

Competencies required by Leaders of Management Schools affiliated to universities in India

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ABSTRACT:

‘Leader of a Management School’ refers to the Director of a management institute affiliated to universities in India. The Director is expected to possess, undoubtedly, certain eligibility criteria: 10 research papers published in reputable journals & 2 Ph. D. students guided up to award of Ph. D. (*as per 7th pay commission norms for Director*). In addition to eligibility, Director is expected to possess certain skills and competencies to deal with the controlling authorities of the institutes in a formal structure. Every management school affiliated to universities in India is controlled by authorities such as All India Council for Technical Education (AICTE), Directorate of Technical Education (DTE), University Grants Commission (UGC), Affiliating University & its various departments, Fees Regulating Authority, Admission Regulating Authority, Social Welfare Department of State Government, Local Managing Committee & Governing Body of the Institute, Alumni Association and so on.

Few competencies, for the Director to mention, are ability to fulfil the compliances, managing day-to-day schedule, delivering meaningful and apt speeches when required, managing meetings, budgeting, institutional marketing, managing people, emotional intelligence, balancing work & life, teaching, innovating, reaching to the students and creating a bond between them and the Institute, managing time and stress, demonstrating teaching faculty members and non-teaching staff, guiding them at crucial stages, technical understanding & knowhows, guiding research, writing & publishing research writings, mentoring colleagues and students as and when required, supervision and fulfillment of accreditation requirements, compliances of controlling bodies, helping in getting research bursaries, working on different committees of affiliating university and

other controlling authorities, maintaining academic & research culture in the institute, establishing tie-ups with industries, academia, international bodies, entrepreneurial ventures and execution of activities under these MoUs, evaluating and discussing annual appraisal, looking after infrastructure & amenities, guiding and helping in managing formal and informal events engaging sessions on regular basis & as and when required and so on.

The purpose of the research paper is to identify the opinions of directors about skills, competencies must be, should be and could be possessed by the designation. The paper aims to survey directors of MBA institutes under the University. The paper shall use a close ended questionnaire and interviews with selected directors of management institutes under Savitribai Phule Pune University (formerly University of Pune); outcome of which is presented in this paper.

Keywords: Director, Management Institutes, Universities in India, Academic Competencies, Academic Leadership

INTRODUCTION & LITERATURE REVIEW:

Leader in management schools in India is the director of the B-school. In a typical university structure in India, unlike most other countries, demand number of skills, competencies from the director. These competencies range from academic to administrative. To reach to the Director's designation, one has to go through various levels specified by Government of India's UGC (University Grants Commission). Following is the hierarchical structure for Direct Recruitment:

Level 10, Entry Pay 57700/-: Assistant Professor:

Bachelor's Degree in any discipline and Masters Degree in Business Administration / PGDM / C.A. / ICWA / M Com with First Class or equivalent and two years of professional experience after acquiring the degree of Master's Degree

Level 13A1, Entry Pay 131400/-: Associate Professor:

- a. Ph D degree in the relevant field and first class or equivalent at either Bachelor's or Masters' level in the relevant branch. AND
- b. At least total 6 research publications in SCI journals/ UGC/ AICTE approved list of journals. AND
- c. Minimum 8 years of experience in teaching/ research/ industry out of which at least 2 years shall be Post Ph.D. experience.

Level 14, Entry Pay 144200/-: Professor:

- a. Ph D degree in the relevant field and first class or equivalent at either Bachelor's or Masters' level in the relevant branch. AND
- b. Minimum 10 years of experience in teaching/ research/ industry out of which at least 3 years shall be at a post equivalent to that of an Associate Professor. AND
- c. At least total 6 research publications at the level of Associate Professor in SCI journals/ UGC/ AICTE approved list of journals and at least 2 successful Ph.D. guided as Supervisor/ Co-supervisor till the date of eligibility of promotion. OR
- d. At least total 10 research publications at the level of Associate Professor in SCI journals/ UGC/ AICTE approved list of journals till the date of eligibility of promotion.

Level 14, Entry Pay 144200/- with special allowance of Rs 6750/- per month): Principal / Director:

- a. Ph D degree and First Class or equivalent at either Bachelor's or Masters' level in the relevant branch.
- b. At least two successful Ph.D. guided as Supervisor/ Co-supervisor and minimum 8 research publications in SCI journals/ UGC/ AICTE approved list of journals.
- c. Minimum 15 years of experience in teaching/ research/ industry out of which at least 3 years shall be at a post equivalent to that of Professor

The above hierarchical levels indicate that to be a Director of a B School, one must have Ph.D. degree, 1st class graduation or post-graduation, 2 Ph.D. researchers guided, 8 research publications and 15 years of experience. These are the basic eligibility criteria to reach to the head position of the B-Schools in India.

The literature in general on academic leadership and specific to leadership of colleges or B-schools is highly scarce, although it is available for school leadership. Leadership of schools and B-schools are incomparable as the entire gamut is different. Hence works on school leadership are not considered for this paper's literature review.

Bikmorali et al., have defined academic leadership as the attributes of professionals in the academic arena who are renowned pioneers in their discipline and recognized by peers as their leaders.

Academic Leadership is provided by senior academic and administrative leaders with the particular focus on creating conducive environment for personal academy growth and institution development within the institutions of higher learning.

In comparison with business and political leaders, leaders in academia appear different. In Swedish universities, academic leadership is collegial and limited in time.

