations Institute (XLRI), Jharkhand
- Xavier Institute of Management (XIM), Orissa
- Management Development Institute, Haryana
- Indian Institute of Information Technology and Management (IIITM), Madhya Pradesh
- Symbiosis Center for Management, Maharashtra
- Jamia Millia Islamia, New Delhi.[5]

### **Benefits**

These Institutes not only identify prospective entrepreneurs but provide them with a thorough knowledge and appropriate approach towards the subject, consequently producing industrious entrepreneurs.

### **Scopes in India**

The scope for entrepreneurship is limitless here in India. Entrepreneurship can be divided into three areas of work -

- Providing Service
- Selling Goods
- Manufacturing Goods

The first activity involves the least monetary investment and risk. The other two require higher investments, but a good foresight can make these ventures extremely successful.

### **Scopes Abroad**

People who like to dream big can expand their business ventures beyond the boundaries of India. An understanding of international economy and business methods are required in this case.

### **Innovational and Leadership development in Resurgent India**

Today's business environment is characterized by change and complexity. Product Life cycles are shrinking while consumer preferences are changing frequently and dramatically. Technology is no longer a trump card for gaining competitive advantage, but more a wild card, with an unknown value and an uncertain impact on Performance.

### **The Business of Business Education in the B-Schools of India**

Traditionally in resurgent India education even business education, has not been viewed in terms of products of markets. Instead, education has been viewed as the responsibility of government. Consequently, educational institutions have for long operated in an environment quite different from the one business operate in, following practices and approaches far removed from the rough and tumble of corporate life. However, this situation is now changing dramatically in much the same way the other consisting he rules of doing business in India have changed in the past decade or so. A business school serves two markets—one consisting of perspective students, and the other consisting of perspective employers. There is what is sometimes, described as an ‘implicit understanding’ between the students and the business schools that the students will get a job if he completes his course successfully. Hence the critical role of placements in the success or failure of a business schools. Both these markets have now become more fragmented, dynamic and demanding. Students today are better informed than even before, and have a variety of educational options and institutions to choose from. Potential employers, faced with challenges of their own, are looking to recruit people who fulfill increasingly tougher requirements. New areas of study are opening up, and at the same time, new demands are being placed on management graduates.

While the demand for business education is becoming more and more complex and unpredictable, the providers of these services are increasingly hamstrung by inadequate budgets and antiquated work ethics and organization structures. The work culture of these organizations is more attuned to operating in the comparatively placid, government controlled economy of the last century. In the absence of funds from the government and other institutions, business education, to be successful, must be managed like a business.

Without subsidies and external funds, neither a business or a business schools can survive if the scale of its operations falls below a viable threshold. In much the same way that most of the enterprises in the small scale will find it difficult to complete and grow. Scale is important because of the virtuous spiral that signifies success for a business schools to succeed, they must attract talented students. The best students flock of institutes which draw recruiters.

Recruiters go only to those institutes where they can find talented employees. To break into this virtuous cycle, business schools must be able to make large investments –in research, in salaries to star faculty, and in top of the line infrastructure. With the government no longer willing to play the role of a benevolent sponsor, and in the absence of private charitable endowments to educational institutions, business schools must look to other ways to succeed. To achieve the required scale of operations, business schools must learn to market themselves. Since all business schools know and understand—or are at least expected to know and understand—the principle of marketing, to succeed a school must market itself innovatively.

According to Peter Drucker, “Innovation is an economic or social rather than a technical term. It can be defined in demand terms rather than in supply terms, that is, as changing the value and satisfaction obtained from resources by the consumer, to create new and different values and new and different satisfactions, to convert a ‘material’ into a ‘resource’, or to combine existing resources in a new and more productive configuration.” Hence, innovation has been defined in terms that would be familiar to any marketing successes that drive top  
Line growth in organizations and expand their markets are not the result of accidents-rather, they are the result of successful innovation in products and/or processes. Such innovation is becoming increasingly necessary for any organization’s survival.

