

Research Article

Art, Science, and Technology of Safeguarding the Outstanding Engineering Faculty Members From the Institutional Hazards, Planned Destructions, and Booby Traps

Thanikachalam Vedhathiri¹

1. National Institute of Technical Teachers Training and Research (NITTTR), Chennai, India

Developing countries are now growing faster than in earlier years. It is due to government policy to open the economy to foreign institutional investors and foreign direct investments for establishing new production centers and exports to other countries. This demands excellent engineering graduates, industry-specific curricula, outstanding faculty members, up-to-date resources, sufficient funds, and leadership.

Unfortunately, the growth of toxic leaders prevents the needed academic environment, support, and scaffolding the high-performing faculty members. Many organizations also suffer due to toxic leaders.

Hence, there is an urgent to investigate the fast-growing destruction of academic culture in many educational institutions. This research focuses on the growth of toxic leaders and their impact on high-performing faculty teams. 489 senior and high-performing faculty members are purposely included in this research to identify toxic acts that are used on the faculty members. This research work leads to identifying significant discriminations by the toxic leaders, the art of saving the faculty members, stopping the unregulated growth of toxic teams, identifying the preparedness of the faculty members, the technology of safeguarding, the science of generating knowledge capital, revenue generation, booby traps to be avoided by the faculty members, and identifying ultimate survival method.

Corresponding author: Thanikachalam Vedhathiri, vthani2025@gmail.com

I. Introduction

In this twenty-first century, we need educational leaders and administrators with integrity, ethics, humility, equity, and outstanding culture to develop faculty members and graduates to create needed human and knowledge capital. They have to generate smart goals to modernize the interdisciplinary to meet the challenges

of fast-growing disruptive technologies. Further, they have to assist the companies in their region by extending their expertise to solve their problems in analysis, design, prototype development, refining, planning for mass production, marketing, maintenance, scrapping obsolete products, and exploring advanced and innovative products. Unfortunately, many educational leaders have deviated from this process. Toxic leaders have emerged and occupied many autonomous institutions. Toxic leaders focus their efforts on their growth, development, and comfort. They never tolerate the growth and accomplishment of the well-performing faculty members. They always use their administrative authority to sabotage the growth of outstanding faculty teams. Many unqualified leaders are being selected to head the autonomous institutes in India. These toxic leaders perpetually discriminate against high-achieving faculty members from the day of their entry into the institute. This process has been deducted and many court cases were filed by the well-accomplished faculty members. Unfortunately, there are millions of cases pending in all high courts, and by the case that has been taken for hearing the toxic leaders have already retired, and hence the cases were dismissed. There is a strange collusion between the administrators and the toxic leaders which prevents the significant growth of knowledge and human capital. The Education Policy of India, 2020 has suggested many methods to stop the growth of toxic leaders and safeguard the well-performing faculty members. There is no effective method to solve these discriminations. This research has been undertaken to study the destructive processes and suggests very effective mechanisms to stop the growth of academic cancer.

II. Literature Survey

2.1. Toxic Administrators/ Leaders/ Chief Executive Officers

Toxic leaders work for themselves or against the goals of their organizations, resulting in a dysfunctional environment (Gary Winn, and Dykes, 2017). When a toxic leader creates a hostile workplace, it results in negative but pervasive consequences that trickle down and create a stressful environment that adversely affects the subordinate's professional and personal life. This covert, destructive behavior is a stressor that costs organizations billions of dollars worldwide. According to the Stressor-Stress-Strain Model, the connection between toxic leaders and destructive behavior necessarily begets many negative consequences (Bawling, 2007, Bowling and Beehr, 2006). Toxic leaders need a conducive environment and susceptible followers. Autonomous institutes offer a conducive environment. The underperforming faculty members who form informal organizations will become susceptible followers. They form a toxic triangle consisting of toxic leaders, a conducive environment, and susceptible followers.

Behavior of Toxic Leaders: Unwillingness to listen to feedback, suggestions, and research findings; lying about the performance, achievements, and recognitions received; lack of moral standards in discretions; rewarding incompetent faculty members; lack of accountability; cliquishness; bullying and harassment of the senior

faculty members. Toxic leaders feel that he/she has power that permits him/her to do very bad and cruel things. They are never afraid of sin and enjoy decadence and depravity. They always take pride iniquity and villainy.

Some of the significant research works are presented in Table 1. General findings are identified, the behavior of toxic leaders specific to higher education, and measures to safeguard high-performing faculty teams are inferred. Further, the process of building an institute has been indicated.

