

INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION & MANAGEMENT

I
J
R
C
M



A Monthly Double-Blind Peer Reviewed (Refereed/Juried) Open Access International e-Journal - Included in the International Serial Directories

Indexed & Listed at:

Ulrich's Periodicals Directory ©, ProQuest, U.S.A., EBSCO Publishing, U.S.A., Cabell's Directories of Publishing Opportunities, U.S.A.

Open J-Gate, India [link of the same is duly available at Inlibnet of University Grants Commission (U.G.C.)].

Index Copernicus Publishers Panel, Poland with IC Value of 5.09 & number of libraries all around the world.

Circulated all over the world & Google has verified that scholars of more than 2151 Cities in 155 countries/territories are visiting our journal on regular basis.

Ground Floor, Building No. 1041-C-1, Devi Bhawan Bazar, JAGADHRI – 135 003, Yamunanagar, Haryana, INDIA

<http://ijrcm.org.in/>

CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	SUSTAINABILITY IN GREEN RETAILING: ACHIEVEMENTS, CHALLENGES, AND A VISION FOR THE FUTURE <i>DR. GIRISH.K.NAIR, HARISH K NAIR & SWATI PRASAD</i>	1
2.	CAUSES AND EFFECTS OF RURAL-URBAN MIGRATION IN OYO STATE: A CASE STUDY OF IBADAN METROPOLIS <i>OSHATI TITILOLA, ESAN, ADESIJI DAVID & DR. ADU, EMMANUEL OLUSOLA</i>	6
3.	ORGANIZATIONAL TEACHING AS STRATEGIC PLAN <i>DR. NASSER FEGH-HI FARAHMAND</i>	10
4.	CORPORATE GOVERNANCE PRACTICES IN FIS OF BANGLADESH <i>MOZAFFAR ALAM CHOWDHURY</i>	17
5.	MAJOR PROBLEMS AND ISSUES IN SRI LANKAN UNIVERSITY SYSTEM – STUDY FOCUS ON THE STUDENT PERSPECTIVE <i>W.M.R.B.WEERASOORIYA</i>	22
6.	A DIVERSIFIED APPROACH OF FACE DETECTION AND RECOGNITION <i>KALIYAPERUMAL KARTHIKEYAN, DR. MUNGAMURU NIRMALA & SREEDHAR APPALABATLA</i>	27
7.	IMPROVING THE SOCIAL DISABILITIES OF PRIMARY SCHOOL STUDENTS <i>MATEBE TAFERE</i>	32
8.	RELATIONAL SOCIAL CAPITAL AND CUSTOMER LOYALTY IN RETAIL BANKING IN KENYA: THE CASE OF NAKURU COUNTY <i>DR. DANIEL ONWONGA AUKA & JOSEPH BOSIRE</i>	36
9.	JOB INVOLVEMENT AS A MEDIATOR OF THE RELATIONSHIP BETWEEN ORGANIZATIONAL COMMITMENT AND JOB PERFORMANCE IN THE SYSTEMICALLY IMPORTANT BANKS IN SRI LANKA <i>U.W.M.R. SAMPATH KAPPAGODA</i>	44
10.	A STUDY ON EXISTING CAR CUSTOMERS (ALL BRANDS) ON THEIR REPLACEMENT PLANS <i>S. SHRILATHA & DR. A. ARULAPPAN</i>	49
11.	EVALUATION OF RESOURCE MOBILIZED THROUGH MUTUAL FUNDS IN INDIA <i>DR. RAM SINGH, PALLAVI MANIK & ANUBHUTI MODGIL</i>	54
12.	EMOTIONAL LITERACY – TEACHERS AND STUDENTS IN SELF-FINANCING ENGINEERING COLLEGES WITH SPECIAL REFERENCE TO TIRUCHIRAPALLI DISTRICT <i>K. ARUN PRASAD & DR. S.V. DEVANATHAN</i>	59
13.	AN OVERVIEW MODEL ON THE BUSINESS ENVIRONMENT AND GROWTH CHALLENGES OF SMEs IN INDIA <i>VENKATARAMAN.KK</i>	65
14.	MEASUREMENT OF FINANCIAL PERFORMANCE OF KURUKSHETRA CENTRAL CO-OPERATIVE BANK THROUGH RATIO ANALYSIS <i>DR. SUDESH & ARCHANA MAKKAR</i>	68
15.	PERFORMANCE OF DISTRICT CENTRAL CO-OPERATIVE BANKS (DCCBs) IN INDIA - AN EVALUATION <i>S. USHA & C. SIVARAMI REDDY</i>	73
16.	A STUDY ON ECONOMIC RETURNS IN POULTRY FARMING WITH SPECIAL REFERENCE TO SUGUNA BROILER CONTRACT FARMS IN COIMBATORE DISTRICT <i>A. SRIDHARAN & DR. R. SARAVANAN</i>	76
17.	DEVELOPMENT OF KNOWLEDGE BASED FRAMEWORK FOR AGRICULTURE SECTOR: A STEP TOWARDS SUSTAINABLE e-GOVERNANCE IN RURAL INDIA <i>ALPANA UPADHYAY & DR. C. K. KUMBHARANA</i>	80
18.	HEALTH INSURANCE STRUCTURE IN INDIA – CURRENT PRACTICES AND CHALLENGES <i>DR. SHIBU JOHN</i>	86
19.	A STUDY ON THE CUSTOMERS SUCCESS ON THEIR INVESTMENTS IN A RESIDENTIAL FLAT AND THEIR GUARANTEE <i>DR. P. RAMAN</i>	89
20.	THEORETICAL COMPARISON CRITERIA FOR SOFTWARE RELIABILITY MODELS <i>SANJEEV KUMAR & DR. AMIT GUPTA</i>	92
21.	INVESTIGATING SERVICE QUALITY DIMENSIONS THROUGH EXPLORATORY FACTOR ANALYSIS IN A HEALTHCARE SETTING <i>DR. MUSHTAQ AHMAD BHAT & DR. MOHD. YASEEN MALIK</i>	95
22.	WORKING CAPITAL MANAGEMENT OF MICRO, SMALL AND MEDIUM ENTERPRISES (MSMEs) IN MANIPUR- AN EMPIRICAL STUDY <i>MOIRANGTHEM BIREN SINGH & DR. TEJMANI SINGH</i>	104
23.	PERFORMANCE ANALYSIS OF AODV PROTOCOL UNDER BLACK HOLE ATTACK <i>MONIKA SINGH & RAKESH KUMAR SINGH</i>	109
24.	21ST CENTURY ADS- ADDS MORE <i>ASHISH RAMI & PRIYANKA SRIVASTAVA</i>	116
25.	CORPORATE RESTRUCTURING THROUGH MERGERS AND ACQUISITIONS-A CASE STUDY ON TATA STEEL AND CORUS <i>NARGIS BEGUM & EVELINA MOHAPATRA</i>	121
26.	CLOUD COMPUTING: SMARTER COMPUTING FOR A SMARTER WORLD <i>DR. IKVINDERPAL SINGH</i>	128
27.	SATISFACTION OF SMALL CAR OWNERS IN SELECT AREAS OF AUNDH, BANER AND PASHAN IN PUNE CITY <i>DR. G. SYAMALA</i>	133
28.	CRM: SERVICE QUALITY & CUSTOMER LOYALTY - A STUDY OF MOBILE TELECOM INDUSTRY AT JAIPUR CITY <i>DR. ANJU PANWAR, SHUCHI MATHUR & NEHA CHAHAL</i>	138
29.	TOUGH TIME FOR INDIAN TEA INDUSTRY <i>KAKALI HAZARIKA</i>	141
30.	IMPACT OF OPEC ON SUPPLY AND PRICE OF PETROLEUM PRODUCTS <i>GAURAV MANOJ JHA</i>	146
	REQUEST FOR FEEDBACK	155

CHIEF PATRON

PROF. K. K. AGGARWAL

Chancellor, Lingaya's University, Delhi
Founder Vice-Chancellor, Guru Gobind Singh Indraprastha University, Delhi
Ex. Pro Vice-Chancellor, Guru Jambheshwar University, Hisar

FOUNDER PATRON

LATE SH. RAM BHAJAN AGGARWAL

Former State Minister for Home & Tourism, Government of Haryana
Former Vice-President, Dadri Education Society, Charkhi Dadri
Former President, Chinar Syntex Ltd. (Textile Mills), Bhiwani

CO-ORDINATOR

DR. SAMBHAV GARG

Faculty, M. M. Institute of Management, MaharishiMarkandeshwarUniversity, Mullana

ADVISORS

DR. PRIYA RANJAN TRIVEDI

Chancellor, The Global Open University, Nagaland

PROF. M. S. SENAM RAJU

Director A. C. D., School of Management Studies, I.G.N.O.U., New Delhi

PROF. S. L. MAHANDRU

Principal (Retd.), MaharajaAgrasenCollege, Jagadhri

EDITOR

PROF. R. K. SHARMA

Professor, Bharti Vidyapeeth University Institute of Management & Research, New Delhi

EDITORIAL ADVISORY BOARD

DR. RAJESH MODI

Faculty, YanbuIndustrialCollege, Kingdom of Saudi Arabia

PROF. PARVEEN KUMAR

Director, M.C.A., Meerut Institute of Engineering & Technology, Meerut, U. P.

