

## **Engineering Faculty Leadership Development: A Case Study**

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### **Abstract**

The performance of engineering institutes is predominantly controlled by the leaders (chair persons of the governing councils, directors, principals, deans, etc.) whatever may be the grants-in-aid, resources, quality of the faculty and students, and the technology. Many institutes have grown to a very large extent due to the effective leaders even though there is a severe shortage of resources. The outstanding performance of the students and faculty members is due to excellent leaders at various levels of administrative cadres. In this competitive world and globalized economy, the leaders have to encourage their faculty and students, have to develop engineering programs, get assistance from the government, industries, international development agencies, and alumni. The outcome of the engineering programs reflects on leadership. The following four faculty leaderships models have been introduced: Self-Managing Leadership, Encouraging Leadership, Innovative Leadership, and Super Leadership. In planning various institutional development programs, substantial management courses are planned on the leadership development, interpersonal relationships, capacity development, quality improvement, introducing project-based learning, dual programs, research and consultancy works, research publications, offering diverse faculty development programs, etc. This research work is based on the series of faculty development programs conducted since 1984 for various faculty members and educational leaders under the quality improvement programs. Leadership by encouragement, self-leadership, behavioral strategies that encourage the faculty members, and super-leadership have been rated as the best for engineering education. In the presence of such a development process, many institutes have become rich performers. Further research is recommended to develop suitable models in educational leadership.

**Keywords:** Leadership in Education, Leadership by Encouragement, Self-Managing Leaderships, Innovative Leadership, Super Leadership, Role of Leaders in Bringing Creativity in Engineering Institutions.

### **Introduction**

In planning faculty development programs for technical education faculty members, leadership development has been selected continuously in the last 50 years. Hence, the leadership development programs are being conducted for all levels of the engineering faculty members and around 2500 senior lectures, heads of departments, principals, joint directors, and directors have been trained under the quality improvement programs. This resulted in effective planning of capacity development, quality improvement, and efficiency improvement of technical education institutions. A few private institutions have not deputed their faculty for these programs and that is reflected in the poor academic performance of the graduates. In evaluating the training needs of the faculty members, leadership development

programs are recommended by the authorities for developing the faculty members in planning new curricula, preparing instructional packages, offering continuing education programs, periodically revising the curricula, serving the nonformal students, and improving the performance of the graduates. The feedback from the participants acknowledged the gains due to these programs. Now under the globalized economy, the engineering institutes face more competition in developing industry-ready graduates with all desired attributes. In the southern region, there are around 1500 engineering colleges are competing with each other developing industry-relevant programs. Only those institutes headed by excellent leaders win the race. Hence, it is planned to undertake a research study for developing various cadres of faculty members. Many Indian philanthropists have gifted huge funds to various foreign universities for training educational leaders in management. Many senior faculty members have completed M.B.A. programs through distance mode. Many attends summer schools that are offered under the All-India Council for Technical Education (AICTE), Indian Society for Technical Education (ISTE), University Grands Commission (UGC), Academic Staff Colleges, and National Institutes of Technical Teachers Training and Research (NITTTRs). Still, the backlog is very much that can be met through Massive Online Open Courses (MOOCs).

## **Educational Management and Leadership**

Educational managers should make use of the resources and processes to achieve the institutional goals. The governing body should shape the vision and direction of the institute. It should ensure that the institute fulfills the statutory duties including promoting inclusive policies. Further, it should have a good understanding of the strengths and weaknesses of the institute. The administrators should vigorously conduct academic and monitor the performances of the departments. It should review patterns and take appropriate action.

It should focus more on providing funds and to the departments. It is for the implementation of the institute's policies and the efficient and effective maintenance of the institute's current and planned future activities. The governing council should focus on 5 A's: Assessment of current performance; Assessment of envisioned; Allocation of resources and additional faculty and technical support staff; Attention to problems and grievances; and Accountability to ethics, rules, and regulations. Dr. Edwards Deming stated that the aim of the leadership is not merely to find and record failures of men, but to remove the causes of failures. This helps people to do a better job with less effort.