Author	General Findings	Behavior of Toxic Leaders Specific to Higher Education Faculty Members	Measures to Safeguarding the high- performing Faculty Teams: Building Institute ---Level Against Toxic Leaders
Nourhan Mohamed Younis, Raniah Abd Elmoniem Shamah, & Heba Elsayed Elbadawy	A toxic leader lacks self- control, ignores the rights of employees, and harms the whole organization. Toxic leadership affects individuals and organizations negatively.	Ignoring the rights of high- performing faculty members destroys the institution.	The Board has to check the negative impacts, reduce workplace deviance, reduce the number of faculty members leaving, and turnover rates, and increase the level of job satisfaction, and institutional commitment. Create radars. Get continuous feedback on their discretion-based orders.
Contreras & Baumeister et al. (2019) and Baumeister, et al. (2001)	Individual attitudes and behaviors are affected by negative aspects more than positive aspects.	A harmful leader affects the faculty members more than a good charismatic or servant leader.	The standing committee of the Board has to study individual attitudes and behaviors. Appeal to change. Report to the Board of Governors.
Lipman Blumen (2005)	Type:1: Intentionally toxic leader harms other employees and enhances himself depending on others' expense. Type: 2: Unintentionally toxic leader harms other people with careless and reckless behavior.	Harms high-performing faculty members Harms most of the faculty members who don't serve his needs	Board appointed expert has to check the qualities, cognitive abilities, and attitudes based on race, accomplishments, & cognitive abilities Check the attitude, shortcomings in cognitive abilities, unethical performance, and consideration of equity.
Kellerman (2004)	Seven common characteristics: Incompetent, Rigid, Intemperate, Callous,	Incapable of developing high- performing institute; highly qualified faculty are unwilling to adapt to poor ideas; Lacks self-control; ignores ideas, and opinions; Lie, cheat, or steal;	The board and the Ministry have to plan the development of high- performing institutes; Suggest to generate high-quality ideas; Demand self-control; Be a servant leader;

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	Corrupt, Insular, & Evil.	Don't give any attention to the health & welfare of the faculty members; Utilize torment as an instrument of control.	Demonstrate positive behavior; Focus on the health and welfare of the faculty members. Don't accept bad control. Get continuous feedback from the Chief-Vigilance Officer.
Lipman-Blumen (2005)	Personality Traits to determine toxic leaders: Arrogance that denies their mistakes and blames others; A lack of integrity: Put their glory above any other faculty; Being away from virtuous attitudes and behaviors; Not allowing faculty to express their opinions/ideas	Blame the faculty member for failures; Never accept their mistakes in planning new programs/projects; Working under intense stress leads to a decrease in their success.	Support the high-performing abilities of the faculty members and their success; Review the reasons for failures; Suggest key performance indicators for success; Establish the needed academic environment.
Karthikeyan (2017)	Toxic organization resulting from harmful leadership: Negative emotional moods; Ineffective and aimless work; Destructive and counterproductive conduct; Employee physical and emotional withdrawal; Unethical deviant behavior; Poor Health; Dissatisfaction with life; Lack of organizational commitment; Lack of morale; Hierarchical organization	Poor leadership of heads of departments; Ineffective graduate, postgraduate, and doctoral programs; Discouraging the high-performing faculty members in planning interdisciplinary programs; Lack of achievement motivation, Lack of freedom to contest in the academic council membership.	The Board has to encourage high-performing faculty teams to plan interdisciplinary graduate, postgraduate, and doctoral programs, apply for faculty development programs in global universities, encourage to bid for projects under various International Development Agencies, directly undertake curriculum-specific textbooks, drawing manuals, laboratory manuals, case studies, Support to undertake consultancy projects under multinational companies, create intellectual materials, and get patents & generate revenue.

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Celebi, Guiner & Yildiz (2015)	Toxic leadership scale: Four dimensions: Self-interest; Ignorance; Negative mood; and selfishness.	Unwilling to permit the faculty to undergo global training under institutes of excellence; Refusing to permit research and development projects under external funding; Unwilling to permit participation in the international conferences even though faculty gets sponsorship; Wanted to participate in the overseas programs without any contribution.	Focus on demonstrating outstanding cognitive abilities in planning diverse global faculty development programs; Encourage to submit outstanding research papers and get recognitions like awards; Scaffold to bid and win complex projects under various International Development Agencies; Generate substantial internal revenue through royalty, Get elected as a member of editorial committees; Plan national and international conferences.
Wilson Starks (2003)	Identified the negative impacts of toxic leadership on a company: High turnover rate, a decline in productivity, less innovation, and interdepartmental conflict.	High-performing faculty members will resign and join the best institutes: the existing low-performing faculty members will not be undertaking interdisciplinary programs; they cannot publish innovative research papers, and they can't undertake complex sponsored research and development projects.	The Board has to get feedback on the turnover of the high-performing faculty members through exit feedback. The Board has to focus on the interdisciplinary programs and publication of outstanding research papers in international journals and conferences. Further, the Board has to fix norms to bid, win, and undertake complex research development projects.
Orunbon, Lawal, Issaac, and Salaudeen (2022)	Toxic leadership has a disastrous impact on academics, learning, and teaching. Undermines the mission of higher education institutions.		
Pelletier (2010) Burns Jr. (2017)	Investigated the negative impact of toxic leaders on the organizational level and subordinates' level.	Increases in deviance in the workplace.	The Board has to investigate the deviance in the workplace under abusive CEOs and supervisors.