PROF. H. R. SHARMA

Director, Chhatarpati Shivaji Institute of Technology, Durg, C.G.

PROF. MANOHAR LAL

Director & Chairman, School of Information & Computer Sciences, I.G.N.O.U., New Delhi

PROF. ANIL K. SAINI

Chairperson (CRC), Guru Gobind Singh I. P. University, Delhi

PROF. R. K. CHOUDHARY

Director, Asia Pacific Institute of Information Technology, Panipat

DR. ASHWANI KUSH

Head, Computer Science, UniversityCollege, KurukshetraUniversity, Kurukshetra

DR. BHARAT BHUSHAN

Head, Department of Computer Science & Applications, Guru Nanak Khalsa College, Yamunanagar

DR. VIJAYPAL SINGH DHAKA

Dean (Academics), Rajasthan Institute of Engineering & Technology, Jaipur

DR. SAMBHAVNA

Faculty, I.I.T.M., Delhi

DR. MOHINDER CHAND

Associate Professor, Kurukshetra University, Kurukshetra

DR. MOHENDER KUMAR GUPTA

Associate Professor, P.J.L.N. Government College, Faridabad

DR. SAMBHAV GARG

Faculty, M. M. Institute of Management, Maharishi Markandeshwar University, Mullana

DR. SHIVAKUMAR DEENE

Asst. Professor, Dept. of Commerce, School of Business Studies, Central University of Karnataka, Gulbarga

DR. BHAVET

Faculty, M. M. Institute of Management, Maharishi Markandeshwar University, Mullana

ASSOCIATE EDITORS

PROF. ABHAY BANSAL

Head, Department of Information Technology, Amity School of Engineering & Technology, Amity University, Noida

PROF. NAWAB ALI KHAN

Department of Commerce, Aligarh Muslim University, Aligarh, U.P.

ASHISH CHOPRA

Sr. Lecturer, Doon Valley Institute of Engineering & Technology, Karnal

TECHNICAL ADVISOR

AMITA

Faculty, Government M. S., Mohali

FINANCIAL ADVISORS

DICKIN GOYAL

Advocate & Tax Adviser, Panchkula

NEENA

Investment Consultant, Chambaghat, Solan, Himachal Pradesh

LEGAL ADVISORS

JITENDER S. CHAHAL

Advocate, Punjab & Haryana High Court, Chandigarh U.T.

CHANDER BHUSHAN SHARMA

Advocate & Consultant, District Courts, Yamunanagar at Jagadhri

SUPERINTENDENT

SURENDER KUMAR POONIA

CALL FOR MANUSCRIPTS

We invite unpublished novel, original, empirical and high quality research work pertaining to recent developments & practices in the area of Computer, Business, Finance, Marketing, Human Resource Management, General Management, Banking, Insurance, Corporate Governance and emerging paradigms in allied subjects like Accounting Education; Accounting Information Systems; Accounting Theory & Practice; Auditing; Behavioral Accounting; Behavioral Economics; Corporate Finance; Cost Accounting; Econometrics; Economic Development; Economic History; Financial Institutions & Markets; Financial Services; Fiscal Policy; Government & Non Profit Accounting; Industrial Organization; International Economics & Trade; International Finance; Macro Economics; Micro Economics; Monetary Policy; Portfolio & Security Analysis; Public Policy Economics; Real Estate; Regional Economics; Tax Accounting; Advertising & Promotion Management; Business Education; Management Information Systems (MIS); Business Law, Public Responsibility & Ethics; Communication; Direct Marketing; E-Commerce; Global Business; Health Care Administration; Labor Relations & Human Resource Management; Marketing Research; Marketing Theory & Applications; Non-Profit Organizations; Office Administration/Management; Operations Research/Statistics; Organizational Behavior & Theory; Organizational Development; Production/Operations; Public Administration; Purchasing/Materials Management; Retailing; Sales/Selling; Services; Small Business Entrepreneurship; Strategic Management Policy; Technology/Innovation; Tourism, Hospitality & Leisure; Transportation/Physical Distribution; Algorithms; Artificial Intelligence; Compilers & Translation; Computer Aided Design (CAD); Computer Aided Manufacturing; Computer Graphics; Computer Organization & Architecture; Database Structures & Systems; Digital Logic; Discrete Structures; Internet; Management Information Systems; Modeling & Simulation; Multimedia; Neural Systems/Neural Networks; Numerical Analysis/Scientific Computing; Object Oriented Programming; Operating Systems; Programming Languages; Robotics; Symbolic & Formal Logic and Web Design. The above mentioned tracks are only indicative, and not exhaustive.

Anybody can submit the soft copy of his/her manuscript **anytime** in M.S. Word format after preparing the same as per our submission guidelines duly available on our website under the heading guidelines for submission, at the email address: infoijrcm@gmail.com.

GUIDELINES FOR SUBMISSION OF MANUSCRIPT

1. **COVERING LETTER FOR SUBMISSION:**

DATED: _____

THE EDITOR
IJRCM

Subject: SUBMISSION OF MANUSCRIPT IN THE AREA OF

(e.g. Finance/Marketing/HRM/General Management/Economics/Psychology/Law/Computer/IT/Engineering/Mathematics/other, please specify)

DEAR SIR/MADAM

Please find my submission of manuscript entitled ' _____ ' for possible publication in your journals.

I hereby affirm that the contents of this manuscript are original. Furthermore, it has neither been published elsewhere in any language fully or partly, nor is it under review for publication elsewhere.

I affirm that all the author (s) have seen and agreed to the submitted version of the manuscript and their inclusion of name (s) as co-author (s).

Also, if my/our manuscript is accepted, I/We agree to comply with the formalities as given on the website of the journal & you are free to publish our contribution in any of your journals.

NAME OF CORRESPONDING AUTHOR:

Designation:

Affiliation with full address, contact numbers & Pin Code:

Residential address with Pin Code:

Mobile Number (s):

Landline Number (s):

E-mail Address:

Alternate E-mail Address:

NOTES:

- a) The whole manuscript is required to be in **ONE MS WORD FILE** only (pdf. version is liable to be rejected without any consideration), which will start from the covering letter, inside the manuscript.
- b) The sender is required to mention the following in the **SUBJECT COLUMN** of the mail:
New Manuscript for Review in the area of (Finance/Marketing/HRM/General Management/Economics/Psychology/Law/Computer/IT/Engineering/Mathematics/other, please specify)
- c) There is no need to give any text in the body of mail, except the cases where the author wishes to give any specific message w.r.t. to the manuscript.
- d) The total size of the file containing the manuscript is required to be below **500 KB**.
- e) Abstract alone will not be considered for review, and the author is required to submit the complete manuscript in the first instance.
- f) The journal gives acknowledgement w.r.t. the receipt of every email and in case of non-receipt of acknowledgment from the journal, w.r.t. the submission of manuscript, within two days of submission, the corresponding author is required to demand for the same by sending separate mail to the journal.

2. **MANUSCRIPT TITLE:** The title of the paper should be in a 12 point Calibri Font. It should be bold typed, centered and fully capitalised.

3. **AUTHOR NAME (S) & AFFILIATIONS:** The author (s) **full name, designation, affiliation (s), address, mobile/landline numbers**, and **email/alternate email address** should be in italic & 11-point Calibri Font. It must be centered underneath the title.

4. **ABSTRACT:** Abstract should be in fully italicized text, not exceeding 250 words. The abstract must be informative and explain the background, aims, methods, results & conclusion in a single para. Abbreviations must be mentioned in full.

