

Module 12

Strategic Planning and Leadership

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Introduction

Globally, in last twenty five years, higher education and its institutions are considered as seed bed of knowledge generation. Global agencies and national government are investing huge amount of money so that through higher education, a repository of knowledge society would be created which would not only help grass roots people to solve their problems related to agriculture, food production, health, animal husbandry etc but also to create a socially-equitable empowered global society by giving equal opportunities to different sections of society to have access to different resources. Moreover, it has been found that in recent year's higher education has played a pivotal role in contributing towards nation economic growth, enhanced productivity, increase in innovation and technological capability. Global and national ranking of higher education institutions is now a part of global education policy making national governments realize that universities are centre of educational excellence wherein human resource are transform into knowledge workforce. That's why various smaller countries like Singapore, Taiwan, South Korea etc. are now partnering with prestigious global universities of the world and thus projecting themselves as the hub of higher education market (Altbach and Knight, 2007).

In recent years higher education has undergone significant changes with the change in the national and international educational policies, continued demand of skilled workforce, technological impact on society, growing economy, internalization of education, etc. (Bolden et al., 2012, Jones et al, 2012; Skilbeck 2001 cited by Joyce & Boyle, 2013 p. 2). With the emergence of the concept of "knowledge economy" and "knowledge workforce" on the global platform, it is driving the economy of most countries and thus fuelled the higher education sector to prepare workforce to serve such developments (Bolden et al., 2012; Thorp and Goldstein, 2010; Universities Alliance, 2010 Joyce & Boyle, 2013 p. 2).

India which has entered into the global market of higher education just few decades back and has tried to catch up with the global world. The statistics on higher education is a witness of it. As per the latest survey by Ministry of Human Resource Development (2016-17), India has almost 900+universities and 40,000 odd colleges with almost 11923 stand alone institutions of higher education institutions (ESAG, 2018). With such a large network of higher education institutions, it is probably the second largest system of higher education in the world. The total enrolment in higher education stands out to be 3.45 crores in the age group of 18-23 years with almost 89% of it are through face to face mode and rest 11% is through open and distance learning (ESAG, 2018). The gross enrolment figures out to be almost 25% which is much less than many of the OECD countries (EAG-OECD, 2018) but a quantum leap in last one decade. IITs, IIMs and AIIMs which are India's premier educational institutes which are handful in number prior to 2000s; there number has been increased over in last one decade with larger intake capacity. Central universities number has been increased to 48 and state universities are around 329 in numbers. With private participation in education sector, there is unprecented increase in number of universities; colleges and other technical and professional institutions. This has led to the growth of large scale educated manpower. Yet, as per the National Knowledge Commission Report submitted to Government of India in 2006, it was estimated that Indian needs almost 1500 universities to fulfill the educational aspirations of youth in the age group of 18-23 years. National Skill Development Council (NSDC) in one of its study conducted during 2010-14, indicated there is a massive gap between existing skilled manpower to required manpower and it projected that India needs 109.73 million skilled manpower by 2022 in various identified sectors (NSDC, 2015). Over the years, India has strengthen its base of knowledge economy, but still it requires highly skilled workforce in sectors like financial services, IT/ITeS, healthcare, pharmacy, biotechnology, space technology etc. The recent policy push by the national government for "Make in India" has made an environment in the country for the demand of high skilled knowledge workforce in high-end industries too. The higher education sector has the responsibility to be responsive to the demand arise from the global job market. Higher education should not only offer knowledge and skill based courses as institutions have to understand and accept that

passed out graduates of their institutions must be appropriately trained and equipped with Knowledge, Attitude and Skills (KAS) to meet the local, national and global challenges with eyeing on local and national needs (Pani, A., 2017). This will help not only to boost economy of the country but also help it to lead from the front in the global world in terms of knowledge workforce. In most of the higher education sector Vice-chancellor, Directors, Chairman, or Deans are the academic heads or leaders of the institutions or the departments. They are the ones who set the tone of academic culture in the institutions. They have the great responsibility of leading the institutions from the front. The success of the academic institutions rests on the academic leadership of the heads. Therefore it is necessary that academic or institutional heads should be visionary, dynamic, efficient, and have professional acumen. This is so even desired when higher educational institutions are operating in globalised knowledge society.

Leadership has always been recognized as paramount importance in any organizations. Organizational leaders like Tim Cook, Warren Buffett, Marry Bara, Sheryl Sandberg, Indira Nooyi, Steve Jobs, Jeff Bezos, Bill Gates etc have written their success stories by taking the company to new heights as Chief Executive Officer (CEO). Similarly, educational institutions like University of Oxford, University of Harvard, and University of Cambridge, Massachusetts Institute of Technology (MIT) etc are the top ranking global universities in the world because they are led by one of the best academic leaders at the top level or at the departmental level. Universities or any academic institutions are many way different from any other organizations. Higher education institutions are complex and the academic leader of the institution confronts many challenges on various fronts. On one hand, it has communities of cross-section of people constituting of teachers, administrative, technical and other supporting staff with a large volume of students and on the other hand, it has plethora of issues and problems arising out of these communities. Not only that, academic leader of the higher education institutions also have to cope up with external pressure surmounted by civil societies, government, industry and other stakeholders. This becomes more critical and forceful in the changing character of the traditional higher education institutions. So, at present higher education institutions requires academic leaders who can take up challenges, withstand pressure, responds to the responsibility of global world and most importantly led by example from the front. That's why while appointing Vice-Chancellor, Director, Chairman, Deans or Heads merely academic credentials will not suffice but one need to look into academic leader "*as the capacity to effect change and transform the vision into reality of accomplishing the stated goals*" (Pani, A. 2017 p.17). Let us look into what is Academic Leadership, skills for effective leadership and fundamental of strategic and transformational leadership.

Academic Leadership- Concept

Leadership is not defined by the exercise of power but by the capacity to increase the sense of power among those led. The most essential work of the leader is to create more leaders.

-Follet, 1942 (Cited by Joyce and Boyle, 2013 p. 1)

The literature related to leadership is enormous and there is no unanimity among the researchers about the concept of leadership. Since 1940s researcher are engaged in developing theories of leadership and each of the group of researcher took a different frame of reference for developing leadership theory and that's why leadership definition are emerged out of these theories. Initially, based on the traits of the leaders, trait theory was developed which continued for very long time, thereafter in 50s and 60s behavioral movement has strong influence and as a result leadership theory was developed on behavior and actions. Later on researcher looked at influence of environment and situations (contingency theory) on leadership and thus contingency theory was developed. In 1980s scholars explore transformational and transactional leadership which still continues. But most of the leadership theories and definitions emerged out of it are based on the studies conducted on corporate sectors, government organization and in defence area. Birnbaum(1989) noted that by that time there is hardly any studies on leadership that is being conducted on higher educational institutions. He further found out that to study leadership

in higher educational institutions is challenging as it has “*dual control systems, conflicts between professional and administrative authority, unclear goals, and other properties unique to normative, professional organizations*” (Tsend, A. 2000 p. 20). What Birnbaum and his associate researcher do, they carried out a longitudinal extensive study and developed leadership model a modified version of Bolman and Deal (1984) model taking bureaucratic, collegial, political, and symbolic processes in their interactions with organizations as dimension of the model which was used extensively by various researchers (Benezet, Katz, & Magnusson, 1981; Bensimon, 1989; Birnbaum, 1989, 1992; Brown, 1997; Cohen & March, 1974; Tierney, 1989 Cited by Tsend, A. p.24). Similarly Kouzes and Posner (1987, 1997) also developed a model based on the behaviors and activities of academic leaders. Their research ended with developing five dimensions of academic leaders *first-challenging the process; second-inspiring a shared vision, third-enabling others to act; fourth-modeling the way; and fifth-encouraging the heart* (Tsend, A. 2000, p.25).

But with the changing world and environment, leadership definition evolves. It moves from the one who ‘leads’ i.e. traits, abilities and power to one who can ‘influence others’ to ‘process of interaction between follower and leader’ to ‘working towards achieving shared goal by through an enabling environment’. Even today, in case of corporate sectors, government organization and others leadership can be defined but an organization like educational institution that too higher institution where complexities are more, role and responsibilities are not well defined and demarcated, core process are not well automated like corporate sectors, change and challenges are more, it is difficult to define leadership. But still, few definitions of leadership which is well received in educational institutions are as follows:

Leadership is the lifting of a man’s vision to higher sights, the raising of a man’s performance to a higher standard, the building of a man’s personality beyond its normal limitations (. Drucker, P. F, 1955).

Leadership is about articulating visions, embodying values, and creating the environment within which things can be accomplished (Richards & Engle, 1986)

Leadership is the ability of developing and communicating a vision to a group of people that will make that vision true (Kenneth Valenzuela, 2007)

Leadership is a process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve purpose. (Jacobs & Jaques, 1990)

Leadership is that process in which one person sets the purpose or direction for one or more other persons and gets them to move along together with him or her and with each other in that direction with competence and full commitment. (Jaques E. & Clement, 1994)

(Source: Kirimi, A. Barine, *Successful leadership eight principles you must know*, 2007, p.170)

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills. (Source: *Concepts of Leadership* retrieved from <https://ramergroup.com/wp-content/uploads/2017/09/Ramer-Resources-CONCEPTS-OF-LEADERSHIP.pdf> dated 26th January, 2019)

As Johnstone (2011) states that: “*the most-effective higher education Leadership would feature the ability to influence faculty as well as the ability to influence significant politicians - in combination with the authority to effect the desired changes*”(cited by Aida Sagintayeva, p.75)

Overview

Higher education of any country is responsible for creating knowledge for welfare of mankind. But this aspect has been changed in last two decades when knowledge has been transformed into knowledge economy and higher education in almost all the countries are driven by this concept. That’s why Higher Education institutions (HEIs) of today operating global market are facing stiff competitions among themselves. Higher Education Institutions are judged by the performance of the students, their

employability profile, impact of higher education institutions in countries research and development. The global ranking of universities are done on parameters like academic reputation (teaching and research), employer reputation, researches carried out by teachers and their citations etc. This has global ranking has created an atmosphere wherein only the best academic institutions will survive and rest will perish away. To create a best higher education institution, institution has to strive for an academic culture wherein best of the researches and teaching should be carried out by faculties, best of the curriculum should be develop by the institution so, that it provides cutting edge to the students enrolled in a programme or course which helps them to be easily placed in the job market. Unfortunately, most of the higher education institutions of today is suffering from two aspects: poor quality of faculties and poor quality of researches being carried out in the institutions. As a result, they are unable to attract students from across the world. The depleting number of students in higher education institutions and poor quality of teaching and research has put a huge pressure on higher education institutions to sustain them. Another area where higher education institutions are facing problems is the constant change in the academic policies of international organizations which has impacted the national policies. This change has created a flux in the higher education institutions and many of them are finding it taxing to survive themselves in the market of higher education. This can be easily overcome by an institution if it is led by a visionary leadership. All the premier institutions of the world has become premier not because of only they have good infrastructural facilities, great teachers, good students, huge financial resources but because they are being successively led by visionary academic leaders. An academic leader is normally the head of the institution who decides what would be the fate of the institution from ten years of now. What does it mean? If head of the institution vision that he/she has to make it a world class higher education institution which is known for its teaching, research and extension work, then he/she has to envision that to every stakeholders and they have to live this vision day in and day out. So, a leader who has the ability to translate the vision into reality by leading from the front is what required in higher education institution. Though, ample researches have been done on the type of leadership confined mostly to the corporate sectors but it has been found that it works equally well with higher education institutions. Thus any leader who is visionary, able to convince the people to share the vision, enabling others to act, show himself/herself as role model, and encourage and motivate the heart of others to accomplish the vision is a real leader. In higher education institution, vice-chancellor, Principal, Directors, Deans or Heads of the department are the leaders working at various levels and sub-levels. They are ones who are the academic leaders of the institution. What vision they have for the institution greatly decides about the fate of the institution. But key of a leadership is making an enabling environment where each individual employee or teacher has enough of autonomy to work independently as well as accountability towards that institution and its vision. Leadership has been defined by different theories of management. But it can be simply defined as the social process in which group of people work together purposively to achieve common goal or vision in an enabling environment.

To Do ACTIVITIES

ACTIVITY 1 –CONDUCT A SMALL SURVEY OF FEW HIGHER EDUCATION INSTITUTIONS AROUND YOU. IDENTIFY THE KEY CHARACTERISTICS OF AN ACADEMIC LEADER OF AN INSTITUTION. MATCH THE CHARACTERISTICS WITH THE TYPE OF LEADERSHIP BEHAVIOUR SUGGESTED BY MANAGEMENT PEOPLE.

ACTIVITY 2 – Discuss among the peer group to find out what are the key challenges faced by the academic head of the institution in the areas of teaching, research and extension work.

ACTIVITY 3 – Consider yourself as an academic head of the institution. List the qualities that an academic should have while leading an institution.

11.1.1 Key strategies and skills for effective leadership

It is impossible to have one shot formula which works well in all the set up or in any organization. Strategies are always tailor made to a situation and it differs from organization to organization and leader to a leader. But yet, there are some strategies in the leadership which works pretty well in most of the situation. Natalie Morun (2015) managing director of LRMG company said that “ It is the leadership or lack of it which actually is the root cause of failure of an organization as it fails to articulate the employee about his/her engagement with the business of the organization”.(Source: <https://lrmg.co.za/performance-insights/the-7-effective-leadership-strategies-that-drive-engagement/>)

Following are the some of the strategies for effective leadership in an organization:

1-Role Modeling-Great leaders are always been the role-model, take for example Gandhi, Nelson Mandela, and others. People always look up to them as how they will steer away the people and the organization if the organization is in difficulty or facing turbulent times. Archetype of leaders can be visualized how well they are able to align self and others in the organization with vision, mission and values off the organization. According to Natalie Morun(2015):

Leaders are led and live by their behaviors’, holding their people accountable to do the same, recognizing and rewarding strongly aligned behaviour and creating swift and significant consequences where there is misalignment.”(LMRG, 2015)

2- Recruiting the Right People-

Fundamentals of Strategic Leadership: Strategic leadership was the result of research done by the scholars of social science in mid 80s moving away from the supervisory leadership which predominates the organizational leadership theories and only follow the dyad relationship between a leader and a follower in an organization with least important to other factors that affect the outcomes of an organization. In supervisory leadership focus is on task and people oriented behavior of leader and how the leader provides guidance, support and feedback to followers (House & Adiya, 1997 cited by). In strategic leadership focus is on survival of organization and its prosperity (Boal & Hoojiberg, 2000 cited in Hester Duuresma, 2013). Leadership of organization is often called as strategic leadership as it concentrates both on the micro and macro components of organization. Its critical audience is the community of employees and time horizon is long term. Hambrick and Mason (1984) in their seminal paper introduce the concept of strategic leadership. Hester Duuresma(2013) in his thesis Strategic Leadership : Moving beyond the leader follower Dyad has reviewed the literature available on Strategic leadership and found that since Hosner(1982) to Jansen et al(2009) has tried to defined strategic leadership in their own studies but yet any comprehensive definition which takes into account top-middle-and lower level management people and their interactions with each other and with the environment(external) has been studied. But all this studies are confined to behaviour based model. Strategic leadership is defined as the ability of the leader to express or present a strategic vision of the organization to the employees or followers so to motivate and persuade them to achieve the vision. It is also defined as the utilizing strategy to manage the affairs of organization with the help of employees. In strategic leadership leader actually influence the organizational members to go for a change in the organization. In it leaders restructure the organization and allocate resources based on the vision. The strategic leaders’ main focus is productivity of the organization. Another aim of this kind of leadership is to create an organizational environment wherein employees can predict the needs of the organization in relation to their job. Leaders motivate the employees to believe in themselves and in their ideas. Leaders of this leadership often use rewards and incentive systems to encourage co-workers so that

enhanced productivity and performance is obtained for the organization. Leadership of this kind is innovative, and always ready to help employees in realizing their objectives. They also foresee and understand the work environment as they have the insight to perceive a broader picture. Strategic leaders can be found at all levels of the organization and has the ability to utilize the human and technological resources with ease. They have characteristics similar to that of transformational leaders like long-term insight, inspire people, influence through their actions, strong interpersonal relationship, provide stimulation, and very much aware of the in and outs of the organization. This will help the strategic leaders to maximize the effectiveness of the organization as well as develop the organizational ability to adapt itself for future. Ireland and Hitt (2005 Cited in Hidayah, Sule, Wirasasmita,& Padmadisastra, 2015 p. 1165-1166) identified six components of effective strategic leadership: 1) Framing of vision; 2) Using and maintaining the core competencies of organization; 3) Development of human resources; 4) Develop and maintain sound organizational culture; 5) Reinforcing good organizational (ethical) practices; and 6) Balanced Organization control.