Innovation is often described as being of two types. Innovation with a capital 'I', denoting incremental changes and improvements to products and processes. Both kinds of innovation have a role to play in marketing success. Innovation is not just about creative ideas. Although creativity is essential, in a business context, good ideas by themselves mean little. They must be translated into value adding activities for the business through successful implementation. This makes innovation essentially a collaborative process. In today's organizations, teams are necessary to implement an individual's creative ideas. Hence, when writing about innovation, most authors stress the importance of organization structure, systems and culture in making an organization a successful innovator. Clearly there are many facts of fostering innovation in an organization.

### **How can a business school design and market its products innovatively?**

While any number of choices are available, a few of the more important ones are discussed below.

#### **Look for New Business Models: Understand the Core, Expand the Boundaries**

Business schools need not restrict themselves to teaching management concepts.

They can-and should-be involved in content development, content dissemination, and research. The same factors that contribute to the strength of India in the areas of IT and IT enabled services-low wages, an educated, English speaking workforce, and so on –can also contribute to the growth of Indian business schools as centers of academic content development and dissemination. How many institutions in india have explored this as an alternate revenue stream? In the field of research or content development, how many institutions have explored the vast content-much of it free-available on the Internet, including large electronic databases of journals and publications? Are there ways to utilize this content for the benefit of the business schools and the academic community as a whole?

#### **Innovate on Products: Experiment, Experiment, Experiment**

To an organization willing to take risks, today's business and business education environment present as many opportunities as threats. Niche segments are constantly appearing in the market, and designing and delivering programs catering to these segments will help expand the scope of a business school's operations. In addition to identifying and catering to niches, business schools need to be flexible in designing the curricula for their main stream programs. Now schools must be flexible, constantly tweaking and fine-tuning the course content and structure to make them attractive both to students and recruiters. They must interact constantly with the industry (not just at the time of placement, as is the case with most schools today) to identify leading indicators of changes in employment demand, and design their programs according to demand. However, all innovation involves numerous risks. All experiments in course and curriculum design will not be successful - in fact, most are likely to fail. But without constant experimentation, innovation cannot take place.

### **Innovate on Process: Minimize the Time Lag between Idea and Action**

The same sense of urgency with which well run businesses execute their plans must be repeated in business school. Ideas must be implemented quickly. Of course, proposals must be evaluated- but delaying implementation for too long risks the possibility that by the time a program or course reaches the market, it is out –of-date. And if this sense of urgency leads to occasional failures, these should be regarded a fair price to pay for moving quickly.

### **Create an Innovation Organization: Throw out the Old, Bring in the New**

Business schools need to re-examine their organization structure and the kin of people they recruit. Is the traditional, hierarchical structure that we find in most educational institutions flexible and responsive enough to meet the needs of today’s students and employers? Are the faculty members capable of inspiring and energizing tomorrow’s managers? It is an unfortunate truth that in India, a Ph.D in management is often-though not always-the last refuge of the employed, or even the unemployable, MBA. To what extent should business schools be slaves to ranking systems that provide arbitrary, and often unjustified, weight age to the number of such doctorates among the faculty? Business schools, to be prepared to meet the challenges of the present and the future, require merit-based (rather than seniority based) organization structures and system that value and reward research and publication as much as degrees. To build credibility in the market, the faculty members themselves must demonstrate some of the characteristics of successful managers- foresight, flexibility, and innovativeness. [6]

## **LEADERSHIP DEVELOPMENT IN INDIA – AN EXPERIENTIAL PERSPECTIVE**

A Paper on how WIPRO’s leadership development contributed to building its organization.

### **Introduction**

The objective of this paper is to help relate salient aspects of organization development as pertinent to leadership dimensions of a globalizing Information Technology (IT) service organization. The significance of this relationship is postulated on the following grounds.