5. **KEYWORDS:** Abstract must be followed by a list of keywords, subject to the maximum of five. These should be arranged in alphabetic order separated by commas and full stops at the end.
6. **MANUSCRIPT:** Manuscript must be in **BRITISH ENGLISH** prepared on a standard A4 size **PORTRAIT SETTING PAPER**. It must be prepared on a single space and single column with 1" margin set for top, bottom, left and right. It should be typed in 8 point Calibri Font with page numbers at the bottom and centre of every page. It should be free from grammatical, spelling and punctuation errors and must be thoroughly edited.
7. **HEADINGS:** All the headings should be in a 10 point Calibri Font. These must be bold-faced, aligned left and fully capitalised. Leave a blank line before each heading.
8. **SUB-HEADINGS:** All the sub-headings should be in a 8 point Calibri Font. These must be bold-faced, aligned left and fully capitalised.
9. **MAIN TEXT:** The main text should follow the following sequence:

INTRODUCTION**REVIEW OF LITERATURE****NEED/IMPORTANCE OF THE STUDY****STATEMENT OF THE PROBLEM****OBJECTIVES****HYPOTHESES****RESEARCH METHODOLOGY****RESULTS & DISCUSSION****FINDINGS****RECOMMENDATIONS/SUGGESTIONS****CONCLUSIONS****SCOPE FOR FURTHER RESEARCH****ACKNOWLEDGMENTS****REFERENCES****APPENDIX/ANNEXURE**

It should be in a 8 point Calibri Font, single spaced and justified. The manuscript should preferably not exceed **5000 WORDS**.

10. **FIGURES & TABLES:** These should be simple, crystal clear, centered, separately numbered & self explained, and **titles must be above the table/figure. Sources of data should be mentioned below the table/figure.** It should be ensured that the tables/figures are referred to from the main text.
11. **EQUATIONS:** These should be consecutively numbered in parentheses, horizontally centered with equation number placed at the right.
12. **REFERENCES:** The list of all references should be alphabetically arranged. The author (s) should mention only the actually utilised references in the preparation of manuscript and they are supposed to follow **Harvard Style of Referencing**. The author (s) are supposed to follow the references as per the following:
 - All works cited in the text (including sources for tables and figures) should be listed alphabetically.
 - Use **(ed.)** for one editor, and **(ed.s)** for multiple editors.
 - When listing two or more works by one author, use --- (20xx), such as after Kohl (1997), use --- (2001), etc, in chronologically ascending order.
 - Indicate (opening and closing) page numbers for articles in journals and for chapters in books.
 - The title of books and journals should be in italics. Double quotation marks are used for titles of journal articles, book chapters, dissertations, reports, working papers, unpublished material, etc.
 - For titles in a language other than English, provide an English translation in parentheses.
 - The location of endnotes within the text should be indicated by superscript numbers.

PLEASE USE THE FOLLOWING FOR STYLE AND PUNCTUATION IN REFERENCES:**BOOKS**

- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio" Ohio State University, Nigeria.

CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES

- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

UNPUBLISHED DISSERTATIONS AND THESES

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

ONLINE RESOURCES

- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

WEBSITES

- Garg, Bhavet (2011): Towards a New Natural Gas Policy, Political Weekly, Viewed on January 01, 2012 <http://epw.in/user/viewabstract.jsp>

ORGANIZATIONAL TEACHING AS STRATEGIC PLAN

DR. NASSER FEGH-HI FARAHMAND
ASSOCIATE PROFESSOR
DEPARTMENT OF INDUSTRIAL MANAGEMENT
TABRIZ BRANCH
ISLAMIC AZAD UNIVERSITY
TABRIZ, IRAN

ABSTRACT

Organizational teaching, as a recent phenomenon, plays a crucial role in the development of organizations. The organizational teaching among different types of organizational teaching takes a significant part in the development and evolution of organizations, as well. Teaching strategy presents the principal objectives, policies, and the chain of organizational actions in the framework of a coherent set. There are no distinct teaching management systems in use at organizations, and nor should there be anything of the sort, as the aim is that strategic plan is an integrated part of teaching. Indeed, teaching management system is also in general e.g. in the recognized teaching standards understood as a concept for systematic approach or mental system but not as a distinct, physical system. An exploration of the ways in which the characteristics of the teaching organization influence whether or not those organizations engage in strategic plan. This paper explore the ways in which certain characteristics in case of teaching organization generates a tendency to prepare a formal written teaching plan and focus is primarily on what describe as the environmental characteristics. Teaching excellence for teaching plan includes also tools for financial, human resource, and risk management, as well as technology management, acquisitions and marketing. The teaching strategy opposed to the prior models takes the prioritization of internal and external environment and their pertinence to organizational teaching into consideration and presents nine alternatives for the strategy formulation rather than identification of the internal strengths or weaknesses of organizations, and the examination of threats and opportunities for them. This paper studies the dispersion around the workers expected teaching of the few organizational hierarchical positions in cross section data samples. Data collected form managers and workers of teaching organizations, showed that dispersion decreases with education and work experience before entering the current job and increases with job tenure.

KEYWORDS

teaching, teaching organization, organizational teaching, organizational learning, strategic plan, teaching plan.

1. INTRODUCTION

Traditional human capital theory (Becker, 1964, 45; Mincer, 1974, 97) explains differences in the teaching of workers because of differences in their observed ability of level and type of formal education, experience and training. A variant of human capital theory is the learning model in which ability and competence are not observable at the time a worker enters the labor market, but can learned by employers from what observed from the way the job performed. Salaries can therefore change over time for two reasons (Harris and Holmstrom, 1982, 198) as employees acquire new abilities and the information about their ability improves and they can match better to job positions. This paper explore the ways in which certain characteristics of actors that in this case of teaching organization generates a tendency to prepare a formal written teaching plan and focus is primarily on what describe as the environmental characteristics (Bolton and Thompson, 2000, 12). Environmental characteristics such as education, scientific and prior experience rather than those characteristics (Chell, 1985, 124; Chell, Haworth and Brearley, 1991, 271) derived from personality traits. This paper investigates the implications of teaching strategy theory on the relationship between within job teaching dispersion and human personal variables, such as experience and education (Feghhi farahmand, Nasser, 2003, 728). The research is relevant because learning models provide theoretical support for models of career (Holmstrom, 1982, 38; Gibbons and Murphy, 1992, 369; Andersson, 2002, 156; Auriol et al., 2002, 34) concerns within the broader field of internal labor markets. Because most of the regularities found in previous empirical work can also be explained by teaching strategy models under perfect information evidence in support of learning models based upon within-job teaching dispersion and its determinants will further validate the use of learning models to study career concerns and internal labor markets.

2. STRATEGIC PLAN

It is generally arguing that effective strategic plan is one of the important factors in teaching success (Rue and Ibrahim, 1998, 151; Burns, 2001, 412; Kuratko and Hodgetts, 2004, 25). The most extensive review, although now some years old, is the analysis that there seemed to be a consensus that planning was linked positively to growth undertaken (Schwenk, Shrader, 1993, 251).

There are some argues that formal written planning may be inappropriate for the teaching organization but this seems a minority view (Bridge, O'Neill, Cromie, 1998, 32). It can be argued that strategic plan is as important to teaching organization as to larger organizations and standard textbooks (Burns, 2001, 20; Kuratko, Hodgetts, 2004, 32; Kirby 2003, 242) on teaching offer chapters on teaching plan whilst a range of specialist publications outline the best ways of writing teaching plan (Sahlman, 1997, 467). The trend of organizational development in the developed states indicates that organization has been subject to organizational teaching. In other words, teachings play a pivotal role in the development through identifying the assets of the states for the exploitation purpose. The evidence has demonstrated that the industrial development of states such as US, Japan and Germany, has been because of organizational teaching. Nowadays, this phenomenon considered as a profession and should expand like other professions (Khanka, 2003). Moreover, its level of prominence is to the extent that some of the theorists have called the current age as the organizational teaching age. From their point of views, teaching conducts a revolution, which brings about economic innovation and evolution around the world (Bygrave, 1994). Regarding the incremental value of corporate organizational teaching, the environment inspections should increase, because environmental studies facilitate different facets of risk taking and activism in organizational teaching behaviors. Put another way, the environmental examinations reduce risk assessment of a venturous organizational teaching behavior, and consequently put the organization at stake. The environmental examinations with the purpose of formulating strategy for organizations might considered as a way for preserving the competitive situation by teaching.