Collegial leadership means that the administrative responsibilities are taken over by one member of the faculty at a time, who becomes a sort of "primus inter pares". This has consequences for the job criteria: not only must the proposed leader demonstrate managerial capacities (flexible, adaptable, strategic and most of all effective), but she or he must also be a resourceful scholar with a good publication record and deserving academic performance. A very good researcher does not automatically make a good academic leader.

Traditionally, a "good academic" is a person whose merits fall primarily in the scientific/research areas. Administrative duty means reducing the time left for research; thus administration and leadership are valued not as high as scientific achievements. They see themselves primarily as scholars who temporarily fulfill an administrative role, as persons who have a leadership position. (Rowley & Sherman, 2003).

Ramsden provides more concrete features of a conducive academic environment. These include staying close to academic tasks in order to bring out the highest performance among colleagues, stimulating and encouraging imaginative thinking, filtering out bureaucratic demands leaving academics free to get on with their primary job, recognizing and supporting colleagues whose performance as researchers and teachers outshines others, and balancing the natural tendency of colleagues to pursue open-ended problems with undertakings that have clearly specified goals,

take economic constraints and timeframes into consideration, and recognize the necessity of having precise outcome criteria.

The checklist of Academic Roles and Responsibilities includes: Administering the department/institute, Performing roles of a faculty member, Providing service and support to varied constituencies such as college, affiliating university, outside communities, associations, Enhancing professional and personal development, Teaching and Learning, research and Discovery, Outreach and Public Service, and General responsibilities such as recruitment, admissions, socialization, performance assessment, acquiring and managing resources and so forth.

One of the features of academic leadership is its time-restricted nature that poses a challenge and difficulty in formulating and implementing long-term goals and far-reaching transformations (Segestrom, 2013). Some personality characteristics of academic leaders include vigor, decisiveness, and a willingness to take chances (Seagren, Creswell, & Wheeler, 1993 in Leaming, 1998) so also possessing strong communication skills, being sensitive and caring, being flexible, honest, fair, and having a good work ethic.

Director of a B-school has to be active in building physical infrastructure required for the program in the campus, complying with controlling bodies such as AICTE, DTE & affiliating university, institutional promotion for admission to the program, manpower planning and execution of teaching and non-teaching personnel, engaging industry & academic experts as visiting, guest or adjunct faculty, design & implementation of policies, execution of co-curricular activities such as seminars, conferences, workshops, live projects, internships etc, looking after industry placements for freshers passing out, tie-ups with international institutes and universities for exchange in activities such as study tours, student & faculty exchange, joint research, collaborative programs or courses such as credit transfers, franchises, twinning, joint certifications & degrees etc, The Director of a B-school must be a great combination of academics, research & administration acquainted with the technology and global happenings in the field of academics.

5 qualities needed for academic leadership: 1. Excellent Communication Skills, 2. Proactivity, 3. Knowing when to take risks, 4. Resilience, 5. Passion for what to do.

The 21st-century leadership is the leadership supported by digitalization and directs on millennial and artificial intelligence era which is no longer use a manual and traditional thing. The leader has to have competencies and meets the 21st-century challenges as well as he has skill and creativity as well as collaborative.

Above sources suggests few of the competencies required for being the leader of B-schools.

SCOPE OF THE STUDY:

Scope of the paper/ this study is limited to the leaders (directors) of B-schools in and around Pune, Maharashtra, India in general and under Savitribai Phule Pune University (formerly known as University of Pune) which has 150+ MBA Institutes affiliated to it.

Outcome of the study can be extrapolated further to the leaders (directors) of B-schools in India because the norms for being the director are the same across the country governed by central government's AICTE & UGC.

METHODOLOGY & INSTRUMENT FOR THE STUDY:

The questionnaire consists of 50 competencies required for a leader (director) of a B-school to possess. Each competency has 5 options (*Likert's Scale*): Absolutely MUST, Somewhat Necessary, Can be delegated but required to keep a track, Can be fully delegated without any control/ tracking, Not at all required.

The questionnaire was circulated through a Google Form <<https://forms.gle/9xLEB8JWakkZu3CM6>> to directors' group on WhatsApp.

The list of these competencies is prepared by author's experience of 12 years as a director and 25 years of academics and after discussions with few senior directors. Directors selected for deciding these criteria were: approved from the affiliating university as per UGC norms (mentioned above), having more than 25 years of work experience out of which 10 years was minimum at the level of director, directors of renowned educational institutions under Savitribai Phule Pune University (formerly known as University of Pune), and 1 director who has recently retired from the university affiliated institute.

The analysis of responses received from 46 directors is done and explained after the Discussion on Skills and Competencies required for the Leader (Director) of B-schools in India. Data, after analysis, are represented in the form of charts.

The paper does not aim at statistical & quantitative data analysis but a form of opinion survey than only numerical data. However, opinion survey is kept close ended to express in terms of some rational figures.

Discussion: Skills and Competencies required for the Leader (Director) of B-schools in India:

In addition to the fundamental eligibility requirements, the following skills and competencies are required for the director's position:

1. Teaching: As per the nomenclature in universities, director is an administrative position and not a teaching position. However, matching with Professor's approval conditions, Director may be expected to teach for 4 hours in a week. From the common informal discussions with fellow colleagues from directors' fraternity, it is found that most of the directors prefer not to teach due to overload of other duties and responsibilities. However, directors have reached to this apex level by virtue of getting promoted (not necessarily through CAS-Career Advancement Scheme) starting from the basic level of Assistant Professor which demands 18 hours per week of teaching followed by 12 hours by Associate, 8 hours by the Professor's designation.
2. Admissions: Most of the university affiliated institutes in India need to ensure that all sanctioned seats should be filled-up for viability of income-expenditure of the institute. In India, seats are filled-up by the central admission system at county level; however due to disparity of no. of seats & no. of candidates many seats remain vacant making it a moral burden on the director's shoulder to fill-up the vacant seats to match-up with the sanctioned

intake. Hence the Director needs to possess the ability to complete admissions by means and ways.