Fundamentals of Strategic Leadership: Some of the fundamentals of strategic leadership are as follows:

- 1- **Strategic leaders have the ability to be strategically oriented-** The leader of strategic leadership has the ability to not only foresee the bigger picture of the organization but also has the understanding of the current reality of the organization. So, leader has to trade off between the long range visions and the present reality. While doing strategic direction for the organization, it is not only important that leaders have skill of creating a strategy with others and but also equally important that it should be communicated to others. Strategic orientation is seen as the forward-looking from the perspective of organization which actually is based on the future directions and emerged out of the strategic conversation and debate on appropriate direction and approach.
- 2- **Strategic leaders have the ability to translate strategy into action-**Strategic leaders are no doubt good in chalking out strategy but they are equally good in translate those strategy into action. This is normally done through three stage process: First stage is awakening wherein employees are made to understand that way they are working is inadequate and would not be effective i.e. it would not help the institution in any way. Second stage is envisioning wherein leader motivate the employees to participate and through strategic conversation convince them the necessity for change. Envisioning is also making a picture clear to the employees that how this new system will work. Once this has been done last stage is to re-architecture of the organization which means putting strategy into action.
- 3- **Strategic leaders have the ability to align people and organizations-**Strategic leaders do have the ability to align employees as well as institution or organization towards their vision. It is done by the leader through their personal commitment, motivation and shared values. Strategic leaders through their leadership skill, personal values and their ideas try to convince employees and thus realize their vision. It is of utmost importance that leader must understand about themselves and the values they own and try to nurture it through communication process. Strategic leaders through the process of conversation and dialogue try to convince the employees the meaning and purpose of organization; this can be done through the skill of

conviction, passion and through arousing emotions. It is concerned with the development of the organization as a whole which includes changing aims and capabilities.

- 4- **Strategic leaders have the ability to determine effective intervention points**-In an institution or an organization, there is always a period or moment when some important decisions or change are to be made either in terms of new vision, new strategies or new direction to benefit the institution. Strategic leaders are the ones who not take the decision but also define the moment for strategic change in the organization.
- 5- **Strategic leaders have the ability to develop strategic capabilities**-Strategic leaders always believes in the abilities and competencies of people working in the institutions. If people are not able to meet the new challenges, it does not mean that institution should look out for people from outside. Rather, a strategic leader would reconfigure the existing capabilities of the individual employees as well as resources to meet the challenges. Thus, focusing on strategic capabilities, leaders' can meet the new challenges arise in the institutions for long term sustainability.
- 6- **Strategic leaders have a dissatisfaction or restlessness with the present**-Strategic leaders are always in the position of creative tension or restlessness as they want to achieve the vision or take the institution to newer heights but unable to do so as they also know the current reality of the institution. Inability of the leader to change the status quo position of the institution with the ability to maintain the dissatisfaction or restlessness for change and improvement.
- 7- **Strategic leaders have absorptive capacity**-It is the ability of the leaders to identify, absorb, assimilate and apply information's to the new situation. Leaders should also have the ability to filter out unimportant information's and make sense of the important ones and utilized for the betterment of organizations. Their position in the organization actual determines the pattern of action in the organization.
- 8- **Strategic leaders have adaptive capacity**-It is the ability of the leader to change sensing the situation. It is also called strategic flexibility. Strategic leaders always adapt themselves to the situation in a responsive and proactive way. They have cognitive flexibility and always welcome and accepts change especially if it leads to new strategic directions.
- 9- **Strategic leaders have leadership wisdom**-Wisdom refers to the capacity of the leaders to right actions and decisions at right time. Wisdom to the leaders is required because:
 - Only Creative abilities of leaders will help to come up with new ideas;
 - Analytical abilities of leaders will decide are the ideas are good enough;
 - Practical abilities of leader will decides whether ideas will translated into actions;
 - Balance the effect of ideas on yourself, others and institutions for short and long term run.

Characteristics of Strategic leaders:

- **Loyalty**- Strategic leaders believe in walk and talk i.e. judge their vision by action.
- **Keeping updated**-Leaders of the organization are highly informed about the whereabouts of the

employees.

- **Judicious use of power-** Strategic leaders always use their powers strategically i.e. depend upon the need and situations.
- **Have wider perspective/outlook-** Leaders have broad perspective about the employees and organization.
- **Motivation-** They are goal oriented and persuade the goals by even the stretching their means.
- **Compassion-** Leaders understand the feelings of their employees and due consideration is given to it.
- **Self-control-** Strategic leaders have strong will power and that's why they hardly swayed by their own or other moods or desires.
- **Social skills-** They have strong inter-personal skills.
- **Self-awareness-They are well aware about their and other strength and weakness, potentials and abilities etc.**
- **Readiness to delegate and authorize-** They easily delegate the authority to its employees but by doing so they also assist the subordinates so that they should be overloaded with responsibilities.
- **Articulacy-** They can articulate their visions and easily communicate to the employees.
- **Constancy/ Reliability-** Leaders are trustworthy and believe in repeating the vision until and unless it becomes a part of organizational culture.

Fundamentals of Transformational leadership: Transformational leadership came into existence in 1980s to explain how leadership and its working affect the organization and its working. Some of the definitions of transformational leadership is given below:

A style of leadership in which the leader identifies the needed change, creates a vision to guide the change through inspiration, and executes the change with the commitment of the members of the group.

— BusinessDictionary.com

A leadership style that involves generating a vision for the organization and inspiring followers to meet the challenges that it sets. Transformational leadership depends on the leader's ability to appeal to the higher values and motives of followers and to inspire a feeling of loyalty and trust.

— Encyclopedia.com

(Source: What is transformational leadership retrieved from https://www.legacee.com/transformational_leadership/ dated 27th January 2019 16:50)

Transformational leadership was first introduced by James Macgregor Burns in 1978. According to him, transformational leadership is a process in which “*both leader as well as followers help each other to advance to a higher level of morale and motivation*”(cited.....). What it means, in transformational leadership, there is a change in individuals as well as in social systems within which individuals are working? In this kind of leadership, the relationship between the leader and follower goes beyond following the leader but it actually enables the followers to become a leader. This can be done through:

respecting the individual (follower) identity, collective ownership to mission and organization; being an inspirer to followers, sense of commitment and ownership to organizational work, allocating work as per the followers' strength and weakness so to optimize their performance. In addition, leader also encourages the followers to come up with innovative ideas so to challenge or change the existing environment so to be successful in the organization. As per Burns, this approach of leadership causes a significant change not in the life of followers but also a total change in the working environment of the organization. It actually redesigns values, expectations, aspirations and perception of followers (employees). It goes beyond simple give and take relationship, but work on the personality traits and abilities of the leader. Transformational leader always leads from front and works for the benefits of the employees. Burn believe that in transformational leadership, leaders strive for change in the organizational/working culture of the organization or institutions. Bernard M. Bass who extended the work of Burns added that transformational leadership can be measured in terms of follower's motivation and performance. The key areas to be measured are trust of the followers, admiration, loyalty and respect towards leader. The transformational leadership has following fundamental elements. These are as follows:

Individualized Consideration –In this element, leader act as mentor or coach and listens to each employees concern and needs, empathizes with them and provide them support as when required. Leader also shows great respect for individual contribution and also tries to place challenges before them so that they can be motivated and work for self development and thus optimize their performance.

Intellectual Stimulation – In this element, leader stimulates and encourages intellectual thinking among the employees. Leader encourages employees to come up with new ideas. Leaders also ask employees if they can challenge the existing assumptions. An environment of 'thinking' differently and independently is nurtured. In transformational leadership, leader and followers every such situation which possess challenges they consider these situations as opportunities to learn and they value these learning. Followers are allowed to raise questions, think deeply and allowed to find out new ways to carry out the task.

Inspirational Motivation –In this element leader frames a vision which is appealing and inspiring to its followers. An inspirational leader motivates its followers by setting high standards; develop positivity, be optimistic about future goals, and sense of meaningfulness for the task at hand. Meaningfulness, motivation and strong sense of purpose is what drive the followers to act. A visionary leader is able to translate the vision into reality by making the followers to invest more time, energy and effort for their task. Followers should be encouraged and optimistic about the future and believe in their abilities.

Idealized Influence –A transformational leader should have bunch of qualities like charismatic personality, high morale, value laden, high ethical behavior, believe in the abilities of self and followers, trustworthy, instill confidence, empathetic , open to communications, gains respect and trust. Such leaders can always have positive influence upon his followers. He should be a role model who can be looked up to even during the time of crisis.

Creating a Shared Vision: The transformational leader paints the potential future of the organization and thus shares among followers and encourage them to own it. When vision is shared among followers then both leader ad follower level of motivation and morality go to another level. This characteristic of shared vision provides meaning, inspires and excites, motivate them to put more efforts to achieve the vision.

Communicating the Vision-It is not that vision is shared among followers, but is equally important that it should be communicated repeatedly. It can be done either through various means like short stories,

symbols, ceremonies, activities etc. These activities would constantly persuade the people about the importance of vision. Thus, transformational leaders provide life and blood to vision through their communication either oral, written or in any other form.

Building Relationship-Transformational leaders believe in building relationship through formal and informal means. Channels of communication are always open and believe in dialogue mode of communication rather than monologue. Sometime they act as mentor and often they become friends. They believe in recognition and reward. Main aim of building relationship is to develop trust which helps both follower and leader to achieve the shared vision.

Developing a Supporting Organizational Culture-Transformational leader always thrives in the environment which is highly supportive and a leader always tries to cultivate that culture. In any organization people from diverse background work together. It is imperative that all of them are respected, treated equally, distribute justice and correct the injustice. This can be accomplished when it is institutionalized in the organization.

Guiding Implementation-It is not that transformational leaders only directs the followers but actually act as a servant leader who through its own action shape the organization and implement the shared visions. This is done through strategic planning, team building, innovation and sustained efforts of followers and leaders.

Exhibiting Character-Transformational leaders are passionate about their vision, show exemplary character, demonstrate highest order of integrity and honesty with purity of heart and mind. They are self-confident, committed; intelligent, tolerant, sensitive etc. They have charismatic personality but with their leadership they motivate their followers.

Achieving Results-Transformational leaders are goal oriented and always work for it. They constantly work with the people with whom they share the vision and try to accomplish the same. This led to increase in the higher level of performance of leader and follower.

Thus transformational leadership is a process that assesses followers' motives satisfying their needs and treating them as co-beings. It not only influences the followers on one to one basis but transforms them as leaders and attempts to influence the whole organization and even its entire culture.

According to Schermenhorn (1966) and others following are the qualities of transformational leaders:

- They are visionary and realize their vision and mission through collective ownership
- They should be charismatic
- They are symbolic
- They have high intellectual stimulation
- High level of integrity
- Have high self-confidence
- Ability to articulate vision
- They have risk taking attitude
- Use unconventional strategies to achieve goals
- They are change agents
- They are the ones who are always look out for new possibilities,
- They are the game changer i.e. ceases the opportunities
- They are the creator of opportunities and organizational capabilities ,
- They are unique and exceptional ,
- Build a system which works on self-driving ,

- They are humane and believe in the working quietly and humbly in the background
- They can identify right set of people and place them in the in the organization for optimum achievement ,
- They inspire others to utilize the full innate potentials and achieve the organization mission and vision.

(Source: E-gyankosh, Transformational Leadership in Educational Management, IGNOU, pp. 47-48)

Role of Transformational Leadership in Higher Educational Institutions: According to Lontos (1992) academic leaders have three fundamental goals:

1- **Collaborative and professional culture**-In educational institutions vice-chancellors, Directors, Deans or Heads help the teachers to collaborate to set the institutional goals, work together to achieve institutional goals, motivate the teachers and other staff members to work at their optimum potential level and put maximum effort, energy and time to teaching, research and other academic and administrative work so that institution carve out a name of its own among the educational institutions. Leaders of the educational institutions always promote professional culture in the institutions as it leads to increase in work efficiency and effectiveness of the work.

2- **Fostering Teacher Development**-Teacher is the central figure in whole of the educational institutions. They are the drivers of change. Leaders should realize it and work towards their professional growth. This will help the institutions to achieve the set goals when teachers internalize the institutional goals and work towards it. They will be more committed towards institution and sense of ownership develops among them for the institutions.

3- **Helping teachers to solve their problem**-Transformational leaders always ready to rescue teachers when they are in problems either acting as mentors or facilitators. They can also develop the abilities among them wherein they can sense the problem, act on upon it and solve their problems either individually or in a group.

Source: E-gyankosh, Transformational Leadership in Educational Management, IGNOU, pp. 51-52

To Do ACTIVITIES

ACTIVITY 1 –Based on your reflective analysis and interaction with your colleagues, which type of leadership is better for the academic leaders how of an institution and why?

ACTIVITY 2 –Conduct a small workshop in your institution on transformational leadership and discuss some of the changes which need to be incorporated at institutional head level as well as faculty level.

ACTIVITY 3 –Do the exercise among the faculty members and identify the strategic and transformational leaders in your institution as per the characteristics of both kind of leaders.

11.1.2 Developing Organization Aspiration and Strategy for Growth

According to the Oxford dictionary, the word aspiration means-hope or ambition to achieve something. The word is commonly associated with desire to have more or achieve more than what is already there. As per American Psychological Association, “aspiration means ambition, goal, or any kind of desire which

can be achieved through personal efforts”. Nobody in this earth is bereft of aspirations. Even if you ask a small child what is his aspiration, he/she will definitely tell you about it. It might happen that his /her aspiration may not be that realistic like that of an adult. To have aspiration, strategizing it, making an action plan and implementing it at grass roots is important for the accomplishment of aspiration. Unlike individual aspiration wherein personal efforts played a major role in achievement of aspiration, but in case of an organization, it is the group of people working together consciously to achieve the goal set by the people who wants where this organization will head towards in years to come is nothing but organization aspiration. As organization is not a natural entity like human beings but it is brought or created by the people therefore, it is also the aspiration of group of likeminded people who have created the organization and thus becomes the organization aspiration. Organization aspiration is always seen in the form of vision, mission, values and priorities of the institution. That’s why aspiration is always translated into vision, mission, values and priorities. Vision is what an organization will be or what the organization want to achieve or accomplish or where the organization want to see itself in long run. All this means people working in the organization dreams/desires where their organization will be after certain period of time and vision motivates and guides the employee to work towards achieving it. Mission of an organization indicate the very existence of the organization i.e. purpose of creating the institution as well as working day in and day out to realize the mission. Values are the guided principles based on which people of the organization consistently act or behave whereas priorities are focused areas of work of the organization. In organization aspiration, all these four have importance as all the employees working in the organization has to be aligned with the vision, mission, values and priorities otherwise, it would not be impossible to attain or accomplish organization aspiration. As per the Scott Dorsey CEO of Exact target, *it is important that organization should consist group of motivated people who work as a team possess high character, integrity, values and they have varied experiences and competencies and able to align their aspirations with organization aspiration*. What does it mean-the employee should share the vision, mission and values of the organization then only it is possible for the organization to reach to a position what it aspires to become. Question here arises how organization aspiration is to be developed and what will be the strategy for growing the organization aspiration among employees.

Ways of Developing Organization Aspiration: Aspiration is a strategy for developing an organizational aspiration:

1- Identifying Organization aspiration: One of the first tasks regarding development of organization aspiration is aligning of likeminded people together to see and pursue the dream of making an organization what it would be in the area of operation in coming years. For example an institution which is to establish as scientific organization, then people who are working in the organization dream of making it as an institution “transforming humankind through research”. This dream or what we called aspiration of the organization is the result of aspiration of people working in the organization. Therefore, all the employees should share the same dream or aspiration so that it would turns into reality. It is the responsibility of the leaders to prepare aspiration driven organization i.e. aligning the aspiration of people with the aspiration of organization.

2- Expressing the Aspiration: Aspiration is a dream which needs to be pursued to realize it. So, it is

necessary for the leaders of the organization every now and then should reiterate or communicate or express in front of the people about the aspiration of the organization so that they constantly and consistently remain motivated and focused while working in the organization. Even slightest of the lapse would derail the organization from the aspiration.

3- Translating Aspiration into Vision, Mission, Values and Priorities-Once leader express the aspiration then it is necessary that it is being translated into actionable plan. Vision, mission values and priorities as already discussed above should be set to prepare the road map of achieving the aspiration. As already discussed above these four aspects actually navigates the organization towards the organization aspiration. Vision, mission, values and priorities are stated in statement form in very simple and articulate manner. Each of them should be absolutely clear to one and all of the organization. Vision, mission, values serve as guide and catalyze the employee to work towards achieving it. Priorities are the core areas of functioning of an organization.