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Lipman Blumen (2005)	Destructive behavior of toxic leaders	Intend to eliminate competent followers; Violating human rights and dignity;	The Board has to focus on the retention of competent followers; Ensuring human dignity and rights
	Support the promotion of incompetent followers.	The best faculty will leave as and when an opportunity arises.	The Board has to check this deteriorating environment and should take steps to prevent it.
Karthikeyan (2017)	Tools that increase toxicity in the organization: Workload, Corporate control systems, Organizational Structure, Corporate power structure, Workplace rituals and procedures	Workplace bullying; Control the right processes and procedures; Misuse organizational hierarchies and interpersonal relationships; Monitor and change the power structure to favor the toxic leader; Discard the reports and performance checks	The audit report has to be analyzed and the appropriate remedial measure has to be taken to correct the deviations by the Board and the Ministry of Education.
Nourhan Md Younis, Raniah Abd Elmoniem Shamah, and Heba Elsayed Elbadawy	Overcoming the negative impacts of toxic leadership: Assess the deviations and take the correct steps; Bring communication among the workers and management; Take early steps to correct the toxic actions	Toxic leaders will always blame their subordinates. They insist on faithful implementation of the wrong decisions; They never communicate the original letters received from the Ministry of Education.	The Board has to get feedback from the faculty members on misdirections, purposeful wrong decisions, and obstructions on the planned growth. The Board has to issue a direction to the toxic leader to follow the authorized procedure, rules, and norms.
Theo Veldsman (2016)	Toxic leaders destroy people as well as organizations. One out of five leaders is toxic.	Conduct a meeting with the faculty members and collect feedback on all deviations. Cross-check through triangulation. Collect the	Chose creative leadership, Nurture dignity, Empower and enable better workplace experiences.

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	<p>Toxic leaders deliberately destroy the fabric of the institution.</p> <p>A toxic organization erodes, disables, and destroys the physiological, psychological, and spiritual well-being of the people who work in it.</p> <p>Bullying is more centered on individual, one-to-one, physical, or emotional abuse by a toxic leader.</p> <p>Typical toxic leaders: The Cold Fish: The end justifies means.</p> <p>The Snake: Plan to satisfy his personal needs like greed, status, and authority.</p> <p>Glory seeker: Without any significant contribution seeks personal glory and public visibility.</p> <p>Puppet master: Absolute and centralized control over everything and anyone.</p>	<p>notices and circulars that are against the norms and standards.</p> <p>Ownership: All the success in completing externally sponsored projects.</p> <p>All the project gains should be paid to him.</p> <p>All the press reports should elevate his position.</p> <p>All the developments are to be due to his leadership.</p>	<p>There is a need for decentralization, and empower the faculty team which will plan and implement the projects.</p> <p>The successful teams have to be recognized and rewarded.</p>
Carla, Ana, Nuno, Leonor, and Lisete (2022)	Investigated toxic leadership and empowering leadership.	The profiles with higher toxic leadership dimensions are more related to motivation and control regulation. According to them deepening the nomological network of the concepts and providing inputs human resource process is	More investigation is required to safeguard the growth of institutions and high-performing faculty teams.

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		suitable to improve the organizational results and workers' quality of life.	
Sullivan George (1949)	The Germans, the Japanese, the Chinese, and North Koreans used booby traps.	Here booby trap denotes the way that a director of a college sends misleading information on the financial bidding for the projects.	The program executives who estimate the financial proposal should not listen to inflated costs suggested by the competitor through a toxic CEO. The project team should estimate reasonably otherwise they will lose the bid.

Table 1.

2.3. Synthesis of Findings

Most toxic leaders plan to get chief executive posts through unethical processes and make unethical decisions to destroy the growth of high-performing faculty teams. Many governing council members are not aware of the fall in standards in education. Only when court cases appear, do they wake up. The growth of institutions is very much affected and reputation is lost. No researcher focused on the eradication of toxic leadership and safeguarding the institutes and the high-performing faculty members.

III. Problem

Many administrators of higher education turned out to be toxic leaders and started focusing on their growth and using their administrative authority to discriminate against the best performers. Many best performers left the institutions and joined overseas institutions. Their turnover causes many problems in developing knowledge capital and human capital in the country. Hence, it is the most significant research problem and appropriate solutions are to be obtained to bring radical transformations in the Indian economy.

IV. Research Objectives

1. To assess the process adopted by the toxic educational leaders/administrators in autonomous institutes under the Ministry of Education of the Government of India
2. To get feedback from around 500 senior and well-accomplished faculty members about the sufferings due to discrimination inflicted on the well-performing faculty members in many autonomous institutes in Engineering Education
3. To resolve the conflicts and develop effective ways of safeguarding the best faculty members so that their outstanding contribution will accelerate the economic growth of the nation.