3. Assistance in Final Placement: Placement being one of the most sought-over outcomes of B-school, it becomes one of the key responsibilities of the director to attain as high as possible placement percentage for every batch. This asks for connections of the directors with industry, placement bureaus, entrepreneurs, corporate to tie-up with the Institute for final campus placements.
4. Assistance in Summer Placement: As per the requirements of university syllabi, each student must complete a 6-credit course internship with the industry. Director needs to possess connections with industries to offer quality internships, preferably paid, for his/ her institute.
5. Marketing of the Institute: In the viewpoint of competition between B-schools in India, the director of the institute must possess competence to market the institute and increase its awareness amongst stakeholders. Hence designing campaigns, participating in educational exhibitions, increasing viewership through SEOs, ethically advertising the institute etc are the competencies needed for a director.
6. Budgeting of the Institute & looking for Financial Stability of the Institute: Barring government funded institutes, most of the institutes in India are self-financed institutes. This makes the director ensure the financial viability and stability of the institute by understanding the income-expenditure avenues. Proper allocation of budget, control on budgeted expenses and investing in mandatory expenditure must be envisioned by the director.
7. Managing Day-to-Day Administrative Activities: Proper execution of day-to-day activities include sessions, attendance, leaves, payments, inquiries, troubleshooting, handling grievances and queries of faculty, staff & students and so forth. The director of an institute needs to keep an eye on many such daily chores.
8. Formulating Institutional Policies: Director must have a vision to look into the future. Designing and drafting administrative policies, perspective plans, advertising strategies, tie-up strategies, accreditation policies, employment policies etc. are one of the core responsibilities of a director.
9. Delivering Apt Speeches during Conferences, Seminars, Meets etc.: Effective speakers are proven to become effective leaders. The leader of a management institute must possess competency to deliver apropos speeches suiting the theme of the event. Keeping updated with happenings and changes in the business environment, management education sector, global occurrences is must for delivery of germane speeches.
10. Conducting Formal Meetings with Management: Meetings with top authorities (management of the institute) asks for updating the activities, events, implementation of strategies, academic and administrative updates etc. The frequency of such meetings may be once a month, quarter yearly, or half yearly.
11. Conducting Formal Meetings with Faculty: Meetings with faculty demands updating on academic activities, events, syllabus status, targets in near future etc. The frequency of such meetings should ideally be once a month. Director should play the role of an auditor as well as facilitator for these meetings.
12. Conducting Formal Meetings with Students: Director must establish a close connection between himself/ herself & students. Meetings with students should be semi-formal in nature. Such meetings shall make directors keep a track on the overall feedback about the

institute and its academic, administrative, co-curricular & extra-curricular activities, quality or shortfalls in facilities, amenities for students, teaching & administrative support and so on. Ideally such meetings should be conducted by the director once a month or once in 2 months.

13. Conducting Formal Meetings with Alumni: Alumni are said to be the spokespersons of the institute. Many great institutes across the globe are known by their alumni. Maintaining harmonious relationships and keeping constantly in touch with them gives a different publicity to the institute. Involvement of alumni in development of the institutes plays a vital role which asks for biannual semiformal meetings with general body and formal with governing body of alumni. These meetings help understand the association of alumni, their contribution to name & fame of the institute, counseling to existing students, placements and other evolving & progressive activities for the institute.
14. Conducting Formal Meetings with Suppliers/ Vendors: Though rarely but sometimes, it may be necessary to let the vendors, suppliers of different materials and services know the exact precise requirements & expectations from them on quality parameters set by the institute.
15. Dealing with Teaching Faculty: Teaching faculty being at the heart of the academic institutes must be dealt with cautiously. The director must play roles of psychologist, counselor, facilitator, supporter, mentor, parental so also of a controller. Director must find the golden mean between strictness and consideration, leniency & restraint, being empathetic & indifferent, being harsh & humble and so forth.
16. Dealing with Non-Teaching Staff: Non-teaching staff is found to belong to the X category people as per Douglas McGregor's X & Y theory of motivation; teaching faculty being Y. Hence while dealing with them asks for altogether different behavior strategy.
17. Dealing with Housekeeping Staff: Though the institute may allot this responsibility of housekeeping staff to the office superintendent or other administrative staff, director may have to tackle with them at times.
18. Emotional Intelligence (EI): Emotional intelligence is the ability to understand and manage your own emotions, as well as recognize and influence the emotions of those around you. Every head of the institute must possess emotional intelligence to manage the incidences asking for emotional equilibrium.
19. Balancing Work-Life: Balancing work & life is the fundamental ability everyone in general, and head of the institution in particular, must possess. Demands of professional and personal life must be taken care by the director of a B-school.
20. Demonstrating Teaching Faculty Members on Effective Teaching: Director reaches this apex position going through the hierarchy from the most junior designation of lecturer. This proves the proficiency of teaching of the director. Director must be able to exhibit this teaching proficiency to juniors or even to seniors as a remedial measure as and when required.
21. Mentoring & Counseling Teaching Faculty: In situations of difficulties in professional and occasionally personal life of teaching faculty members, director may possess ability to mentor or counsel.
22. Mentoring & Counseling Non-teaching Staff: In situations of difficulties in professional and occasionally personal life of non-teaching staff members, director may possess ability to mentor or counsel.