Strategy for Growth of Developing Organization Aspiration:

To Do ACTIVITIES

ACTIVITY 1 –KEEPING YOURSELF AT THE LEVEL OF AN ACADEMIC OR HEAD OF THE INSTITUTION, DEVELOP AN ORGANIZATIONAL ASPIRATION AS WELL TRANSLATING THE ASPIRATION INTO VISIONS, MISSION, VALUES AND PRIORITIES OF YOUR INSTITUTION.

ACTIVITY 2 –What other strategies apart from mentioned above you will choose for growth of an organizational aspiration of your teachers and other members of the institution.

11.1.3 Visionary leadership in HE: From vision to strategy : Strategic roadmap

What is common among the Dhirubhai Ambani, Jamesahdji Tata, Narayan Murthy, Shiv Nadar, Azim Premji e.t.c. Yes, they are all business tycoons of Indian Industries who have started from scratch and emerged into successful leaders and thus built up huge business empire. But, what is more common among them are, they are all visionary leaders, who have a vision which they have seen in early years of their life and they have tuned that vision into reality. It is not that they turned that vision into reality individually; they not only share the vision with their followers but also encourage and motivate to live with it. Thus, a visionary leader is one who not only creates an inspiring vision but also effectively communicate to the followers to achieve and sustain high level performance (Dhammika, 2016). Different theorists have tried to define visionary leadership. According to Colton (1985) it is defined as *“established goals and objectives for individual and group action, which define not what we are but rather what we seek to be or do”* (Cited in Dhammika, 2016 p.1). According to Madelyn Jessica Stoner-Zemel(1988) a visionary leader is *“who articulates a vision that appeals to the common values and needs of the members of the organization and that captures the hopes, needs, belief, values and goals of the followers”*(p.15). He said envisioning the leader vision by the followers would lead to alignment of followers around the vision, empowers the followers, and generates strong emotional commitment towards the vision. Literature related to visionary leadership was published in mid 70s and credit go to Berlew(1974) who in his article described this type of leadership as Charismatic or Stage 3(visionary). He said that charismatic or a stage III model (visionary) has three basic attributes which provide followers the meaningfulness to the work and organizational commitment. The attributes are: vision, structure and empowerment. While vision is shared or common values, structure relate to creation of opportunities and activities within the broad framework of organization and empowerment means follower is decider of their own destinies. Berlew(1974) in his article said that vision has bigger role to play in while deciding where organization want to be from its current position but, it is equally important that followers are equally responsible to drive the vision, will not do so if the vision will not excite or provide meaning for individuals whose values are altogether different from what implied from the vision. What he mean to say that if the values, belief etc of the followers are not congruent with well articulated vision made by the leader, followers will never aligned with it. Though, after

Berlew(1974), Warren Bennis and Burt Nanus(1985), Marshall Sahskin(1986), Kiefer & Stroh(1984), Kouzes and Posner(1987), Duburin(1998), and others have extensively studied the effect of visionary leadership on various aspects of organization and found that it almost all aspects like productivity, performance, organizational commitment, team performance etc positively impact the organization and its followers. Kilpatrick (2004) in his book Visionary leadership theory: Encyclopedia of leadership has given the major behavior attributes of visionary leaders. The same is given below:

S.No.	Behavioral Attributes	Description
1.	Empowerment	As the followers are envisioning the leader vision therefore, leader is optimistic, confident and firm belief that followers will work towards the vision rather than for their personal goals and benefits. This will leads to high performance from the followers.
2.	Image Building	Visionary leaders are charismatic in nature which they show in their work, action, attire, and character.
3.	Risk taking	Visionary leaders are of risk taking behavior and these risks are always being calculated before being implemented. Risk taking behavior of leader actually instill in the followers for innovation and change.
4.	Supporting	Visionary leaders are mentors or coach which always comes to rescue when followers needed it. The nature of support ranges from morale, to emotional to rescue in the difficult times. Visionary leaders also develop the capacities of the followers.
5.	Adapting	Visionary leader are very much adaptive to changing environment or situation. They are highly flexible as well as versatile. They normally collect the information from various sources, validate it and then made appropriate response.
6.	Intellectual Stimulation	Visionary leaders promote thinking culture in the organization. It gives way to innovative ideas, functioning, challenging the existing stereotypes. Visionary leader always persuade the followers to align his or her vision with the vision of the organization as leader enjoys the trust and commitment of fellow followers.
7.	Developing the Organization	Visionary leaders always create environment wherein followers are allowed to achieve the vision. So, any unnecessary hurdle or obstacle which comes in the way of accomplishment of vision would be sidelined. Leader will acculturate the followers with the organizational environment and motivate them to work towards vision. The reward and punishment mechanism will be put in place too.

Source: Kilpatrick, 2004, p. 1617 cited in Dhammika, K.A.S. (2016) p.2-3

Visionary Leadership in Higher Education: Higher education institution is a place where creation of knowledge takes place. Higher education institutions role in the country is to prepare manpower which can drive country on the track of 'knowledge highway'. Therefore, leading a higher education institution is much challenging than leading a corporate organization. This is further so when the higher education institutions have become the breeding ground of political, social and economic aspirations of different

sections of society. Therefore, a good leader of an institution must know the fine art of balancing the various 'push and pulls' exerted from internal and external factors. Normally, any higher education institutions have three critical function-teaching, research and extension work, therefore, leader of an academic institution besides being an academican par excellence, must be an efficient and effective administrator so that he/she can catalyze the people of the institution to work towards achieving the vision. Amrander Pani in his article on Academic Leadership: Concept Attributes and Practices mention that President of Indiana University Prof. Clark Kerr indicated the characteristics of head of insitution. He said that: *"A university head should be firm and gentle, sensitive to others but insensitive to him, have vision, affability, broad perspective and be a seeker of truth where the truth may not hurt too much. He should sound like a mouse at home but roar like a lion abroad"*.(p.19)

In this quote, one of the key characteristics of institution head is-visionary leader. As we have already discussed above in detail about visionary leadership in an organization, but higher education institution is altogether of different nature as an organization. So what does a visionary leadership means in higher education institutions? A visionary leader of higher education institution must have a vision which must be envision by all the subordinates or followers. In a globalized world, what could be the vision of a head of the institution? No second thought on this, the higher education institution should be the centre of excellence in teaching and research and fertile ground for innovation, knowledge generation and capacity building. In other words, it should be recognize as the best institution of higher education by the different stakeholders in terms of performance of the students, path breaking researches and doing number of extension works for the communities in and around it. To have such vision for a higher education institution, there is a need of a visionary who can foresee and beyond. This kind of vision needs a leader who is visionary and has skills to bring in change and innovation and manage to sustain that for long period of time (Rogers, 2003 cited by Mupa, 2015). In this competitive world, where universities are dealing with declining number of students, unable to attract best of the talents, problem of having infrastructure, old curriculum which do not offer wide range of opportunities to students to have experiential learning, offer courses or programmes which are not market based, therefore institution need head of the institution who believe in catalyzing change with performance and deliver the same through action. Since, it cannot be done single handedly, therefore, a visionary leader want people who think on the same line, draw an action plan of it, work coordinately with other stakeholders and implement it with an intention to bring in positive change which would be beneficial to every stakeholders. For this leader, he/she must consult stakeholders like teachers, students, various heads and deans of department, other staff members including different stakeholders (industry people, research and development people, non-governmental agencies etc.) who are indirectly connected with the institution so, that they can commonly share the same vision for the institution. But, it is also true sharing or envisioning the vision would not be accomplished by head of the institution until and unless it actually incorporates the needs, values, beliefs of the employees, teachers, students and other members of the institution. In other words, envisioning such a vision would require ownership of that vision which would come from empowerment of the followers. If employees and other members are involved in the framing of the vision, they actually own it and strive harder to achieve it. Then, it does not become the vision of the leader alone but it will become vision of each and every member of the institution. According to Mupa(2015) visionary leadership in academic institutions means:

"it is the ease with which one can move an institution from stagnation to a massive innovative system of

education. Leadership must appeal to the hearts, mind and soul of different stakeholders of higher education. It has to marry theory with practice and present a bright vision of the future, develop a plan for achieving the goals set by the organization and motivates the members to realize the vision”.(p.43)

As already said that there is a mushrooming of higher education institutions, and already institutions are facing crunch of student’s enrollment. To survive it is necessary that they must attract students’ community. So, aggressive marketing by the institution is necessary for their survival. In such situation, it is the vision of the leader which will navigate through these difficult times. According to Dhimman(2007), “leadership needs craftiness in coming up with new ideas and institutionalizing the new ideas, creating teams and networks for collaborative work and involving stakeholders to enhance the change”(Cited by Mupa, 2015p.43).

So from above discussion, following key characteristics of visionary leadership can be drawn:

- 1-Work with energy flow in the system, works for harmony, alters structures to free up energy;
- 2-Winninmgand losing is not important doing what is necessary
- 3-Motivated from within, sees rewards as tools,
- 4-Encourage others to take on responsibility
- 5-Oriented to process, results are temporary realities,
- 6-seeks feedback from won performance as well as from others
- 7-respect purpose of tradition, alters it when necessary
- 8-beileves in abundance of resources and rewards; knows how create them from existing or new sources
- 9-mistake provide the most valuable source of learning,
- 10-focus on empowering others
- 11-Creates emotional tone of excitement in the organization
- 12-provides supervision which strengthens, empowers subordinates
- 13-Respons to subordinates needs, self-esteem, self actualization,
- 14-articulates common vision for the organization that is congruent with values and beliefs relevant to all diverse groups within the institution
- 15-Acts consistently with the vision, behaves in all way both large and small that are consistent with the values and goals he articulates, lives openly by values of his/her vision.

(Source: Reproduced and Cited from Madelyn Jessica Stoner-Zemel(1988) p.29-31)

Amarendra Pani(2017) in his article also enlisted the major attributes of Vice Chancellor as a academic and administrative head which could be equally good for any one heading the higher education institution . Few of the important ones are:

- ❖ A visionary leader always able to create a healthy academic environment wherein every member of the institution feels the sense of ownership;
- ❖ A visionary leader should have academic and administrative acumen along with charismatic personality high morale, professional competence, amiability and always lead from front
- ❖ He / She should be a sound decision maker and therefore should posses the qualities of foresight, clarity, quick action, honesty, and impartial attitude and independence.
- ❖ He/She should able to inspire and motivate the employees, teachers and students.

- ❖ Visionary leader be resilient in tough times and sees as challenge and respond effectively to the influences and pressures from external environment.
- ❖ He/she persuades the vision of the institution by his action and empowering the employees and students.
- ❖ He/she should be the catalyst of change and innovation. He can foresee the future events and act accordingly.
- ❖ He/She should be able to seize the opportunity which comes in the way and thus convert opportunities into actionable task.
- ❖ He/she has to nurture the employees so that they can gain skills that assist them too meaningfully to contribute towards achievement of institution.
- ❖ He/she removes all kinds of obstacles and hurdles from the path of the employees which affect the vision of the institution.
- ❖ He/she communicates the direction clearly so that employees and students work effectively to achieve the goals of the institution,
- ❖ He/she must be an ardent believer of collaborative and networking and motivates the team to work in collaboration and partnerships.

Translating Vision to Strategy: A Roadmap

As already discussed above, institutional leader must be a visionary person. So, it is necessary that leader should be able to translate the vision into action. For converting vision into action leader must have some strategies. These strategies are level and area specific. When we talk about the level it means the hierarchy of the followers whereas for area specific it means strategies meant for teaching, research and extension work. Since in higher education institution, there is a hierarchy of followers, therefore, strategy must be aligned with the level of followers and their nature of work. In a higher education institution, followers are present at three levels. First, teachers who are entrusted with the executive positions like Deans or Heads. Secondly, teacher's engage in teaching, research and extension work and finally students. Here it is important to note that in academic institutions role of administrative staff and other personnel's are to provide support to teaching, research and extension work whose role in academic institutions cannot be undermined but framing vision of an academic institution it is not considered as important as in any other organization.

As head of the institution and first level of teachers are in the executive positions of the institution, therefore, they are the ones who are face of the institution; they make vision for the university with the head of the institution. They have to decide about what will be the future of the institution in terms of teaching, research and extension work. They have to frame the vision of the institution i.e. where they want to see the institution in forth coming years in various academic endeavors? Warren Bennis and Burt Nanus in their book **Leaders: The strategies for Taking Charge** (1985) have identified four key strategies which all leaders embodied:

Strategy I-Attention through Vision-Leader must be able to present a vision which is attracting and result-oriented and grows out of the needs of the entire organization. According to Bennis and Nanus (1985)“Leaders are the most results-oriented individuals in the world and results get attention. Their visions are compelling and pull people towards them”(p.35)

Strategy II-Meaning through Communication-According to Bennis and Nunas(1985) “An essential factor in leadership is the capacity to influence and organize meaning for the members of the

organization”(Cited by p.35).

Strategy III-Trust through Positioning- Leaders are able to earn trust through their actions and commitment to vision. Bennis and Nanus write that if leader is “reliable and tirelessly persistent” subordinates accepts the vision of the leader.

Strategy-IV-Deployment of Self through Positive Self-Regard-Leaders must have self-confidence and they should always able to maintain focus on the vision. They do not have to bother about mistakes and failures as they are the ladders of learning.

Strategic Planning for Teaching, Research and Extension Work of Higher Education Institutions

In the 21st century higher education institutions have several challenges related to changing educational policies of government, technological changes, demands for market driven courses, depleting financial resources, increase in the intake of students and most important to be best and sustaining it in the national and global ranking. In other words, liberalization, privatization and globalization has already the changed the institutional environment. As a result of it, on one hand responsibilities of the internal members of the institution has drastically changed and on the other hand needs and expectations of the external stakeholders like corporate sectors, regulators, and other agencies have also been changed. So, to deal with the emerging exigencies both internally and externally, the institution must develop a strategic plan and implement it pro-actively so that it is a win-win situation for all the stakeholders. ... All these for any higher education institution, it is not easy to draft a vision as the dynamics that usually interplay are quite different from any other organization. It not only requires clear and forwarding looking but also details analysis of the present situation, policies need to frame so that it can be made actionable and what more is periodic monitoring and assessment. This can only happen when we have strategic planning. Strategic planning will look into the following aspects:

- Identification of core strength of the education institution,
- Positioning itself in the coming years with the change in the socio-political, economic and higher education environment
- Framing of vision, mission, goals and objectives of higher education institution
- Planning of activities in light of the goals and objectives to achieve
- Ascertaining of resources (human, material, infrastructural, financial and other required resources) to help them in achieving the objectives, goals, mission and vision ;
- Identification of detail action plan or road map for each components of the academic institution indicating how the vision or mission or goals would be achieved

Vision Statement-The vision statement of an institution is the first step of strategic plan or strategic intent. A vision has two core components. One is core ideology and other envisioned future. Core ideology is why an institution exists and what an institution stands for. It other words, one can say that even in the tested or turbulent times or changes in the environment, the character of the institution do not change. The vision statement is the clear description of where the institution wants to be or where the institution wants to reach from the current position within a given time frame. Normally head of the institution along with the planning committee members i.e. deans, departmental heads and other stakeholders sit together and frame the vision statement. As already stated, if vision statement is reflection of the stakeholders aspiration, then it will be envisioned by everyone (common), i.e. a sense of ownership develops with the vision and all the stakeholders will align themselves towards vision and

thus work together as team to achieve the vision. Vision statement actually provides the direction to align mission, values, goals, objectives, resources etc towards it. A vision statement should normally be written in the statement form and that too in the present tense indicating the future position. Vision statement is broader in nature and it is vivid description of what will be achieve in future. Passion, emotion and conviction are attached with the vision statement.

"Our vision is to be renowned as a forward thinking, enterprising and business engaged university. We will be known for providing a high quality and cutting edge learning experience, for research which has a real world impact and for being a catalyst in economic and social transformation. We will build on our existing strength to attain an international reputation as a leader in applied design and creativity and in healthcare and active lifestyles"
Sheffield Hallam University (Source: <https://www.jisc.ac.uk/full-guide/vision-mission-and-values>)

Mission Statement- Often it has been found out that many of the educational institutions perceive that vision and mission statement are one and the same thing. But actually it is not. Mission statement indicates about the current position of the institution i.e. existence of the institution and its working area. It is also called statement of purpose. Mission statement serves as the explanation for its existence i.e. they gives the answer to the question what we are here to do? The mission and vision statement are the two ends of the analytical view of the institution which is to be bridged through strategic plan i.e. through mission statement vision is achieved. Mission is much narrower in scope and it has characteristics like-precise, feasible, clear, motivating, distinctive and shows the direction how the objectives will be achieved. The main principles for making mission statement-Short and simple, memorable, unique, realistic, current.