Leadership is learned but it is not based on titles, position or rank. The administration that neglects its faculty and treats them solely as expendable resources stand to incur a great loss. A faculty-oriented leader understands how, why, and what motivates faculty at work.

Educational leaders have to create a sense of purpose and confidence that are engendered in all faculty members, students, and staff. They have to influence the students, staff, and faculty members towards goal achievement. Educational leaders have to focus on producing human capital and knowledge capital. Educational leadership is a critical factor in institutional effectiveness. It is a key to institutional success and development. Further, that is a process of influence leading to the achievement of institute's vision and mission. Educational leadership tends to be more formative, proactive, problem solving, dealing with such things as values, vision, and mission. Leadership according to Bush and Glover, is a process of influence leading to the achievement of desired purposes. It involves inspiring and supporting faculty toward the achievement of a vision for the institute that is based on

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clear personal and professional values. An effective educational leader creates a structure and approves the activities of the institute that are geared towards the achievement of the shared vision. Educational leaders should recruit outstanding faculty members, develop and retain them. Value-driven educational leadership should focus on problem-solving, high visibility of the programs, and support outstanding faculty teams.

### ***Development of an Educational Leadership Team***

There is a need for a culture and high expectation of performance; developing faculty as experts; a strong emphasis on continuous professional development; change mediated, negotiated effectively, and adopted to fit the institute's value and ethos.

### **Articulation of envisioned**

Articulate the needed programs, courses; check the planning for activities; assist in strategic planning of the programs; encourage the planning and implementation of sponsored programs and oversee projects under the government and international development agencies.

### **Research Objectives**

1. To assess the needs of the newly recruited faculty members, middle-level faculty members, senior faculty members, and chief executive officers of engineering institutions in the southern region.
2. To identify the appropriate leadership models for research.
3. To validate all four models through a questionnaire

### ***Research Methodology***

Naturalistic evaluation and purposive sampling have been adapted. The questionnaire has been developed and circulated to newly recruited faculty members, middle-level faculty members, senior faculty members, and chief executive officers. Their feedback has been analyzed and synthesized.

### ***Population***

Newly recruited faculty members [Lecturers & Assistant Professors], middle-level faculty members [Assistant Professors at Senior Grade & Associate Professors], Senior faculty members [Professors] and Chief Executive Officers [Principals, Deans, & Directors] who joined polytechnic colleges, engineering colleges, private and self-financing engineering colleges in the southern region.

### **Sample**

Newly recruited faculty members: 387, Middle-level faculty members: 243, Senior faculty members: 98 and Chief Executive Officers: 15.

### **Literature Survey**

#### ***Educational Leadership***

Western countries are organizing a large number of faculty training programs in leadership development for all types of faculty members from middle school to university. Many

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universities have established a separate faculty training unit for leadership development. In India AICTE, Academic Staff Colleges, ISTE, and NITTTRs are conducting leadership development programs in the last 50 years [1-51].

### ***Leaderships Development Process***

Most of the universities offer one-week to one-semester courses in leadership development. Many offers online courses. In India AICTE funds for short-term courses exclusively for the engineering college faculty members. Academic staff colleges offer courses in higher education administration and leadership development is one of the courses. NITTTR Chennai offers one week course in leadership development for the engineering faculty members. In ISTE summer schools, a topic will be added to faculty development.

### **Leadership Models**

Even though there are many models, the following four models are taken up for this research work.

Self-Leadership [2, 16, 22, 35, 38, 41]: Self-leadership is an extensive set of strengths focused on the behavior and thoughts that faculty use to influence themselves. Self-leaders set goals and they have to be inspired and facilitated. The newly recruited faculty need more counseling, coaching, and mentoring to achieve the goals.