3. TEACHING PLAN

Learning models are playing an increasingly greater role in the study of labor markets, but there is the impression (Baker et al., 1994, 139; Gibbons and Waldman, 1999, 258) that more work that is empirical is needed for better evaluation of the relevance of comprehensive human capital theories in explaining teaching and careers in organizations. Some of the research in this area assumes observed and unobserved ability interact and affect managerial decisions. For example, formal education can be a signal of hidden innate ability (Salop and Salop, 1976, 182; Spence 1976, 197). Hidden ability (Gibbons and Waldman, 1999, 211) increases the rate of human capital accumulation with labor experience, or it provides new capabilities (Farber and Gibbons, 1996, 91) from those acquired through education and training. Other research demonstrates the need to design short term performance based on incentives, taking into account that high powered incentives may distort the information content of the output about the hidden ability of the employee, introducing career concerns (Holmstrom, 1982, 83; Gibbons and Murphy, 1992, 452; Andersson, 2002, 351; Auriol et al., 2002, 45) in the design of incentives. Finally, the labor market may distort because employees, aware of the signaling effect of the outcome of their decision. For example, on the decision whether to promote them can act strategically in

choosing which projects to implement (Chevalier and Ellison, 1999, 273), or in preparing to earnings forecasts (Hong and Kubik, 2003, 27). On the other hand, employers reveal information about the ability of workers when making job assignments, because this may increase salaries with retained workers and the employers (Waldman, 1990, 83; Bernhardt, 1995, 61; Gibbons and Waldman, 1999, 67) may strategically delay job assignments.

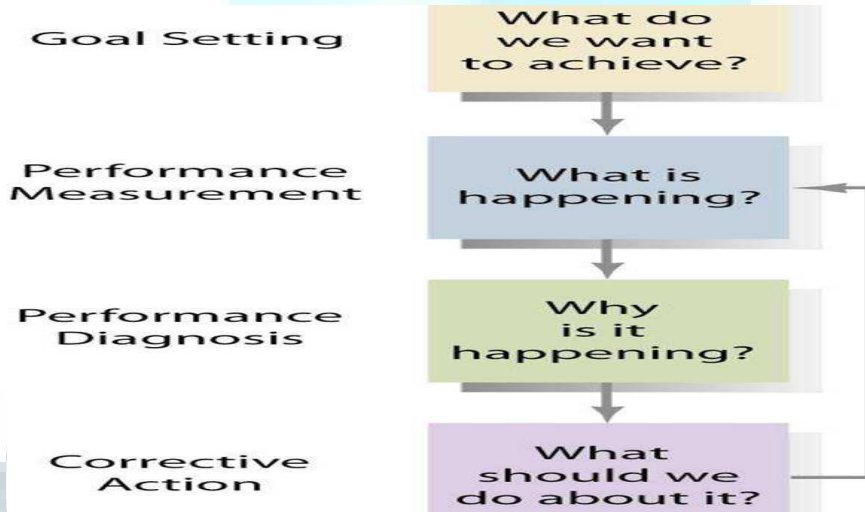
This paper contributes to this field of study by providing a new prediction for and empirical evidence of the relevance of learning about hidden ability in explaining work assignments and wage formation in hierarchical organizations. One of the earliest empirical supports for learning theory comes from the evidence that teaching dispersion is higher for employees with more work experience and more years of schooling (Mincer, 1974, 384). Learning enables better matching of employees to jobs over time and, therefore, the observed dispersion of salaries should converge with the true dispersion of hidden ability among employees that enter the job market at the same time (Harris and Holmstrom, 1982, 37). According to organizational teaching, the promotion will occur when the organizational teaching management estimated ability is equal to or exceeds the minimum level required for the new job. In those models, time is a discrete variable. Under continuous time, one would expect organizational teaching managers that just been promoted to have the minimum ability required for that hierarchical level. In teaching organization, where a teaching plan exists, the preparation of the strategic plan may driven by external forces. The most obvious of these are the requirements of external agencies providing funding for either start up or expansion. The form of the plan (Mason and Stark, 2004, 374) may vary between the agencies but the strategic plan is the minimum document required by any financial source (Kuratko, Hodgetts2004, 296). In addition to its role in teaching funding, the teaching plan may serve as a strategic planning document for the teaching, a plan to guide the teaching and serve as a basis for taking strategic decisions and it may serve as a subsequent monitoring device (Deakins, 2003, 329).

In view of its perceived ongoing value to the small teaching, it might expect that strategic plan would be a feature of many, if not most, teaching organization (Feghhi farahmand, 2005, 461) on the other hand, by coupling teaching with customer service recovering satisfaction. Therefore, in a world of perfect information, the teaching strategy and organizational teaching management would provide sufficient statistics about their respective ability and no dispersion of teaching plan would observe within organizational teaching positions. Learning models study the dispersion of teaching strategy when information about innate abilities is imperfect but can improved over time. To simplify the exposition, first assume that formal teaching strategy and teaching plan experience do not produce ability, although can provide a signal that provides information about the innate ability of organizational teaching management, the only attribute that determines differences in expected ability across workers. Each period of expected innate ability of organizational teaching management is updated using new information in terms of on the teaching performance.

4. STRATEGIC TEACHING CHALLENGES

Teaching characteristics provides empirical evidence that appears to contradict this stylized fact, because find that the teaching dispersion of the managers in research sample decreases with work experience and increases with job tenure. In other words, within the current job, teaching dispersion decreases with work experience in previous jobs and increases with tenure of the current one. This result as evidence that workers enter a particular job a hierarchical position with similar expected abilities, equal to those required to perform the job, but with different levels of precision in the estimation. In the new hierarchical position, learning continues but at a rate that inversely related to the information available about the worker's ability at the time of promoted. Precision in the estimated ability at the time of assigned to a new job increases with the worker's formal education and work experience at that moment in time. Previous empirical research has found a positive association between teaching strategy variables and organizational teaching, with and without controlling for organizational teaching management positions. Because education and experience come into decisions about organizational teaching management assignments, introducing these variables into a teaching model reduces the explanatory power of teaching plan. There is also evidence of a positive association between teaching plan dispersion and teaching experience. The evidence is consistent with the way organizational teaching management learn about the hidden abilities of workers over time, so workers are progressively sorted into jobs whose productivity closely matches the distribution of abilities in the respective cohort as Figure 1.

FIGURE 1: STRATEGIC TEACHING CHALLENGES



The reason for this is that formal education helps improve the process of sorting workers into jobs when they enter the labor market, and greater experience implies more previous performances, which subsequently reduces the noise of the information used to infer ability. When teaching dispersion estimated across job positions, the variance of teaching reflects the dispersion in beliefs about the distribution of the hidden ability of workers in those jobs. Older workers will be better match to jobs and dispersion of salaries across jobs for workers at a given age will increase with age. Within jobs, however, observed salaries correspond to the estimated ability required for those jobs and the teaching dispersion, observed that inversely reflects the precision with which such estimation made. If the teaching dispersion within a job decreases with the information available at the time of entry, there is evidence that employers learn about the hidden abilities of individual workers (Feghhi farahmand, Nasser, 2003, 455). A few tactical actions for implementation (Mason and Stark, 2004, 205) can make the challenge simpler and provide leadership that is as follows (Feghhi farahmand, 2004, 358):

- 1) Organizational teaching supporting: Obtain support from the board of directors, because an organization is total teaching efforts must begin at the very top and begin with the board of directors. One method of obtaining their support is to conduct a teaching survey among them that such questions could include:
 - Has an estimate been made of the cost of poor teaching?
 - What measures using to judge teaching?
 - What are current teaching performance levels?
 - How does your teaching of customer satisfaction compare with competitors?
- 2) Organizational teaching preparing: Prepare teaching action plan and answers to these and other questions will provide valuable insights into the existing corporate culture and indicate the organization's readiness for adopting teaching. A teaching action plan based on the survey feedback should formulate by the top management and communicated at every board meeting.

3) Organizational teaching visionary: Vision and mission statement of teaching and develop a vision or mission statement if the organization does not have one already. The key to the initial adoption of teaching is continuous communication of the vision within a comprehensive communication plan.

4) Organizational teaching visionary training: Train senior management in teaching, because organization with successful teaching cultures start by training and educating senior management, followed by all employees that the establishment of teaching teams is a top priority.

