# Assignment 2:

Q1)

These were the times when any child, tensionless can think whatever he or she wants to be with no pressure of society, no pointless norms to abide, no fear of scope of the field so in that times a child is dreaming to be what he wants to be with his personal interest and self-intentions. So, do I. If I look behind the ten years of my life and try to think what I wanted to choose as career so that would be something artistic some painter or artistic stuff. As I have some congenital attachments from art.

By eventually as I grew up and came to know that there is a race of fields, so I gave that a thought and tried to figure out the closest feature from it and came to be as technology and development. Although for some school of thought it is also considered as art.

In a nutshell, this was my thinking as 10 year back for my career plan. It will sound fantasized dream of a child, but I will certainly and undoubtedly strive to fight for it as hard as possible and accomplish what I intend. And personally, I believe that the is no roadmap for the fate and there is no possibility of what you think you got, keeping all that factors in mind. I think I am far better as I supposed.

Q2)

## Training programs the top universities in the world are offering for the professional managers:

Higher education career growth developments continually rely on quality enhancement, quality assurance and optimal digital implementation models to achieve academic excellence. World-class universities rely on their professional development centers for a range of career preparation services to promote instruction, study and student learning. This article discusses faculty development centers at eight world-class universities in Australia, China, the United Kingdom and the United States: **Australian National University, London School of Economics and Political Science, Carnegie Mellon University, Hong Kong University, Melbourne University, Oxford University, Pennsylvania University and Pittsburgh University**. The results of this report include the institutional features of each center, as well as a review of best practices in program implementation and resource management.

### Programs:

**Management Development Martin Lagerström**, Statistics Sweden

**ABS Leadership and Management Charter and the Senior Executive Program** -Chris Libreri,  Australian Bureau of Statistics

**Recruiting and Retaining Qualified Staff at Statistics Finland** -Elina Pääkkö,  Statistics Finland

**Becoming an Attractive Employer for Future Employees: Some Experiences from Statistics Norway** - Rita Braziunaite, Heidi Torstensen and Jan Byfuglien,  Statistics Norway

**A Competence Profile for Staff Supporting the European Statistical System** - Wesley Miles, UK National Statistician’s Office Silvio Stoppoloni, National Institute of Statistics of Italy Alexandra Molcuti, National Institute of Statistics of Romania Veronika Radermacher,  EUROSTAT Wouter Jan van Muiswinkel, Statistics Netherlands Yolanda Gomez, National Statistics Institute of Spain

**The Improvement of HR Management by Using Lean** - Jan Byfuglien, Heidi Torstensen and Anne Trolie, Statistics Norway

## Why the managers are invited for such training:

New employees typically undergo some form of instruction. Entry-level or marginally seasoned workers require instruction to understand how to manage their duties and to become comfortable with company processes. Senior managers with a multitude of essential duties may often undergo additional training to develop their own management skills and to allow them to properly supervise their respective responsibilities of departments. Unfortunately, this routine also leaves no space in the budget to train new managers. Hiring new managers without adequate preparation can be a huge disservice to the business, with severe negative repercussions. An unskilled boss can have a negative effect on the staff he or she oversees. The effect of weak management on the staff involves a reduction in productivity, poor coordination, discontent among staff and a general decline in performance and production within the department. This is hurting the whole business.

## Conclusions and Recommendations:

In a nutshell, the basis for training to become a professional manager is concrete to be. Get it as required and, after a couple of years of experience, as a result, competitive manager will turn out.

## References:

• Top Human Resource Management Courses - Learn Human Resource Management Online | Coursera

• Top 10 Course For New Managers - Blog – FutureLearn

* [https://unece.org/DAM/stats/publications/HRMT](https://unece.org/DAM/stats/publications/HRMT_w_cover_resized.pdf)

Q3)

The ten things as per me would be:

For Students:

* Make students prevent plagiarism or misconduct by setting test requirements. That would make it nearly difficult to plagiarize or steal. Can be e.g. A concern about personal perception.
* Make students stop teasing or harping through the inclusion of leisure activities operation.
* Organizing Peer Advising, Diversity and Social Welfare discussions.
* Organizing legal talks and legal and non-ethical processes.
* Promoting ethical conduct by annual or semester-based provision of souvenirs or grace marks until it becomes a practice to act ethically.

For Faculty:

* Provide exposure to international level seminar and collaborations to societies or organizations related to the particulars of that field.
* Make policies to avoid faculty promoting favoritism.
* Abiding the project based innovative approaches for teaching.
* Make policies to introduce a concept of behaving nicely and cooperatively with students.
* Make policies to get self-involved like a learner while teaching.
* Try to make efforts without any attitude when teaching.