1. Globalization of commerce and increased organisational influence on actors beyond the country of an organization’s origin.
2. “People” as the common element between the OD discipline and the value creators of a service organization.
3. Emerging implications of the behavioral sciences as it deals with a confluence of variables in unprecedented complexity – e.g. diversity, coordination, control and autonomy across geographies.
4. OD Values in a rapidly growing global organization as it pertains to aspects like



- a. Self-Worth – Through gainful, yet meaningful employment
- b. Humanism – Genuine respect and regards for fellow employees
- c. Opportunities – for acquiring competence through learning and development.

d. Group / Organisational Behaviour – Cross-Cultural determinants of maintaining and developing a non-threatening developmental climate WIPRO, which was formerly known as Western India Vegetable Products, began in the year 1946, a year before India gained freedom from British rule. After years of consolidation in agriculture based cooking oil production, WIPRO tried to fill the vacuum created by the exit of Information Technology (IT) majors like IBM in the late seventies. It began to manufacture mini-computers, and followed with attempts to make its own software. With increased intensity of activity in this sector, a demand for software professionals overseas became felt in the 1990s. WIPRO gradually reconfigured its software product business to meet requirements of the global services market in Information Technology. WIPRO's response to the economic liberalization unleashed in 1992 in India was to leverage its grown strengths in Research and Development for the global market.

In the recent past, WIPRO made strides in its global presence by fueling a steady stream of talent. It did so by innovating training and development processes for engineers and science graduates with unique tie-ups with educational institutions of repute that made it relatively easier to serve the growing talent demand. By the year 2000, it listed itself on the New York Stock Exchange (NYSE). Today, the company has 61,000 employees, of which close to 7,000 are spread over 45 nations across the globe. Table 1 below represents how WIPRO has managed to sustain a Compounded Average Growth Rate (CAGR) of 36%, over a five year period. It continues to make sustained growth strategies and plans both for its domestic India operations and across the globe.[7]

**1. Respect for Knowledge and Educational Rigor** - Indian society since ancient times has recognized the importance of knowledge. Folklore has it that kings and statesmen bowed their heads to the knowledgeable sage. Since time immemorial, this respect has been more than lip-service. This trend continues to dominate Indian society. Successful companies have capitalized on this long-standing strength of Indian culture. Indian professionals have gone through the grind of competitive educational systems, from nursery schooling to professional college education, and the hustle and bustle of corporate life. The Indian society seems to have become adept at filtering talent progressively. Competition has pervaded educational spheres as early as school and assumes significant force for professional courses. In corporate reality, this has implied that only few can reach the top management levels.

**2. Hospitable Warmth** - The Indian nation has been known for its gentle accommodation of alien cultures. The traditional Indian home has been always the welcoming host, generous and



caring for the stranger. This warmth when extended in the business sphere inculcates better bonding between team members. Many Indian business leaders have exploited this strength. The human capital in India therefore only inbreeds this warmth in every culture it is in interaction with.(8)

**3. Tolerance for Ambiguity** - Ever since the institution of the Indian joint family, tolerance for diverse opinions has been in the Indian social fabric. Fathers and sons, uncles and nephews within the same joint family would debate over complex family issues and still remain undivided. A similar spirit of accommodation of viewpoints prevails in successful organisations. However, in contemporary experience, we begin to wonder if this tolerance is a mask for a sense of fatalism and external locus of control. It cannot be denied however, that diversity of viewpoints abound in an Indian group setting.

**4. Multiculturalism** - The Indian educational setup has the three language formula, which has implied a multilingual dimension to the Indian workforce. Diverse Indian languages make for a natural adaptation right from school to work life. Add to this the Indian tradition of 'arranged marriages' have been a strong enabler of multiculturalism. The key in all such adaptations has been tolerance for diversity and the capacity to learn in different situations. In work context, this has guided creation of harmonious business relationships.