23. Mentoring & Counseling Students: In situations of difficulties in academic and occasionally personal life of students, director may require mentoring or counseling to the resolution stage.
24. Fulfillment of Accreditation Criteria: Indian government has made it mandatory to have either NBA (National Board of Accreditation by AICTE) or NAAC (National Assessment and Accreditation Council by UGC) accreditation for a B-school. Accreditation requires fulfillment of quality parameters in academic and administrative arena. The head of the B-school must have internalized the fulfillment of the processes & compliances of accreditation authority.
25. Compliance-Affiliating University: Affiliating university awarding degrees is a controlling authority on academic compliances for B-schools. The director must be aware of all regulating norms of the university and have competencies to obey the conformities and documentation.
26. Compliance-AICTE: All India Council of Technical Education (AICTE) is the central government body that monitors physical, financial and intellectual infrastructure of the B schools in India at the time of inception and annually. For securing LoA (Letter of Acceptance) at the start and EoA (Extension of Approval) later every year, infrastructural compliances are asked for. Director must be aware about the ever-updating norms by AICTE.
27. Compliance-DTE: The State Government of Maharashtra owns Directorate of Technical Education (DTE) that allows the B-school to function and follow norms by the state government for admissions, merit list verification etc. It also directs the Social Welfare department of the State about scholarship and freeship offered to different reserved category students. The director must be aware of the required mandates by DTE.
28. Compliance-ARA: Admission Regulating Authority (ARA) as the name suggests manages centralized admission process for B-schools in the State of Maharashtra under DTE. From registering online to securing merit-based admission in the desired institute through well planned admission process, ARA guides MBA aspirant students. The head of the institute must be aware of the admission cycle and its documentation.
29. Compliance-FRA: Fees Regulating Authority (FRA) controls the fees to be charged from the desirable students which is based on expenditure of the institute. FRA has norms that consider expenses on faculty and student development on priority as expenses; expenditure on administrative part has been given limitations in consideration for fees. Fees declared by FRA are per annum. No. of compliances, mainly financial documentation, must be known to the director of the institute.
30. Technical Understanding of Online Websites of Controlling Bodies: Almost every controlling authority has gone digital for last 10+ years. AICTE, University, DTE, ARA, FRA etc have their websites on which the mandatory data are to be uploaded and complied. The head of the B-school must have peripheral knowledge of working of these websites.
31. Guiding Ph.D. Research Students: As per the new norms of the government, for being the director or principal, he/ she must have successfully guided 2 Ph.D. students till award of the degree. Unless otherwise for a strong profile on research, director must supervise research students which asks for in-depth understanding and knowledge of research methodology for social sciences.
32. Guiding Internship Students (SIP): Summer Internship Project (SIP) is equivalent to a minor research project every B-school student undertakes for minimum 8 weeks in

industry. Guiding such SIP students help them to understand the project from academics and research methodology perspectives.

33. Guiding Research Paper Writing: Guiding Ph.D. and other research students is necessary for the head of the institute as an academician. Research paper writing is an inseparable part of Ph.D. which asks from the technical guidance for the researcher. Director must be able to guide on research methodology and publications ethics.
34. Writing Research Paper: Carrying out meaningful research is in vogue across the globe. Academicians must have expertise in writing and publishing research papers in reputable international journals such as SCOPUS, ABDC, Web of Science or similar peer reviewed journals. In India, papers published in UGC (University Grants Commission) Care Listed journals also obey the international standards. Authoring or co-authoring a research paper is a mandate for the university approval for the director's position.
35. Getting Research Funding: Many government and non-government institutions in India allocate funds for quality research in social sciences. Applying and getting funding or research grants ask for a sound research proposal. The director must be able to receive such grants for the institute as well as guide individual faculty researchers to get those grants.
36. Maintaining Academic Culture in the Institute: B-schools are fundamentally academic institutes delivering inputs on business administration. Strong teaching-learning culture must be maintained by the head of the institute.
37. Maintaining Research Culture in the Institute: Research in Social Sciences is gaining importance these days. That makes B-schools highly oriented towards organized research. Research must be developed as a consistent activity yielding into a research culture.
38. Tie-Ups (Mous) with Industries/ Corporate: For any B-school, MoUs with corporate/ industries build a strong industry-institute interaction ethos. This further helps institute for internships and final placements and many other interdependent endeavors. Such tie-ups benefit B-schools more than their industry counterparts.
39. Tie-Ups (Mous) with International Universities: Accreditation bodies such as NBA, AACSB, AMBA etc are thrusting on tie-ups with foreign universities or academic institutes for credit transfer, twinning programs, joint degree, student & faculty exchange and so on. Such tie-ups help students to understand trends in global markets. The head of the institute must create such acquittances for tie-ups and further programs or courses through these tie-ups.
40. Tie-Ups (Mous) with Start-Ups: Indian government is tenaciously focusing on entrepreneurship development through its initiative as 'Make in India', 'Start-up India' with an intention to generate revenue & employment to build stringer economy. As a result, no. of entrepreneurial firms is increasing. Tie-up with such ventures can help students to know the intricacies of entrepreneurial ventures and guide their journey to such future endeavors. The head of the institution should try to explore such enterprises for gaining insights for students.
41. Activities under Tie-Ups: Tie-ups merely on paper doesn't suffice the purpose unless activities under each MoU are conducted. The director must ensure activities as an outcome of these initiatives.
42. Being on Panels of Universities/ Similar Bodies: Being nominated on academic panels or boards of universities controlling bodies adds feather to the crown of directors. In addition, it exposes the head to the functioning of these bodies along with some decision-making powers within.

