

Best Practice II

Title of the Practice:

Teacher Empowerment through Work Autonomy in Single-line Hierarchy

Goal:

The institute has staff with diverse skill sets and experience with the spirit of teamwork. To synergise and explore the strengths and opportunities, a unique system of allocation of work through a yearly roster system is adopted with the following objectives:

1. To enhance the involvement of teachers in their work environment
2. To make teachers versatile and multitasker
3. To utilise work autonomy for greater job satisfaction
4. To empower the teacher in planning and execution (scratch to finish)
5. To inculcate institutional ownership among the teachers

The context:

Looking to the needs of industry and the market, the institute has enmeshed teachers' knowledge, skill and experience to its optimum. Hence, institute has adopted the culture of roster portfolio of work. To ensure perennial professional growth to meet the market demand, the role of teachers is very vital. The Institute concluded that teachers involvement with institutional development should have been given priority. Since the beginning, a friendly work culture has been established by rotating task allocation, providing lead responsibilities, and delegating authority. Delegating responsibility is determined by competencies, experience, and knowledge. This enhances skills acquisition, professional advancement, motivation, and teacher collaboration. Teachers confidence gets built to handle duties independently.

The Practice:

At the beginning of Academic Year, the allocation of roster work is given to the respective teacher, this is the main input to prepare the academic calendar in which the date and month is earmarked for execution. During the review meeting the updation is given to the concerned teacher to start the work for respective event. Based on that, the teacher prepares budget, plan, task allocation and a complete blue print with a checklist of do's and don'ts. And

teacher ensures successful completion of the event with full autonomy and single line of hierarchy.

Evidence of Success:

The work allocation has made teachers to involve fully and a part of all teams which ensured the smooth completion of the event. The portfolio roster made the teachers versatile and multi-tasker to handle any kind of situation to its success. The 'single line hierarchy' indeed gave greater job satisfaction which is witnessed through high retention rate. The autonomy made teachers to take constructive decisions pertaining to the allotted portfolio, which empowered the teachers in planning and execution of the event.

Problems Encountered and Resources Required:

Time constraints may be an obstacle because the institute needs to plan the activities in advance but, the university examinations and other regulating bodies may disturb the scheduled events. Due to health condition of the allocated teacher, who is supposed to lead the event, may cause hindrance, which is mitigated by alternative arrangements.

The resource required:

The only resource required is the true-blue commitment of the teacher.

Notes:

Prima facia the autonomy in Single-line Hierarchy practice makes the teacher wholesome for their professional growth and institutional excellence.