**5. Quality of Processes** - To deliver Quality, several Indian software firms have attempted to adopt appropriate processes for software development and delivery. WIPRO, for example, adopted the Six Sigma approach. Later it aligned its Quality processes to requirements specified in the Carnegie Mellon standards enshrined in the SEI-CMM® Models. This has ensured quality output for the client even as development cycle times were crashed on a continual basis. In our experience, the workforce in India seeks commitment from top management in process initiatives. Employees are willing to comply with organization-wide quality methodologies, as long as this leadership commitment is consistent. The urge for compliance is today a natural asset of the Indian workforce due to demonstrated high Power Distance, and a collectivist orientation in terms of confronting uncertainties together. Such enablers are today understood to help organisations such as WIPRO to move ahead in the global marketplace. In this paper, we would like to share some of the practices that have taken root due to such enablement in the context of the knowledge economy.

## **Leadership in India**

In the past, leaders of multinationals from developed countries would come on deputation to India to build leadership. As a result, depending on which nation the Indian operation owed allegiance with, the culture of the parent company nation would mingle with that of the Indian company. Inevitably, the American, British, German or the Swedish culture left their imprints on entire organisations as it were. From performance appraisal systems to management development

programs, the trend was influenced largely by the leaders from the parent multinational. Amongst a host of factors that explains the peculiarity of the country's leadership behavior is its high-power distance (Spector, et al, 2001). This has implications on how leadership as a dimension plays out in its culture. This indicates a largely supplicant attitude towards the boss. Underlying this construct is the concept of social inequality. Simply put, the Indian culture has in it features, that puts in place individuals who exert more power over others.[9]

These individuals are in a position to determine others' behaviors; and rarely vice-versa. Another consequence of this inequality principle is that often full grown adults are excessively dependent on superiors and are therefore unwilling to take decisions that they confront. This often slows down organizational response and does not free top management for strategic thinking and future developments (Chattopadhyaya G P, 1975). In fact, many a senior leader will find the self insecure, if not informed or taken into confidence on the smallest of work related issues. Changing Times at the Modern Indian Workplace Contemporary professionals in the IT world may argue that Indian organizations are more egalitarian than when their parents went to work. The new generation workforce feels that individuals are treated with respect based on the worth they bring to their knowledge intensive roles. We must however remember, that the Indian professional leaves office in the evening or daybreak, only to return to a larger society in which disrespect for the elder, the teacher; and such father-figure roles is not taken lightly. No matter how strong the corporate culture in terms of merit based decision making and compensation structures, organizations of tomorrow will continue to recruit individuals from a larger social milieu where values of inequality are not entirely uncommon. WIPRO, which began its formal leadership development journey in 1992, has an experience unique in its social context, distinct by its identity and shaped by its leadership, that can offer pertinent learning to practitioners and theorists of OD. It is in many ways a case of how 'management' through applied leadership can succeed and flourish. We shall now see glimpses from WIPRO's experience as depicted below. WIPRO's response to its Context When tracing WIPRO's efforts into its present global status a few important issues come to mind. The reader may like to reflect on reading as to how and why it was possible for WIPRO as an institution to speak about its strongly subscribed values through its leadership development processes. The process of institution building given the constraints in Indian society appears clearly to have built on clear expectations and focussed nurturing that came from a sentient leadership at WIPRO. Some of the salient steps WIPRO took are as follows.

1. Defining Leadership Qualities The biggest problem with a concept like leadership is that it can mean so many things to so many people. There is a strong temptation to attribute all possible good qualities one can think of and come out with hundreds of qualities. Sometimes, these include "irreconcilable opposites" in qualities. Like a strong aggressive leader who chews competition but at the same time is an extremely harmonious team player! At Wipro, we decided to be more pragmatic. We have identified eight leadership qualities. Currently they are-----

- 1) Strategic Thinking - Anticipating the future through an articulated vision
- 2) Customer Orientation - Customer at the center of the vision.
- 3) Aggressive Commitment - Pursue stretched commitments with determination and focus.
- 4) Global Thinking and Acting - Global cultural synchronization with respect to issues and trends
- 5) Self Confidence - Belief in the abilities of self and team
- 6) Commitment to Excellence - Commitment to surpass the best with respect to global standards
- 7) Working in Teams - Encouraging harmony and synergy for getting multiplier effect from team
- 8) Building Future Leaders - Spending time with team; coaching and pursuing developmental needs of team. [10]

This was done after extensive research into literature, understanding best practices, and checking with thought leaders. We first defined an initial set of seven qualities in 1992 and have been changing these every year. One of the qualities that we adopted after listing on the New York Stock Exchange was that of Global Thinking and Acting. For one band of leadership, for example, the following behaviours are measured.

