

## LEADERSHIP AND MANAGEMENT STYLES IN TECHNICAL INSTITUTIONS

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### ABSTRACT

*Management is absolutely essential in the present times in all organizations including educational institutions, irrespective of their origin, nature and ownership. Technical institutions among other institutions require more efficient and effective management for ensuring efficient and effective utilization of huge financial resources put to the system, for turning out required quality and reliable output through adequate and relevant educational processes, and for sustained progress.*

### PREAMBLE

The importance of Technical Education is recognised the world over with technology occupying an increasingly vital and predominant role in the varied spheres of life. In India its importance is to be recognised all the more because India is among the poorest countries in the world. If India wants its per capita income to rise at a rate of 5 percent per year, the gross national income must double during a decade. This calls for an increase in industrial and agricultural production on an unprecedented scale. Technical education, if planned and guided for such a target, can be valuable aid to root out national poverty. This target, can be accomplished only if the leadership and Management Styles in Technical Education Institutions are of

the right kind with effective leadership behaviours. Unfortunately, barring few exceptions, the leadership and management styles in today's Technical Institutions are neither Action-centred nor Participative.

### INTRODUCTION

A Head of an Educational Institution who also is a leader is expected both to lead and to carry out various activities related to the Management and Administration of the institute. He leads all the staff members to work towards a common goal and makes use of his leadership traits to carry out the programmes for achieving overall objectives of the institution. The culture and the social climate of the institution is mainly determined by his leadership and management style and behaviour

towards all concerned. It is the Head/Principal of institute who owes a great responsibility to the nation in setting right the temples of learning where future of the youth is shaped. It is the Principal who mainly exerts leadership for the well-being of his institute. But for his leadership, the institute cannot progress and show notable results. He plays a predominant role in building the institution.

There are definite sets of traits and characteristics which can make the Principals/Heads of institute effective leaders.

The dynamic and effective leadership by a head of institution is the dominating element in determining the eventual success of the institute.

#### **DYNAMICS OF LEADERSHIP IN EDUCATIONAL INSTITUTIONS**

Leadership is the ability of a manager to bring people to work together efficiently for a common goal.

Leadership is not simple. The constructive use of authority entails the ability to formulate clear goals and to determine what steps are necessary to achieve them. Including getting people to do what you want. The requirements are hardwork, self-reliance and confidence, good communication skills and secure sense of one's own strengths.

The skill and style with which leader or manager exercises various types of power determines his effectiveness in influencing subordinates. Influence over the attitude and behaviour of subordinates is the essence of competent leadership.

To be a successful leader, one must provide adequate structure so that followers know what to do and how to do it.

A leader has four essential elements:

- (1) He is a member of group/team.
- (2) He influences the member of the group/team.
- (3) He is voluntarily accepted by the group in his role, and
- (4) He leads the group towards the shared goals.

Effective leadership behaviour will create inspiring and stimulating climate for the people so that they can enjoy a high level of morale and are motivated to receive new ideas and are always ready to venture into new activities. The behaviour of a leader is the inspiring force that he gets healthy climate, high morale and motivation for the receptivity of new ideas/activities for taking the institute to higher and higher planes.

The roles which a leader plays should be flexible and adaptable to the problems at hand. Neither a role devoted to maintenance of complete stability nor a role totally change-oriented will serve every purpose. The leader should be adapted to both the roles and should be skilled in judging which role is suited to any given set of circumstances.

The following Figures, Tables and Annexures present the Dynamics of Leadership :

Figure 1- shows the various combinations of Leadership Behaviour.

Figure 2- shows the various combinations of Leadership Styles.

Figure 3 - shows Action Centred Leadership.

Figure 4 - shows Leadership Styles of Functioning.

Table 1 - presents the Framework for Leadership.

Annexure 1 - presents the various Check List for the job of a leader

(Action Centred Leadership)

Annexure 2 - presents the Personal characteristics of Successful Contemporary Leaders.

Annexure 3 - presents Competencies required for an Effective Leader/Manager.

Annexure 4 - presents the Qualities of the Peak-performing Leader/Manager.

### PRINCIPAL AS A LEADER

Improvement of quality and character of educational leadership is the most pressing need of the present times.

The Principal as a leader of an institute is considered to be the centre of all the activities taking place in the institution. Leadership functions and administrative functions are generally combined in most of the institutions, and therefore, leadership becomes an inseparable and a very significant function of administration.