Institutional Experience:

On the basis of reflection at senior management level, followed by some small-scale 'reality-check' testing in a small number of staff teams, we identified a mission focused around the concepts of promoting, developing, supporting. The proposition is that these words reflect the scope of our activities over the student lifecycle from initial enquiry to final award (promoting the university; promoting educational aspiration; developing life and learning skills, developing employability, supporting students, etc). We considered whether the three concepts were in a linear or circular relationship and toyed with a number of different layouts. On the final strategy document, the mission appears as follows, alongside an image which is intended to reflect the importance of team working, collaboration and partnerships (as expressed elsewhere in the strategy)."
University of Sheffield

Source: <https://www.jisc.ac.uk/full-guide/vision-mission-and-values>

Value Statement – Values are the ideals which the institutions subscribe to and stands for. It is also the statement which defines the institution belief and expected behaviour of its people with each other and with the outside world. Value statements are the standard code of ethics of an institution through which action of the people is guided. Institution or organization are judged by the values uphold by the people. Value statements are created at top level but it has to be followed at all levels. Every institution does have a set of core values through which is intrinsic to an institution.

*Focus on the user and all else will follow
It's best to do one thing really, really well
Fast is better than slow
Democracy on the web works
You don't need to be at your desk to need an answer*

*You can make money without doing evil
There's always more information out there
The need for information crosses all borders
You can be serious without a suit
Great just isn't good enough"*

Google(source: <https://www.jisc.ac.uk/full-guide/vision-mission-and-values>)

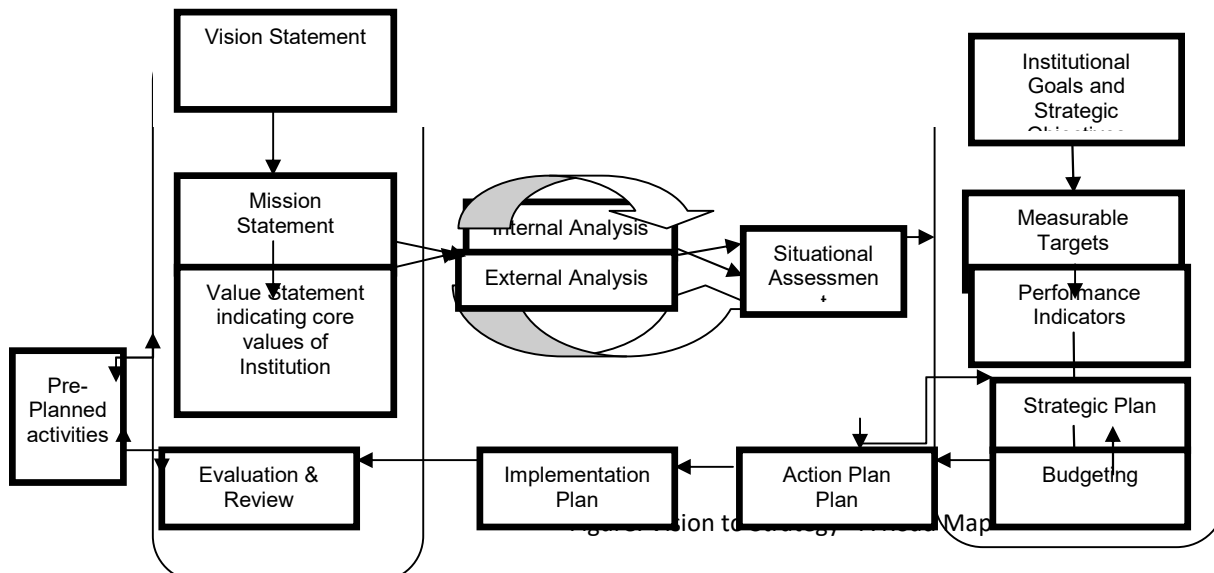
An example of Vision Mission and Values of Microsoft Company is shown below in the pyramid form.



Microsoft's Mission, Vision and Values

Source: <https://corporatefinanceinstitute.com/resources/knowledge/strategy/vision-statement/>

Internal and External Analysis of Environmental: It is the next stage after value statement. Herein institution has to look into four major type of analysis-stakeholder analysis wherein institution has to identify different type of stakeholders like –students, teachers, community members, governing body members, government, industry people etc. and their expectation from the institution as well as their influences on the institution. Then, second type of analysis done by the institution is SWOT analysis wherein institute has to identify its strength (faculty, infrastructure and resources) weakness, opportunities and threats. Thereafter, institution looks into third type of analysis called environmental which looks into the external (competitors, regulators, corporate sectors etc) and internal environment (employees, their culture and dynamics) of the institution and finally resource analysis which includes human, physical, financial, and information resources.



Goals and Strategic Objectives: Mission statement is translated into goals which are further broken down and translated into strategic objectives. Thus, goals though represent the futuristic outcome but they are quantified and measurable. Normally, mission is broken down into finer goals. Strategic objectives are the ways and means of achieving the goals. Unlike goals which are normally of longer duration, objectives are quick to achieve. A good strategic objective is specific, measurable, achievable, realistic and time bound (SMART). It is to be noted that through several strategic objectives one can achieve broader goals which in turn help in realization of mission and vision .

Measurable Targets: Merely translating the goals into specific and strategic objectives could not help the institution to realize its vision. Therefore, it is necessary until and unless these objectives are not measured, all the efforts in this direction would gain. That's why institution must convert each strategic objective into measurable targets.

Performance Indicators- Once the targets are identified and defined, then next step is converting each of the targets into performance indicators so that it gives the organization or institution fair idea about the status of progress or performance of the institution in various areas like governance, teaching, infrastructure etc. Performance indicators are normally the observable, tangible behaviour that indicate the degree to which each employee are meeting to the standard laid down by the institution or any other organization. For example in case of teaching performance indicators are professional knowledge, instructional planning, instructional delivery, assessment of students etc. Similarly in other areas institution can develop performance indicators based on the measurable targets.

Strategic Plan- The next step is to make strategic plan wherein focus will be how achieve these indicators broad areas of based on each of the performance indicators vis-a-vis areas and sub-areas of the institutional goal. Each strategic plan is different from others and it is specific to the sub-areas like quality teaching is an area and within it the sub-area will be teacher, professional knowledge, resources of the teacher etc. So, each sub area will have specific strategic plan to accomplish the target. Strategic planning is usually done by core people in the middle management level people.

Action Plan- Action plan is translating strategy into action. This means translating strategy into tangible action. Each strategy would be accomplished by preparing small and objective actions which eventually leads to goal accomplishment. Action plan is prepared keeping in mind time and resources. It is much clearer than the strategies which are broad and sometimes vague. One can have many action plans i.e. alternative plans for a strategy. There is always a possibility that action plan can be modified or review in light of the real situation. Action plan is more crystallized in nature. Action planning is usually done at core middle management level people.

Budgeting- In between strategic and action plan there is budgeting process where financial resource allocation is done by the institution. Therefore, while doing strategic planning an institution must do the area and sub-areas wise budgeting simultaneously because it is the time when an individual goals which the institution has set vis-a-vis area and sub area requires financial outlay so that institution put enough financial resources to achieve the goal. Budgeting is also done by core middle management group of people in organization.

Implementation Plan-In the next step of action plan wherein execution of the action takes place at the grass roots level. It looks into the how the action plan has been executed and whether any difficulties has arose in implementing the plan. It is normally done by the grass roots level employees of the institution which are normally called workers i.e. teachers, students and non-teaching staff.

Evaluation and Review: Normally whenever plans are executed at grass root level, it is important that to evaluate the action plan in light of the framed objectives and goals as it will tell us whether institution is approaching from present position (mission) to the future position which the institution has seen initially. In case there are some problems in the ground areas often institution changes the objectives, and review or modify the strategic or action plan. This cycle continues till the institution reaches to the vision milestone.

Case Study of Tumkur University-To find out how vision is translated into strategies and converted them into action plan the road map is in the document of Tumukur University.



Source: Strategic Road Map and Vision for Excellence in Academics and Service, http://tumkuruniversity.ac.in/wp-content/uploads/2012/08/tu_visiondocument.pdf

Activity: Develop a strategic plan of an institution starting from vision to execution plan.

Source:

https://www.up.ac.za/media/shared/Legacy/sitefiles/file/publications/2012/eng/strategic_plan_v11_13feb.pdf

To Do ACTIVITIES

ACTIVITY 1 –

ACTIVITY 2 –

ACTIVITY 3 –

11.3.5. UNDERSTANDING ROLE OF ACADEMIC HEADS IN ENHANCING HIGHER EDUCATION

The way population demographics are moving in the current times, it is expected that India will be amongst the youngest nations in the world by 2030. With an estimated nearly 140 million people in the college going age group, one in every four graduates in the world will be a product of the Indian higher education system. The numbers and estimations are not only staggering but give a clear hint that the Indian higher education system needs to prepare itself for the upcoming challenges in the more globalised changing times. This realization has been felt and acknowledged at all levels – students, academicians, administrators and governance. The Honorable Finance Minister in his budget speech 2016 announced that, ‘It is our commitment to empower Higher Educational Institutions to help them become world class teaching and research institutions. An enabling regulatory architecture will be provided to ten public and ten private to emerge as world class Teaching and Research Institutions. This will enhance affordable access to high quality education for ordinary Indians.’ All these discussions build on the fact that higher education is assuming more and more importance in the current socio-cultural milieu. The involuntary reaction to this brings focus on the role of human resources in the higher educational institutions and the universities. Academic head being the chief among the human personnel involved become the centre of attention.

In an educational institution, the academic head is supposed to manage the routine tasks in the existing circumstances and support the tasks which are working well. Further, they are supposed to motivate for new directions though they keep their focus on settings. Now, when one looks closely at these aspects of expectations from the academic heads, we realize that they ‘need to know’ and be ‘able to do’ requires both ‘management’ and ‘leadership’. As Osse-Assare et al. (2005) note when observing that leaders do the right things whereas managers do things right: “The first part relates to leadership ‘effectiveness’ and the second part to management ‘efficiency’, suggesting that there is a functional relationship between effectiveness and efficiency”. Here it becomes essential to understand how management and leadership differ, ally and interact with each other. The following table would make it clearer.

Leadership	Management
Leadership is a <i>skill</i> of leading others by example.	Management is an <i>art</i> of systematically organising and coordinating things in an efficient way.

The key point of leadership is strategic ideas.	The spotlight of management is on day-to-day matters.
The focus is on future, thus leadership requires good foresightedness.	The focus is on present so management needs a short range perspective
The basis of leadership is trust the leader develops among the staff.	Management is based on the control exercised over the staff.
The leader exercises the power of influence.	The manager exercises the power of rules.
Leadership encourages change.	Management works on ensuring stability.

Table – Difference between leadership and management

Once you read the features in the table, it may seem that leadership and management stand opposite to each other. But that’s not so in the case of academic heads of institutions. Leadership and management are inseparable in nature, if there is management, there is leadership. A leader of an academic institution requires managerial skills to manage the different activities of the institution. The academic head has to play the role of manager at times and at other times, become a leader depending on the circumstances and need of the situation. None of the roles can be given a miss. The general consensus in the literature is that what leaders need to know and be able to do requires both ‘management’ and ‘leadership’ (Middlehurst & Elton, 1992; Ramsden, 1998; Wolverton et al. 2005). Leadership and management have been proposed as two different, but necessary, elements of formal academic governance and individuals in those roles influence the culture and learning and teaching in distinct ways (Ramsden, Prosser, Trigwell, & Martin, 2007)



Figure – Interaction of leadership and management

The academic head needs to strike the fine balance between leadership and management, he/she provides to the institution. At times the boundaries between the two are not clear and may lead to ambiguity. On this juncture, the authors would suggest that academic leadership can be based on ‘authority’ being placed in the individual’s personal characteristics and expertise, and in an ability to win followers in the collegial culture of the educational institution. So a lot would depend on the personality the academic head that how he/she presents himself, exercises himself and handles responsibilities. House (2004, pg 15) sees it as being “the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members”. Generally, a distinctive feature of ‘leading’ in the educational research literature is, therefore, an individual’s or group’s capacity to influence “the goal-directed behaviour of others” (Bryman, 2007).

The upcoming paragraphs would elaborate on the role of academic head in functioning of higher

educational institution and how while performing this role, they aid to enhancing the higher education in general. The following discussion will be around a conceptual model of the role of academic head in enhancing higher education. The model has been presented in the given diagram. The underlying assumption behind the model is that academic institutions work on three blocks of Input, Process and Output. The academic head has a role to play in all the three blocks and all the three contribute to the development of higher education. It also needs to be borne in mind that an interaction is also possible among the three blocks.

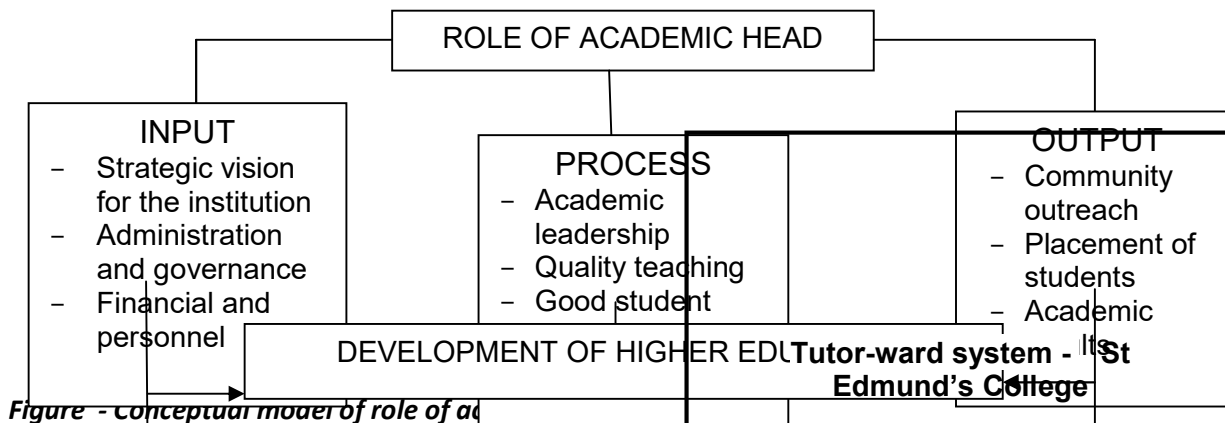


Figure - Conceptual model of role of academic head

The role of academic head is very wide and spans almost all the academic and several non-academic activities of the institution. Since different units of their roles are interspersed with each other, so all of them being discussed below have not found a place in the above diagram. Also, the conceptual model is just a torch to throw light on the much wider role of academic head.

- i. **Provide academic leadership** - The prime role of the Head of an educational institution is to provide strong academic leadership. The academic head is required to lead, manage and develop the department or the institution to ensure it achieves the highest possible standards of excellence in all its activities. At the heart of academic leadership lie academic values and identities, and the figuring out and pursuing a particular line of scholarship rather than direction and control of academic work. This type of leadership is generally mutually respectful, mutually supportive, consensual decision-making, and debate and discussions with peers, which is in contrast to traditional bureaucratic controlling environment. For exhibiting academic leadership the heads need to be especially skilled at recognizing the learning

The Edmund College in Shillong, in-order to strengthen the bond between teaching staff and students, provide guidance to students and hear the students grievances, decided to introduce the Tutor-ward system to help motivate students in the right direction. Every member of the teaching faculty is entrusted with the task of mentoring twenty students. After collection of baseline data about the students the students meet the concerned faculty members in one-to-one sessions. This resulted in not just increased motivation of students in academic pursuits but also improved their overall performance. The system has also helped the teacher in making teaching more effective after collecting feedback from the students. (NAAC,)

programs, engage in different kind of learning contexts, work out quality improvements programmes and engage in professional development among others. The academic head need to work on increasing motivation, raising commitment, improving skills, enhance knowledge, and improve working environment to bring a significant change in students learning and progress along with raising the standard of the teachers performance.

- ii. **Demonstrate vision** - According to Meador (2013) a vision is an over-riding idea of what the organization should be. For a vision to realize the vision must be realistic by being meaningful to the educational institution. This would require that vision must be pretty specific rather than just a fuzzy idea. Further, it has to be relevant to all those who will be involved in reaching that ultimate goal. In essence, vision should describe a set of ideals and priorities, an image of the future, a sense of what makes the institution particularly exceptional and unique, and well-placed criteria that defines success of the higher educational institution or university. The conduct of the academic head should demonstrate this vision. They should engage in building a roadmap and then treading on that roadmap to reach the vision. The vision statement should not just become a wall hanging but should guide every action of all the concerned. The academic head should engage in communicating the vision to all through written media, preparing audio-visual shows, and discussing vision in speeches, among other ways. In essence, the academic head has to "walk his/her talk."