5) Organizational teaching participating: Establish a top-level teaching committee, because an essential ingredient for success is a senior teaching committee, which provides leadership in teaching and stimulates cultural change. This should be chaired by the CEO and comprise the entire senior management team and the individual responsible for teaching.

Depending on the size and structure of the organization, these committees can establish within operating divisions, functional group or by geography. The responsibilities of a senior teaching committee can include (Feghhi farahmand, 2004, 398):

- Establishing strategic teaching goals with allocating resources,
- Sanctioning teaching improvement teams by reviewing key indicators of teaching,
- Estimating the cost of poor teaching with ensuring adequate training of employees,
- Recognizing and rewarding individual and team efforts

6) Organizational teaching conducting: Conduct a customer satisfaction survey that it sponsored by the top management to send a clear message throughout the organization that teaching linked to customer satisfaction. The senior executives should then present the results to all employees that detailed strategies for improving customer satisfaction can devised and communicated.

7) Organizational teaching goal setting: Set goals for teaching and customer satisfaction. The results of the customer satisfaction survey lead the senior management to establishing a set of teaching goals. Although the whole organization can provide input to this task, the setting of goals is part of management's leadership responsibility. These goals must manage and communicate via the senior teaching committee.

8) Organizational teaching performance: Incorporation performance in management teaching system with financial performance rewards teaching improvement goals incorporate into executive management compensation models to help achieve the desired teaching results.

The combination of two concepts of organizational teaching and strategy engenders the new concept of strategic organizational teaching. In order for the strategies to be formulated based on the strategic organizational teaching, these two elements should be addressed in a single matrix. For achieving a strategic organizational teaching model, organizational teaching should placed along one column from low to high and the prioritization of the internal and external affairs should be inserted on the row of matrix. The main feature of the model was the organizational teaching-based strategy preparation.

5. ORGANIZATIONAL TEACHING

Organizational teaching can assessed for each type and level of organization. Organizational teaching includes a learning process, and implicates the ability to solve and learn from the problems and difficulties (Deakins & Free, 1998, Kotha, 2010). Organizational teaching takes three forms of corporate organizational teaching, intra-corporate organizational teaching, and independent organizational teaching. Various definitions have presented for corporate organizational teaching the corporate organizational teaching as a process for development of products or the new markets. The corporate organizational teaching embraces all the attempts for increasing the number of competitive privileges of an organization via innovativeness, meaningful modifications, and balancing the competition in industry. In order to assess the extent of competitiveness in organizations, the aspects of risk taking capability of organization, the creativity in the organization, diligence of staff should considered (Ferreira, 2002). Coordinately, for appraisal of corporate organizational teaching different factors could suggest. Each model emphasizes different dimensions, however, all of them have consensus upon three factors of organizational creativity, proactive ness, and innovation.

6. STRATEGIC TEACHING PLANNING

A large number of researchers have recognized organizational teaching as amalgamate of the concepts of innovation, risk taking, and aggressive competitiveness and persistence (Aktan & Bulut, 2008: 69). Strategic teaching implicates setting long-term objectives for an organization, and choosing a set of actions and allocating necessary sources for accomplishing the established objectives (Chandler, 1962). All the organizations, from the commencement of their activity adopt a strategy. Even though the strategy revolves around daily actions, belongs to an teaching strategy, or was controlled unofficially, a proper strategy formulation can be of sizable effect on the development and prosperity of the organization (David, 2003, Agarwal, Rajshree, Audretsch, David, and Sarkar, 2010). Put differently, strategy presents the principal objectives, policies, and a chain of organizational actions in the framework of a coherent set (Quinn, 1999). Disparate models have proposed for strategy formulation in organizations (e.g. models of Rubin (1988) and Nutt (1984)) in recent years. It should be mentioned that the current of modeling have moved from simplicity and bi-dimensionality toward multi-dimensionality, complicity, and more practicality.

Therefore, the focus of the models has been on strong and weak points, external opportunities and threats for an organizational teaching. However, it can learn from the models that all of them could be of help for putting the organization in a perfect position regarding competitive situation of market by taking the variables of the environment into account. Despite environment is an indispensable part of strategy and considered, as threats and opportunities in strategy designing, organizations and industrial firms do not devote the same amount of attention to the environmental examination in the strategy formulation. Many organizations give priority to the inspection of the industrial, national, and international environment. On the contrary, some of the institutions lean toward interior affairs rather than external ones (Ebrahimpour, Khalili and Habibian, 2011). Thus, giving priority to internal or external affairs was chosen as the second variable for achieving strategic situations and strategy formulation model i.e. prioritization of internal or external affairs in the environmental examination provides a matrix for outlining strategic situations as teaching strategy. There are some problems in general or in particular in the organizations, especially in those, which are pioneers of strategic programming and new managerial methods.

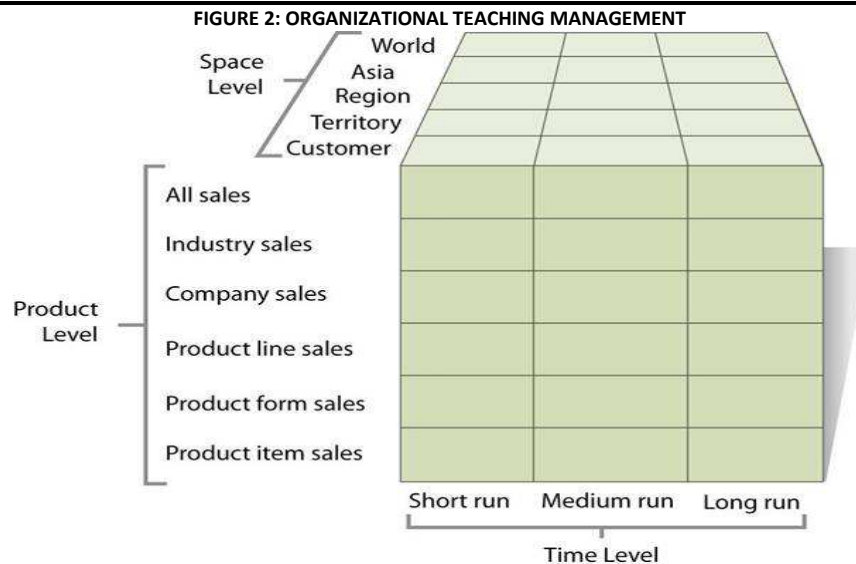
The requirements of organizations for employing new and solid ways in strategy formulation, the status of corporate organizational teaching in industrial organizations, the necessity of prioritization of internal or external affairs in the environmental examination at the same time, and the difficulty of organizations is faced in describing the strategic situations and strategy formulation.

Sample teaching plans and teaching plan templates can help to develop a professional document that will serve as a tool to convince others of organization venture's potential for success.

7. ORGANIZATIONAL TEACHING MANAGEMENT

Organizational teaching management are able to provide organization with access to materials that can tailored to organizational needs; all it takes is a visit in person, a phone call or an email. Organization may even choose to use web-based teaching plan applications or purchase software to help organization prepare plans and forecasts. The mainly qualitative evidence available to date suggests that strategic plan within teaching organization is an activity of a minority, as highlighted that few small teachings use strategic planning (Woods and Joyce, 2003, 183). There may be a number of reasons for the lack of teaching strategic plan. Historically the typical organizational teaching management has tended not to pursue higher levels of education or to take formal teaching training. When beginning the research phase of organization plan, keep in mind that there is a lot of information out there, especially online, but not all of it is accurate. It is always important to consider the source of any information organization gather; research is only valuable to you if it is factual. Avoid letting unreliable sources tell you what organization want to hear. If organization comes across information that organization, find useful.

There are various, excellent organization market research tools that are available online. Teaching and Industry Canada both offer market research and statistics resources. If organizational teaching has trouble piecing research together to paint an accurate picture of organizational teaching, try brainstorming with a skilled professional is necessary as Figure 2.



Hence, there are two possible reasons why organizational teaching management tends not to plan (Chell, 2001, 67) that they are emotionally unsuited to it. They think and act intuitively and they are simply unaware of the various tools, which would enable them to plan systematically. Indeed, the limited awareness amongst strategic plan of the tools associated with the practice of strategic management has been organized (Woods and Joyce, 2003, 284). A further constraint, likely to restrict strategic plan, is that they may not have sufficient financial information to prepare a formal plan. For example, at the lower end of the size range of organization with less than 10 employees, only 33 percent regularly calculate profits to monitor their organization's performance (Nayak and Greenfield, 1994, 227). A lack of formal organizational teaching management planning may also relate to the fact that small organizations are just too busy surviving to take time out to plan ahead whilst others might argue the environment in which operate is so turbulent there is little point in planning ahead (Westhead and Storey, 1996, 197). A lack of formal strategic plan among teaching organization does not necessarily mean that organization badly managed. It does, suggest that much organizational teaching management miss the opportunity to consider the overall direction of the teaching and management decisions may be made based on poor information.