4.1. Population

All outstanding faculty members of around 5,000 engineering colleges in India have qualified with significant cognitive skills and achievement motivation. Most of them have reached the rank of global leadership and created significant knowledge capital and human capital. Many of them are discriminated against by a team of destructive and toxic leaders at the cost of creating human capital and knowledge capital. Still, these faculty members continue to plan and achieve the best outcomes but they lose energy and suffer due to mental agony. Their problems have to be resolved to accelerate the growth Indian economy.

4.2. Sample

About 489 have been purposely selected who have achieved excellence in research publication, interdisciplinary curriculum development, outstanding instructional design, and undertaking problems of micro, small, and medium companies. Most of them are well-known researchers and published significant research papers in leading journals and international conferences. They suffered from the toxic leaders. A few resigned and left the institute. They are not politically connected. They get credit for their performances but later they are not empowered to bid for global projects or undertake consultancy projects. They are also prevented from guiding Ph.D. research scholars. These faculty members gave feedback on the problems faced and desired to resolve them,

4.3. Research Methodology

The members were given a questionnaire to indicate their problems and possible grievance redressal mechanisms so that they could continue to contribute academically.

4.4. SWOT Analysis

A comprehensive strength, weakness, opportunities, and threats (SWOT) were analyzed on the discrete and wrongful decisions made by various toxic leaders.

Strength of Toxic Leaders	Weakness of Toxic Leaders	Opportunities Available	Threats to Toxic Leaders
Earned tenured post with external support	Low academic achievement due to poor education and absence of planned accomplishment. Planning ineffective learning resources. Employing faculty without assessing their accomplishments and services rendered.	Sufficient Funds and grants-in-aid for institutional development	Court cases on the discrete decisions against the rules, norms, and acts
Empowered to make autonomous decisions	Low vision due to poor strategic planning and not interest in institutional development. Strating in effective projects.	Support from international development agencies	Loss of reputation
Enjoys administrative autonomy	Low-mission and never-planned interdisciplinary postgraduate programs. Empowering ineffective faculty members. Feels that he can intimidate the faculty. The toxic leaders are dishonest. They use coercion and punish the faculty by suspension and dismissal from the service.	Fast-growing economy, more opportunities to bid for consultancy projects, and the possibility to train the executives.	Contempt of the Court not implementing a judgment
Enjoys financial autonomy	Low cognitive abilities and improper interpersonal relationships. Never conduct an academic audit. Feels that he can take all the project gains.	Demand for diverse global faculty development programs	Negative publicity in the newspapers
Enjoys academic autonomy	Low ability to develop institutional and global projects. Ignoring the letters of invitation (LOI).	Adequate support from various ministries, clients, & IDAs.	Weakness is exposed
Unending support of informal groups	Low recognition among the peer group. Many faculty members suffer from mental agony and lose emotional balance.	High-performing faculty teams	Possible suspension or termination
Support from the Ministry officials	Never established a leadership position at the national level. Obstructing outstanding faculty members in taking leadership in fast-growing areas.	Can take voluntary retirement at very short notice before suspension or termination	Unfit for further employment in a higher education institute.

Strength of Toxic Leaders	Weakness of Toxic Leaders	Opportunities Available	Threats to Toxic Leaders
Uses the best faculty members to get many personal benefits.	The toxic CEO never takes initiative in acquiring advanced attributes. They become burnouts.	Can nominate other well-performing faculty members or any other faculty members of his liking.	The reputations can't be maintained.
Unlimited opportunity to nominate himself for all global programs.	Never get advanced skills due to frequent exposure to advanced global programs.	Can get long-term postings in global organizations.	The nominated faculty may have to establish their leadership which is not liked by the toxic leader.

The above SWOT analysis identifies the strengths and weaknesses of the toxic leaders. They fully utilize the opportunities and escape from the threats. With all weaknesses, they continue to grow. The Board should direct the CEOs to become more productive and innovative.

4.5. Force Field Analysis

Forces that favor the toxic CEO	Forces that oppose the toxic CEO	Remarks
Strong connection with politicians Support from the coteries and informal group of faculty members.	High-performing faculty teams with excellent character, and conduct, achievement motivation, and commitment to excellence.	Toxic leaders always assess the capability of high-performing faculty teams
Support from the Board of Governors	In-depth analysis followed by judgment from the honorable high courts	Creates all obstructions and reduces the pay & allowances due to them.
Corrupt senior faculty members who become coteries	Expert and intrinsically motivated faculty team who are ready to file complaints to resolve the toxic decisions imposed on them	Supports informal groups and creates conflicts among the faculty members

Force field analysis brings the forces that favor the toxic leaders. The significant forces that oppose toxic leaders are stringent court decisions. Hence, the faculty members have to check the deviations and the impact on the high-performing faculty teams.

