

MANAGERIAL OBJECTIVES OF COMPETENCE DEVELOPMENT OF HEAD OF THE INSTITUTION

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INTRODUCTION

Directors and managers who have the power and responsibility to make decisions to manage an enterprise. As a discipline, management comprises the interlocking functions of formulating corporate policy and organizing, planning, controlling, and directing the firm's resources to achieve the policy's objectives. The size of management can range from one person in a small firm to hundreds or thousands of managers in multinational companies. In large firms the board of directors formulates the policy which is implemented by the chief executive officer.

THEORETICAL SCOPE OF MANAGEMENT:

Mary Parker Follett (1868–1933), who wrote on the topic in the early twentieth century, defined management as "the art of getting things done through people". She also described management as philosophy. One can also think of management functionally, as the action of measuring a quantity on a regular basis and of adjusting some initial plan; or as the actions taken to reach one's intended goal. This applies even in situations where planning does not take place. From this perspective, Frenchman Henri Fayol considers management to consist of seven functions:

1. planning
2. organizing
3. leading
4. coordinating
5. controlling
6. staffing
7. motivating

Some people, however, find this definition, while useful, far too narrow. The phrase

"management is what managers do" occurs widely, suggesting the difficulty of defining management, the shifting nature of definitions, and the connection of managerial practices with the existence of a managerial cadre or class.

One habit of thought regards management as equivalent to "business administration" and thus excludes management in places outside commerce, as for example in charities and in the public sector. More realistically, however, every organization must manage its work, people, processes, technology, etc. in order to maximize its effectiveness. Nonetheless, many people refer to university departments which teach management as "business schools." Some institutions (such as the Harvard Business School) use that name while others (such as the Yale School of Management) employ the more inclusive term "management."

English speakers may also use the term "management" or "the management" as a collective word describing the managers of an organization, for example of a corporation. Historically this use of the term was often contrasted with the term "Labor" referring to those being managed.

Dynamics of Proficiency Enhancement: is a systematic process of training and growth by which managerial personnel gain and supply skills, knowledge, attitudes and insights to manage the work in their Organizations effectively and efficiently.

NEED FOR PROFICIENCY ENHANCEMENT

A business Organizations has to develop the potential of all those who are in management positions or who are fresh from management institutions and have the potential for development. This development is necessary because of the following reasons:

- Society is facing a rapid rate of technological and social change. Management personnel need to be developed as they have to tackle problems arising out of introduction of automation, intense market competition, growth of new markets, enlarged labor participation in management and greater interest being taken by the public and the government in various activities of business.
- Business and industrial leaders are increasingly recognizing their social and public responsibilities which call for a much broader outlook on the part of management.
- Managers have to be developed for handling problems arising out of increasing size and complexity of the Organizations.
- Management labour relations are becoming increasingly complex.
- To understand and adjust to changes in socio-economic forces, including changes in public policy and concepts of social justice, industrial democracy, problems of ecology (smog or pollution), ekistics (the problem of human settlements), ergonomics (the

problem of working environment) and cultural anthropology (the problem of fitting machines to men).

REVIEW OF RELATED LITERATURE:

Topic China; Retailing supermarket; Construction materials; Strategy; Human resource management

Pub. Year 2006

Length 14 page(s)

Source LIBRARY

Abstract OBI AG is the biggest franchised home improvement supermarket group in Germany. It was No 2 in Europe, and No 4 in the world in terms of size in the industry. OBI opened its first store in China in 2000. Despite strong growth and increasing profits, the Chief Executive Officer (CEO) of OBI China, Dr Li Fengjiang, was replaced by the son of the German founder in 2004. The new CEO reinstated a centralized structure and replaced many Chinese appointments with German expatriates. Meanwhile, the company's growth and profitability declined, and one year later it was sold to its chief rival, B&Q, a British multinational operating in China. This comprehensive management case can be used to elaborate on a number of key issues in internationalization strategies, particularly issues of localization and standardization. It can also be used to illustrate corporate venturing principles, particularly the need to balance entrepreneurial innovation with the strategy of the 'parent' company through effective co-ordination.