43. Membership of Professional Forums: Membership of professional associations broadens the horizons of professional knowhows and helps in updating of happenings in the field of business. The director must be a member of recognized professional forums to get benefitted out from it.
44. Implementation of Faculty Appraisal: With the increasing competitive environment in the field of B-schools, faculty needs to update themselves. Accreditation and controlling bodies are stringent on faculty appraisal. The director must design a healthy & standardized system, preferably a 360⁰ appraisal. The outcome of appraisal may or may not be linked with pay and promotion.
45. Housekeeping & Maintenance of Infrastructure: Cleanliness reflects the mindset of stakeholders. Maintaining clean and green environment becomes moral and ethical responsibility of the head of the institute.
46. Managing Formal Events: Proper delegation of authority and responsibility of formal events sees the success. The director should be able to monitor execution of such events.
47. Managing Semi-Formal/ Cultural Sports Events: Though not in person and in day-to-day operations but the head must assist and facilitate semi-formal, sports & cultural events of the institute.
48. Designing & Implementation of Strategies (Strategic Plan) for the Institute: Strategic Plan also known as Perspective Plan demonstrates the vision of the head of the institute. The director must be able to propose the plan and effectively implement it. The plan must have a cohesion with the vision of the institute's or educational group's management. It should be designed thoughtfully considering the contemporary & futuristic changes in the field of business and academics.
49. Designing New Programs or Courses: Excluding university affiliated institutes, other autonomous institutes must design & deliver programs or courses which are in demand to cope up with the most recent happenings in business environment. The head must identify such areas with the help of experts, launch these programs or include courses in existing programs.
50. Managing Public Relations for the Institute: The head is the face of the institute. He/ she must be the public relations officer for the institute. P.R. profile includes branding & advertising, answering queries, resolving issues and so on & so forth.

During the opinion survey, few directors suggested areas which were not covered in the questionnaire. These include collaboration with other management institutes, own career development of a director in the areas such as post-doctoral, writing case studies, knowledge & technology upgradation, strong interpersonal & people management skills, and the director should act as a CEO or COO of a B-school and so forth.

FINDINGS AND OBSERVATIONS:

Based on the data collected through the questionnaire, following are the findings:

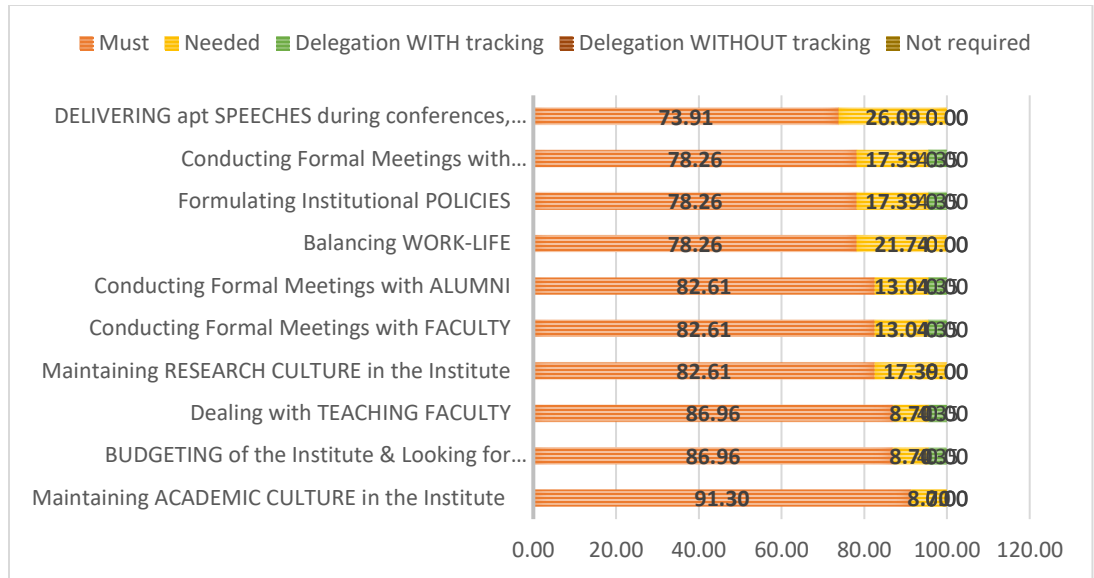
- Respondents mentioned that the competencies are 51.80% must to possess, 27.32% somewhat needed, 10.88% tasks can be delegated but required to keep a track, 1.44% tasks can be delegated without any control/ tracking while only 0.56% competencies are not required.

- Maintaining academic culture in the institute is the topmost competency required for the head of the institute which received 91.3% responses.