4.6. Toxic Planning of Toxic Leaders in an Autonomous Institute

A toxic leader who got the post through political means without any significant academic achievement, experience in the development of outstanding global programs, vision for institutional development, and organizing cutting-edge programs. In this autonomous institution, the toxic leader seeded many highly qualified senior faculty members. He maintained good relations with several high-level officials who scaffolded him. He controlled subordinates with an iron hand. He never allowed the authors to put their names in the print materials. He never encouraged the best performers who received rewards. The Toxic planning undertaken by a toxic leader in this autonomous institute has not been investigated by the Board of Governors or the Ministry of Education. The findings gathered from the well-performing faculty are as follows: The toxic leader planned all personal development activities even if they were forbidden by laws, rules, and norms. He never circulated important communications on policy issues sent by the Ministry of Education, never paid the rent to the institute for occupying the quarters, promoted his coteries even if they did not have minimum qualifications, favored the informal group who performed needed services, stopped the legitimate growth opportunities of well-performing faculty members, never nominated the best achievers for overseas internships, never sanctioned the approved travel expenditure for official trip undertaken by the faculty members whom he disliked, never sanctioned leave at credit to undertake needed courses by the faculty members who are from other communities, The toxic leader has mastered the art of divide and rule the faculty members. One part of the faculty team does not have the high-performing ability but depends on the support from the toxic leader. The other part of the faculty team consists of high-performing members who continuously focus on excellence and are assumed to be toxic leaders. Hence, he started controlling their legitimate activities and started stopping their growth. They are watched all the time. This kind of toxic leader is growing since there are performance audits and verification of illegal activities.

4.7. Significant Planned Discrimination by the Toxic Leaders in Higher Education Institutions

The participants have indicated the following significant and planned discriminations in many institutions that are identified as follows:

1. Discrimination in the recruitment of high-performing faculty members
2. Not approving faculty development through bilateral programs with various countries

3. Not allotting courses for diverse global faculty members in courses funded by various International Development Agencies (IDAs)
4. Not providing resources and funds to conduct approved programs
5. Not permitted to bid for externally funded projects under, various government & private organizations, and International Development Agencies (IDAs)
6. Not approving to join global faculty development courses
7. Not fixing the pay scale as directed by the Ministry of Education
8. Not awarding funds to buy a laptop and pay monthly Internet bills
9. In reimbursing the travel expenditure as per the norms
10. Transferring externally funded projects to external agencies
11. Not sharing the project gains with the faculty who completed projects
12. Not permitted to guide interdisciplinary research scholars
13. Illegal dismissal of a faculty member
14. Illegal suspension of high-performing faculty members
15. Supporting the growth of low contributors to informal organization
16. Discriminating the starting of interdisciplinary postgraduate programs
17. Stopping the working capital to continue the laboratory practices
18. Stopping the working capital to continue workshop practices
19. Stopping the honoraria to external doctoral committee members
20. Stopping the contingency grants to the research scholars
21. Withholding the proposals for bidding under various projects announced by various ministries
22. Transferring the faculty members when they are working on doctoral research
23. Increasing the workload beyond the capacity
24. Stopping the transport allowance
25. Compelling to pay transport bills under the projects for travels performed for personal trip
26. Converting the department as their private company with a limited liability.
27. Utilizing the well-performing faculty as their unpaid workers.
28. Never undertake to guide the institutions in capacity planning, quality improvement, and efficiency improvement under international development agencies.
29. Choosing to offer faculty development for personal gains.
30. Not interested in research and publications.

All the above toxic activities are to be eradicated. There is a need to develop norms and standards for performance.

4.8. Growth of Toxic Teams

Most toxic leaders will assist the growth of toxic members who can support them, who do not have adequate expertise or qualification, are not interested in developing industry-specific graduate and post-graduate programs, or do not have skills and cognitive abilities to undertake complex consultancy projects under multinational organizations or interdisciplinary research projects. This growth will weaken the strength of well-performing faculty teams. The toxic leader will introduce his support in various challenging projects as a leader to supervise the dedicated team of high-performing faculty members. Such acts will reduce the skills and cognitive abilities of the high-performing faculty teams. The supervisors will introduce conflicts also. This phenomenon can be termed the “line of least resistance”. They avoid high-end programs due to their low cognitive skills and vision. Every effort has to be taken to select the best faculty members and be empowered to innovate.

4.9. Extreme Self-Development Activities

A close observation of a toxic leader in an autonomous institute revealed the following planned destructive activities by toxic leaders who utilize autonomy without any accountability:

- Priority for self-growth without any advanced expertise
- Favoring the faculty members who assisted him/her
- Destroying the legitimate growth of well-performing faculty teams
- Intolerance of the recognitions and awards received by the outstanding faculty members
- Transferring the faculty members who are involved in development projects
- Not circulating the letters of invitation to the faculty members
- Suspending faculty members for trial faults in their performance
- Ousting the technical support staff when their services are required and paying for the projects
- Not approving bid documents when the institute has all the resources and expertise to implement
- Extreme Corrupt Activities in externally funded projects like taking all project gains without sharing them with the project team members
- Demanding co-guide position in supervising doctoral scholars without any contribution
- Compromising on the fees to be paid by the clients to utilize the resources but getting employment for his/her son/daughter
- Corruption in the Recruitment of Faculty Members
- Corruption in the purchase of equipment and consumables
- Utilization of vehicles for family members' travel
- Not crediting the rents collected from clients to the institute account