Further, if organizational teaching management strategic plan is an important component for teaching success, advice agencies might find it useful to identify the characteristics of those managers who are most receptive to the strategic plan idea.

The characteristics of the organization and teaching development strategies hereafter termed teaching strategy, influencing teaching behavior, which might used to inform analysis of the determinants in teaching organization. Organization characteristics controlled out of analysis in order to focus our attention on organizational teaching management variables. Only the environmental characteristics, describe the backgrounds of the managers rather than their personality traits. Of course, the two components on which attention focused related to one another and the individual variables grouped within each category do themselves show a high degree of interdependence (Storey, 1994, 65). Nevertheless, the two components and the individual variables provide a useful conceptual framework within which to interpret the determinants of strategic plan within the teaching organization.

8. ORGANIZATIONAL TEACHING MANAGEMENT STEPS

Organizational teaching is a term derived from a with the meaning of undertaking some work. This phrase has a long record in business. The most well known definition of the word is to create value by innovation (Cool, 1946; Cooper, 1946; Draker, 1985; Schumpeter, 1951). Miller (1983) defines organizational teaching by using phrases such as risk taking and basic innovativeness in production. The organizational teaching activities encourage the firms to develop a new business for raising the profitability.

1) Organizational teaching management ability: The innate ability of organizational teaching management and setting involving overlapping generations where there is a shared belief that the innate ability of teaching management for each generation is distributed among the population. Organizational teaching management can increase their ability over time through formal education, schooling, and experience and in job training. To simplify the exposition, assume that investment is constant for every period but can be different in the period of organizational teaching management.

2) Organizational teaching management productivity: The productivity of a organizational teaching management with ability. It takes place in multi-level organizations and workers assigned to hierarchical levels in accordance with their estimated organizational teaching management ability. The organizational teaching management has hierarchical levels where top management corresponds to first level. the minimum ability required to be assigned to hierarchical level, and normalize the productivity of the organizational teaching management on the basis of the minimum productivity needed to be placed at the lowest hierarchical level of the organizations.

3) Organizational teaching management information: In accordance with learning models (Altonji and Piarret, 2001, 651; Farber and Gibbons, 1996, 155), the teaching managers and employees know all parameters except the innate ability of a particular worker. The innate ability can inferred, however, from informative signals provided by formal education and work experience. It provides signals, for example grades g that is public knowledge and imperfectly correlated with organizational teaching management ability. To simplify the exposition, assumed that the noise variables of the two signals, education and work experience, are related.

4) Organizational teaching managers: Teaching managers update their beliefs about the expected ability of organizational teaching taking into account all public information accumulated.

Clear guiding ideas and principles concerning teaching and organizational teaching as well as a comprehensive, company-wide realization model for organizing the ideas is not enough for getting teaching happen. Practical means, tools, methods, etc., especially relevant management methodology, are available to get the approach concrete in practice. For this purpose, a collection of management tools has created at organizations. Some of these tools have created and maintained by teaching experts. The basic steps of strategic plan development (Storey, 1994, 365) that they are suitable for all of organizations are as follows (Feghhi farahmand, 2004, 428):

1) Organizational teaching purpose: For develop strategic plan to strengthen the organization's customer related, operational, and financial performance.

2) Organizational teaching scope: The strategic plan should include both short-term and long-term goals and plans and a method to ensure that the plan deployed and adhered to should be part of the management review procedure throughout the organization.

3) Organizational teaching responsibilities: The chief executive usually has control of these developments, deployment, improvement processes and all executive management should be personally involved in these processes.

4) Organizational teaching procedure: The procedure should include the description of the timetable for strategy and strategic plan development including of how the development considers (Feghhi farahmand, 2004, 298):

- Customer requirements, expectation, expected changes, the competitive environment, financial, market, technological, societal risks, company capabilities, human resource, technology, research, development and supplier an/or partner capabilities.

- A description of how information and company level data related to teaching, customers, operational performance, and relevant financial data are collected, analyzed, and integrated into the strategy development should be included in this procedure.

- A description of how the strategies and plans translated into actionable key teaching drivers i.e. those things the company must do well for the strategy to succeed should be included.

- A description of how the teaching plan, together with the key teaching drivers, deployed throughout the organization should be included. Describe how they translated into actions. This includes reviews to ensure that the teaching processes support the teaching plan.

5) Organizational teaching continuous improvement.

6) Organizational teaching procedures: Within an organization, there must be a constancy of purpose, an alignment or unification of goals, and consistency of processes, actions, information and decisions among organization units in support of these goals. Since the strategic plan is one of the primary documents describing these goals, it influences all teaching processes in the organization. It directly has relation with management review, customer satisfaction measurement and lists all job instruction related to this procedure (Nayak and Greenfield, 1994, 168).

7) Organizational teaching system: Management responsibility, document and data control, corrective and preventive action, handling, storage, packaging, preservation and delivery, control of teaching records, internal teaching audits, training, statistical techniques, continuous Improvement, manufacturing capabilities (Feghhi farahmand, 2004, 371).

Consequently, organizational teaching is a concept that developed from a small enterprise to the large and complicated organizations and governmental systems. To sum up, organizational teaching comprises creating opportunities and making use of them, risk-taking actions, innovative act, outlooks about the future, and setting value (Jahangiri & Mobaraki, 2009). Organizational teaching considered as a multilateral process that applied in various organizations. Inasmuch as, nowadays, the term of organizational teaching used in the private sector, it should not viewed merely from the profit making perspective (Zampetakis & Moustakis, 2010). Stiff competition among firms and organizations, decrease of the traditional managements' efficiency in this field, and fast growth of small firms led the organizations to attach a specific significance to innovation, because they found innovation as the only way to survive in the competition field. The major assumption, which is the basis of corporate organizational teaching notion, is that corporate organizational teaching is a behavioral subject, and all organizational teaching are located along a continuum highly teaching. The teaching organizations are risk taking, innovative, and proactive. On the opposite side, the conservative firms are risk-adverse, less innovative, and passive or reactive. The position of a teaching organization on this continuum depends on its teaching strategy. In today's fast-paced changes, most of the large teaching organization lost their teaching plan for continuing their activities. As teaching organization grows fast, they may lose their flexibility and innovativeness due to size and success. As a result, organizations recommended employing corporate organizational teaching for survival of these dynamic industrial environments (Echols & Neck, 1998). The entrepreneurial organizations by having substantial and gradual innovations as the strategic importance for competitiveness of the teaching organization and tactical importance for its process have high commitments (Herbert & Brazeal, 2000). It should mention that, corporate organizational teaching principles are not limited to the profit-making organizations and private sector and the same processes. (Cronwall & Perlman, 1990).

9. CONCLUSION

Empirical evidence organizational teaching this hypothesis can interpreted in support of the learning theory as long as assumed that, at the time workers are hired, employers cannot observe other variables. Empirical evidence showing a positive association between teaching dispersion and strategic plane has also interpreted as evidence supporting learning theory (Murphy, 1986, 314; Foster and Rosenzweig, 1993, 28; Baker et al., 1994, 114; Poppo and Weigelt, 2000, 72). This study shows that teaching dispersion can increase with strategic plan for reasons other than learning, suggesting that explanations that are more robust needed. However teaching dispersion decreases with experience before entering the strategic plan is more difficult to explain using alternative theories (Feghhi farahmand, Nasser, 2002, 515). The paper also contributes to the existing literature through a new two equation empirical model, one for the level of teaching and another for conditional dispersion, in order to test the theoretical predictions. The methodology based on Harvey approach (Harvey, 1976, 297). Although main interest lies in the dispersion equation, certain insights also provided into the return on job human specific capital and the question of whether innate and acquired abilities interact in determining the productivity of teaching strategy at a given moment in time. The goal of teaching plan, i.e. teaching excellence reached through innovative management and leadership practices. In order to realize teaching plan objectives in all parts of the company and at all levels of teaching and teaching management, an organization-wide management structure, a leadership infrastructure framework has defined. The framework originally created covers all organization functions in a natural and flexible manner and covers the following levels of the organization:

- The organizational teaching strategic level: Where decisions made by the general manager of the teaching unit and the other top teaching leaders, and measures undertaken concerning the entire particular teaching and especially the future competitiveness of the teaching and management of the whole teaching system are addressed. The teaching system is composed of the interrelated operational teaching processes. Very often in corporations, there are different teaching areas that may be at different development stages. All these need different strategic teaching plan approaches but they may operate within one corporate culture.