The Principal is mainly responsible to divert the utilization of limited resources of people, space, time, money, equipment, supplies and work technique in the realization of coherent operation of an institute. It involves activities and processes which require specialization of effort and sophistication in use. These have been very frequently identified as activities which include planning, programming, budgeting, staffing, evaluating and such processes as leadership, organising, communicating and coordinating.

The Principal as a leader requires to improve the institution standard, teacher's morale and motivation of the students for the overall growth of the institution. To prove a good leader, he must have insight into the human problems and capacity to analyse the emo-

tional forces that motivate the conduct of the teachers and the students. A good institution means an institution with a watchful, active, democratic-minded and effective Principal.

### CONCLUSION

It is of paramount importance to know about the Leadership and Management styles in Technical Institutions in the terms of those traits and characteristics which go to make institution's principal as an effective leader.

It would be interesting to know the answers to questions like :

- How do the Principals as leaders differ in their leadership behaviour from some other professional leaders ?

- How far is their leadership behaviour related to personality traits like intelligence, emotional stability, assertiveness, imagination, etc. ?

- Is leadership behaviour related to age, teaching experience and administrative experience of the Principals ?

A research study on leadership behaviour of Principals relating to the above would certainly help teacher educators, educational authorities/administrators and other groups interested in the technical education, understand this neglected area rather closely and correctly. It would also help the Principals make self-analysis of their leadership behaviour.

Thus, for effective performance of the various functions of management in an institution, effective leadership is indispensable. The leader must have Technical Skills, Interpersonal Skills (Human Skills) and Conceptual Skills.

### REFERENCES

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Deep Publications, New Delhi)

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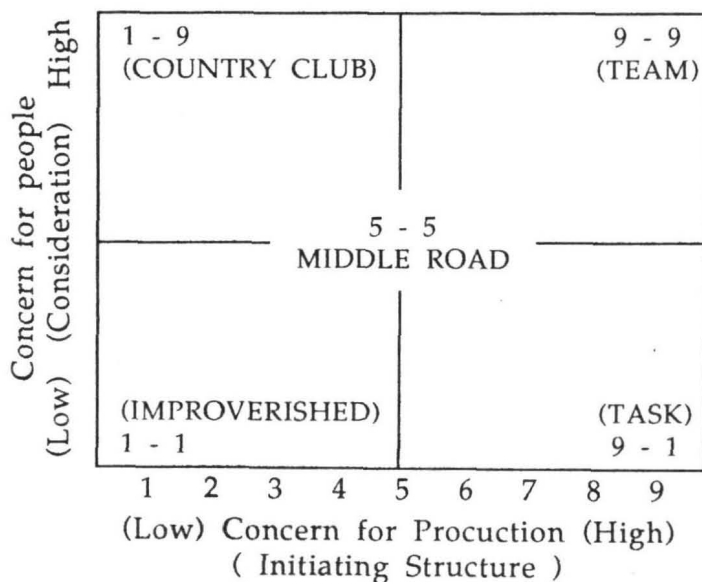
Handbook of Management, Skills (Jaico Publishing House, Bombay),

Managerial Skills for Technical Personnel (Jaico Publishing House, Bombay).

(Low)--Consideration--(High)	High Consideration and Low Structure	High Structure and High Consideration
	Low Structure and Low Consideration	High Structure and Low Consideration

(Low)---Initiating Structure---(High)