- Establishing contact with the informal organization to get support
- Stopping the ongoing innovative postgraduate program
- Refuses to restart the postgraduate program based on the ministry's approval
- Fail to recruit new faculty members to fill up vacant posts
- Facilitate commercial organizations to develop curricula without evaluating the needs of stakeholders.
- Handing over the postgraduate programs to departments which are not having qualified faculty members to conduct interdisciplinary courses

All these unlawful discretions will pull down the growth of the institute. Most of the toxic CEOs may not have the required cognitive abilities and vision for institutional development. Further, they depend on unqualified faculty members from the informal organization.

4.10. Unlawful Favoring of External Organizations

Some toxic leaders have offloaded letters of invitation (LOI) to weak external agencies. A few toxic leaders may listen to competing organizations and prepare a memorandum of understanding and order the institute teams to increase the financial bidding whereas the competitor will reduce his project cost and win the project. The competitor will approach the toxic leader to undertake the project at a lower cost which will not be feasible. Ultimately the reputation of the institute will be lost whereas the toxic leader will reap more income at the cost of the institute. The toxic CEO should be responsible for misguiding the project teams.

4.11. Art of Safeguarding the Faculty Members from Planned Discrimination

Have an in-depth knowledge of the constitution of India, recruitment and service rules, AICTE rules and norms, UGC rules and norms, pay fixation guidelines, offering retirement benefits, pension, gratuity, vacations, and workload. Check the advertisement, terms and conditions. Identify the deviations and discrepancies.

4.11.1. Deducting Continuous Discrimination Methods

By observing the growth of informal academic faculty groups (IAG) and the determined destructive actions, the following facts are identified over 50 years. If there is a planned and continuous discrimination of high-performing faculty members (HPFM), then there is a high-powered informal academic group (IAG) consisting of senior faculty members who have decided to continuously use the authority and discriminate against high-performing faculty members. They are not registered and there are no rules that control their activities. They orally communicate among themselves. They feel that high-performing faculty members (HPFM) will grow faster and they may be left behind in the race. The IAG Members may not have high qualifications and achievement motivation in interdisciplinary activities and undertaking complex research and development

activities. They never update their knowledge and become burned out. Further, they collaborate with the chief administrator and appraise him/her on the need to discriminate the HPFM. If the chief administrator does not have a vision for the growth of the institute and needs cognitive strength, then she/he will utilize their suggestions and continuously discriminate against the HPFM. Further, the informal group members (IGM) conduct force field analysis and determine the strengths and weaknesses of the HPFM. If HPFM does not have political/high-placed religious support, they strongly discriminate and assume that HPFM will resign and leave the institute. Also, they assume that victimized HPFM may not file a writ petition at the Honorable High Court due to want of resources. This IGM may spare the well-connected HPFM. Many faculty associations will get external political or higher administrators' support and force the toxic leader to follow the norms and standards in all academic activities.

4.9.2. Creating Institutional and Faculty Resilience Against Toxic Leadership

The effects of toxic leadership create stressors that are silent, long-lasting, and just as debilitating as the more common workplace hazards (Gary Winn and Ava Dykes, 2017). Morale suffers all around and everyone suffers under the dark cloud of poor leadership. Reed, Midherry, Ortiz, et al. (2011) concluded that good organizational morale is a "force multiplier" that has been focused on being motivated, leading to perseverance and presumably success at group tasks, especially under trying circumstances. Leaders have a responsibility and imperative to build high morale by developing their proficiency and displaying confidence in themselves and others. Many global programs are offered exclusively to the leaders to improve their vision. Under the World Bank-assisted projects and many bilateral projects, the leaders were offered global trips to best-performing universities. However, many toxic leaders didn't change at all.

4.9.3. Strategies to Resolve Toxic Leadership Actions that Impede Faculty Innovation

Lilly Abdulrahman Mohamed (2021) identified strategies to resolve toxic leadership styles that employ innovation export-based companies in Ethiopia. The strategies are Open and transparent communication, sustained counseling and training, teamwork and joint decision-making, and incentive and review process. The following actions have been arrived at by analyzing the consequences of the misleading directions of toxic leaders in higher education institutions:

1. Maintain detailed discrepancies created, analyze, and submit an advanced and error-free grievance report to the Board of Governors.
2. Seek the assistance of the faculty association
3. Seek the assistance of the State Faculty Association
4. Submit an advance copy of your grievance to the Ministry of Education
5. Send advance copies of this report to the secretary of the Education Department.