Encouraging Leadership [7, 11, 33, 34, 40]: Encouraging leaders to listen. Encouragement is the process of facilitating the development of a faculty's inner resources and courage toward positive movement. Encouraging leader helps the discouraged faculty remove some of the self-imposed attitudinal roadblocks. The goal of encouragement is to aid the individual to move from a philosophy that suggests "I can't" to the more productive "I will" to help faculty find their own "personal power".

Innovative Leadership [4, 31, 43]: Innovative leaders are passionate leaders. They should chop through bureaucratic icebergs created by the bureaucrats and should courageously chart a new course. Building trust between faculty and administration is another important element in building an innovative enterprise. The senior faculty members have to be innovative leaders.

Super Leadership [6, 32, 39, 42, 45]: Also known as transformation leader who has the vision and dynamic personal attraction to generate total organizational change. The CEO is the one who can lead the faculty members of an institute to lead themselves. Super leaders marshal the strength of many, for their strength does not lie solely in their abilities, but in the vast, multiple talents that surround them. The super leader strategies by executives in the pursuit of excellence. All four models were offered to all cadres by NITTTR Chennai.

### **Feedback from the Faculty Members**

Feedback has been collected and significant information from four distinctive cadres is presented in Table.1.

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**Table 1: Feedback from Faculty Members**

<b>Cadre</b>	<b>Personal Needs</b>	<b>Professional Competencies</b>	<b>Key Performance</b>
Newly Recruited Faculty Members (NRFM) (387/743) 52.07%	Academic Growth , Development in profession -specific skills , Industrial exposure, Interdisciplinary Research, Consultancy, Instructional Media, and Research Paper Publications .	Industry -specific curriculum development, Instructional materials preparation, Case studies preparation , self-instructional modules, Item banks, Interdisciplinary research works , Planning consultancy programs for MSMEs	Probation Completion, Career growth, Exposure to International Universities , Textbook publication, Attending international conferences / seminars. Needs counselors, coaches and mentors.
Middle-Level Faculty Members (MLFM) (243/743) 32.71%	Planning and implementing advanced industry-relevant courses, Establishing short -term courses under continuing education for employees and executives of companies .	Guiding postgraduate students for dissertation, Organizing in-house faculty development workshops, Summer/Winter schools, Leadership development	Professional Leadership, Planning new programs, establishing experimental setups, Planning seminars, symposia, Training programs under International Development Agencies (IDAs).
Senior Faculty Members (SFM) (98/743) 13.19%	Career growth, Leadership positions, Ready to undertake development programs under the Government of India. Ready to offer courses to postgraduate students , Ready to guide doctoral students in the interdisciplinary areas .	Planning interdisciplinary programs and research projects, Internal revenue generating schemes , Ready to bid for consultancy projects under MNCs/ IDAs, Ready to establish consultancy centers in the industrial corridors .	Ready to be a mentor to the faculty members, Ready to prepare detailed development plans, Prepare for accreditation . Ready to accept challenges in developing new courses under Industry -4.0
Chief Executive Officers (CEO) (15/743) 2.03%	Outstanding leadership skills, focus on institutional development, mentoring senior faculty members, Guiding the senior faculty members for getting grants -in-aid for offering industry - specific postgraduate programs.	Highest communication skills, Ready to undertake challenges for planning diverse global programs, Introducing interdisciplinary postgraduate educational programs, Innovations, Excellent interpersonal, and administrative skills.	Planning international conferences/seminars/ workshops , leading a set of institutions for dynamic growth, Planning Institute - institute partnerships, Developing new programs under Public -Private partnership.