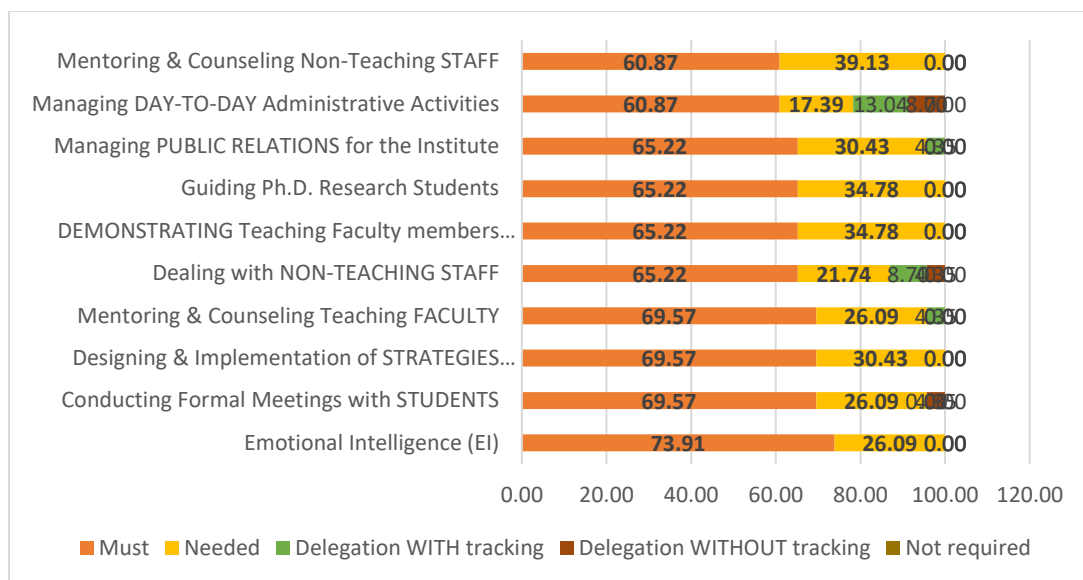
BUDGETING of the Institute & Looking for Financial Stability of the Institute	Competencies with more than 70% weightage
Dealing with TEACHING FACULTY	
Maintaining RESEARCH CULTURE in the Institute	
Conducting Formal Meetings with FACULTY	
Conducting Formal Meetings with ALUMNI	
Balancing WORK-LIFE	
Formulating Institutional POLICIES	
Conducting Formal Meetings with MANAGEMENT	
DELIVERING apt SPEECHES during conferences, seminars, meets etc Emotional Intelligence (EI)	

Designing & Implementation of STRATEGIES (Strategic Plan) for the Institute	Competencies with weightage between 60% & 70%
Conducting Formal Meetings with STUDENTS	
Mentoring & Counseling Teaching FACULTY	
DEMONSTRATING Teaching Faculty members on Effective TEACHING	
Guiding Ph.D. Research Students	
Managing PUBLIC RELATIONS for the Institute	
Dealing with NON-TEACHING STAFF	
Mentoring & Counseling Non-Teaching STAFF	
Fulfillment of ACCREDITATION Criteria	
Getting Research FUNDING	
implementation of FACULTY APPRAISAL	
Managing DAY-TO-DAY Administrative Activities TIE-UPs (MoUs) with INDUSTRIES/ Corporate	

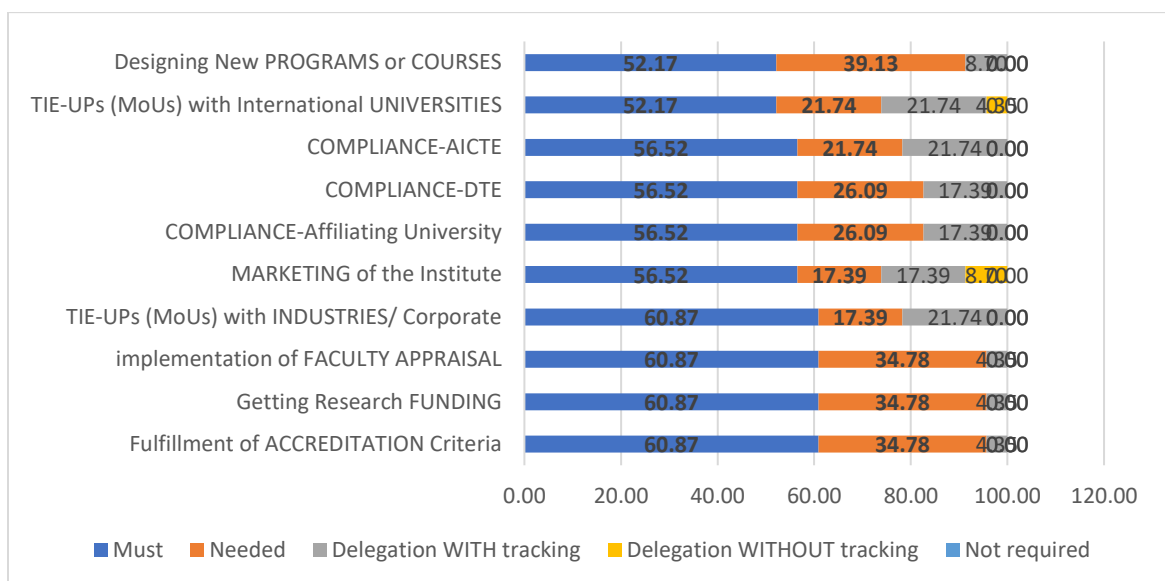
TECHNICAL understanding of Online websites of controlling bodies	Competencies with weightage less than 40%
Assistance in SUMMER PLACEMENT	
ACTIVITIES under Tie-ups	
Managing FORMAL EVENTS	
Managing Semi-formal/ CULTURAL SPORTS Events	
Conducting Formal Meetings with SUPPLIERS/ VENDORS	
Dealing with HOUSEKEEPING STAFF	
Guiding Internship Students (SIP) HOUSEKEEPING & Maintenance of Infrastructure	