- iii. **Provision of the best possible student experience** – The kind of experience, the student anticipates in institutions of higher education and universities has undergone sea change. This has lot to do with the advent of private funded higher education in India and elsewhere. The “student experience”, namely the integrated learning, lifestyle, social and developmental provision to students demands a much more integrated arrangement of work between academic and service departments (Astin & Astin, 2000). There are hiccups in acknowledging that education has become a customer driven industry. The impact is more visible in higher education because the student entering higher education is more mature in age, is more aware and is more demanding in terms of services they expect. In higher education, it is important to give adequate priority to the experience of students not only to make sure they complete higher education with satisfaction but also to have an affianced, connected and active student base which will turn to be the alumni and potential advocates of the concerned institution. The academic head needs to provide effective teaching-learning environment and build on innovative student support strategies to enhance their experience. The academic head by paying minute detail to different aspects and by providing (i) comfortable & ergonomic infrastructure, (ii) quality teaching, (iii) effective & student friendly assessment mechanisms, (iv) counseling support, (v) variety of courses, (vi) fruitful beyond learning activities, (vii) efficient student support services, (viii) responsive feedback from students, (ix) quality placement services, and (x) creating inclusive environments among others could go a long way in ensuring good student experience. In this realm, technology can be used well to enhance the student experience by providing digitization of as many possible services. The

academic heads need to keep their eyes and ears open to the needs and concerns of students as to address them effectively and efficiently.

- iv. **Encourage research** – Higher education has always been held responsible for generation of ideas – ideas that would impact the society practically, morally, philosophically, ethically and socially. The highest priority of the institutions of higher education is academic research for the betterment of the society. The academic head ought to give utmost priority to the central function of higher education of indulging in socially useful researches. For this they would have to make all efforts to create a dynamic and forward looking research environment for both staff and students. There are ample examples from India and abroad where research in the higher education

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Junagadh Agricultural University
Significant achievements

- Sesamum cultivation is shifted from kh... i.e., G. Til-2, G. Til-3 and GJ Til-5.
- The university has developed seven ba... summer and semi-rabi seasons. It is m... Rajasthan States. Main Pearl Millet Re... AICRP Center.
- In vegetable crops, of the 20 varieties/ Ridge gourd, GJRGH -1 is first hybrid in...
- Developed low cost greenhouse fertiga...
- One mega elite seed plot of coconut... (Fruits), Mahuvz (Dist Bhavnagar) to prc...
- "Voice message service" of daily we... Jakhua ports under sponsorship of INC...
- Emphasis on breeding improvements Saurashtra through sufficient amount Panjarapors, NGOs and veterinary clinic...
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*The list is indicative and for further reading,

Cambridge Integrated Knowledge Centre
In Cambridge University, there is [Cambridge Integrated Knowledge Centre \(CIKC\)](#), which brings together University research, industry secondments, business acumen and manufacturing expertise to help those with exploitable concepts to achieve commercial success in photonics and electronics; and the [Institute for Manufacturing \(IfM\)](#), which creates new ideas and approaches to modern industrial practice – from understanding markets and technologies, through product and process design, to operations, distribution and related services. As a whole, the University typically engages in 650 research agreements, worth £22 million, with industry annually. (Pathak, A.R. (2017) | <https://www.cam.ac.uk/research/news/what-is-knowledge-transfer>)

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how research informs teaching, encouragement for research-based teaching, and development of research skills of undergraduate students’.

- v. **Knowledge transfer** – Since the inception of formal higher education, universities have been entrusted with the responsibility of producing capable and contributing citizens for societal welfare and productivity. They have civic responsibilities toward the wider society. Creation and transfer of knowledge to society is the primary purpose of higher educational institutions (Jarvis, 2000). Knowledge transfer has assumed more importance now because it maps closely against knowledge

economy assumptions. A competitive system advantage can be possibly experienced if there is effective knowledge transfer. It can be understood as the transfer of concrete and intellectual property, proficiency, learning and skills between academia and the non-academic community. It has benefits for both the academic community and obviously the community at large gains from this transfer. The academic head of the institution should promote knowledge transfer by indulging in activities like publication of research outputs, and through events and networking. Collaborative research can be another way to promote innovative knowledge exchange.

- vi. **People management** – This is an important aspect of roles and responsibilities of head of any organization, more so for the head of an educational institution. The head should engender a culture of excellence, cooperation and respect among the staff members as well as students. A safe and healthy environment should be developed for full compliance with health and safety requirements. The head should ensure that performance of the staff is managed appropriately and that workload allocation is in place and fair for all. All the staff members should feel ensured that they can access necessary support to contribute fully and develop their skills and experience. Further, all the available staffing resources should be effectively used and opportunities should be created for partnerships with people outside the department or the institution. Since students are an essential people component of the institution, the head should ensure students are also included in appropriate decision making exercises.
- vii. **Quality assurance** – Quality assurance is comparatively a new perspective which is considered important to the quality of different aspects of the educational institution. This outlook intends to bring transparency in the governance, making more information available to the students and having grievance redressal mechanisms. The central idea behind is to improve quality of students' experiences by minimizing regulations. Quality assurance can be a driver for institutions to achieve excellence in higher education. However, ensuring that the quality of educational programs meets local and international standards simultaneously has become a great challenge in many countries (OECD & World Bank, 2007). Though the top management sets the policies, priorities and procedures in an educational institution, quality assurance is everyone's responsibility. This concept of quality makes quality assurance a continuous and ongoing process. It should not be considered as a one-time activity for accreditation alone. The academic head needs to bring transparency in all the sub-systems of the higher educational institution to ensure quality assurance. Further, the head should explain to one and all concerned that it is important to promote improvement of quality, not just to ensure that quality is maintained. In other words, quality assurance leads to quality enhancement. Quality assurance is wedded to accreditation, which is almost mandatory for higher educational institutions in India. Still, even in absence of policy or mandatory regulations the heads should indulge in quality assurance mechanisms to enhance quality of higher education.

Dry Run Inspection – Annual Internal Quality Audit

St Agnes College (Karnataka, India) to monitor the continuous progress of the college, conducts Dry Run Inspection for internal management audit by the IQAC of the college. The Dry Run Inspection plays a catalytic role to ensure well-defined roles of quality in the functioning of the institution. The IQAC informs all the members of the staff in advance and they have to prepare a self-study report. After the inspection by the duly constituted staff with representation from IQAC and management of the college, a 2-day evaluation programme is conducted which draws the SWOT analysis of the department visit. This is followed by feedback, which is used to build and improve on the existing practices. ¶

(NAAC,)

- viii. Development of academic standing** – Since the academic head is a role model for other members of staff in pursuit of academic excellence, the head should engage in different kind of academic activities and develop as a leading academic researcher. They should continuously engage in quality teaching, newer and innovative uses of technology, conduct research and publish them, pursue lifelong learning, participate in co-curricular activities, connect with and contribute to community and learn new skills among others. The academic head without saying anything says a lot because of the position (s)he holds. Such behaviours and practices would encourage other staff members to follow their path. This would have a direct bearing on the quality of the teaching personnel in the institution, which indirectly would influence the higher education.
- ix. Change makers** – The academic heads have an important role in supporting change focused learning and in modifying the environments of the institutions to facilitate it. They very well understand that change is not an event but a complex learning and unlearning process for all concerned. As has been said by Fullan (1993) that learning organisations require learning managers: managers who are reflective practitioners and who apply their analytical skills to the important activity systems with which they are engaged, and develop with other staff appropriate, contextualised strategies for change ... the progress of change is more likely to be successful when it follows the path of ready, fire, aim rather than the more usual ready, aim, fire. Change is conducive to improving any aspect, in the present case higher education. An appropriate internal organizational structure, managed by the academic head, can induce the needed changes. There is no doubt to the fact that institutions are complex adaptive systems and there can be no single pathway to make change happen and achieve real improvements. Further, for realization of an effective change, it needs to be driven by a combination of top-down and bottom-up initiatives. This again brings the focus back on the role of the academic head.
- x. Community outreach** – The higher educational system, howsoever important it may be, is only one part of the larger socioeconomic system. Higher education is assumed to play three major functions – teaching, research and extension/community outreach. In any developing society, higher education through its institutions plays an active role in evolving and maintaining a highly functional and dynamic link with the community. Universities ought to serve as a pivotal or nodal agency of the overall development of the community. Therefore teachers and students assume a duty of making available their expertise available for the development of various sectors through the community outreach. Extension, another popular term for community outreach, encompasses activities like field visits, addressing special-need groups from the community or larger social bodies, organizing special extension events, mobilising students for community-oriented activities,

and so on. The academic head can through personal involvement and institutional efforts help the teaching staff engage in purposeful outreach programmes. This would help the community and students and staff alike. Following text box gives in brief the efforts made by a college in improving the life of a tribal village.

A model for Tribal village development: Efforts of Dhenkanal College

The Programme Officers of the N.S.S. unit visited this tribal village and decided to focus on three major areas—(i) forest conservation, (ii) women empowerment, and (iii) health and education of children. A Vana Samrakshana Samiti (VSS)-Forest Protection Committee- was formed and it entered into an agreement with the Department of Forests, Government of Orissa. Under this plan, the villagers are given the ownership of the forest. The villagers protect, maintain, and further enrich the forest. Also, women were encouraged to form Self-Help-Groups (SHG) to carry on small scale saving, sanitation, and anti-liquor campaign programmes. The dried- out branches in the forest are collected by women workers and are deposited with the SHG in a co-operative venture which in turn sells it to the public as fuel wood. Thirdly, a kindergarten school was established to ensure education for the children of the village. The school has been taken up by the Government under Sarba Sikshya Abhiyan (Education for All), and formal education is now provided up to class V.

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teaching needs higher education institutions have to ensure that the education they offer meets the expectations of the students and the requirements of employers, both today and for the future (Henard and Rosevare 2012). In the present era of google versus guru, it is not an easy task for the teacher to engage in quality teaching – so would need support at all the levels – institution level, programme level and individual level. All these levels are within the purview of the academic head of the institution, who can explore every opportunity to foster discussions on quality teaching. in the following text box is an interesting example of efforts to induce quality teaching.

Cape Peninsula University of Technology, South Africa: Curriculum officers as change agents

The Cape Peninsula University of Technology has implemented the Curriculum Officer project with a view to transforming curriculum, teaching, learning and assessment practices at the university. The project aims to empower academic staff members, nominated by their faculties, to improve teaching and learning practices within their respective faculties and academic departments. In 2009 eight mainstream lecturers with a track record of curriculum work from three faculties, namely Engineering, Science and Business, were appointed Curriculum Officers (COs). Curriculum Officers are required to perform the following duties in their respective faculties and departments:

- Lead curriculum development initiatives and design new qualifications in response to various national imperatives.
- Research educational practices and promote educational scholarship in their departments by attending national conferences and by publishing journal articles in educational journals.
- Design and deliver a professional development programme for their department on issues related to curriculum, teaching, learning and assessment.
- Engage COs in their own professional development activities, as well as with other COs and staff from the CPUT Fundani Centre for Higher Education Development.
- Work with the relevant Head of Departments, Faculty Executive and other Faculty COs to coordinate curriculum development activities across the Faculty.

Due to the success of the project further COs were appointed, and by 2011 more than forty COs were operating in all six faculties at CPUT. Curriculum Officers from the six faculties

Cape Peninsula University of Technology is an example of how quality teaching can be promoted at the institution level, of course with the right impetus by the academic head.

- xii. **Generating financial resources** – Though on the verge of becoming third largest economy in the world, India owing to its size has limited financial resources. This is clear if one notes that over the past 10 years, the central government expenditure on higher education has been fairly constant around 1-1.5% of its total expenditure. Globally also the scene is changing when it comes to funding of higher education. This is having a direct bearing on the role of heads in the institution or universities. Blair (2000) stated that institutions of higher learning are increasingly expecting a Dean to attain external funding to be considered as an effective leader. Higher education institutions are increasingly faced with pressures to change their practices of learning and teaching to meet the demands of industrial sectors, students, and government for accountability in the age of decreasing public funding (Kumar & Kar, 2014). The heads have to look for alternative sources of funding for higher education. The proposed policy on funding higher education in India could make it possible that future funding of central universities could be linked to their performance as part of a plan to make these institutions more accountable. If this happens then the onus of looking for alternative financial resources will assume even more importance and loom over those universities also which were almost completely funded by the government. There are courses like biotechnology and information science which are able to seek alternative funding easily as compared to other courses. The academic head through stronger alumni connect, industry interactions, collaborations, sponsorship for programmes from industry via CSR, philanthropic contributions funded research and income based activities among others, would need to mobilise financial resources for higher educational institutions. The academic head by showcasing educational excellence and gaining high rankings can help in tapping the alternative funding sources.
- xiii. **Excellence** - In reality, the quality of knowledge determines the social mission of higher education. Hence, the prime objective of any institution of higher education, including universities should be excellence. The higher education needs to guarantee brilliance in the knowledge and training that they impart. This is possible only if a culture of excellence is developed. Further, culture is directly influenced and can be changed by the kind of leadership we have. Leaders can shape culture ('how we do things around here') by modelling the behaviours that count, by actively reinforcing them in others and actively discouraging negative behaviours. the academic head would need to strive for excellence in all the aspects of higher education - whether it is teaching-learning, assessment practices, feedback mechanisms, and even physical infrastructure among others.

Overview – Jandhyala BG Tilak (2017), Vice chancellor of National University of Educational Planning and Administration, in his article on “On rejuvenating Public Universities in India” has very well said that ‘...it is important to realize that it is the public higher education that forms the foundation for an equitable just and humane society’. The role of higher education in the development of a region in specific and nation as a whole is insurmountable. The Organization for Economic Cooperation and Development (OECD Report, 2007) believes that fast economic, social and cultural development of a particular region mostly happens through universities and colleges which help the region in getting integrated into and competitive in globalising knowledge economy through knowledge intensive goods services. It is believed that universities and higher educational institutions function as major drivers of

regional development because these institutions are well integrated in knowledge networks that produce and transfer knowledge to industries and corporate bodies. With this backdrop of pivotal role played by higher education in the development of a nation, the role of academic head of university or higher educational institutions in enhancing higher education assumes a great responsibility. In the changing times, the role of academic heads is also undergoing a change. It is widely documented that they are involved in a lot more things as compared to the earlier times. It is common knowledge that the educational policies and procedures play a significant role in the mission accomplishment of institutions of higher education, Deans are ultimately responsible for implementation of such policies and procedures. Some scholars such as Al-Shuaiby (2009), Fagin (1977) similarly contend that today the Dean is involved with the faculty and university, and the curriculum and in many ways are different from other institutional members. The role at times becomes particularly tricky because heads find themselves being held directly responsible for budget outcomes, staff performance, meeting student load targets and productivity whilst having, at the same time, to manage both up and down.

To Do ACTIVITIES

ACTIVITY 1 – Prepare an interview schedule and conduct an interview with academic head of an institution of higher education to understand their role. You could take hints from the following questions for preparing the interview schedule –

- Q1. Do you have a written vision for your institution? (If YES), may you please explain briefly the procedures employed in creating the vision?
- Q2. Do you have an action plan for the academic year 2019-20? (If YES), may you please explain briefly the procedures employed in creating the plan?
- Q3. Do you get support of staff and students in the implementation of the vision plans?
- Q4. How do you ensure effective supervision and management of finance?
- Q5. Do you prepare any kind of annual development report for your institution?
- Q6. Is your teaching staff competent enough to handle successfully the teaching and research responsibilities?
- Q7. What kind of support do you get from the academic and non-academic staff?
- Q8. What challenges do you face in dealing with your responsibilities?

ACTIVITY 2 – Based on your reflective analysis and interaction with your colleagues, write a note on the contributions of academic head of your institution in developing higher education in general and improving the performance of your institution. You could take following hints while writing the note –

- (i) Changes introduced by the academic head in different aspects and their benefits, if any
- (ii) Relationship building with staff
- (iii) Interaction with student community
- (iv) How effectively do the current leadership arrangements serve to improve the quality?

ACTIVITY 3 – Make a list of the skills, qualities and traits you expect in academic head of an institution of higher education. Once you have made the list, arrange them in order of priority. Do a self-assessment and make a list of the traits you possess and traits you need to develop in yourself to be an effective academic leader.