**Table 2: Needs of the Faculty Members**

Cadre	Newly Recruited Faculty Members (NRFM)	Middle -Level Faculty Members (MLFM)	Senior Faculty Members (SFM)	Chief Executive Officers (CEO)
Administration	Mentoring , Guidance, Approval for doing a Ph.D. under the Quality Improvement Program . No discrimination.	Recognition for outstanding performance . Exposure to international universities , Academic autonomy .	Expects delegation for the administration of the departments funded by the International Development Agencies. (IDAs) , Leadership position in the ongoing projects .	Administrative Autonomy. Weightage for Outstanding Leadership . National Leadership.
Rewards	Advance increments for getting Ph.D. , publication in the international journals , Reimbursement of expenditure for paper presentation and training underwent.	Recognition for achievement in educational performance. Delegation of academic authority for planning innovative programs and projects.	Rewards for bringing excellence in many interdisciplinary programs, students' placements, Internal Revenue Generation, Contribution to ongoing externally funded projects, successful completion of seminars and conferences.	State and National Rewards for Accomplishments . Deputation to advanced countries . International recognition for excellence in institutional development.
Recognition	Higher starting pays for the highest qualification and accomplishment.	Independence for undertaking externally funded programs.	Independence, Academic autonomy, Removal restrictions for growth. Higher Academic Grade ( HAG) as per the norms.	Global recognition for outstanding leadership.

**Table 3: Desired Leadership Development Programs: Based on the synthesis of their needs, the following four models of leadership development programs have been taken up for research**

Cadre	Newly Recruited Faculty Members (NRFM)	Middle -Level Faculty Members (MLFM)	Senior Faculty Members (SFM)	Chief Executive Officers (CEO)
Type of Leadership Development	Self-Managing Leadership : Behavioral Strategies for self - leadership and self-encouragement.	Encouraging Leadership to lead self - managing faculty teams	Innovative Leadership by accelerating the performance	Super Leadership : Leaders to bring creativity and innovation in the institutional performance.

**.Model-1. Self-Managing Leadership**

The newly recruited engineering faculty members would not have undergone any leadership development programs. It is essential to train inexperienced faculty members on various institutional tasks. Train the faculty/ group members to plan for advanced interdisciplinary engineering programs. Encourage group problem-solving in curriculum development,

formative evaluation, preparing self-instructional modules, case studies, multimedia learning packages, career guidance, student services, and consultancy services. Encourage within-group job assignments like assigning tasks to its members on its own and approve the project development through networking. Encourage flexible task boundaries and be flexible in its work. Approve M. o. U. s with MSMEs and government engineering departments. Provide positive verbal rewards for desirable performances. Include the achievement in the newsletters, information to governing councils, and annual reports. Verbally reprimand the group for poor performance in private. Evaluate the resources, competencies of the faculty and discuss and fix goals. Motivate the group to achieve high performance. Create self-confidence. Communicate the project schedule to all the group members. If it is needed, assist in re-planning based on the priority. Work with group members to help them do their work. Listen to the problems in the monitoring meetings.

Review the progress. Communicate minutes, proceedings, the decision in a way that is truthful and believable to group members. Encourage self-reinforcement of high group performance. Assist in overcoming the obstacles. Encourage self-criticism for low performance and motivate for high performance. Always encourage work groups to set self-performance goals. Encourage workgroup to monitor, aware of and evaluate level of performance periodically. Encourage self-goal setting. Encourage the work groups to go over the activity and “think it through” before actually performing the activity. Facilitate obtaining equipment and supplies. Encourage communication between groups and learning new tasks. Communicate the achievements to the governing council. Inform the views of the council to the group.

