

Trigger Question: Prof. Bholanath Dutta-- Leadership in Indian Management Education

As suggested by Sri Virendra Goel that we need to have a detailed discussion on leadership in Indian Management Education. We may have different dimensions to this discussion:

1. Renowned professor in Management/ Management Faculty : Leadership role played to revamp management education and transform a department to a finest centre for excellence. Contribution beyond personal achievement. Development of NEW management theories and concept.
2. Director/Dean/HOD: Retention, Global recognition, invited for Global top convention, invited for guest lecture in ivy league B-schools, innovation, drive beyond various government policies, role-model for faculty, ability to attract students from developed nations, ability to move forward to next level having created a proper succession planning, developing a good team and ensure retention and academic excellence of team members.
3. Management: Involvement, Profile, Profit Vs Excellence, vision, Ownership model, expertise, professionalism.
4. Role of Corporate: involvement, corporate university, development of new theories, top notch consulting firm like BCG, McKinsey etc. and contribution in the development of mgmt education, partnership in knowledge creation and synergy.
5. Student: Outstanding internship/project leading to patent, innovation, world recognition, Contribution to mgmt education. (Placement may not be the criteria here when we talk about excellence and leadership)
6. Role of Government: policy decision mainly. (Note: All these 6 factors to a greater extent are inter-dependent.)

We may initiate a detailed discussion on this topic which will be really beneficial for all stake holders.

Dr. Prabhakar Waghodekar

We need to critically investigate the leadership business as demanded in academics and as demanded in other sectors: Manufacturing, services, Govt. organizations, etc. The outcome of education (quality concerned) is seen and sensed after one generation, i.e., the true quality of education is realized after 20-30 years. Teacher's job is neither repetitive nor discretionary but creative one. And the foundation of creativity lies with faculty, the real actor or actress in the drama of education. Hence the leadership as conceived in industry may not meet the needs of academics. No doubt, Principal is the backbone of the system but his leadership role is limited due to such constraints as his limited expertise in a subject only, administration and market

driven development. Hence adopting conventional protocol or hierarchy of leadership style may prove to be an obstacle in institute-growth.

What I would like to convey that participative leadership with trust, openness, respect for academics rather than to other personal merits, aligning personal goals to academic goals, etc., may help prove rewarding. Leadership style needs not to be of mechanistic type but more on academic-humanity centered.

In such a situation knowledge-senior-faculty (not by designation or pay or number of years of service, I am sorry)involved in teaching and research may need to be "pulled" and "pooled" with the Head of Institution and Heads of Departments as a Steering Team for continuous improvement in academics.

The Head of Institute needs to be well versed in administrative task dully supported by his office staff. In fact, the volume of administration work (if really executed)is much less than that of a tehsil Office. In many institutes, many best-in-practices of administration like long leave sanction, deputation, monthly salary slip, annual/probation performance appraisal reports, maintenance of service books, dead stocks, etc.,are rarely seen. With standardization and ITC tools the limited administrative work can further be completed by a click of key-board.

Mr. Amal Chaudhuri

What Prof. Dutta has indicated in his detailed mail really needs to be explored. How many management theories/innovations /concepts are developed by Indian Management Professors? Personal glory, achievement, status, colour and ambition are all traits of a successful management professor in India but how many have gone beyond their own success (so called own world) and contributed significantly for the development of management education in India selflessly , without any Interest? I have a big doubt!

Newspaper reporting on plagiarism by Professors of Indian Top B-school and current practices really support what Hon. Jairam Ramesh spoke sometimes back. IIMs/IITs opposed (as if they are only contributing in the growth story of India). It doesn't harm , if once again, we go through that

<http://www.ndtv.com/article/india/jairam-ramesh-under-fire-for-remarks-on-iit-and-iim-faculty-107931>

Dr. SN Ghosal

Dear Prof. Dutta,

I am happy to note that u r initiating discussion on Leadership as desired by our Chairman Advisory Group Prof Goel. Indeed it would stimulate all members and provide an opportunity to contribute their own perceived opinions on the same. In this regard I may add that it would be all the more exciting and engage young and old if we initiate a talk on competitive intelligence on corporate governance. I had the opportunity to present a paper on Risk Management in an

International Conference organized by the Amity University Noida on the above theme. It was well represented by corporate big wigs and academicians.