11.3.6 ADMINISTRATIVE LEADERSHIP

Higher education in India has been held responsible for producing trained human resources, contributing in research and innovation, and significantly contributing to regional growth and human

development. Higher education in India takes different forms like universities, higher educational institutions and stand alone institutions. The sphere of activities in these different forms may vary in length, width and depth but they share commonalities. Any academic institution works with collective action. Further any collective action would need concerted efforts to reach the desired goals in a time bound manner. Since the resources involved are human, which do not work mechanically on software; this would require effective leadership. In educational institutions, leadership is one of the important steps for providing the educational reforms and organizational development (Leithwood, Louis, Anderson & Wahlsttom, 2004). As discussed earlier, leadership is interspersed with management. In any setting especially in an educational set up, leadership consists in the act to discover, encourage, develop and persuade those individuals in the organisation who process this priceless gift of being able to inspire and lead others, those who know how to induce others, to work with them to cooperate for the attainment of the objectives and purposes of the organization. The most significant function of an institution of higher learning (IHL) relies on its leadership effectiveness in creating a pleasant teaching environment for faculty and in providing students with quality of education they deserve (Afnan Al-Shuaiby, 2009). This leadership can take two forms - **instructional leadership** and **administrative leadership**.

According to Scott & Weber (2008), the leadership behaviors aim to develop the instructional process, emerge positive and constructive relations, develop the professional skills and take an important responsibility on the achievement of the goals of an institution by encouraging organizational culture is classified as instructional leadership. The key indicators of instructional leadership behaviors are the ones showed in order to raise the success of students in educational organizations. Further according to Leithwood, Day, Sammons, Harris & Hopkins (2006), instructional leadership behaviors are determined as identifying and determining the objectives; providing development for individuals; providing organization and directing the instructional program. Drawing from the different definitions, it can be conclusively said that instructional leader should encourage the development of the staff, teachers and students in the organization, strengthen the interpersonal communication, create an effective communication network and work to construct a democratic environment.

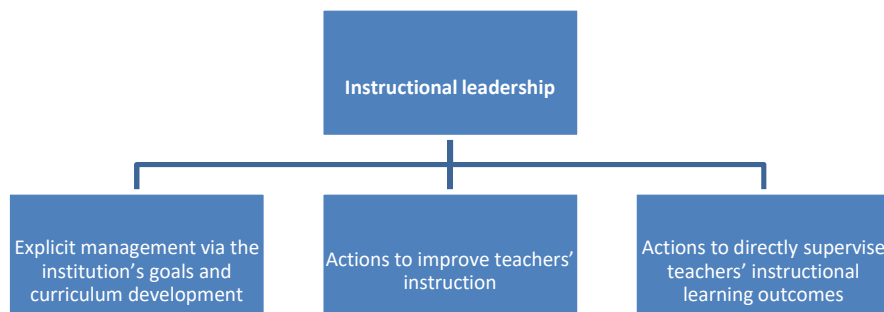


Figure - Functions of instructional leadership

The second form of leadership, Administrative leadership ‘appears to be a working relationship among members of a group, in which the leader acquires status through active participation and demonstration of his capacity for carrying cooperative tasks through completion’ (Stronghill, 1948). Administrative leadership is also defined as the core of three sub processes including: establishing a vision of the future and devising strategies for producing the change needed to achieve that vision; aligning people to create

coalitions that understand the vision and are committed to its achievement; and motivating and inspiring to keep people moving in the right direction despite major political, bureaucratic, and resource barriers by appealing to very basic, but often untapped, human needs, values and emotions (Kotter, 1990).

Drawing from different definitions of educational administration and other related literature, it can be comprehensively said that administrative leadership is a specialized set of leadership abilities whose aim is to -

- (i) ensure the efficient and effective delivery of relevant educational services,
- (ii) implementation of legislative policies through planning and decision making,
- (iii) keep the organization focused on predetermined objectives,
- (iv) provide for optimum allocation and prudent care of resources to ensure their most productive uses,
- (v) stimulate and coordinate teaching and other staff to produce a coherent social system and desirable climate in the educational institution, and
- (vi) facilitate the determination of essential changes to satisfy future and emerging needs of students and society.

Administrative leadership, in practice, has two important aspects – operational leadership and strategic leadership. **Operational leadership** is consummated when the leader engages in significant functions such as hiring, evaluating, and supporting teaching staff; developing budgets aligned which are in consonance with institutional goals and needs; and maintaining a positive conducive institutional culture and working climate. When exhibiting **Strategic leadership**, the administrative leader guides and gives a direction to the institution with the future in mind.

Traditionally administrative leadership was designed primarily to serve as caretaker, regulatory and supervisory role in an era where education and the world outside were moving slowly as compared to today's pace and diversity of educational tasks was much lesser. The educational institution as a whole is guided by the force of administrative leadership. The administrative leader is the nerve centre of educational administration and others are dependent factors.

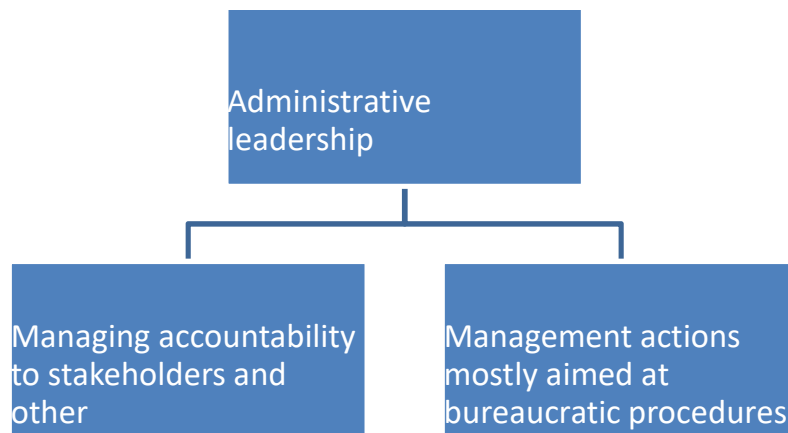


Figure – Functions of Administrative leadership

Administrative leadership arises when the authority has settled the function of directing the activities of his subordinates in the organization. It may use one of the following four alternative courses – force, paternalism, bargain and leadership. In other milieu, the administrative leader emerges not just because of personal qualities, but also as a consequence of the needs of a group of people and of the nature of the structure within which that group is attempting to operate. (S)he can be understood only in an

organizational setting because (s)he is a product of the administrative and other situations. Senior levels positions of administration are vested with the responsibility, whether derived by statute, charter or articles of incorporation, for ensuring that the institution and its members fulfill their educational, social and ethical mandates. In higher education, leadership responsibilities are located both in the *individual* who holds the office at any point of time and in the *position*. Those who assume the position of administrative leaders may or may not be leaders in either teaching or research but are respected for their judgment, institutional knowledge and predictive powers.

Leadership is not about making clever decisions and doing bigger deals, least of all for personal gain. It is about energizing other people to make good decisions and do other things. In other words, it is about helping release the positive energy that exists naturally within people. Effective leadership inspires more than empowers; it connects more than controls; it demonstrates more than it decides. It does all this by engaging - itself above all and consequently others (Mintzberg, 2004)

John K. Hemphill (1959) in his article “Administration as Problem Solving” has noted that leadership behavior includes the following classes of acts:

- (i) Attempted leadership – acts which are accompanied by an intention of initiating structure-in-interaction.
- (ii) Successful leadership – Acts that have initiated a structure-in-interaction during the process of mutual problem situation.
- (iii) Effective leadership – Acts that have initiated a structure-in-interaction and have contributed to the solution of a mutual problem.

ADMINISTRATIVE LEADERSHIP FRAMEWORK

Administrative leadership is essentially a matter of visionary, bold and courageous leadership, and a proper handling of human relations. Recent international research on leadership in school education (OECD, 2006) emphasises that leadership is more than just technique or timing; it is about the morally purposeful pursuit of change beyond individual achievement to a collective commitment to challenge inequality—in its broadest sense. The same applies to leadership in higher education with some added objectives. A number of studies offer detailed accounts of what leaders should know and be able to do. Ramsden (1998: 4) suggests that effective leadership in higher education entails the following:

- i. leadership in teaching (new ideas, creativity, exciting);
- ii. leadership in research;
- iii. strategic networking and vision;
- iv. transformational and collaborative leadership;
- v. fair and efficient management;
- vi. development and recognition of performance; and
- vii. interpersonal skills

A number of studies have been done to identify the characteristics of a leader in higher education. But these are generally concerned about those who are academic leaders. Not much work has been done to highlight those which are required by an administrative leader. A framework has been developed to comprehend administrative leadership specifically and accommodates the literature review in the area. As mentioned earlier, administrative leadership can be understood in situational context, this framework also assumes the same and is presented in light of the individual and situational factors of an institution.

The framework suggests that administrative leadership works within the ambit of different factors. These factors can be broadly classified under two heads. However, since the factors are interdependent, interact cohesively, overlap and their impact may vary from individual to individual – so they have all been put in the same circumventing circle. Let us know understand what these variables are and how

they influence the administrative leadership exhibited by a person.

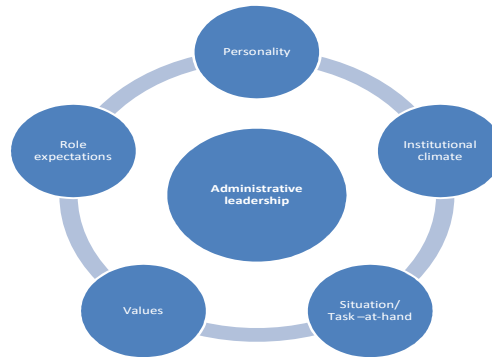


Figure – Conceptual framework of administrative leadership

- (i) **Personality** – This is the strongest individual factor which influences how the individual would take decisions, and exercise power in the leadership process. It includes all the characteristics that identify an individual human-being. These characteristics are not unique and are shared with other members of the society. The personality influences the behaviour and attitude toward certain conditions. Shaping of the personality is influenced by the experiences the individual has over time in his interactions with the society. The personality of the individual would influence the behavior of the leader with staff members, reaction to problematic situations, and handling difficulties with student among others.
- (ii) **Role expectations** – An individual builds a set of expectations from a role, based on socially defined expectations of the particular role. This has no influence of the personality of the individual. The role expectations work both ways. They influence the administrative leaders’ perception of their role and also the expectations of the subordinates from their leaders.
- (iii) **Values** - Values act as mirrors that would reflect the vision, ethics, and behavior of the leaders. In practical terms, they are a glimpse of the preferable means for the attainment of tasks. Administrative leaders act in a particular manner because their values and beliefs are considered valid and legitimate, and are generally accepted by the staff. Though generally rooted in the individual, but values may get influenced by the institutional climate or task –at- hand.
- (iv) **Institutional climate or Settings** – This can be defined as the physical, technological, economic, social, and cultural features of the environment of the institution. This explains that administrative leadership behavior is devised and exercise in an environment that includes both human-made and natural components. These may influence administrative leadership behaviour directly or indirectly. The institutional climate as a whole may influence and at times it may be a specific component of the institutional setting which impacts the leader.
- (v) **Situation or Task-at-hand** –It denotes the objective requirements for decisions to be formulated, problems to be solved or functions to be executed. It can be a crucial factor which determines the

leader's behavior in managing the crisis. Tasks normally differ in their difficulties from time to another according to variety of situations. On certain occasions, current situation or the task-at-hand may become the overriding factor to influence the leadership behavior of even an experienced leader. Accordingly the behaviour of the leader would vary.

The above discussion makes us appreciate that it is not only the individual which is exhibiting administrative leadership; there are several other cultural, organizational, structural and personal factors which influence administrative leadership by interacting cohesively with each other. It for example, the administrative leader's behaviour is taking shape in a certain organizational setting. Subsequently, the institution influences the leader's behavior and the leader also influences the institutional setting and outcomes.

ADMINISTRATIVE STYLES

There are different educational theories, different administration theories, and different leadership theories – all would have direct implications for higher education institution administration and can be seen as the guiding principles or underlying assumptions of the administrative leadership exhibited. The various aspects of organization and day-to-day functioning of the educational institution are deeply impacted by the administrative style.

Several studies have been done at school level to identify the administrative styles of the school principals. One of the most acclaimed studies is the Whitman School Study. The following eight administrative styles were identified from this study –

- (i) High communication style – Principals belonging to this style of work communicated others very much the problem of their work.
- (ii) High discussion style - Principals belonging to this style believed in face to face discussion in administration and placed undue emphasis on it.
- (iii) High compliance style - Principals belonging to this style generally followed suggestions made by others to them.
- (iv) High analysis style – Principals belonging to this style analysed the situation surrounding each administrative problem.
- (v) High relationship style - Principals belonging to this style put more emphasis on maintaining organizational relationships with their superiors.
- (vi) High work-organisation style - Principals belonging to this style put more emphasis upon time table and organizing their work.
- (vii) High outside- orientation style - Principals belonging to this style of work gave more importance to outsiders and accepted recommendations in the school administration.
- (viii) High work- direction style - Principals belonging to this style of work gave directions to others and considered it as an important part of their work.

After having an extensive review of literature of administration and leadership, and thoughtful reflective analysis of different theories of education, it was felt that the administrative styles would be impacted by the educational theories the administrative leader believes in. Most administrators would operate on the basis of one overriding eclectic educational theory. They would themselves most committed to the educational theory by which they are most influenced and this would have substantial implications for the atmosphere and kind of operations they manage in their higher educational institution. Having said that, it also needs to be ascertained here that this does not mean that they stick to only one perspective. In-fact an effective administrative leader would keep drawing insights and practices from a variety of perspectives. Further, more reflective and consistent a leader's educational theory, the more

likely that the higher educational institution would establish and maintain a positive sense of direction and purpose.

NEED OF ADMINISTRATIVE LEADERSHIP

‘Education must function through a definite organization of structure of plans, procedures, personnel, material, plant and finance. The level of operation is at all times dependent upon the quality, technical skill and idealism of the personnel who, through their attitude and daily effort breathe life into mechanics of structure’.

Arthur B. Mohelman

From the above quote, one can easily ascertain the need of educational administration, which in itself speaks about the administrative leadership. The common sense understanding of administration is to seek to make the best possible use of the resources available for achieving the goal of the enterprise. There is a big role which is played by leadership in ensuring effective and efficient administration and thus arise the need of administrative leadership. The following points would further highlight the need of administrative leadership –

- (i) Administrative leadership would hold the machinery and procedure through which the institution is managed in different situations.
- (ii) Sound administrative leadership facilitates an educational institution to operate by providing a medium and a well thought-out process to resolve internal perplexity. This would help redirect and focus all the energy and effort in a commonly agreed direction.
- (iii) Administrative leadership would also ensure that a common purpose is evolved among all the team members which is facilitated by communication of clear strategies and ensures and efficiency at work.
- (iv) Administrative leadership enables post mortem analysis of work being done and strategies being adopted. This would help identify the areas that the institution is weak and needs improvement. These weaknesses may be either related to skills or lack of process. In both cases, processes and procedures need to be addressed and trained.
- (v) Administrative leadership ought to respond to change in both internal and external environment. Carnall (2003) points out that the process of leadership is directly related to change in both internal and external environments, and an effective leader is capable of meeting the varying demands while undertaking a workable balance of the various roles required at a particular point in time.
- (vi) Administrative leadership is required to institutionalize practices for observing past experiences and capturing what works and what doesn't work in an effort to improve.
- (vii) A leader in administration holds responsibility to the staff, to the institution and to society.
- (viii) Administrative leadership manages the dynamic side of education because it deals from educational institutions to the affiliating, funding and recognizing authorities in a comprehensive effort to achieve some educational objectives.
- (ix) Leadership in administration is required to bring about professional development in the educational workers. It will ensure to bring about proficiency in the working of both the academic and nonacademic staff in the institution by providing them the facilities for their professional excellence.
- (x) Administrative leadership ensures effectual, productive and successful decision-making. It is widely acknowledged that making of the decisions is at the very centre of the process of

management of the educational institutions and the process of administration will be more effective if there is a framework for analysis of decision making.

FIVE PRINCIPLES OF ADMINISTRATIVE LEADERSHIP

Higher education leaders have an opportunity to make an impact on the education and development of a diverse population of students and help them become contributing citizens in society. However, anyone who is the position of administrative leader of a higher education institution would agree that the job comes with a myriad of challenges. So the administrative leader would require to follow certain principles, which have been encapsulated in the following diagram.