Leadership Quality: Global Thinking and Acting Anticipates global trends impacting relevant markets and actively develops people and processes to be globally competitive. He/she is at ease while interacting with people from diverse national and cultural backgrounds.

1. Encourages his / her team to constantly update themselves on global issues /trends.
2. Actively attempts to understand and respect the cultural nuances of the host countries of customers and employees.
3. Is able to build rapport and is at ease when dealing with clients, partners or colleagues across geographic and cultural boundaries.
4. Identifies and contributes to the development of best practices to suit the team's need for process improvements through benchmarking with world-class practices. Competencies for the Leader Role are based on behaviours of Successful Performers. Behaviours that relate with high performance are used to describe the competencies. Based on demonstrated behaviours, levels of competency are defined. The levels are scaled as competency indicators. These descriptions also help users to identify positive and negative indicators of the competencies. Reliable methods for this phase are used, such as Structured Interviews - as part of Job Analyses and interviews held with stakeholders for the Leader Role. The Repertory Grid Technique is used later as a special technique that involves stakeholders to compare and contrast roles (e.g. boss, supplier, and

customer) and formulate important ways in which the roles are like the Leader role, and different from the rest. These efforts converge in a Competency Dictionary, comprising level-wise descriptions of successful role behaviours. All of WIPRO Leader Qualities are similarly created, and increasingly tend to reflect the success of WIPRO in global geographies. These qualities are illustrated by examples of leadership behaviours that are observable. This makes it easy to understand and institutionalise the competencies. These qualities are regularly reviewed in keeping with the changing context.[11]

**1-. Measuring Leadership Qualities in Global Competitive Context** The impact of Global Thinking and Acting runs across all of the WIPRO Leaders' Qualities. A few excerpts from WIPRO's measurement criteria will help us appreciate the same. E.g. Let us look at a few other leadership competencies and the changing emphasis based on global context. We consider here two critical competencies that help based on global context. We consider here two critical competencies that help globalization. Both are different, in that one requires reflective thinking, and the other requires concerted actions that are experienced by many others in one's team(s). One of them is Strategic Thinking – required for both strategy planning and making. Strategy making is the expressive act that follows strategic planning. The other is of Working in Teams. Today working in teams encompasses motivation and bonding for members with whom face-to-face interaction is minimal to say the least.

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## **2: Emerging focus of WIPRO Leadership Qualities**

Leadership Quality Earlier Now Strategic Thinking Focus on Domestic Players and addressing local competitive forces Focus on Global Game Changes and Players Working in Teams Focus on face-to-face interactions and morale in location Focus on Virtual Teams that work asynchronously across date and time zones. Thus, WIPRO continually evaluates the business environment for cues that affect the effectiveness of leadership strategies. E.g. One of the transitions made after the adoption of Global Thinking and Acting as a Leadership Quality is in dropping a few qualities that seemed more managerial in nature. One such deletion was that of Problem Solving as a Leadership Quality.

**3. Leadership Composition for a Global Organization** With the sure presence of WIPRO in diverse geographies, it became imperative to manage cross-cultural and multinational workforces. Leaders who have the advantage of meeting up with client needs from as close a quarter as is possible is best suited for local management. To ensure such an impact, WIPRO has

infused its top management with leaders from host nations itself. This has been the case with the largest of geographies like USA, Japan and Europe. These leaders are naturally capable in their own nations, and are quick in understanding the business of customers.