6. If there is any Grievance Redressal Commission at the Institute, submit your grievance plaint.
7. If no action was taken within 30 days, file a writ at the Hon'ble High Court through a reputed lawyer.
8. If the writ is filed without any time delay, the case will be taken up for hearing.
9. The court will not be a substitute for an expert committee but act on deviations from the constitutional rights, laws, and rules.
10. If the judgment is weak, try to appeal to the higher level of the court.

4.9.4. Preparedness to Safeguard the Faculty Members

Muhammad Bilal Kayani and Imran Ibrahim Alasan (2021) have studied the impact of toxic leadership on counterproductive work behavior (CWB) with the mediating role of psychological contract breach (PCB) and the moderating role of proactive personality. They concluded that toxic leadership has a positive significant relationship with CWB and a negative with PCB in the partial mediation model. Hence the faculty members should have a thorough knowledge of service rules, awarding grants for projects, planning innovative programs, and development of portfolios.

The following guidelines are presented based on the ethical and equity principles to safeguard the faculty members:

1. Equip with the Service and Recruitment Rules (SRR) of your institute: Most of the autonomous institutions will not disclose the SRR to the faculty members.
2. Know the Conduct Rules prescribed by the Ministry of Education/ the Government. These are available in various bookstalls.
3. Know your roles and functions as prescribed in the appointment order: Read the appointment order and identify the prescribed tasks, desired performance, and reporting of achievements.
4. Follow the professional ethics, norms, standards, and culture: Norms and Standards are available in the All-India Council for Engineering Education and University Grants Commission books. Identify the ethical standards from the Professional Guidelines. Try to identify the best and most desirable culture.
5. Dedicate yourself and perform well. Plan desired performance areas like interdisciplinary courses to be offered, interdisciplinary research work, outstanding publications in reputed journals and international conferences, continuing education courses for the executives of companies, active participation in faculty development programs, and consultancy projects under International Development Agencies.
6. Maintain records of all administrative orders, government circulars, bid documents, achievements/accomplishments, list of papers published, copies of papers published, list of courses \ workshops attended, travel documents, attendance certificates, and copies of awards received.
7. Fill up the employment applications carefully. Present your accomplishments in the same order as the job specification.

8. Prepare your Portfolio as per the stated skills and competencies and annex them to the application.
Prepare your portfolio with copies of publications.
9. Attach all certificates, awards received, experience certificates, list of publications, and letters of appreciation in the portfolio.
10. Briefly state how you will develop outstanding projects, and programs, and plan for the generation of revenue and patents if you are selected.

4.9.5. Technology of Safeguarding

Many web-based organizations offer space for uploading research papers, power points, case study design methods, etc. A few may prescribe fees for hosting the materials. It is better to use these hosting processes so that they can offer more feedback from the users. Further, any researcher can download the articles, etc.

1. Upload your papers in Research Gate and Academia Edu, www.issuu.com, and slideshare.net
2. Register at Google Scholar and assess the citations, check the 'h' index, and 'I 10' index
3. 3. Undergo needed webinars offered by national professional organizations
4. Be a member of LinkedIn
5. Undergo online courses offered by the World Bank Open Institute, edX, Coursera, etc.
6. Participate in Online Conferences
7. Offer webinars to the participants of a program
8. Conduct in-house faculty development courses based on the Letters of Invitation (LOI)
9. Participate through ZOOM or any other platform offered by international professional associations
10. Be a peer reviewer of research articles which are offered by various journals

All these ensure the recognition of outstanding contributions.

4.9.6. Science of Generating Knowledge Capital

The science of generating knowledge capital deals with acquiring needed cognitive skills and attitudes, systematic planning, and producing outstanding learning materials. The following steps can be systematically followed without any shortcuts. Initially, you may have to invest some seed money in the way of registration fees, travel, etc. Many institutes will provide funds for undertaking such academic activities.

1. Read the advances in your field through online and offline methods
2. Enroll in two or three national professional organizations
3. Enroll in one or two international professional organizations
4. Participate in the exhibitions organized by the professional associations in collaboration with industry
5. Attend needed state, national, regional, and international conferences.

6. Attend workshops and in-house faculty development programs
7. Publish papers based on the research completed in various national and international conferences
8. Guide industry-specific projects of undergraduate students
9. Guide industry-sponsored dissertations of postgraduate students
10. Guide interdisciplinary doctoral theses in your areas of specialization
11. Attach a well-accomplished mentor and get clarifications on professional issues

Best and reputed faculty members can gain appropriate safeguards from toxic leaders.

4.9.7. Art of Revenue Generation

Revenue generation will be very challenging. One has to develop outstanding contributions to knowledge development. In the long run, one can get a substantial return on knowledge capital. If the outstanding faculty members generate substantial income, then they can be protected from toxic leaders. One can utilize the following suggestion:

1. Develop textbooks through a team of faculty members based on the current curriculum
2. Choose a well-reputed publisher and publish your textbooks, drawing manuals, laboratory manuals, and item banks.
3. Check the royalty received
4. Develop monographs and publish them periodically
5. Contribute to book chapters whenever you are selected
6. Contribute to educational video programs to supplement class lectures
7. Develop multimedia learning packages with a focus on advances
8. Bid for projects under the government departments, private companies, and International Development Agencies (IDAs)
9. Offer continuing education programs for the executives and employees of companies

Revenue generated by a faculty team enhances high safeguard from toxic leaders.