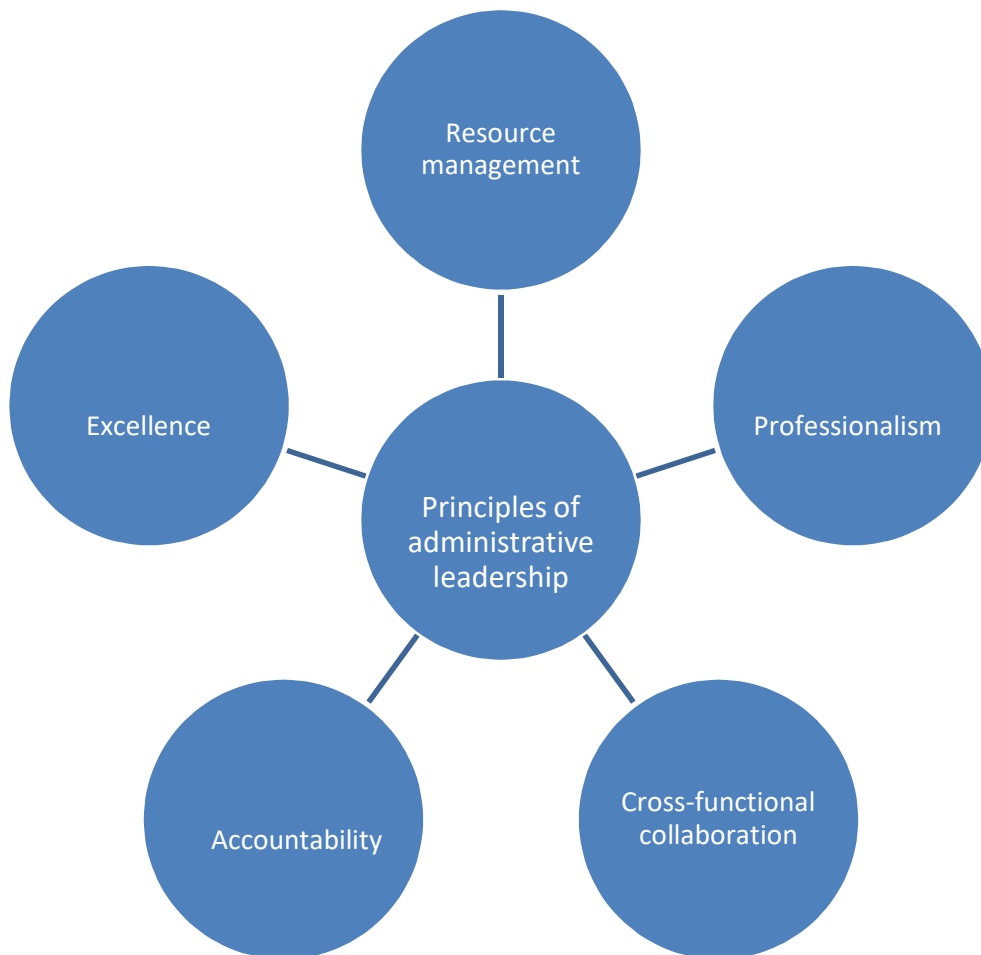


Figure – Principles of administrative leadership

These principles have been discussed below –

- (i) **Principle of Professionalism** - The Merriam-Webster dictionary defines professionalism as "the conduct, aims, or qualities that characterize or mark a profession or a professional person;" and it defines a profession as "a calling requiring specialized knowledge and often long and intensive academic preparation." It is clear from the definition that professionalism has lot more to it besides dressing smartly at work or doing a good job. There are several attributes which a leader needs to work on and develop to exhibit professionalism, like specialized knowledge, competency,

honesty, integrity, accountability, and self-regulation. Any teacher who aspires to be an administrative leader should make effort to build expertise, develop emotional intelligence, honor commitments, imbibe good manners, and improve time management and planning skills in order to develop professionalism in them.

- (ii) **Principle of Resource management** – Resource management, in general understanding, is the acquisition and deployment of the internal and external resources required to accomplish a task. It is a specific task that ensures that internal and external resources, especially those that are scarce, are used effectively, on time and to budget. The leader needs to have a clear understanding of the different kind of resources involved like – financial resources, material resources, infrastructural resources human resources, and technological resources among others. With a backdrop of clear understanding of different kinds of resources, the leader should keep a track of resources available in the institution and those which may need to be procured from outside. This would enable effective use of limited resources by need based allocation aggregation and proper scheduling of resources.
- (iii) **Principle of Cross- functional collaboration** - Collaboration is a natural part of working in teams, and in most institutions, it happens organically within departments. Expanding on the idea of collaboration, cross functional collaboration is a group of people with different functional expertise coming together to work toward a common goal. Since people from different expertise areas are coming together, their varying perspectives would incite innovation and accelerate the momentum of change, which would improve the performance. This kind of collaboration could be a powerful tool in a culture of continuous improvement.
- (iv) **Principle of Accountability** – The leader needs to develop a habit of accountability among all the human resources. It is well understood that delay is sometimes unavoidable, yet at other times matters are simply allowed to drift. So procedures should be made to stop delay and procrastination of work. Decision making process should have opportunities for setting timeframes, supplemented by formal procedures for reviewing and swelling cases that violate those timeframes. The leader should regularly assess the time taken to make individual decisions, and examine those that took too long to see if there are any systemic concerns. This would help to identify areas of potential delay so that strategies can be put in place to guard against any kind of risk.
- (v) **Principle of Excellence** – Successful administrative leaders have always pursued excellence in all their areas of work. Excellence extends to their personal preparation for the job, academic pursuits, life- long learning and work management. They strive to create an atmosphere of excellence in the educational institution also by encouraging staff and students alike. They also understand that excellence is a continuous process and not an end-product. This would make the teachers and students life-long learners and continuously striving to become better than what they are.

Overview -- In the current globalised environment, higher education has been given an ever bigger job to do. Greater decentralization in many countries is being coupled with more autonomy, more accountability for academic institutions and results of students. Further a better use of the knowledge base of education and pedagogical processes is being promoted at higher education. The 21st century is

posing new educational needs and to meet these needs, the heads in higher education institutions must play a more dynamic role and become far more than an administrator of top-down rules and regulations. Institutional leadership and decision making bodies have a fundamental role to play in shaping the institution's quality culture. So higher education institutions and their governing structures must let their leaders lead in a systematic fashion and focus on the instructional and learning processes and outcomes of their institutions. This idea comes from a field of education that has recently experienced a fundamental change in its philosophy of administration and even in its conception of educational institutions as organizations. Such administrative changes are expected to directly affect working lives, professional development, instructional practices, pedagogical beliefs and attitudes and the appraisal and feedback of teachers in higher education.

To Do ACTIVITIES

ACTIVITY 1 – An administrative leader needs to possess and exhibit a range of skills/ traits. Following is a list of skills required by an administrative leader. Rate these skills in order of priority as you think should be possessed by an administrative leader.

Skills – Communication, Organisation, Confidence, Positive attitude, Creativity, Networking, Visionary, Team person, Flexibility

You can add more skills to the above list if you want.

You can ask your colleagues also to prioritize the list of skills. This can be followed by a discussion to understand different perspectives.

ACTIVITY 2 – In the role of the administrative leader, the individual faces a lot of challenges. Following is a list of challenges faced the higher education leadership. Against each challenge, identify and wrote down the skills/traits or qualities needed to deal with the challenge.

<i>S.No.</i>	<i>Challenge of administrative leadership</i>	<i>Trait/Skill/Quality</i>
1	Bureaucracy which stifles innovation and creates inefficiency and ineffectiveness	
2	Conflicts between management and staff	
3	Need to adapt and improve the organization	
4	Leading diversity and inclusion	
5	Governance	
6	Political loyalties	
7	Human resource management	
8	Collaboration with outside agencies	
9	Inducing accountability as a habit	
10	Rational and fair decision making	

The list of challenges is open and you can add more if you want.

ACTIVITY 3 – Prepare an interview schedule and conduct an interview to comprehend views of teaching faculty and administrative leaders about leadership. You could develop the interview schedule using the following hint questions.

- What does leadership mean to you?
- What do you think makes a good leader?
- Do you think there is a difference between a leader and a manager? If yes, how?
- Do you think leadership development programmes can help in developing leadership skills?
- What type of institutional culture holds back or supports leadership development?
- What resources enhance your effective leadership development?

ACTIVITY 4 - Globally and in India too, higher education is undergoing incredible and significant changes which are necessitating new forms of leadership. Research also demonstrates that organizations need a stronger capacity to learn and adapt in this more complex environment, which also requires a different sort of leadership than in the past (Senge 1990; Wheatley 1999). Shared leadership is one such form which is gaining attention from stakeholders and is being experimented in higher education institutions of several countries. Read the book *Shared Leadership in Higher Education: Important Lessons from Research and Practice* by Adrianna J. Kezar and Elizabeth M. Holcombe.

After reading, discuss the feasibility dynamics and implications of such form of leadership in higher educational institutions of India.

*The book is also available online at <https://www.acenet.edu/news-room/Documents/Shared-Leadership-in-Higher-Education.pdf>

11.3.7 ACCOUNTABILITY TOWARDS DELIVERING WORK IN TIME

Today, while in terms of enrolment, India is the third largest higher education system in the world (after China and the USA); with more than 50000 institutions of higher education (785 universities, 38056 colleges and 11922 stand alone institutions) is the largest higher education system in the world in terms of number of institutions. The diversity among these institutions is incredible, both in their physical architecture and in their different missions and activities. There are large multi-faculty universities and stand alone teacher education institutions. There are institutions which boast of large green campuses and others which are bundled in urban environments with other buildings and organisations. Some have ancient heritage and some have been established more recently. Each one says a different story because each one of them has a unique history and purpose.

However, they are all bound by affiliating universities and recognition bodies. That brings them all under one umbrella because the purpose of higher education is same for all. Someone has aptly said, “A high-quality university education prepares a young person for a lifetime of achievement”. If that is the importance of higher education, our educational institutions too need to respond. They should be held accountable. There is a growing concern among all the concerned about the quality of higher education and thus have arisen questions about their accountability. Amongst this concern, National Institutional Ranking Framework (NIRF) has been accepted by the MHRD and launched by Honourable Minister for Human Resource development on 29th September 2015. This framework outlines a methodology to rank institutions across the country. These efforts are to ascertain the accountability of higher education institutions.

However, higher education accountability is a field characterized by complexity. At this point it becomes essential to comprehend the word accountability. According to The Cambridge Dictionary, to be accountable is to be “responsible for and having to explain your actions.” In simple words, accountability means ‘to be answerable legally or morally for the discharge of duties efficiently’. In the context of work, an employee’s accountability usually centers around the specific tasks or functions they’re expected to perform, a leader’s accountability for their team’s success, and an organization’s accountability to the community it serves. Thus, in any institution or organization, accountability may be considered as a process which involves the discharge of duties by both individual, and various bodies of which they are a part.

Accountability has to be understood not just at the institution level but also at the individual level. Accountability at individual level is about delivering on a commitment. It is an individual's responsibility to an outcome, not just a set of tasks. It starts with taking initiative with thoughtful actions followed by a strategic follow-through. Accountability is one requirement of an effective and influential leader in the workplace. It is defined as taking ownership to ensure responsibilities are achieved as expected. This means that leaders must clearly understand expectations before making commitments. A mental shift is required among all, in the working of the institution if a habit of accountability has to be generated. The leader would have to be willing to give up a followers' mentality and lead from the front by focusing their efforts in a productive way to ensure that they achieve results. There are others who hold that to be effective, leaders need to indulge in communicating a clear, specific vision; taking a genuine interest in people; and holding themselves and others accountable. This relationship is depicted in the diagram enclosed in the text box. Accountability is contagious in the sense that if the leader exhibits accountability, it encourages others in the team to be accountable too. This builds trust in academic institution. The institution benefits from the accountability of the head because such leaders are able to quickly identify problems and then come with (different) possible solutions.



Accountability is not a desired virtue but is essential for the success of the academic institution. If accountability is missing this could jeopardize the institution's goals, both current and future. Lack of accountability could affect the quality of experiences the students would have in the educational institution. This dissatisfaction of students could go a long way in impacting the educational institution.

CREATING A CULTURE OF ACCOUNTABILITY

The head of the institution alone cannot be held accountable for the performance of the institution. However, occupying the position of the head makes one accountable. So the head has to induce accountability into the working culture of the institution. This can be done only if the staff members feel personal accountability for the institution. It has been well observed that personal accountability in any kind of workplace can turn out to be an increasingly powerful and important influence. There can be three approaches to accountability –

- (i) **Being held to accountability:** This is the least desirable relationship a person can have with accountability, regardless of whether they're on the 'holding' or 'held' side. As the phrasing implies, this is the kind of accountability that someone has not naturally accepted or embraced accountability towards. Such kind of accountability would require some form of external force to 'hold' them accountable. This is perhaps the most common relationship with accountability we experience at work, and it most often skews either neutral "I'm relying on you to finish this report on time," to negative "I was relying on you to finish this report on time." Some amount of motivation may be provided by this approach, but that motivation is generally focused around completing the task at hand in order to avoid application of some kind of additional pressure.
- (ii) **Accepting accountability:** This kind of accountability is a personal choice and would require less direct application of pressure by external forces. However, the experience of accepting accountability often is not an entirely positive experience for either party. There is a combination

of internal and external pressure which makes an individual accept accountability often not through their own intrinsic desire. The conversations at work, accepting accountability might look something like “My team is relying on me to finish this report on time.” At times, since accepting accountability is not completely intrinsic, it can lead to a relationship where someone views their relationship with accountability as a burden to be taken on begrudgingly.

- (iii) **Embracing accountability:** There are very few people who will ‘embrace’ accountability and when somebody does then it can have a transformative effect on their output. At work, a significant change in perspective would be evident as someone who has embraced accountability would say “I know my team can rely on me to finish this report on time.” Instead of being pushed by any kind of external forces or internal sermonizing to finish the report on time, now the employee sees the task at hand, recognizes their own aptitude and is intrinsically motivated to finish it.



As clear from the figure, accountability and there are cannot be coerced into s accountability by fostering

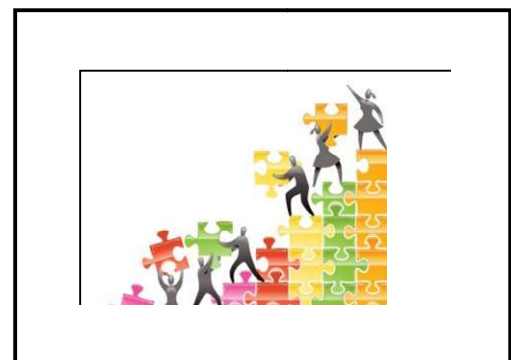
As clear from the figure, accountability and there are cannot be coerced into s accountability by fostering

accountability, i.e, held to best form of accountability itely inspired to embrace wards it. This can start with

making people understand what accountability is, because it means taking responsibility for one's actions — and not in a negative, 'blaming and shaming' way. They should believe that accountability means making decisions when necessary for the benefit of the organization and then doing their best to follow the decision taken. On certain occasions, some decisions may turn out to be 'bad' decisions, but then these employees should not be punished. The head should build the institutional culture in such a manner that mistakes can be tolerated, and where lessons can be learned, and training provided.

The head can develop a culture of accountability in the institution by following through some steps. These are –

- (i) **Clear expectations.** The head of the institution needs to be absolutely clear about what they expect about various aspects – outcome, measures of success, and how staff should go about achieving the objective. The head need not lay down specifications for all of them. In fact, if the head has a skilled staff, a lot of ideas



and strategies would be coming from them. However, to ensure same a genuine two-way conversation needs to occur and at the end of the conversation the expectations regarding all the discussed areas should be voiced out so that there are no confusions. This could be followed by a written summary of the same, which could be given to all the concerned.

- (ii) **Clear capability.** Once the expectations have been made clear, it needs to be reflected so as to understand the skill set, resources (material, financial and human) to meet those expectations. If the resources required and skills needed are not there with the person, then the leader either needs to help them acquire both or delegate the work to someone else. Otherwise, the employee would face failure and then held accountable for not able to do the work on time.
- (iii) **Clear measurement.** The leader after making the expectations clear to the concerned staff member, should also make arrangements for periodic review of the work by setting objective and measurable targets. This is necessary because the concerned staff member may need help in between and may not feel comfortable asking for help. So such meetings would help to act if any of these targets slip. Such sessions could be helpful in brainstorm a solution, look for the problem, redesign the schedule, or respond in other desirable ways to help the person back on track.
- (iv) **Clear feedback.** To set a culture of accountability in the institution, it is critical to make arrangement for honest, open, and continuous feedback. The head should make the staff members realize that where they stand. Feedback in such institutional culture would be fact-based and easily communicable because the head had set clear expectations, capability, and measurement. The feedback can also go both ways — for the leader to ascertain and communicate how the staff member is performing and extend help if needed.
- (v) **Clear consequences.** The leader will be sure that everything necessary was done to support the performance of the staff members if (s)he has been clear in all of the above steps. The leader would now have three choices: repeat, reward, or reprimand. A repetition of the steps would be required if the leader feels that there is still a lack of clarity in the system. Appropriate reward in the form of acknowledgement or promotion etc, should be extended to the staff person if there has been success. The last alternative has to be opted for if the staff member has not proven accountable. Depending on the situation, the staff member could be reprimanded, or change in role could be opted for.

