Guest Editorial

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The papers in this issue encompass the imperative of thinking unconventionally about issues confronting educational leaders. Their academic rigour is followed by highlights that are seminally important for application. Most importantly the papers cover second and third world countries. Readers from the first world make the best out of reading the critical findings derived from analysis of data sets. This is not to undermine the utility to be derived from the other domain of the world.

Yusuf and Jain emphasize the need to go beyond just teaching and research and create economic value through innovation – invention and commercialization through technology transfer, either individually or as a part of the university system. Their empirical results are based on 77 respondents, 41 male and 36 female. They they find that entrepreneurial behavior of academic leaders represent a significant enabler to academic entrepreneurship. They must help faculty in overcoming various hierarchical and internal constraints in public universities which are governed by rules, regulations, procedures and systems set by the Government.

Goodman, Beenen and Ramanujam highlight some of the features of new innovative, young, "start-up" institutions and explore some alternative forms of higher education, as external forces of change challenge the viability of current set up. They use the concept of the organizational learning contract - a shared agreement among the major parties in a college or university about their roles and responsibilities regarding learning.

They contrast two institutions (one innovative, one traditional) and discuss some of the implications for higher education. The basic findings were that in the contract, outcomes were very explicit and because of a variety of socialization mechanisms, students knew the learning outcomes. While existing organizations do not have the luxury of starting with a clean slate there needs to be some self-designing system in place to strengthen the basic contract.

Rajasingh and Rajasekeran study the gap in the perceptions of leaders of academia and industry with respect to the quality outcomes of students and teaching faculty in order to streamline the education process in tune with the demand for quality students in the globalized environment. Based on a sample of 100 respondents from Industry and 201 respondents from Higher Education Institutions such as Engineering and Management Institutions, they identified a wide gap especially on generic skills and academic preparedness and even wider one on the presentation skills of the faculty. They recommend introduction of Indian Educational Services Examination with qualified faculty paid the most attractive package to enhance the quality of Higher Education.

Since few educational institutions impart the knowledge and skills that students need to make the transition from academic life to the world of work,

Esther John examines the role of one organization preparing students to smoothly adjust to the demands

of the work place by identifying and inculcating employability skills that graduates are lacking from an employer's perspective. Based on data provided by 21 employers and 30 employees, she graphs the importance of a set of skills (Oral and written communication, Listening skills, Computer skills, Intra- and interpersonal skills, etc.) before and after training. Results confirmed that the skills of the candidates can improve if proper training is given. It also confirmed that employers are the best people to consult in order to provide a training program that will complement academic skills of the students with employability skills. This will go a long way to help and guide young adults to be well equipped for a professional life through their education.

Griffiths studies the continuing under-representation of senior women managers in higher education, by conducting in-depth interviews with six women heads, or former heads, of departments in the United Kingdom. While the number of women academics has increased in recent years, but not as rapidly as the number of women students, there is still a large under-representation of women in management and professorial positions. Since being a woman manager in a largely male-dominated university context is a tough job, universities need to provide adequate training, including some one-to-one coaching or women-only group training. They also need to provide spaces for women managers to get together to discuss issues and problems. While senior managers need to be sensitive to the inevitable demands of middle management roles, there is a need for more women managers to be positive role models.