### ***Self-Leadership Behavioral Strategies***

Self-leadership is an extensive set of strategies focused on the behavior and thoughts that faculty to influence themselves. Faculty themselves provide and experience standards, evaluations, rewards, and punishments. Faculty have expectations regarding their performance and react positively or negatively toward themselves in response to their self-evaluations. Organizational standards will not significantly influence faculty behavior if they are not accepted. Organizations should recognize the important role of the person's “self”. Organizational rewards/punishments will not produce their desired effects if they are not valued by the faculty receiving them. Encourage faculty to make self-evaluations of their performance. Self-leadership is an extensive set of strategies focused on the behaviors and thoughts that people to influence themselves. Behavior-focused strategies for constructive self-leadership are setting self-goals, management of cues and rehearsal. Necessary information for effective self-leadership is self-observation, self-administered rewards, and self-administered punishments. Cognitive-focused strategies are building natural rewards into tasks. A natural reward is so closely tied to a given task or activity that it can't be separated. Self-redesign tasks are due to building more naturally enjoyable features into tasks. Academic work and life can be more naturally rewarding if the newly recruited faculty take them seriously enough to play at them and to build in enjoyment. Establishing a development of the self-leadership process requires a significant emphasis on thought, beliefs, an imagined experience, and self-talk.

Self-leadership is a philosophy and a systematic set of behavioral and cognitive strategies for leading ourselves to higher performance and effectiveness. Self-leaderships consist of both behavioral and cognitive strategies designed to enhance personal achievement and effectiveness. Strategies such as establishing self-goals and administering self-rewards help facilitate effective behavior. Cognitive strategies are monitoring and managing beliefs and

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assumptions, using mental imagery and internal and external dialogues. They help to constructive thinking patterns. The young faculty members have to be developed as world-class leaders by nurturing, coaching, and mentoring them. In the next thirty years, they will develop human capital and knowledge capital.

### **Model-2. Leadership by Encouragement**

The middle-level faculty members have to be more committed to institutional performance and closely work with newly recruited faculty members. The strength of the departments can be enhanced through encouragement. Webster's dictionary defines encouragement as “the act of inspiring others with renewed courage, renewed spirit or renewed hope”! During difficult times faculty members need renewed courage, a renewed spirit, and renewed hope—that is encouragement. Faculty members expect encouragement for all their contributions and achievement. Leadership is an activity—an influence process—in which a faculty gains the trust and commitment of others and without recourse to formal position or authority moves the group to the accomplishment of one or more tasks. The basic idea behind the path-goal theory is that to produce desired organizational results, certain tasks must be performed. The results are the goals and the tasks are the path. The roles of the leader are to ensure that the path toward the goal is clearly understood by the faculty members, reduce barriers to the achievement of the goal, and increase the number of personal payoffs to the subordinates for attaining the goal. The impacts of the encouraging leader are encouraging faculty members, and encouraging institution, appreciated clients, students, and participants.

Encouragement is a process that focuses on the individual's resources and potential to enhance self-esteem and self-acceptance. Encouragement is strongly correlated with an optimistic philosophy of life whereas discouragement is too often synonymous with pessimism. Specific skills of encouraging leaders are listening, reflecting feelings, giving feedback, focusing on strengths and resources, developing perceptual alternatives, utilizing humor to keep perspectives, identifying similarities, and focusing on efforts and contributions. The encouraging leaders will identify combat discouraging fictional beliefs, instill commitment and movement, improve self-encouragement and mental skills. Encouraging leaders see situations as challenges and opportunities instead of problems. They identify the positive potential in every faculty and every situation. They also respect value uniqueness and individual differences. They communicate the recognition of individual movement, progress, and contribution openly and honestly.

### **Model-3. Encouraging Leaders**

They facilitate open communication of short and long-term institute goals or mission statements and forward the ministry's orders, resolutions of the governing board. Further, they are committed to giving and receiving feedback. Methods of encouraging leaders are communicating positive expectations and beliefs, consistency in working to build faculty's self-esteem and managing the productivity cycle. They are further involved in issue identification, asset inventory, developing perceptual alternatives in goal setting, and goal alignment.

The Encouraging Governing Councils build trust, open feedback, and sharing of opinions. They empower high-performing faculty members, believe and practice equality, have a horizontal as opposed to vertical hierarchy, and identify teams rather than individuals. Servant leaders relate closely to the philosophy of encouraging leaders. They take faculty and their work reality seriously that is more than empowerment. They listen and take lead from the “troops”. These leaders don't always answer but often they have pertinent questions.