Prof. Krishna K Havalder

In my view, leadership in a management institute are at two levels. One is academic leadership that is the responsibility of the ' Dean ' of the institute and the second is the general administration that is taken care by the ' Director ' of the institute. In most management institutes, the Dean reports to the Director. It is said by a renowned Director that the role of a Dean is to help the Director in performing the academic tasks !

For a management institute to do well, both the Director and the Dean must understand their respective roles. They should manage both academic and administrative activities like industry professionals, using strategic planning and other management concepts.

In the Indian management institutes, out of the three institutes which figure in the top 50 management institutes, only one institute, i.e. IIM, Ahmedabad, is managed well, as per my observation. The other two institutes are struggling to reach higher rankings mainly due to lack of good leadership at the levels of Director and the Dean. The leadership at the Director level is more critical for the success of a management institute. The problem is not the lack of required management qualification, but implementation of what we teach MBA students. In other words, we don't walk the talk !

Prof. Bholanath Dutta

Dear All,

One strong observation on the discussion as add on to the views expressed by Prof. Krishna Havalder:

It is necessary that faculty should have the confidence on the leadership qualities of a Dean and Director which is missing in most of the places for varied reasons.

Horizontal growth of B-Schools has given untimely vertical career growth to many faculty who are not matured enough to take over the responsibility (maturity by experience and knowledge and not by age).

One research says that most of the B-schools (World Class) grown significantly at the start-up stage (and there after also) when headed by industry senior level professional.

Prof. Raveendran

It is very true that the biggest challenge being faced by a good number of management schools which sprouted in the last decade in our country is the lack of proper leadership. Most of such schools have, as the Director or Dean, somebody who is a yes man or madam dancing to the tune of the management or trust of the Institute. He or She is only interested in clinging on to the job. Such persons cannot command respect from the subordinate teachers. An atmosphere of distrust will prevail in such schools. Organizational commitment will be a casualty in such organizations. Naturally, such demotivated set of teachers cannot inspire the students. Eventually, a mediocre school takes shape. A place where leadership is to be nurtured and developed becomes a place from where a disillusioned set of diffident students pass out. A sheer waste of precious resources. However one should not forget that there are also excellent schools in the country manned by excellent leaders

Dr. Prabhakar Waghodekar

Amal has raised some issues that are being faced by tertiary education sector in India since long. It is the chronic ailment.

In fact, the senior faculty in tertiary education is expected, as seen in developed countries, to be the light house of nation, giving new dimensions and directions to nation, through contemplation, meditation, experimentation and research. We the faculty, senior and junior, however remain as the subject teachers only, stagnant, barring very very few rare cases.

I sincerely think, let us start from the individual as there appears to be hardly any goal alignment among regulatory bodies, institutes and employees.

And one of the starting point that is already communicated to MTC is Zero Defects at faculty level. Please see the attachment. Let us be "doers" rather than preacher or (merely a subject) teacher!

Mr. Amal Chaudhuri

The major challenge in Teaching Community is EGO. Every one think s/he knows everything. The person with Doctorate Degree feels that s/he knows everything on the earth. So much efforts are put to create own visibility. Senior professors are not interested in mentoring the juniors and busy in their own career progression. Directors/HODs/Deans are not different.

I believe that the MINDSET of the teachers need to CHANGE first to bring any change in student community or breakthrough innovation. I strongly believe this PLATFORM can do a lot in changing the mindset of teachers (mgmt).

Prof. Bruce Miller

Amal,

Good post. I agree with what you wrote.

Recently at my institution we had a review of the student performance for the first semester. Hindustan University has engineering and management, and my teaching career has mainly been with MBA. Maths seemed to be a big problem for a large number of our students and there were discussions on how to improve their understanding and performance.

Although I haven't announced it yet, or gotten approval, at the beginning of the new semester I will attend the first year math course. I will attend every class, do the homework and assignments, and take the exams. I will not speak in class, question the teacher, or ask for explanations / special help (even though I tell my students to do so) - as I do not want to intimidate the teacher other than by my presence. When the course finishes I should understand the subject better and hopefully see the difficulties the students face - from the student perspective. I will make my grade public, good or bad - to keep me serious.

If it works out I will take 1 course every semester - to remain in touch with the student side of education; and to increase my knowledge in other areas. Unfortunately what I find to be very common is that when 'students' finish their education, they are done with their education.