Accountability can be very powerful and can drive someone to do the best work of their career, or drive them away, depending on their interactive relationship with it. If the leader understands well the factors that influence the relationship of staff member and accountability, they can start to reframe accountability as an overwhelmingly positive element of the institutional culture.

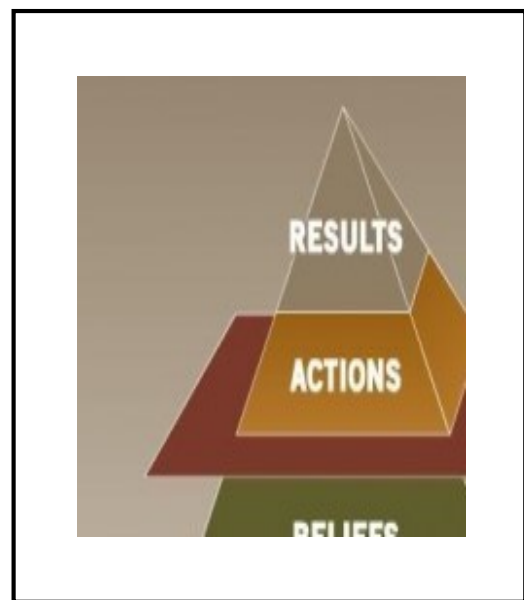
Overview – Avoidance of accountability can be detrimental to the working of the institutions and lead to dysfunctional teams and poor outcomes. In the same breadth, it can be emphasized that accountability can do wonders for the institutional working and outcomes. Creating a culture of accountability in teams is easier said than done. It has been found that at times there are teams with excellent interpersonal relationships among members avoid accountability because of the possible

discomfort involved with having difficult conversations that may be emotionally charged. An environment of accountability can be established only without judgment and harsh criticism.

To Do ACTIVITIES

Activity 1 – Craig, a best-selling author, explained the Results Pyramid™, which was developed by Partners in Leadership®, a firm known for their outstanding training in accountability. Craig said in his address that most organizations spend a great deal of time on Results and Actions, the top two segments of the pyramid. However, while correcting results and actions, they don't get to the root of the problem: Beliefs and Experiences. To build and maintain accountability, all four segments of the pyramid must be addressed. He further said that teaching individuals to see, own, and solve problems, and take the necessary corrective measures (a sequence that Craig described as See it® Own it® Solve it® Do it®). This process addresses individuals' beliefs, experiences, actions, and results, and helps create an accountable culture.

Read more about this Results Pyramid™ developed by Partners in Leadership and reflect how can leaders teach staff members to be accountable—not just in their actions and results, but also in their beliefs and experiences.



Activity 2 – Informally interact with your colleagues and try to know whether they feel accountable for the job. Observe their behavior when given a task and try to identify which form of accountability do they adhere to? Do this exercise over a period of time with all the staff members. Then place all the staff members in the pyramid of accountability according to the type of accountability (held to accountability, accept accountability or embrace accountability) they adhere to. Now reflect whether the pyramid takes the shape as given in the text or assumes some other position.

It would be interesting if you carry out this exercise in different departments or institutions and then compare the performance of the institutions vis-a-vis the accountability exhibited by their staff.

Activity 3 – Using the following scale ascertain how do you contribute to a culture of accountability in your institution. Assess yourself on each of the following statements using this scale.

- 1 = Almost never/seldom
- 2 = Sometimes
- 3 = Usually/almost always
- 4 = Always/consistently

S.No.	Statement	Rating
1	Seeks input from all team members	

2	Keeps the focus on fixing problems rather than finding someone to blame	
3	Treat people fairly, without showing favoritism	
4	Recognize and reward individual contributions in an appropriate manner	
5	Encourage others to express different ideas and perspectives	
6	Keep myself informed on status of my work and updates in the institution and higher education	
7	Gives open and constructive feedback	
8	Set clear expectations for the staff members	
9	Make swift and appropriate corrections with change in situations	
10	Encourage others to seek help	

This exercise would help you assess yourself and also point out the areas where you need improvement.

11.3.8 UNDERSTANDING MARKET BASED DEVELOPMENTS RELATED TO EMPLOYABILITY OF THE STUDENTS

In an era of changing paradigms of learning, whether we like it or not, India is attracting the world's attention in terms of volume, the quality of Indian students and focused learning at higher education level. Education is expected to produce graduates who are able to thrive in a fast and challenging world, meet challenges and solve problems; be entrepreneurial and create jobs, critical and active citizens (TEN/MET, 2008). So productive employable products of higher education are always an anticipated and desirable outcome of higher education. Large number of students also join higher education to increase their employability and not always for love of learning.

The term employability has multiple definitions. Some people believe employability is about skills, for others it is a process which prepares individuals for long-term employment. The definition of employability adopted by Enhancing Student Employability Coordination Team (ESECT) brings these two roles together and defines employability as 'A set of achievements – skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations' (Knight and Yorke, 2003: 5). Stephenson (1998: 10) links employability to capability. In his words, 'Capable people have confidence in their ability to':

1. take effective and appropriate action;
2. explain what they are seeking to achieve;
3. live and work effectively with others, and
4. continue to learn from their experiences both as individuals and in association with others in a diverse and changing society.

Stephenson recognises that individuals have their own specialist knowledge derived from their degree and other experiences, but more importantly they know how to apply that knowledge, and to acquire new knowledge. They have the aptitude to continue to learn and to develop their skills and knowledge so as to become continuously employable.

These understandings of employability need to be borne in mind by the developers and transactors of curriculum of higher education. At global level, there is a concern regarding the same and there are many universities which are sensitive to this as is clear from Curtis and McKenzie (2001) description of a University of South Australia graduate. They say that a graduate from University of South Australia

1. can operate effectively with and upon a body of knowledge of sufficient depth to begin professional practice;
2. is prepared for lifelong learning in pursuit of personal development and excellence in professional practice;

3. is an effective problem-solver, capable of applying logical, critical and creative thinking to a range of problems;
4. can work both autonomously and collaboratively as a professional;
5. is committed to ethical action and social responsibility as a professional and citizen;
6. communicates effectively in professional practice and as a member of the community;
7. demonstrates international perspectives as a professional and as a citizen.

There are two major challenges which an Indian Higher education student is facing. One is that students coming out of higher educational institutions are educated but generally not employable. Their resumes reflect the required degrees but they themselves are professionally ill equipped. The other concern that graduates 'know more but can do less'. In other words, they are theoretically sound but have poor workplace skills. The challenges the graduate is facing is less because of individuality issues, but more because of the way our higher education system has been modelled over time. They either get no very limited exposure to practical know-how, which is further augmented by loss of interest in vocational training courses in specific and education in general.

PERCEPTION OF EMPLOYERS

With respect to Indian population, statistics indicate that there is around 62% population in the working age group and 54% of the total population is below 25 years and almost 15 million youngsters are entering work force every year – all these numbers sound promising for the economic development of a country. However, out of these 15 million who are entering the work force each year, 75% are not job ready. We all very well know that human capital is the most important asset of a country and an increase in the human development index would lead to significantly high level of economic growth of the country. Education is one of the most effective and significant factors for the desired economic and sustainable development. Thus in essence, we all very well realise that since the strength of a nation depends on skilled citizens, so our education system should work towards producing such citizens.

Over the last few decades it has been observed that there has been a shift in thinking of forthcoming employers when they are looking for suitable candidates. They want to hire trained and prepared candidates rather than taking novice trainees and then training them for the job. This has probably been because of the emerging opportunities in various organisations and the consequent frequent job changes the individuals look for and engage in. Thus, the employers do not want to invest their time and other resources in the training of the new inductees. So they look for job ready employees who require least training and the onus for providing such candidates falls on the academic institutions engaged in higher education.

DYNAMICS OF EMPLOYABILITY IN INDIAN HIGHER EDUCATION INSTITUTIONS

In Indian higher education institutions, employability is delivered by a partnership of academic staff and careers staff. But in most cases, the career staff is limited to a placement cell in the institution and so is generally located outside departments. Having an understanding of the changing perception of employers, measures need to be made to improve the efficiency of higher education in providing suitable candidates to the employers. Some of the possible steps are -

1. ***Understand developments in market*** - Efforts need to be made on part of academic staff of the department and placement cell to understand developments in market which affect the employability of students. There needs to be sensitivity for the expectations of the employers. A study by Chabra (2015) about the perception of stakeholders regarding the effectiveness of B.Ed programme reveals that secondary school principals are unfavourable of the effectiveness of B.Ed programme in preparing teachers to/for
 - (i) critically examine curriculum and textbooks
 - (ii) appreciate the potential of hands-on experience as a pedagogic medium

- (iii) establish interconnectedness of learning across subject areas
- (iv) organize learner-centred, activity-based, participatory learning experiences
- (v) employ flexible learning pathways
- (vi) use different engagement strategies
- (vii) generate assessment skills among teachers
- (viii) work with non-teaching professionals and working with parents or guardians
- (ix) professionalism and professional development among prospective teachers
- (x) contribute to development of a professional learning culture in the school
- (xi) handle pressure or meet deadlines
- (xii) develop a habit among teachers to reflect upon the effectiveness of their teaching
- (xiii) develop a habit and capacity for self-directed learning.

There were some aspects with which the school principals were satisfied but they were very few in comparison to the above given list. Overall a large number (70.58%) of them pointed to a wide gap between the expectations/requirements of the school and the training given by teacher education programme. This one study shows that there is a considerable gap in expectations of stakeholders and preparation in the educational institution in the area of teacher education. Similar results have been found in researches in other areas.

2. ***Imparting 'job skills' during the course of education*** – Since the perception of employers have changed and the market now demands the job ready candidates, higher education in general and the academic institution need to impart such skills to their students. The curriculum needs to be planned in such a manner that there are opportunities for assimilating the job skills in the education system, which would make the graduates ready for the job market. This can add to the worth of higher education. It is going to be a task for the higher education personnel to identify the skills required by the employers and then accordingly prepare the students. There would be certain skills which would be common across all kinds of jobs but there would be job specific- attention would need to be paid to both.
3. ***Academia – industry integration*** – The relation between industry and academic institutions, especially those in higher education, is an interdependent one and mutually benefitting one. The industry needs to appreciate that the human resources required by them are being prepared in the higher educational institutions. So the industry needs to provide them support by updating them with the changing job requisite scenario in the appropriate forums. At the same time, the higher education system needs to appreciate that the quality of human resources produced by them would eventually determine the economic health of the country and, also determine the worth of educational services provided by them. So both the legs of the economy of a nation – academia and industry – need to bridge the gaps between them and work on closer integration by appropriate knowledge transfer, experience sharing and technology transfer. This may even mean sharing of infrastructure on certain occasions and very close interaction between the two.
4. ***Enhancing employability by curricular modifications*** – Higher educational institutions need to be converted into a hub for skill training along with the usual functions it has. The students need to be prepared for the future and not just for the present scenario. They need to be equipped with certain skills to enhance their employability. Some of these attributes or skills would be – communication skills, life skills, role understanding, time management skills, social behavior, technical training and

problem-solving aptitude. The teaching staff of the higher educational institutions need to prepare themselves for the same. The gap between industry requirements and academic products of the higher education needs to be filled. This gap needs to be filled by appropriate content in the curriculum as well as equipping the students with appropriate employability skills. Different professions would need a different set of skills. There would be certain skills which are expected from any professional but there would be others which would be profession specific.

5. **Regular interactions with students** - Besides addition of content in the curriculum, arrangements should be made for regular interaction with the students on this front. And these interactions should not be limited to one-off sessions but should extend to regular periodic consultations. Assessment should be planned for units with a career and employability focus and those should be as demanding and comparable with parallel discipline assessments. Employability assessments would also give the participants an opportunity to identify the skills they lack in and then practise the skills recognised as having employability dimensions.
6. **Active placement cell** - The role of placement cell within departments varies within and between universities but they are likely to be invisible to students unless their role is promoted by departments and valued by tutors. The role of placement cell varies with the type of course also. There are courses which are supposed to be 'professional' and so are hot favourites of the placement cell also. However, this does not hold true for all the supposedly professional courses. The university system and its affiliated educational institutions treat teacher education courses as professional. But there are very few teacher education institutions where an active and dedicated placement cell is there. In ideal circumstances, people from placement cell must have a place on faculty and department teaching committees to enable seamless communication. This would help in raising everyone's (students and faculty both) awareness of emerging employability agendas and opportunities. Also, the placement cell staff can plan some kind of personal development planning with the higher education students.
7. **Engagement of academic staff** - Amidst the above discussion one thing should be appreciated that the impact of the engagement of academic staff with the student will be much more than anything else. And this impact would largely depend on the depth of this engagement. Learning rooted in working life could help institutions to interpret and respond pedagogically to the challenges of this environment, using other forms of teaching and learning patterns, like project-based learning. There is evidence that participation and engagement in professional development activities are related to the quality of student learning. "Provision of opportunities for professional learning and development, and obtaining relevant teaching qualifications, and establishing requirements that professional development and qualifications are undertaken are indicators of an institutional climate that recognises the importance of the preparation of staff for teaching" (Chalmers, 2007).

Overview - Over the last five decades, employment has seen fundamental changes which imply a rise in the demand for non-routine cognitive and interpersonal skills and a decline in the demand for routine cognitive and craft skills, physical labour and repetitive physical tasks (OECD, 2012). There is greater uncertainty, speed, risk, complexity and interdisciplinary working and the university graduates need to be prepared for that. Or shall we say that higher education, and its modes of learning, will need to prepare students for entry to such a predictive and changing environment. Consequently, the graduates

need to be equipped them with appropriate skills, knowledge, values and attributes to thrive in it. A strong current has been felt to build and create knowledge together with an understanding of working life and recreate the concept of knowledge in learning situations. Opportunities to learn both generic and professional competencies as well as to build networks and pathways for employment after graduation are intended to be built by building tighter connections of learning with working life through different academic projects. This is the case for Universities across the globe. All of them are experiencing increased pressure to find ways of proving their worth not only in the preparation of students, but also how they are linked to employing authorities like business, service and different industries.

To Do ACTIVITIES

ACTIVITY 1 – Working individually or in group, visit a job consultant and school principals to inquire about the skills and qualities expected from a school teacher by a school. Dwell further so as to know whether these requirements vary according to the type of school.

Back from the meeting, make a list of the skills, competencies and qualities required from a teacher. Self reflect and analyse how prepared your student teachers are for the job market.

ACTIVITY 2 – Interview five employers from different fields – health, education, manufacturing units etc and try to know their view point about how industry can contribute to enhancing the higher education in our country. Do they see an active role for themselves? What concrete steps can be taken at policy level for better academia-industry integration?

ACTIVITY 3 – Using internet and other sources, collect information about institutions with good placement record. Further dwell on the role of placement cell in these institutions.

11.4 ASSESSMENTS

- Q1. How can a leader evaluate and improve his or her own leadership skills, as well as the skills of those people the leader manages?
- Q2. Write down your understanding of the role of academic head of the institution as a leader and a manager.
- Q3. Case incident – Setting up a culture of accountability in an institution which held to laissez-faire system can be a daunting task. In one such setting the head of the institution held a faculty member accountable for not delivering work on time and announced a light punishment. The faculty member in turn filed a mental harassment case against the head to the higher authorities.
- Now answer the following questions –
- (i) What safeguards can be built in the accountability process to avoid having such incidents, which could be potentially harmful to the reputation of the Head?
 - (ii) What would you do if confronted by someone during the accountability evaluation interaction, who threatens you with such false accusations?
- Q4. Consider the scenario – You and a colleague of yours is working on a project given by the head of your institution. Incidentally, your partner colleague is a good friend of yours also. The head of the institution have explained the project details and desired outcomes to both of you with clear targets. You both started working on the project but then your partner colleague (also your friend)

gets busy with some personal work and procrastinates the project work. Deadlines are approaching and the project is far from finished.

Questions – (i) What should be your reaction to the situation?

(ii) Should you inform your head about your partners' colleague non-cooperation in the project work?

(iii) If the project misses the deadline, then who should be held accountable for it – you, your partner or both?

Q5. "If you want to know if a staff member feels accountable for the given task, just ask!" Do you agree or disagree? Discuss.

Q6. 24% of World R&D happens in India, 650 global R&D centres are in India. Analysis of patent data indicates that only 24% registered are from academic institutions mostly from IIT and other government research institutions and 76% are from industry R&D centres. What concrete efforts can an academic head make the push research in the institution?

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