Topic Human resources management; Recruitment; Talent retention

Pub. Year 2005

Length 20 page(s)

Source FIELD

Abstract This is the first of a two-case series (405-029-1 and 405-030-1). Eli Lilly and Company is a global, research-based pharmaceutical company with a history of over 126 years. Lilly China has more than 50 representative offices and about 500 medical representatives in 2003. Compared with its key global competitors,

Lilly's presence in China is still very small. To facilitate Lilly's expansion strategy in

China, Lilly China encountered an urgent demand to recruit and maintain a pool of top medical representatives. However, Lilly China had a high employee turnover for three consecutive years. Obviously, the company needed to strengthen Lilly's employee retention pool. Should Lilly maintain current recruiting practices or switch to better options? Human Resource Director, Mary Liu, decided to ask a consulting team to help dig out the whole problem. Case (A) describes Lilly China's background, its human resources concept, structure and the Chinese labour market. Case (B) details the analysis and solutions to the problem made by the consulting team.

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THE OBJECTIVES OF THE RESEARCH STUDY

1. To study of the dynamics of proficiency enhancement of head of the institution.
2. To suggest management development program for the head of the department in the Institution of Management & Technology.
2. To suggest remedial measures for ideal grievance handling system.
3. To suggest measures for better proficiency of head of the institution management & Technology.
4. To create visualization about many possibilities & ways to develop professional efficiency.

RESEARCH METHODOLOGY ADOPTED FOR THE STUDY

The research methodology is based on survey. & Research design will be Exploratory. The proposed research work will be done on the basis of primary & secondary data.

Primary data: The survey is proposed to be carried out

Through:

1. Observation of different variables on dynamics of proficiency enhancement.
2. Through questionnaire methods. Collection of primary data from selected H.O. of institute of management & technology, using structured questionnaire, which is personally administered.
3. A well-drafted closed end questionnaire containing approximately 20 questions will be prepared & circulated to H.O. of institute of management & technology of related study.

Secondary data:

Through Internet, through Annual Reports through Magazines, through Technical Journal, Marketing & human Resource Journal, Secondary data both proposed to be collected and analyzed. This will include important official publication and statistical abstracts/reports and Indian magazines. Broachers, News papers articles etc.

RESEARCH AREA: NCR DELHI

Sampling plan:

A sampling plan will be made regarding the sampling unit, sample size & sampling procedure. To find out the view of proficiency enhancement of H.O./principals of management institutions.

Sample size is 100 selected H.Os. of institution of management & technology.

Expected contribution of the study:

1. This study will be useful in identifying current requirement of proficiency enhancement of institution of management & technology.
2. Future changing requirements of the proficiency enhancement of institution of

management & technology.

3. To predict future development scenario of institutional development.

CONCLUSION

In this competition era where there are so many management colleges/ institutions are escalating day by day if a principal/ H.O. of the institution will not have up to date knowledge & skill of organizing, controlling, monitoring the colleges or study center so they would be mess-up. In a global environment characterized by continuous & discontinuous change, successful institutions are characterized by a distributive, collective, & complementary form of leadership. To create & maintain these forms of leadership within an organization, we must identify leadership role configurations that contribute to greater performance & adoptability with in a specific context.

It is very important to understand the systems framework in which an institution operates very useful concepts for the understanding of business operations by identifying the critical sub-systems, their inter linkages & inter-dependence for the achievement of common objectives. The basic processes common to every management situation are those of planning, organizing, staffing, directing, and controlling. All these managerial functions are very important for the success of any organization. They all are interring – dependent and inter-related. Manager must learn the art of using these functions to their advantage to attain the objectives of the organization.

Encourage new ways of thinking, feeling & behaving, enabling a coming to a9Aterms with the difficult to process unless they are shared with other people, whose observations help to clarify personnel reflections & encourage new ways of thinking, feeling & behaving, enabling a coming to terms with the difficult to process unless they are shared with other people, whose observations help to clarify personnel reflections & encourage new ways of thinking, feeling & behaving, enabling a coming to terms with the difficult task of identifying previously unacknowledged parts of the self.

After finding of research study we can conclude that the following hypothesis has been proved.

1. There is positive correlation with proficiency enhancement of **H.O** and Standard of institution of management & technology.
2. Proficiency enhancement is very powerful tool to expansion of institution
3. There are so many possibilities to enhance proficiency of H.Os

4. Proficiency enhancement of H.Os will be beneficial to create visualization about many possibilities & way to motivate toward study of college students.