**4. Modifying relevant People Processes** Several ongoing processes like recruitment, training, compensation and communication itself are affected by a global scale of operations. WIPRO has suitably modified such people processes so that employees behaviour are seen as consistent with the leadership vision. E.g. When selecting for foreign territories the Employment Opportunities legislations, in the host nation has relevance to the conduct of selection processes. The Recruitment Team is required to be certified on an Interviewing Skills programme, wherein several nuances of interviewer behaviour are taught. Legal implications and cultural orientation of the interviewer are critical to effectiveness. Similarly, for Training conducted overseas, Trainers are made aware of cultural implications of instruction and employee diversity. To engage with the field force, for example, a European (Ph.D.) with cross-cultural negotiation expertise and sales experience has been charged with the office of Field Capability Enhancement.

**5. Developing Leadership Talent From Within** The process adopted for Leadership Development follows a lifecycle pattern. The same is described below. To develop leaders WIPRO trains its employees on a regular basis. We have created development programs along the lifecycle pattern of leadership development. There are five programs that focus on sharpening leadership skills of individual leaders.

### **1. Entry Level Program (ELP):**

This is the first program a fresh recruit goes through. The program helps the newcomer into becoming a good management employee, like how to become an effective team member, how to participate in meetings, communications thoughts and feelings to others. Country-specific cross-cultural training and the opportunities to work in different nations has made our workforce adaptable and resilient.

### **2. New Leaders' Program (NLP) :**

This is designed for the first time manager. Many people continue to be more comfortable managing technology rather than people. This program teaches them how to build teams, communicate, lead according to situations and coach others. In the NLP, leaders are particularly trained on aspects of managing virtual teams.

### **3. Wipro Leaders' Program (WLP) :**

This is addressed to the manager of managers who still want to manage the teams directly. From here on, it is a corporation-wide program. At the WLP leaders are sensitized on the Diversity Principle, and mingle with leaders from all parts of the world.

#### **4. Business Leaders' Program (BLP) :**

This program is for General Managers in waiting who need to look at business as a whole and understand bottom line implications. It covers relevant elements of finance and environmental scanning. The BLP has focussed attention on a single business case, which has a strong international flavor and is run over several days.

#### **5. Strategic Leaders' Program (SLP)**

This is the highest program aimed at Chief Executives. It helps them to design and develop strategies in a global environment. From the inception the SLP has been addressed by thought leaders from all over the world. Luminaries from Wharton, London Business School, the Indian School of Business, and the like are invited to share recent perspectives on leading large corporations. At this level of leadership interactions with senior leadership of client organizations are also important. Therefore additional inputs on being one-on-one with the Fortune 100 corporation leaders are also given. Participating effectively in each of these programs is necessary to progress in one's leadership career. Similarly, it is very important to have the complete involvement of the senior and top management of the company to participate as faculty.

In Wipro, for instance, Mr. Azim Premji, Chairman, addresses participants of all Wipro Leaders' Programs, Business Leaders' Programs and Strategic Leaders' Programs. In his own words "What you will remember when you retire, is not which quarters you exceeded your sales target or won large deals, but leaders whom you helped in developing. Develop leaders under you, not only because it is good for the business, but because it will give you tremendous personal satisfaction" He invests significant time as a faculty in leadership development programs.

#### **Advanced Experiential Learning**

Recently, WIPRO has collaborated in a Global Learning Alliance (GLA) with Learning and Development wings of large global organisations, namely, Schneider, L'Oreal, Nissan, and Alcan. Each organization sponsors approximately six senior leaders (at the ODN, 2006, GD-13, Leadership Development in India – An Experiential Perspective, Acharya, Ranjan; Anjilvelil, Joseph George – WIPRO Ltd. Page 8 of 10 level of Vice-Presidents in WIPRO) from within its multiple lines of business to represent learning and development challenges in a common forum, where facilitation is done by eminent faculty from institutions like the London Business School, and legends like Prof. Ikujiro Nonaka. These sessions are held at different points in the year. The model on which it is based embraces globalization in terms of cross-industry learning on 'burning issues' and socialization to create a supportive climate for leadership skills development across business models and organizational change contexts. Similarly, for leaders at lower levels, WIPRO has begun to engage in similar fora, with the Indian Institute of Management, Bangalore



and Henry Mintzberg as a partner facilitator. That, in brief, explains the moving spirit and energy behind Wipro's drive for developing leaders from within. WIPRO's recent emphasis on non-directive coaching, and teaming interventions at senior and middle management levels have a deliberate design around key learning experiences. WIPRO's Corporate Human Resources Development team has the custodianship for Leadership Development in the company. From a team identified with a composition of high-caliber leadership trainers, the emerging emphasis of this group has been on facilitated interventions in top management groups across the corporation. Their interventions have facilitated interactions between clients and Delivery teams, Strategic Business Units and top management strategy making in critical businesses.[12]