- The organizational teaching operational level: Where decisions and measures daily management made and undertake products and services realized in real time for customer needs, just now and here. Responsible person is the process owner.

- The organizational teaching management level: Where the personal contribution of each organizational teaching management including, the top management provided in natural working environments.

Over the years, the model has also been able to accommodate efficiently various organizational changes as well as various new emphases in the teaching and in teaching thinking. This has made it possible to develop organizational teaching management in a more sustained manner than based on the formal organizational structure and continually depending on numerous organizational changes.

This framework utilizes the most exemplary international ideals and is based on what has been learnt over decades e.g. with teaching partners. There are no distinct teaching management systems in use at organizations, and nor should there be anything of the sort, as the aim is that organizational teaching management is an integrated part of teaching. Indeed, teaching management system is also in general e.g. in the recognized teaching standards understood as a concept for systematic approach or mental system but not as a distinct, physical system. Teaching excellence for teaching plan includes also tools for financial, human resource, and risk management, as well as technology management, acquisitions and marketing. When information is available, the conditional expected teaching management system estimated by controlling the job positions of teaching management.

However, the implications for the conditional variance of teaching management system, information about teaching strategy have yet empirically explored. The main purpose of teaching strategy is to extend previous learning models by investigating within job teaching when the job position represented by the hierarchical level of workers in organizational teaching for teaching.

From organizational teaching management where innate abilities assumed to be organizational knowledge, which can view as alternatives to the learning theory.

10. REFERENCES

1. Altonji, J.G. and C.R. Pierret (2001), Employer Learning and Statistical Discrimination, *The Quarterly Journal of Economics*, 116.
2. Andersson, F.(2002), Career Concerns, Contracts, and Effort Distortions, *Journal of Labor Economics*, 20.
3. Antoncic B & Hisrich R.D. (2004)", Corporate teaching contingencies and organizational wealth creation", *Journal of Management Development*, Vol, Vol. 23, No. No. (6), pp. pp. 518- 550.
4. Auriol, E., F. Guido, Pechlivanos (2002), Career Concerns in Teams, *Journal of Labor Economics*, 20.
5. Baker, G., Gibbs, B. Holmstrom (1994), The Wage Policy of a Organization, *The Quarterly Journal of Economics*, 92.
6. Barkham, R, Gudgin, G. (1996), *The Determinants of small Organization Growth*. London: Jessica Kingsley.

7. Barringer, Bruce R And Bluedorn, Allen C.(1999), The Relationship Between Corporate Teaching And Strategic Management, *Strategic Management Journal*, *Strat. Mgmt. J.*, 20: , 421–444.
8. Bauer, T.K. and J.P. Haisken-DeNew (2001), *Employer Learning*, *Labour Economics*, 8.
9. Becker, G.S. (1964), *Human Capital*, New York: Columbia University Press.
10. Bernhardt, D.(1995),Strategic Promotion and Reward, *Review of Economic Studies*, 62.
11. Blaug, M.(1976), The Empirical Status of Human Capital Theory, *Journal of Economic Literature*, 14.
12. Blaug, M.(1992), *The Economic Value of Education*, Edward Elgar Publishing Limited.
13. Bolton, B and Thompson J (2000) *Teaching, Talent, Temperament and Technique*. London: Butterworth Heinemann
14. Bridge, S. O'Neill, K and Cromie S (1998) *Understanding Enterprise, Teaching and small Teaching*. London: Macmillan Teaching.
15. Burns, P. (2001) *Teaching and small Teaching*. Basingstoke: Palgrave.
16. Bygrave, W., *The Portable MBA in Teaching*, N.Y: John Wiley & Sons Ashmos,D.P.&Duchon,D.(2000),spirituality at work: definitions, measures, assumptions, and validity clamims, paper presented at the academy of management, Toronto.
17. Cappelli, P. and W.F. Cascio (1991), Why Some Jobs Command Wage Premiums, *Academy of Management Journal*, 34.
18. Chell, E. (1985) The Entrepreneurial Personality: A Few Ghosts Laid To Rest, *International small Teaching Journal*, 3
19. Chell, E. (2001) *Teaching: Globalization, Innovation and Development*. London: Thomson Learning.
20. Chell, E. Haworth, J. and Brearley, S. A. (1991) *The Entrepreneurial Personality*. London: Rutledge.
21. Chevalier, J. and G. Ellison (1999), Career Concerns of Mutual Fund Managers, *The Quarterly Journal of Economics*, 114.
22. Conyon, M.J., I.P. Simon, and V.S. Graham (2001), Corporate Tournaments and Executive Reward, *Strategic Management Journal*, 22.
23. Cornwall, J. R., and Perlman, B. (1990). *Corporate teaching*. Homewood, IL: 17 Boston-Irvin.Deakins,D, & Freel,M.(1998)entrepreneurial learning and the Growth process in sme s, the learning orgnization:144-55 white rose centre for excellence in teaching and learning of enterprise.
24. Curran, J. and Blackburn, R. (1994) *Teaching planning and Local Economic Networks*: London: Paul Chapman.
25. David, F. A. (2000). *Strategic management* (Translated by A. Parsian & M. Araabi). Tehran: Cultural Researches Office, Vol. 1, 4th edition.
26. Deakin, D. and Freel, M. (2003) *Teaching and Teaching planning*. London: McGraw Hill.
27. DeGroot, M.H.(1970), *Optimal Statistical Decisions*, New York: McGraw-Hill.
28. Dimitratos P et al.(2004),” The relationship between teaching and international performance: the importance of domestic environment”, *International Teaching Review*, Vol. 13, pp. 19-41.
29. Enrahimp-pour, H., Khalili, H., & Habibian, S. (2011). The investigation of relationship between strategic management and teaching. *Management Researches*, No. 11.
30. Entrialgo M et al.(2000),” Linking teaching and strategic management: evidence from Spanish SMEs”, *Technovation*, Vol. 20,pp. 427-436.
31. Ergün Ercan et al.(2004), “Connecting The Link Between Corporate Teaching And Innovative Performance”, *Global Teaching and Technology Association Annual Conference Proceedings Book*,pp.259-265, July, Cape Town.
32. Eriksson, T.(1999), Executive Reward and Tournament Theory, *Journal of Labor Economics*, 17.
33. Farber, H.S. and R. Gibbons (1996), Learning and Wage Dynamics, *The Quarterly Journal of Economics*, 111.
34. Fegghi Farahmand, Nasser (2001), *Executive Management Process*, Islamic Azad University, Tabriz Branch, Iran, pp 99-313.
35. Fegghi Farahmand, Nasser (2003), *Permanent Management of Organization*, First edition, Frouzesh Publication, Tabriz, Iran, pp 60-483.
36. Fegghi Farahmand, Nasser (2003), *Strategic Structure of Organization Management Process*, Forth edition, Islamic Azad University, Tabriz Branch, Iran, pp 11-245.
37. Fegghi Farahmand, Nasser (2005), *Strategic Management of Organization*, First edition, Frouzesh Publication, Tabriz, Iran, pp 35-598.
38. Fegghi Farahmand, Nasser (2009), *Organization Strategic Plan compilation*, First edition, Frouzesh Publication, Tabriz, Iran, pp 14-289.
39. Fegghi farahmand, Nasser (2011), *Active and Dynamic Management of Organization*, Second edition, Frouzesh Publication, Tabriz, Iran, pp 27-510.
40. Fegghi Farahmand, Nasser (2011a), *Technology Management of Organization*, Second edition, Frouzesh Publication, Tabriz, Iran, pp 11-458.
41. Foster, A.D. and M.R. Rosenzweig (1993), Information Learning, and Wage Rates in Low-Income, *The Journal of Human Resources*, 28.
42. Fry, L. W., Vittucci, S., & Cedillo, M. (2005). *Spiritual leadership and army transformation: Theory measurement, and establishing a baseline*, *The Leadership Quarterly* 16, 835–862.
43. Fry,L.W.(2003)Toward a theory of spiritual leadership, *TheLeadership Quarterly*, Vol.14 pp.693-727 .
44. Garicano, L.(2000),Hierarchies and the Organization of Knowledge in Production, *Journal of Political Economy*, 108.
45. Gerhart, B. and G. Milkovich (1990), Organizational Differences in Managerial Reward , *Academy of Management Journal*, 33.
46. Gibbons, R. and K. Murphy(1992),Optimal Incentives Contracts in the Presence of Career Concerns, *Journal of Political Economy*, 100.
47. Gibbons, R., and M. Waldman (1999), A Theory of Wage and Promotion Dynamics, *The Quarterly Journal of Economics*, 114.
48. Greene, W.H. (1998), *Econometric Analysis*, Prentice-Hall International Limited.
49. Greenwald, B.C. (1986), Adverse Selection in the Labour Market, *Review of Economic Studies*, 53.
50. Harris, M. and B. Holmstrom (1982), A Theory of Wage Dynamics, *Review of Economic Studies*, 49.
51. Harvey, A.(1976),Estimating Regression Models with Multiplicative Heteroskedasticity, *Econometrica*, 44
52. Holmstrom, B.(1982),Managerial Incentive Schemes, Reedited in *Review of Economic Studies*,66.
53. Hong, H. and J.D. Kubik (2003), Analyzing the Analysts, *Journal of Finance*, 58.
54. Ireland R. Duane, Cowin Jeffrey G. and Kuratko Donald F.(2009), *Conceptualizing Corporate Teaching Strategy*, Baylor University, *Teaching Theory and Practice*, pp. 1042-2587.
55. Juhani Anttila, M. Sc. (2009.), *Teaching-Integrated Teaching Approach In Sonera Corporation The Third International Conference on Teaching Management*, , Academician IAQ, Integration,Sonera Corporation, Finland
56. Khanka, S(2003), *Entrepreneurial Development*, New Delhi: Chandan Company Ltd.
57. Kirby, D. A. (2003) *Teaching* McGraw Hill Educational, Maidenhead
58. Koratco, D. Of., & Richard, M. H. (2004). *Current view on teaching* (Translated by E. A. Mehrabi, & Tabraei, M.). Mashhad: Ferdosi University of Mashhad Publications, 1st edition.
59. Kotha, Suresh(2010), spillovers, spill-ins and stragegice enterpreneurship: America's first commercial jet airplane and boeing s ascendancy in cimmercial aviatin, *Strategic Teaching Journal*, J., 4: 284–306.
60. Kuratko D F and Hodgetts R M (2004) *Teaching: Theory, Process, Practice* Mason, Ohio: Thomson South Western.
61. Lazear, E. and S. Rosen (1981), Rank Order Tournaments as Optimum Labour Contracts, *Journal of Political Economy*, 89.
62. Leonard, J. (1990), Executive Pay and Organization Performance, *Industrial and Labour Relations Review*, 43.
63. Mason, C and Stark, M. (2004) What Do Investors Look For In A Teaching Plan, *International small Teaching Journal*, 22.
64. Mincer, J. (1974), *Schooling, Experience, and Earnings*, New York, Columbia University.
65. Murphy, K.J.(1986),Incentives, Learning, and Reward, *Journal of Economics*, 17.
66. Naffziger,D. Kuratko, D.(1991)An Investigation Into The Planning In small Teaching', *Journal of Teaching and Teaching*, Fall.
67. Nayak, A and Greenfield, S. (1994) *The Use Of Management Accounting Information, Finance and the organization*, pp. 182-231, London: Rutledge.
68. North, J., Blackburn, R and Curran, J. (1997) *Reaching small Teaching: and Enterprising Futures*, pp. 121-135, London: Paul Chapman.
69. Novos, I.E.(1992),Learning by Doing, Adverse Selection, and Organization Structure, *Journal of Economic Behavior and Organization*, 19.