**FIG.1 LEADERSHIP BEHAVIOURS**



**FIG.2 LEADERSHIP STYLES**

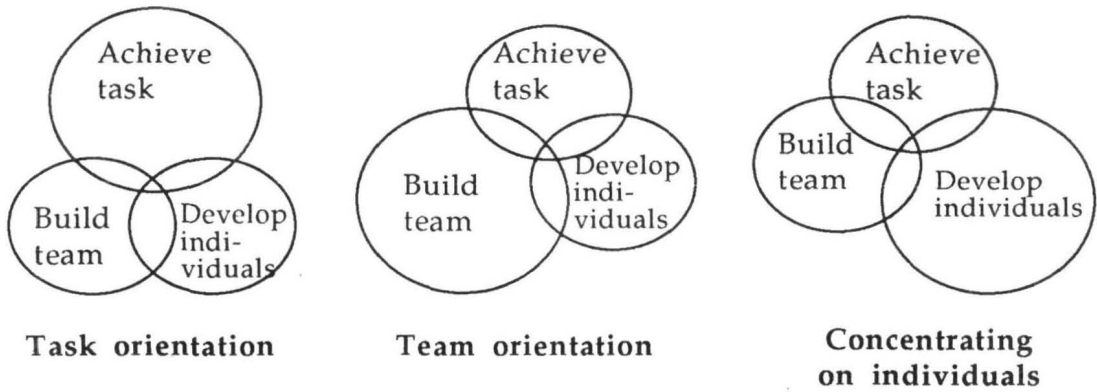


FIG. 3 ACTION - CENTRED LEADERSHIP

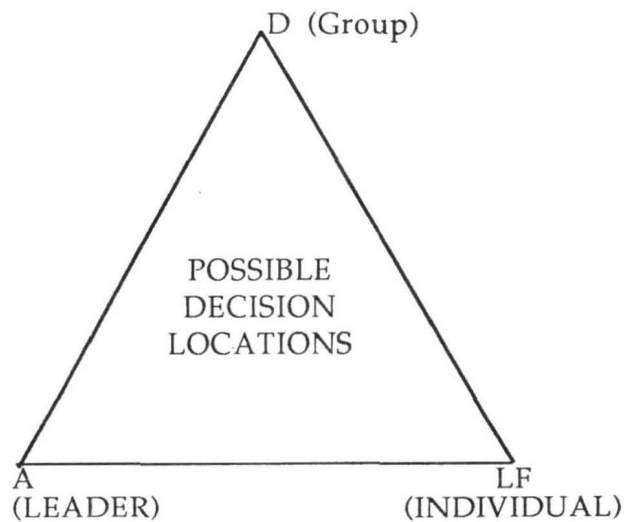


FIG. 4 LEADERSHIP STYLES OF FUNCTIONING

**TABLE 1**  
**FRAMEWORK FOR LEADERSHIP**

KEY ACTIONS		TASK	TEAM	INDIVIDUAL
Define Objectives		Identify Tasks & Constraints	Hold Team Meetings, Share Commitment	Clarify Objectives, Gain Acceptance
Plan	Gather Information	Consider Options, Check Resources	Consult, Develop Suggestion	Encourage Ideas, Assess Skills
	Decide	Priorities Time Scales, Standards	Structure	Allocate Jobs, Delegate, Set Targets
Brief		Clarify Objectives, Describe Plan	Explain Decisions Answer Questions, Check Understanding	Listen, Enthuse
Monitor Support		Assess Progress, Maintain Standards	Coordinate, Reconcile Conflict	Advise Assist/Reassure, Counsel, Discipline
			Recognise Effort	
Evaluate		Summaries, Review Objective Replan, if necessary	Recognise & Gain from success, Learn from Mistakes	Appraise Performance
			Guide & Train	Give Praise

### **ANNEXURE 1**

#### **CHECK-LIST FOR THE JOB OF A LEADER (ACTION-CONCERNED LEADERSHIP)**

(Refer Fig. No. 4)

##### **CHECK-LIST : Achieve the Task**

- be quite clear about what the task is, put it over with enthusiasm, and remind people of it often
- understand how the task fits into the overall short-and long-term objectives of the institute
- plan how to accomplish it
- define and provide the resources needed, including the time and the authority required
- do everything possible to ensure the organizational structure allows the task to be done efficiently
- pave progress towards achievement of the task
- evaluate results and compare them with the original plans and the objectives of the institute.

##### **CHECK-LIST : Build the Team**

- set and maintain the team's objectives and standards
- involve the team as a whole in the achievement of objectives
- maintain the unity of the team by seeing that dissident activity is minimised
- communicate regularly with the team face-to face, at least once a month, on matters of people, policy, progress and points for action
- consult with the team, whenever time permits, before taking decisions which affect them
- explain the institution's results and achievements
- communicate any changes taking place in the institution and how they

will affect the team.

#### **CHECK-LIST : Develop Individuals EVERY LEADER MUST :**

##### **1. Provide a Challenge and Scope for Development by**

- setting targets, after consulting, and reviewing them at regular intervals
- providing relevant training where appropriate by using people to train others, in the specialist skills they may have
- arranging any necessary internal and external contact
- restructuring or grouping tasks to use people's skills to the fullest
- rotating jobs to broaden experience
- providing scope for individuals to take greater responsibility
- training thoroughly at least one deputy.