The answers come from the outstanding faculty teams working with students and participants. They should engage in continual self-reflection and self-renewal. Encouraging leadership has contributed to the success of much outstanding knowledge capital.

### ***Innovative Leadership***

Innovative leaders are passionate leaders and they chop through bureaucratic ice bergs created by the bureaucrats. They courageously chart a new course and steer the institutional activities and guide the faculty members towards planning and achievement of the institute's vision and mission. They led the academic troops in the globalized knowledge battle. Bureaucracy is composed of substituted leadership with a form of passive management and satisfaction with maintaining the status quo. They are locked in inertia. They rely on rigidity, structure, and position which replaced initiative to do what is right. Innovative leaders have a mission, create a vision through participation, trust their faculty members, keep their heads in a crisis, encourage risk-taking, know what is essential, listen to the faculty and have an expert mentor. Passionate leaders span a narrow gap between two key areas, passion for faculty, and a bold orientation for action matched with compassion for faculty. They create an emotional energy transforming bureaucracies into innovative and energetic enterprises. They further focus on performance, mission accomplishment and facilitate positive change. They are action-oriented leaders, who see the opportunities that change brings, and ultimately make change happen even though it gives against established rules, regulations, and protocol. They focus on removing barriers and obstacles when the restrictive rules and regulations become barriers that prevent faculty from doing what is right. The leadership beatitudes are: be bold, be a risk-taker, be authentic and approachable, be a role model, be out and about, be a courageous person and be inspirational.

### ***Barriers to innovation and creativity***

They are regulations are for wise men to follow wisely and fools to follow blindly. Organizations have unintentionally created many barriers and obstacles to innovation and creativity. All educational leaders must take deliberate actions to remove these barriers and obstacles. They should continuous effort, endurance, and courageous action on the part of the leader. Many institutions encounter resistance to change and new ideas due to a self-protecting mechanism. Some barriers were created 75 years ago. Obsolete rules are affecting everyone. The cumulative effect eats up valuable resources, robs pride of ownership and initiative. These prevent people from doing what is right and that becomes non-stop warfare. Barriers are actual or perceived hindrances of inhibitors to change and severely limit or prohibit progress. They must be eliminated or minimized move forward. Barriers are to be removed that rob faculty of ownership, that keep faculty from reaching their high potential, that inhibits trust, that prevent exceptional customer/ student service, and that prevent faculty from doing the right things. By removing barriers and obstacles impacting the frontline, success becomes much more obtainable. Vampire functions are processes, work functions, and tasks that fail to add value to education and consume precious resources, and have little positive influence on anything. Building trust between faculty and administration is essential in building an innovative enterprise. Innovative leaders lookout for faculty and staff and their best interests, treat faculty and staff with dignity, show confidence in their ability, listen carefully to what faculty are saying, and deliver on the promises they make. Innovative leaders are authentic and share themselves. They feel free to admit their own mistakes and include other faculty members in decision-making processes.

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Creative senior-level leaders can develop a powerful vision of the future, communicate it, take responsibility and accountability, add value. They align the vision with the planned activities, bring unity, and develop the path of growth. If the middle-level and senior-level faculty leaders become creative leaders, the faculty can contribute to the human and knowledge capital. Once senior-level leaders master the art of innovation in curricula, materials, interdisciplinary research, solving complex industry-specific projects, they can revolutionize engineering education.

#### **Model-4. Super Leadership**

Super leaders are transformational leaders. They have the vision and dynamic personal attraction to generate organizational change. A super leader can lead others to lead themselves. True leadership comes mainly from within a person, not from outside. At the best, external leadership can provide a spark and support the flame of the powerful self-leadership that dwells in each person. A measure of leadership strength is the ability to maximize the contribution of faculty by helping them to effectively guide their destinies, rather than the ability to bend the will of others to the leaders. Super leaders marshal the strength of many, for their strength does not lie solely in their abilities, but in the vast, multiple talents of those that surround them. Their concern is bringing out the best, but mainly in others, not just in the leader. Super leaders do not carry the weight of the world alone but share the burden with others. Others become stronger and stronger through the process of really contributing.