In terms of head of the institutions professional development and the profession's moves to establish new and more active notions of professionalism, the managerialist approach directly contrasts the democratic version described earlier. Furthermore, advocates of each of these kinds of professionalism are often at loggerheads with each other because unions and other professional bodies adopt democratic professionalism while systems and employers advocate managerial professionalism.

Recent reforms particularly concerning devolution and marketisation have given rise to a set of paradoxes about the nature of teaching as a profession and about the professional identity and professional development of teachers. First, is that the call for management institutions head professionalism related to a envisioning of occupational identity, is occurring at a time when there is evidence that teachers are being deskilled and their work is intensified. Second, is that while it is acknowledged that rethinking classroom practice is exceptionally demanding, fewer resources are being allocated to teacher learning. Third, the teaching profession is being exhorted to be autonomous while at the same time it is under increasing surveillance by politicians and the community to be more accountable and to maintain standards. As a consequence of the paradoxes underpinning the changes in education policy and practice the very idea of principal/head of the institution professionalism and professional identity needs to be debated and resolved.

Representative duties included assessing company training needs; establishing institution training policy; administering funds for external college course reimbursement and for external seminar fees; training instructors to offer in-house classroom-based training and structured on-the-job training; designing classroom-based instruction, lesson plans, training scripts, and experiential training exercises; budgeting for all organizational training (excluding agent training); establishing and maintaining company training recordkeeping system; establishing and maintaining company skills inventory; delivering instruction in selected areas; and recruiting and interviewing Management Trainees.

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RECOMMENDATION

On the basis of my extensive as well as intensive present study following recommendation has been given. Dynamics of professional enrichment for the Principal / H.O.D. in special education setup for the disabled person because not only principal should know well how to deal with management students but also they know how management students will satisfied & well adjusted in present conditions & how to resist with their conflict & compete with in this competition era. Only principal know in well manner that management students need, so there should be proper delegation of authorities to develop sense of responsibilities & belongings within the institutions.

The institutions should spent sufficient amount on the human resources development programs like behavioral modification, training, development program, motivation, counseling and guidance better adjustment in present situations according to societal norms & need.

COMPETENCIES HEAD OF THE INSTITUTIONS OF HIGHER EDUCATION

- a. Communicate to students, faculty, other higher & lower administrators, and management.
- b. To supervise, guide & control the work of the teaching & non- teaching staff of the colleges.

C. To be in charge of admissions, preparation of college timetable, allocation of duties

& teaching load to faculty to provide necessary facilities to faculties to discharge their duties & to conduct college examinations & evaluation in accordance with the rules prescribed by the U.G.C. from time to time.

d. Yearly planning of academic work in advanced in consultations with his colleagues

& to hold staff meeting at least once a month to review the work done during the month & to assess the progress of pupils. Minutes of meeting to be sent to E.O. concerned.

e. To help & guide faculties in promoting their professional growth.

f. To encourage faculties to participate in courses designed for in service education program.

g. To promote initiative of the faculties for self- improvement & encourage them to undertake experiments, which are educationally sound.

h. To organize the teachers for the study of curriculum & the syllabus in use with a view to analyze the objectives of teaching of various topics & adopting the instructional program with due regard to inter subject co-ordination.

i. To ensure that the faculties diary in maintained in a manner that helps the faculty in his day to day works & helps others to understand & appropriate his works.

j. To supervise classroom teaching & secure co-operation & coordination among teachers by holding faculty meetings.

k. To plan for regular timetable for scrutiny of pupils return work & to ensure that assessment & correction are carried out effectively.

l. To inform the faculties about new rating schedule prescribed from time to time for assessing their yearly work. The meritorious work & successful experiments done by faculties to improve the college should also be brought to notice of higher authorities by the principal / H.O.D.

m. To organize & co-ordinate various co-curricular activities effectively.

n. To organize periodic educational excursions.

o. To develop & organize library resources & reading facilities are fully utilized.

p. To actively participate in the functioning of overall activity in order to establish contacts & secure co-operation of welfare association for the improvement of the colleges.

r. To promote well being of students, secure high standards, secure high standards of cleanliness & health habits & create health & environment awareness among students. Periodical medical checkups should be conducted.

s. Awareness of student's behavior.

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