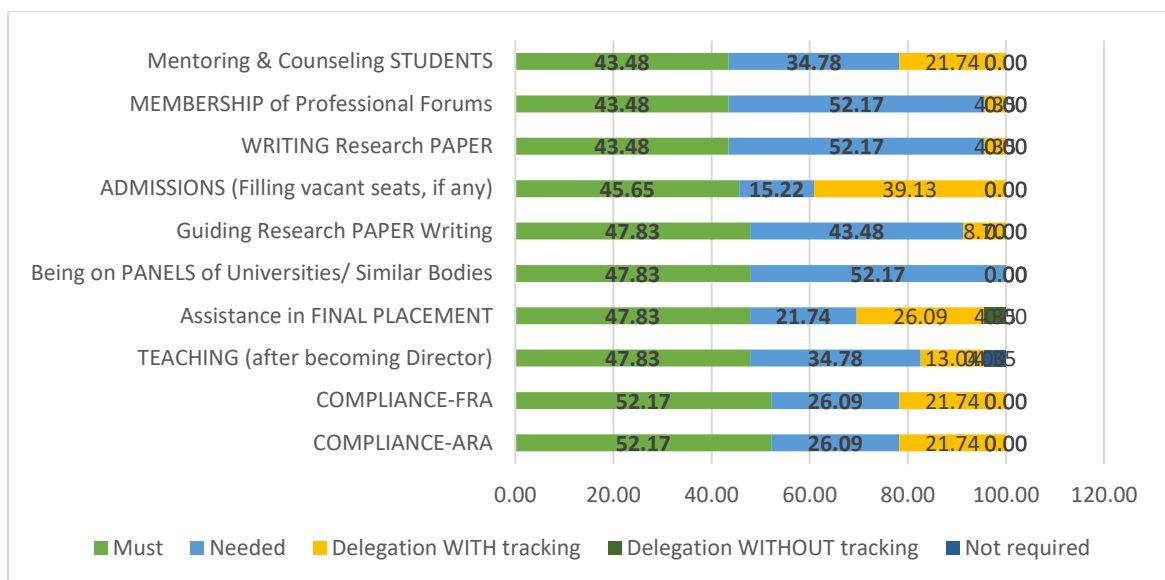
	Must	Needed	Delegation WITH tracking	Delegation WITHOUT tracking	Not required
Maintaining ACADEMIC CULTURE in the Institute	91.30	8.70	0.00	0.00	0.00
BUDGETING of the Institute & Looking for Financial Stability of the Institute	86.96	8.70	4.35	0.00	0.00
Dealing with TEACHING FACULTY	86.96	8.70	4.35	0.00	0.00
Maintaining RESEARCH CULTURE in the Institute	82.61	17.39	0.00	0.00	0.00
Conducting Formal Meetings with FACULTY	82.61	13.04	4.35	0.00	0.00
Conducting Formal Meetings with ALUMNI	82.61	13.04	4.35	0.00	0.00
Balancing WORK-LIFE	78.26	21.74	0.00	0.00	0.00
Formulating Institutional POLICIES	78.26	17.39	4.35	0.00	0.00
Conducting Formal Meetings with MANAGEMENT	78.26	17.39	4.35	0.00	0.00
DELIVERING apt SPEECHES during conferences, seminars, meets etc	73.91	26.09	0.00	0.00	0.00



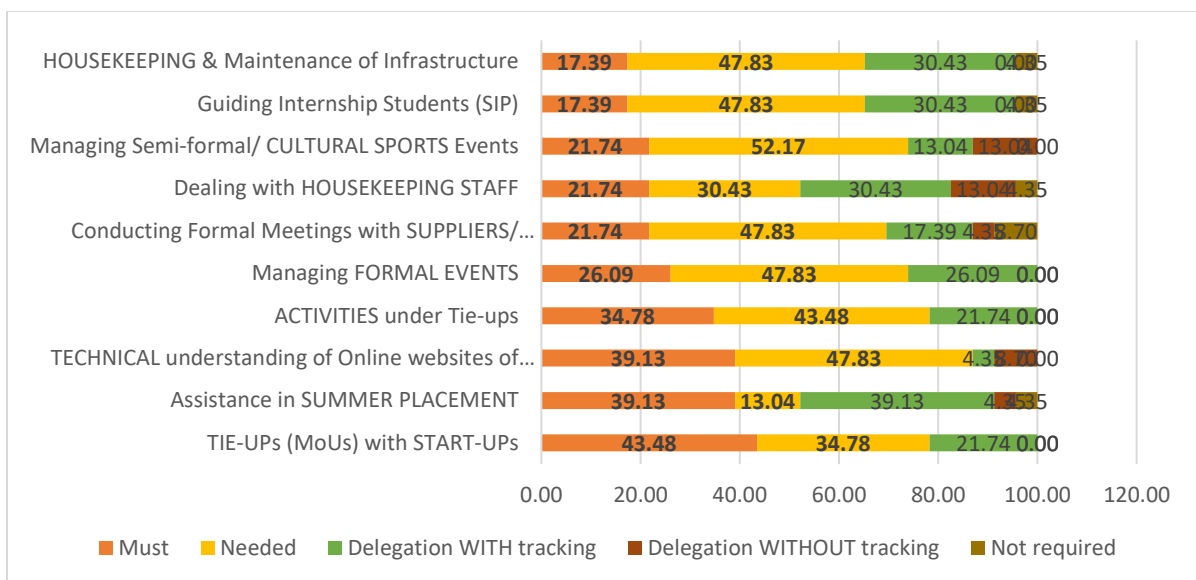
	Must	Neede d	Delegatio n WITH tracking	Delegation WITHOUT tracking	Not required
Emotional Intelligence (EI)	73.91	26.09	0.00	0.00	0.00
Conducting Formal Meetings with STUDENTS	69.57	26.09	0.00	4.35	0.00
Designing & Implementation of STRATEGIES (Strategic Plan) for the Institute	69.57	30.43	0.00	0.00	0.00
Mentoring & Counseling Teaching FACULTY	69.57	26.09	4.35	0.00	0.00
Dealing with NON-TEACHING STAFF	65.22	21.74	8.70	4.35	0.00
DEMONSTRATING Teaching Faculty members on Effective TEACHING	65.22	34.78	0.00	0.00	0.00
Guiding Ph.D. Research Students	65.22	34.78	0.00	0.00	0.00
Managing PUBLIC RELATIONS for the Institute	65.22	30.43	4.35	0.00	0.00
Managing DAY-TO-DAY Administrative Activities	60.87	17.39	13.04	8.70	0.00
Mentoring & Counseling Non-Teaching STAFF	60.87	39.13	0.00	0.00	0.00