##### **2 Make People Feel Valued by**

- knowing their name, their place of work and interests outside of work
- regularly monitoring and appreciating individual effort
- sharing an interest in whatever they hold important
- creating a good working environment by being approachable
- ensuring everyone understand the importance of their contribution to the team's objectives
- ensuring everyone understands the function of the organisation.

##### **3 Recognise Achievements by**

- praising and communicating individual successes
- holding regular meeting with each individual to monitor and counsel
- providing guidance for a personal development programme
- operating a fair and open policy of



linking reward to performance.

Providing the right climate and opportunities for these needs to be met for each individual in the team, is possibly the most difficult, and certainly the most challenging and rewarding part of the leader's responsibilities.

In summary, the job of a leader at any level is to

- get the required results (ACHIEVE TASK)
- build an effective and cohesive team (BUILD TEAM)
- grow and develop each individual and provide the satisfaction of having a valued member of an effective team (DEVELOP INDIVIDUALS)

## **ANNEXURE 2**

### **PERSONAL CHARACTERISTICS OF SUCCESSFUL CONTEMPORARY LEADERS**

Leadership research has not revealed a single trait that is possessed by all successful leaders, but a number of characteristics have been identified that are common to many of them. Following are the common characteristics.

- Ability to focus
- Emphasis on simple values
- Staying in touch with people, social skills
- Managing change
- Selecting people
- Avoiding do-it-allism
- Facing up to failure

- Verbal fluency
- Ability to identify and solve problems, has pleasure in solving problems
- Awareness of needs
- Flexibility, Ability to adjust
- Intelligence
- Acceptance of responsibility
- Awareness of self and surroundings
- Result orientation
- Vision
- Communication and Alignment
- Persistence, Consistency, Focus
- Empowerment
- Promotion of organization and learnings
- Encourage experimentation
- Enthusiasm
- High ethical standards
- Ability to make decisions
- Ability to organize growth activities
- Contributor
- Let people know what is expected by setting goals and objectives, help subordinates reach group goals
- Let people know where they stand, coordinate work activities and help members fit into the group
- Create a supportive climate by having interest in the group and not a self interest by having interest
- Established and maintain high performance expectation
- Ability to delegate
- Tell, Persuade, Consult, Join, Give.

(See Table on Next Page)



### ANNEXURE 3

#### CRITICAL LEADERSHIP/MANAGERIAL COMPETENCIES

Importance rating	Competency
Super Critical	<ol style="list-style-type: none"> <li>1 Listen Actively</li> <li>2 Give Clear, Effective Instructions</li> <li>3 Accept Your Share of Responsibility for Problems</li> <li>4 Identify Real Problem</li> </ol>
Highly Critical	<ol style="list-style-type: none"> <li>5 Manage Time, Set Priorities</li> <li>6 Give Recognition for Excellent Performance</li> <li>7 Communicate Decisions to Employees</li> <li>8 Communicate Effectively (Orally)</li> <li>9 Shift Priorities If Necessary</li> <li>10 Explain Work</li> <li>11 Obtain and Provide Feedback in Two-Way Communication Sessions</li> </ol>
Critical	<ol style="list-style-type: none"> <li>12 Write Effectively</li> <li>13 Prepare Action Plan</li> <li>14 Define Job Qualifications</li> <li>15 Effectively Implement Organizational Change</li> <li>16 Explain and Use Cost Reduction Methods</li> <li>17 Prepare and Operate Within a Budget</li> <li>18 Develop Written Goals</li> <li>19 Justify New Personnel and Capital Equipment</li> <li>20 Participate in Seminars and Read</li> </ol>

### ANNEXURE 4

#### QUALITIES OF THE PEAK-PERFORMING LEADER/MANAGER

- Foresight and the ability to execute effective strategic planning.
- Make decisions in advance.
- Refuse to become entrapped.
- Superior ability to take creative risks.
- Extremely high levels of self-confidence and self work.
- Significant need for responsibility and control.
- Mentally rehearse the situation.
- Have internal locus of control.
- Concentrate on solving problems rather than placing blame.
- Demonstrate a proprietary attitude.