#### ***Excessive External Controls***

Excessive external controls can deprive potential super leaders of the benefits of the capability of their subordinates. The potential each faculty possesses is skills for making the institute a better place if given a chance. Success resulted more from determination and practice than natural inborn talent. They had been encouraged early on to value hard work and to be inquisitive learners. Over the time they blossomed into great performers. Individuals need to be provided with the chance to develop and exercise the capabilities that they truly possess.

**Table 4: Validation of the Models**

Model	Self-Leadership	Encouraging Leadership	Innovative Leadership	Super-Leadership
Target Audience	Newly Recruited Faculty Members (NRFM)	Middle -Level Faculty Members (MLFM)	Senior Faculty Members (SFM)	Chief Executive Officers (CEOs)
Whether the model meets the needs of the vision of the institutes?	Yes. Around 94% of the faculty members expressed that they can grow faster by using the concepts of self-leadership. The desired coaching and mentoring.	Yes. Around 84% of the faculty members appreciated using the concepts.	Yes. Around 72% of the faculty members accepted the concepts for application. They are highly responsible for the excellent growth of their departments.	They expressed the utility of the concepts but many CEOs hesitated to implement the model. According to them, there are many administrative difficulties due to the rules and regulations.

If denied an opportunity, they are robbed of their most valuable reassures and their dignity. They have a right to live a life that is meaningful and counts for something. If a faculty loses these treasures, the world loses, too. And, of course, institutions lose a great deal when faculty talent is wasted. In today's fast-changing world, the emphasis is on creativity, innovation, and the capacity to respond to environmental shifts.

The critical factor in promoting these attributes will lead to organizational success. Many institutions fail to understand preciously how to go about bringing out the wealth of talent that each of their faculty possess. The strength of a leader is measured by the ability to facilitate the self-leadership of the faculty. Hence, the chief executive officers can confidently implement super-leadership concepts and create excellent faculty to achieve the mission.

### **Limitations of the Research Study**

Even though many models of leadership development have been offered since 1984, for developing the engineering faculty members in the southern region, but the significant impact is not felt at senior and CEO levels. The faculty development programs were open to all institutes but the government and government-aided institutions have availed the opportunity. Newly recruited members and middle-level members largely availed the programs. The participation of CEOs is very limited. No institution was interested to organize in-house leadership development programs. Hence, the research focused on the four models only by taking samples from the southern states.

### **Suggestions for Future Research**

It is suggested to conduct research work for evaluating the training needs of CEOs and Senior Faculty Members separately on an India basis.

### **Summary**

Throughout the world, educational leadership has been recognized as one of the important factors for the development of education. Many universities have established a dedicated center for developing the educational leadership. In India, we need to establish needed management development centers for the faculty of higher education. Developing leadership could be based on the desired institutional growth, knowledge capital, and human capital development.

### **Conclusions**

To develop appropriate leaderships for the newly recruited faculty members (NRFM), middle-level faculty members (MLFM), senior faculty members (SFM and chief executive officers (CEOs) this research has been undertaken. 387 NRFM, 243 MLFM, 98 SFM, and 15 CEOs have been purposely selected for identifying the needed leadership training models. The following four leadership models have been identified to develop four cadres of the faculty: Self-Leadership for NRFM, Encouraging Leadership for MLFM, Innovative Leadership for SFM, and Super Leadership for CEOs. The first three models have been very well accepted but the CEOs found difficulties in implementing the super leadership model and they cited the problems due to the current norms and standards. This group has to combine all the four models judiciously and practice skillfully.

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