	Must	Needed	Delegation WITH tracking	Delegation WITHOUT tracking	Not required
Fulfillment of ACCREDITATION Criteria	60.87	34.78	4.35	0.00	0.00
Getting Research FUNDING	60.87	34.78	4.35	0.00	0.00
implementation of FACULTY APPRAISAL	60.87	34.78	4.35	0.00	0.00
TIE-UPs (MoUs) with INDUSTRIES/ Corporate	60.87	17.39	21.74	0.00	0.00
MARKETING of the Institute	56.52	17.39	17.39	8.70	0.00
COMPLIANCE-Affiliating University	56.52	26.09	17.39	0.00	0.00
COMPLIANCE-DTE	56.52	26.09	17.39	0.00	0.00
COMPLIANCE-AICTE	56.52	21.74	21.74	0.00	0.00
TIE-UPs (MoUs) with International UNIVERSITIES	52.17	21.74	21.74	4.35	0.00
Designing New PROGRAMS or COURSES	52.17	39.13	8.70	0.00	0.00



	Must	Needed	Delegation WITH tracking	Delegation WITHOUT tracking	Not required
COMPLIANCE-ARA	52.17	26.09	21.74	0.00	0.00
COMPLIANCE-FRA	52.17	26.09	21.74	0.00	0.00
TEACHING (after becoming Director)	47.83	34.78	13.04	0.00	4.35
Assistance in FINAL PLACEMENT	47.83	21.74	26.09	4.35	0.00
Being on PANELS of Universities/ Similar Bodies	47.83	52.17	0.00	0.00	0.00
Guiding Research PAPER Writing	47.83	43.48	8.70	0.00	0.00
ADMISSIONS (Filling vacant seats, if any)	45.65	15.22	39.13	0.00	0.00
WRITING Research PAPER	43.48	52.17	4.35	0.00	0.00
MEMBERSHIP of Professional Forums	43.48	52.17	4.35	0.00	0.00
Mentoring & Counseling STUDENTS	43.48	34.78	21.74	0.00	0.00



	Must	Needed	Delegation WITH tracking	Delegation WITHOUT tracking	Not required
TIE-UPs (MoUs) with START-UPS	43.48	34.78	21.74	0.00	0.00
Assistance in SUMMER PLACEMENT	39.13	13.04	39.13	4.35	4.35
TECHNICAL understanding of Online websites of controlling bodies	39.13	47.83	4.35	8.70	0.00
ACTIVITIES under Tie-ups	34.78	43.48	21.74	0.00	0.00
Managing FORMAL EVENTS	26.09	47.83	26.09	0.00	0.00
Conducting Formal Meetings with SUPPLIERS/ VENDORS	21.74	47.83	17.39	4.35	8.70
Dealing with HOUSEKEEPING STAFF	21.74	30.43	30.43	13.04	4.35
Managing Semi-formal/ CULTURAL SPORTS Events	21.74	52.17	13.04	13.04	0.00
Guiding Internship Students (SIP)	17.39	47.83	30.43	0.00	4.35
HOUSEKEEPING & Maintenance of Infrastructure	17.39	47.83	30.43	0.00	4.35

CONCLUSIONS:

The topmost skills & competencies required for the leader of a B-schools are:

1. Maintaining Academic Culture in the Institute
2. Budgeting of the Institute & Looking for Financial Stability of the Institute
3. Dealing with Teaching Faculty
4. Maintaining Research Culture in the Institute

5. Conducting Formal Meetings with Faculty

The lowermost skills & competencies required for the leader of a B-schools are:

1. Assistance in Summer Placement
2. Guiding Internship Students (SIP)
3. Conducting Formal Meetings with Suppliers/ Vendors
4. Housekeeping & Maintenance of Infrastructure
5. Dealing with Housekeeping Staff

RECOMMENDATIONS AND SUGGESTIONS:

The paper indicates various skills and competencies required for being a leader of B-schools. Study can further be extended to test the impact of possessing or not possessing the listed skills & competencies on success parameters of B-schools such as high ranking, accreditation, admissions, placements, results, brand image, quality criteria, research & academic culture, collaborative programs, renowned alumni, and so forth.

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