70. Ortín-Angel, P. and V. Salas-Fumas (1998), Agency Theory and Internal Labor , *Journal of Economics and Management Strategy*, 7.
71. Ortín-Angel, P., and V. Salas-Fumas (2002), Reward and Span of Control in Hierarchical Organizations, *Journal of Labor Economics*, 20.
72. Perry, S.C (2001) Business and the Failure of small Teachings in the US', *Journal of small Teaching Management*, 39.
73. Poppo, L. and K. Weigelt (2000), A Test of the Resource-Based Model Using , *Journal of Economics and Management Strategy*, 9.
74. Rosen, S.(1986),Prizes and Incentives in Elimination Tournaments, *American Economic Review*, 76.
75. Rue, L. and Ibrahim, N. (1998) Planning Sophistication and Performance in small Teachings, *Journal of small Teaching Management*, 36 .
76. Sahlman, W. A. (1997) 'How To Write A Great Teaching Plan', *Harvard Teaching Review*, July-August, 98.
77. Salop, J. and S. Salop (1976), Self-Selection and Turnover in the Labor Market, *The Quarterly Journal of Economics*, 90.
78. Sattinger, M.(1975),Comparative Advantage and the Distribution of Earnings, *Journal of Economic Literature*, 43.
79. Schwenk, C. R. and Shrader, C. B. (1993) Effects Of Formal Strategic Planning, *Teaching: Theory and Practice*, 17.
80. Smith, N. R. (1967) *The Entrepreneur and His Organization*. University of Michigan: Bureau of Teaching and Economic Research.
81. Spence, M. (1976), Competition in Salaries, Credentials for Jobs, *The Quarterly Journal of Economics*, 90.
82. Storey, D. J. (1994) *Understanding the small Teaching Sector*, London: Rutledge.
83. Storey, D. J., Watson, R. and Wyncarczyk, P. (1989) *Case Studies of 40 Business*,Research Paper 67, London: Department of Employment.
84. Stutely, R. (2002) *The Definitive Teaching Plan*, London: Financial Times Prentice Hall.
85. Topel, R. (1991), Specific Capital, Mobility, and Wages, *Journal of Political Economy*, 99.
86. Waldman, M.(1984),Job Assignments, Signaling and Efficiency, *Journal of Economics*, 25.
87. Waldman, M.(1990),Up-or-out Contracts: A Signaling Perspective, *Journal of Labor Economics*, 8.
88. Watts, H. D., Wood, A. M. and Wardle. P. (2003) Making Friends Or Making Things?, *Urban Studies*,
89. Westhead, P. and Birley, S. (1993) Employment in New Independent Owner Managed Organization, *International small Teaching Journal*, 13.
90. Westhead, P. and Storey, D. (1996) Management and Business Performance: Why is the Link So Weak? *International small Teaching Journal*, 14.
91. Westhead, P. and Wright, M. (1999) Contributions of Novice, Portfolio, Founders Located In Rural and Urban Areas, *Regional Studies*, 33.
92. Woods, A. and Joyce, P. (2003) 'Owner-Managers and the Practice of Strategic Management', *International small Teaching Journal*, 21.
93. Zahra, Shaker A., Rawhouser, Hans N., Bhawe, Nachiket(2008), Globalisation Of Social Teaching Opportunities, *Strategic Teaching Journal Strat. Teaching J.*, 2: 117-131.

REQUEST FOR FEEDBACK

Dear Readers

At the very outset, International Journal of Research in Computer Application and Management (IJRCM) acknowledges & appreciates your efforts in showing interest in our present issue under your kind perusal.

I would like to request you to supply your critical comments and suggestions about the material published in this issue as well as on the journal as a whole, on our E-mail infoijrcm@gmail.com for further improvements in the interest of research.

If you have any queries please feel free to contact us on our E-mail infoijrcm@gmail.com.

I am sure that your feedback and deliberations would make future issues better – a result of our joint effort.

Looking forward an appropriate consideration.

With sincere regards

Thanking you profoundly

Academically yours

Sd/-

Co-ordinator

ABOUT THE JOURNAL

In this age of Commerce, Economics, Computer, I.T. & Management and cut throat competition, a group of intellectuals felt the need to have some platform, where young and budding managers and academicians could express their views and discuss the problems among their peers. This journal was conceived with this noble intention in view. This journal has been introduced to give an opportunity for expressing refined and innovative ideas in this field. It is our humble endeavour to provide a springboard to the upcoming specialists and give a chance to know about the latest in the sphere of research and knowledge. We have taken a small step and we hope that with the active co-operation of like-minded scholars, we shall be able to serve the society with our humble efforts.

Our Other Journals