### **Entrepreneurship, Leadership and Innovational development in Resurgent India**

India is ninth in the Global Entrepreneurship Monitor (GEM) survey of entrepreneurial countries. It is highest among 28 countries in Necessity based entrepreneurship, while 5th from the lowest in opportunity based entrepreneurship.

The liberalization, which was started in 1991, and the Information Technology boom of the mid-late 90's, have been significant factors, leading to a wave of entrepreneurship sweeping through the country.

Indians have entrepreneurial capacity. However the society and government are not very encouraging towards entrepreneurship. To a large extent, the Indian society is risk averse. People usually seek secure and long-term employment, such as government jobs. The physical infrastructure needs to be improved. Social Attitudes, lack of capital, inadequate physical infrastructure and lack of government support are major factors of hindrances.

India is the fifth largest economy in the world (ranking above France, Italy, the United Kingdom, and Russia) and has the third largest GDP in the entire continent of Asia. It is also the second largest among emerging nations. The liberalization of the economy in the 1990s has paved the way for a huge number of people to become entrepreneurs.

Over the years India and China have followed opposing strategies for development. While China's growth has been fuelled by the heavy dose of foreign direct investment India has followed a much more organic method and has concentrated more on the development of the institutions that support private enterprise by building a stronger infrastructure to support it.

Its corporate and legal systems operate with greater efficiency and transparency than do China's. The Government has encouraged entrepreneurship by providing training and also the facilities to succeed, particularly in the rural areas. One style of innovation that really works in a country as large and diverse as India, is grassroots innovation: this includes inventions for a milieu that is quintessentially Indians.



Moreover, in India, the post-liberalization and globalization era has brought with it a growing middle class - roughly estimated to be 250 million - and rising disposable incomes. This presents a huge potential, which if tapped can be a veritable gold mine. Entrepreneurs can make the best of this by catering to various demands of this segment. India, with its abundant supply of talent in IT, management, and R&D, has become the hot bed of outsourcing of services from all parts of the globe where companies can reduce their costs, but not their quality [If the foreign company chooses the right Indian partner].



In terms of improvement, there needs to be an increase in the quality and quantity of VC / Angel Investors in India. Also, the Governments need to still continue reducing the administrative burden on entrepreneurs, and coordinate among their agencies to ensure that the

necessary resources are directed where they are needed. The physical infrastructure needs to be improved. Socially, the Indian society is adapting to a more risk friendly environment and also looking for jobs in the private sector.[13]

#### Quick Facts:

Population: 1,166,079,217

GDP: \$3.319 Trillion ('08)

GDP Growth Rate: 7.3% ('08)

GDP per Capita: \$2,900

Government: Federal Republic

This paper attempts to explore how B-School that besides exposing the students to various plethora of subjects and disciplines, to render actions to develop their lateral thinking, creativity, reading ,analytic skills ,innovation development that lead to enhanced competence, leadership qualities, Entrepreneurship and a strong mind. One needs to update the courseware that matches the native needs of one's country and industry rather than blindly copying the western management philosophy. B-Schools that encourage their employee's career progression and the industry academia interface can mutually benefit both the management institutes in terms of good returns and high rating and the industry in having a good influx of fresh competent talent.

In the next few years, one can expect to find non-government institutions and initiatives playing a prominent role in business education in India. However, it is very likely that the successful institutions among them will look, and feel, a lot different from the business schools, which are considered to be the top schools today. In short it's truly visible that the future of B-School in resurgent India is really very wide.

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