**ASSESSMENT 19**

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| **Date:** | 08-06-2020 | **Name:** | Sheela Golasangi |
| **Course:** | Management and Leadership | **USN:** | 4AL16EC068 |
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| **FORENOON SESSION DETAILS** |
| **C:\Users\india\Pictures\Screenshots\Screenshot (389).png**  **LEARNING OUTCOMES**  When you have completed this chapter, you should be able to:  ● understand why organizations invest in leadership and management development and the differences between the approaches;  ● understand the dynamic context in which leadership and management development takes place;  ● describe the issues that organizations need to consider when designingleadership and management development activities;  ● understand the advantages and disadvantages of a variety of approaches to leadership and management development;  ● understand the issues involved in evaluating leadership and management development.    **INTRODUCTION**  Organizations are increasingly recognizing that to be competitive they must invest in leadership and management development. Over the last decade, organizations and their leaders have experienced major changes in the workplace, including rapidtechnological change, increased globalization, changing organization structures and major changes in the dynamics of careers. Leaders and managers are considered a highly inuential group in terms of creating high-performance organizations. Organizational capability at a management level in an organization is considered essential to improve competitiveness and ensure future growth. Organizations taking a proactive and systematic approach to management and leadership development generally produce more leadership talent, and best-practice rms are characterized by the intensity and quality of their management and leadership development inter-ventions. They do as much of the same as other rms but perform it with greater rigour and consistency.The chapter aims to provide an overview of the leadership and management development process. We begin with a consideration of how leadership and manage-ment development differ from each other. We then focus on the changing context of leadership and management development. We focus on the issue of whether leaders can be developed. The chapter discusses the value of leadership competency models and also considers the different organization-driven and leader-driven approaches that can be used to facilitate leadership and management development. We will con-clude the chapter with a discussion of the issues that should be considered when evaluating leadership and management development.    **MANAGEMENT AND LEADERSHIP DEVELOPMENT: THE SAME OR DIFFERENT?**  Leaders and managers are increasingly studied in the context of human resource development (New, 1996; Hall and Moss, 1998; Feldman, 2002), which reveals that they are expected to initiate development in the absence of organizational guidance. Moreover, managerial careers are progressively more market-based, with special-ization considered to be a negative. Also, there is a risk to managers of becoming trapped in ‘core rigidities’ by over-investing in core competencies that are relevant to the organization but not of value to the marketplace. Leaders and managers need to participate in a variety of learning situations that provide them with both behavioural and cognitive complexity (Karaevli and Hall, 2006) and it is critical for them to be fast and adaptive learners (Hall, 2002) as well as strong performers. Leaders and managers are also expected to utilize self-directed career management strategies on a continual basis (McCall and Hollenbeck, 2007).An important distinctionis made between management, leader and leadership development (Day, 2000). Management development focuses on the manager getting to grips with the process or ‘hard’ aspects of managing such as planning, execution, prioritization and control processes. Leader development focuses on the develop-ment of a leader or manager’s self-awareness and understanding of self as a leader. Leadership development focuses on the social dimensions of leadership and includes such issues as interpersonal awareness and skills, team development processes and the processes involved in gaining commitment for vision and strategy. For the purposes of this chapter, we will use the term ‘leadership development’ to include both leader and leadership development. MANAGEMENT SKILLS AND ROLESSuggests the relationships of technical, conceptual, and human relations skills and shows their typical weighting at various levels. Specific situations require greater or lesser use of the skill sat all level so the organization. **Skills**   * + Technical skills are the abilities of managers to use the methods, processes, and techniques of managing (such as preparing a budget or a pro forma, planning a new process, or reorganizing a work group). Technical skills tend to decrease in importance as managers become moresenior.   + Conceptual skills are the mental ability to see how var- ious factors in a given situation fit together and inter- act. Seeing second- and third-order consequences of decisions and non decisions is especially important. The need to use conceptual skills increases significantly as managers become moresenior.   + Human/interpersonal skills include cooperating with others, understanding them, and motivating and lead- ingthemin the workplace. Human relations skills end to become less important as managers become more senior.   **Roles** Managers engage in a wide variety of roles as they do their work.   * The interpersonal roles of figure head, leader, andliai- son derive from the formal authority of the manager. * The informational roles include monitor, dissemina- tor, and spokesperson. The informational roles have special significance in organizations in the health field, which are more complex and require effective communication. Access to information is a measure of power. Less secure and capable managers tend to hoard information or provide it only reluctantly, thus rein- forcing theirimportance. * As noted, decision making is integral to the manage- ment functions. There are various types of decisional roles, including entrepreneur, resource allocator, and negotiator. In this group, negotiation maybe the most important and is an almost daily activity of managers. * The design errole is similar to that of the management function of organizing. Managers at different levels will design various components of theorganization. * The strategist role is not unlike the manager’s planning function. It suggests a specific focus on how to adapt their organizational domains to external challenges and opportunities.   The context of management and leadership  development  The context of management and leadership  development  The context of management and leadership  development  **THE CONTEXT WITHIN WHICH MANAGEMENT AND LEADERSHIP**  The context of management and leadership  development  The context within which management and leadership development occurs is both complex and dynamic. We focus here on four dimensions of context: globalization, structural change, the knowledge based economy and diversity.  **Globalization**  Globalization is understood as growth in the functional integration of national eco-nomies, with the ties between countries becoming stronger. It is driven by powerful economic factors including market cost, and competitive market factors such as the growth of common customer preferences largely created by successful global branding. In terms of cost, globalization is said to offer the advantages of economies of scale and standardization, such as cost advantages in advertising, material sourcing and economies of scale due to larger market potential. Also, globalization has reduced the requirement for manual work and fostered new kinds of skills such as those found in customer service work and call centres. It has enabled managers to work across spatial boundaries with increased use of forms of virtual team working. Leader-ship and management development will focus less on gaining manager commitment and loyalty and more on manager engagement. It also requires that managers are skilled to take decisive action, and in some cases to take tough decisions.  **Structural change**  Changes to the organizational structure such as downsizing and delaying bring significant demands for managers. They are expected to be able to respond rapidly to changing conditions, to ensure that customer expectations are met while at the same time matching the supply and quality of labour with demand cycles, and recognize and reward work in order to gain productivity increases. Organization structures are also changing as a result of advances in information technology. One consequence is that the distinctions between management and other employee categories have become blurred. The evidence indicates that employees have become more empowered; they have to share information in team settings, and structures have become much less hierarchical.  **The knowledge-based economy**  The growth in the knowledge-based economy and knowledge-management initiatives has major implications for managers and leaders. Managers have a key role to playin creating and supporting an organization culture that is conducive to knowledge sharing, use and development. The provision of appropriate management develop-ment interventions is most appropriate when the knowledge-management strategy is focused on building the social capital of its managers and knowledge employees. Garvey and Williamson (2002) point out that the most valuable management train-ing and development initiatives are those designed to encourage reaexivity, learning through experimentation and skills in conducting critical dialogues with others. Knowledge workers also need to be managed in distinctive ways. Horwitz, Heng and Quazi (2003) suggest that there are distinctive bundles of HR practices that are effective in motivating and retaining knowledge workers. These HR practices make significant demands on managers and require that managers allow high levels of autonomy, provide interesting work tasks, and ensure significant opportunities for self-development.  **Diversity**  The diversity of the leadership pool in organizations has become a major issue and it has long been recognized that gender and racial inequality is a problem (Ayman and Korabik, 2010) for many organizations when it comes to their leader-ship populations. Women and ethnic minorities are significantly under-represented in senior management positions. Eagly and Chin (2010) argue that discrimination remains commonplace in organizations, primarily in more subtle, covert and unintentional forms, and that the majority of managerial roles have become infused with masculinity. This has the effect of excluding particular groups from leadership roles, including women and minority groups on the basis of race, ethnicity and sexual orientation. Individuals from these categories have fewer networking, mentoring and leadership development opportunities (Ardichvilli and Manderscheid, 2008).  This challenging context has important implications for management and leader-ship development practices:  ● It requires managers who are skilled in operating and managing a global business.  ● Managers are expected to have skills in managing subsidiaries, the transfer of knowledge and the development of marketing.  ● Organizations that desire to be globally competitive will continually need to develop managers and leaders who have foreign operational experience.  ● It requires leaders and managers who are comfortable working in organizations that regularly contract and expand in different directions.  ● Leaders and managers will be expected to manage people during frequent periods of structural change and reorganization.  ● Leaders and managers need to be confident and skilled to cope with situations of rapid growth and rapid decline.  ● Leaders and managers will be increasingly expected to work in organizations or parts of organizations that are temporary in nature or project based |

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| **Date:** | 08-06-2020 | **Name:** | Sheela Golasangi |
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| **C:\Users\User\Downloads\WhatsApp Image 2020-06-08 at 8.42.05 PM.jpeg**  **C:\Users\User\Downloads\WhatsApp Image 2020-06-08 at 8.42.05 PM (1).jpeg**  **ABOUT JAVA**  Java is among the most popular programming languages out there, thanks to its versatility and compatibility. Java is used for software development, mobile applications, and large systems development. What is Java? Java is a popular programming language, created in 1995.  It is owned by Oracle, and more than **3 billion** devices run Java.  It is used for:   * Mobile applications (specially Android apps) * Desktop applications * Web applications * Web servers and application servers * Games * Database connection * And much, much more  C:\Users\User\Downloads\WhatsApp Image 2020-06-08 at 8.42.05 PM (2).jpegMain Features of JAVAJava is a platform independent language Compiler (javac) converts source code (.java file) to the byte code (.class file). As mentioned above, JVM executes the bytecode produced by compiler. This byte code can run on any platform such as Windows, Linux, and Mac OS etc. This means a program that is compiled on windows can run on Linux and vice-versa. Each operating system has different JVM; however the output they produce after execution of bytecode is same across all operating systems. That is why we call java as platform independent language. Java is an Object Oriented language Object oriented programming is a way of organizing programs as collection of objects, each of which represents an instance of a class.  4 main concepts of Object Oriented programming are:   1. Abstraction 2. [Encapsulation](https://beginnersbook.com/2013/05/encapsulation-in-java/) 3. [Inheritance](https://beginnersbook.com/2013/05/java-inheritance-types/) 4. [Polymorphism](https://beginnersbook.com/2013/03/polymorphism-in-java/)  Simple Java is considered as one of simple language because it does not have complex features like Operator overloading, [Multiple inheritance](https://beginnersbook.com/2013/05/java-multiple-inheritance/), pointers and Explicit memory allocation. Robust Language Robust means reliable. Java programming language is developed in a way that puts a lot of emphasis on early checking for possible errors, that’s why java compiler is able to detect errors that are not easy to detect in other programming languages. The main features of java that makes it robust are garbage collection, Exception Handling and memory allocation. Secure We don’t have pointers and we cannot access out of bound arrays (you get Array Index Out Of Bounds Exception if you try to do so) in java. That’s why several security flaws like stack corruption or buffer overflow is impossible to exploit in Java. Java is distributed Using java programming language we can create distributed applications. RMI (Remote Method Invocation) and EJB (Enterprise Java Beans) are used for creating distributed applications in java. In simple words: The java programs can be distributed on more than one system that is connected to each other using internet connection. Objects on one JVM (java virtual machine) can execute procedures on a remote JVM. Multithreading Java supports [multithreading](https://beginnersbook.com/2013/03/multithreading-in-java/). Multithreading is a Java feature that allows concurrent execution of two or more parts of a program for maximum utilisation of CPU. Portable As discussed above, java code that is written on one machine can run on another machine. The platform independent byte code can be carried to any platform for execution that makes java code portable. | | | |