Prof. Ramesh Vemuganti

3 major diseases afflicting the Management education in colleges & universities in India :

1. **Absence of Internal technology transfer** -- TT. Technology includes Information/Knowledge/Skillsets. TT must happen in areas like gaps in teaching methodologies, case studies, daily role plays, practical orientation, contemporary subjects, Technology Mg, impact of social media networking & the likes. There is a great deal of brainstorming & exchange of info on matters not related to the program -- remuneration, working conditions, commuting, staff room upkeep, leave, canteen, etc.

2. Very little Mentoring is being done. A Dean/ Director/ Professor must mentor, nurture & develop the faculty/ Asst/ research scholars. In any organization, a Manager mentoring & guiding the juniors & subordinates adds to the organizational effectiveness. So also any institution. Faculty/ Asst/ research scholars must keep asking " How can I improve? What can I do to make today's lecture more interesting?, others.

3. The Professors/ Faculty / Scholars must **shun ego, go on updating** & ask questions. **Asking is one of the most effective ways of learning today.** People who ask questions to know a thing or clarify a doubt make rapid progress & overtake others who dont. Or else, they keep teaching with 5 year old knowledge & students keep away fro their classes.

4. Any person who walks into a college/ institution must not be given a class to teach immediately. He might have excelled in industry or in previous job or enterprise.
Give a trial class, seek the feedback from students & if satisfied, he/she will continue.

India has around 8 to 10 lakhs educated/ intelligent persons with tons of knowledge & wealth of experience -- scientists, officers from Armed forces/ Govt/ Banking sector, managers & senior executives from private sector/MNC, who took VRS/ retired & looking for a job today. Most of them want to take up teaching. Institutions oblige, students retaliate. That is the problem, crux of the issue.

Any college which addresses the above issues is on its way to next level.

Dr. Padma Mishra

Dear Amal

Please do not generalize. I have been very lucky to have 5 teachers who deserve credit for making who i am in different stages of life.

one between 1-2 grade...two between 5-9 grade... one from 10- to 12 th and the final a very senior professor from the day i got selected in MBA ..from july 1997 to till today...and will continue to be my mentor.

Of course there are a number of average and bad teachers but i don't have time to remember them.

try counting your teachers ...i am sure you will find them too.

The problem is both ways.... if one wants to drink water with help of someone else one must learn to kneel ... and once the thirst is quenched ...one must look down on the giver of water.

But that is exactly what youngsters do. I have helped, coached others just like my teachers did for me...I may not know everything...but tell what ever way i can or introduce to those who can.

Today they don't bet an eyelid when they have to get meanthe shame is gone.

Yes the shame is gone....

So others take cue and don't want to repeat the mistake i did...

their are many of colleagues who now point this out and say see you were being so generous...have you got the result....

I get away by saying that i did what i thought was right....i am not responsible fro someone else's behaviour..i can only watch my own.

But Amal ...lets be frank....It is very painful....Its like watching the plant you sowed...hoping it would grow and bear good fruits going all twisted...

Not all are like that.....but majority are like that...

Shri Virendra Goel

‘Unfortunately what I find to be very common is that when 'students' finish their education, they are done with their education.’

This happens because from school age we keep telling the children that education is to pass the examination – examination over, education over! If we could tell them that examination is only to evaluate and tell you the extent of your learning, however, your learning has to continue throughout your life, perhaps we shall be able to have a better environment around.

Prof. Rajinder Pal Verma

Don't do this management mistake. Your this act will let you down before management and make mockery before students. If Maths is not your subject don't enter at this stage. You have mentioned that there is a problem in understanding and improving the performance of students. How you can learn from an ineffective teacher. Best way is to learn under FDP from an outsider expert. Else there can be a separate class for teachers by the math teacher.

There is a pedagogy to teach mathematics which is beyond discussion in this thread.

Dr. Prabhakar Waghodekar

Mr. Goyal has hit the root. India perhaps is the only country where education is equated to the capacity to earn more and more money only. In fact money earning needs to be a byproduct of education. Bhagini Nivedita in her book of 1902 wrote Indian education is not national minded and nation making. The result is examination oriented education pattern that has caused no commendable R & D, no noble Laureate, purchase education (degrees) and earn money in a big way!

Our national policy needs to be totally re-set.