4.9.8. Booby Traps to Be Avoided

Many toxic leaders create academic booby traps to stop the growth of outstanding faculty members growth at the national and international arena. Ordering the outstanding faculty members to develop textbooks, laboratory manuals, drawing manuals, case studies, etc for the benefit of the toxic leaders or their family members. The developers can't claim any benefit. This kind of exploitation continues in many universities and national institutes. The income generated through royalties or project gains will be taken by the toxic leaders and the real faculty members' share will be lost. Some toxic leaders will deny pension benefits through a

Board's resolution. This toxic decision has to be resolved through courts within two years. Time management is essential. Many toxic leaders will deny eligible leave to undergo any training program at an international institute. Sometimes they provide a very low fellowship which will be insufficient to meet the fees and travel expenditure. Further, many toxic leaders pass resolutions to stop the payment of a legitimate share of the project gains. All these have to be taken to the courts and judgments. Sometimes the toxic leader forces the faculty teams to undertake projects without funds or resources. The faculty members should prepare detailed project planning documents and indicate all the resources and funds for execution. They should state the conditions like support staff, travel grants, and authorization for the project management for execution. Micromanagement by toxic leadership has to be eliminated.

4.9.9. Ultimate Survival Method

The high-performing faculty has to maintain all communications, resolutions, orders, rule books, service and recruitment rules, and court judgments. They have to prepare draft affidavits and describe the harms meted out to them. They have to carefully indicate the violations of the laws, rights, and the impact of deviations. This helps the advocate to carefully edit and make the document ready for filing before an appropriate court. Early filing will alone bring an early hearing of the case.

4.9.10. Discussion

The well-performing faculty members need in-depth cognitive skills in deducting the harmful decisions taken by the toxic leaders and capable of analyzing the long-term impacts. Sometimes an active faculty association can help them. If there is any grievance redressal council, the affected member has to submit a detailed report and how the harmful orders have violated the established rules and laws. If there is no such grievance redressal council, the next choice is the legal appeal to the courts by well-prepared affidavit.

5. Conclusion

Many organizations suffer from the growth of toxic leaders who destroy the institutions and support the growth of toxic teams. The literature survey indicates that the art and science of safeguarding high-performing faculty members has to be developed. Hence, this research focused on the identification of planned destructions by a set of toxic leaders on the high-performing faculty members. After conducting SWOT and Force Field Analysis, many significant planned destruction methods have been identified. After a careful analysis, the following prevention methods have been identified: 1. Art of safeguarding the faculty members from toxic leaders, 2. Suggesting desired preparedness, 3. The technology of Safeguarding, 4. Science of generating knowledge capital, 5. Art of Revenue Generation, 6. Booby traps to be avoided, 7. Ultimate Survival Method. The Board of Governors has to get feedback on the toxic methods practiced by the leaders and plan to

eliminate them. The Board has to generate goals for institutional development and adopt a strategic planning process. Selection of the leaders should be based on their outstanding accomplishments and commitments to excellence, achievement motivation, and leadership. Ultimately, the authorities should not yield to political pressures, or suggestions not to select a highly-qualified leader, and to evaluate the vision, and mission of the best candidate and his/her accomplishment in leading an autonomous institute. Then only the toxic leaders will be eliminated and best best-performing faculty team can contribute to the human and knowledge capital.

5.1. Limitations Of This Study

This study is based on the close observation of 8 toxic leaders of 5 higher education institutions. Their discrete decisions are observed and discussed with the high-performing faculty members. Further, 489 well-accomplished senior faculty members also contributed to the analysis of toxic leaders in higher education. The collaboration of many supporting faculty members of the toxic leaders has been evaluated. The suggestions for safeguarding high-performing faculty members may be carefully extended to many institutions

5.2. Suggestions For Further Study

A large-scale study at the state level or national level could be undertaken to assess the discretions taken by various toxic leaders and their impact, and comprehensive solutions and guidelines could be developed to safeguard the faculty members. Such a study is very important to improve knowledge and human capital.

Brief CV of the Author

Thanikachalam Vedhathiri, B.E. (1968, Civil Engineering, Univ. of Madras), M. Tech. (1970, Soil Mechanics and Foundation Engineering, Indian Institute of Technology- Madras.), Ph.D. (1975, Design of Filters for Earth and Rock Fill Dams, Univ. of Madras), M.S. (1988, Instructional System Technology. Indiana University, Bloomington, USA), FIE., FIGS., FFIUCEE. Former Professor and HOD-Center for International Affairs, National Institute of Technical Teachers Training and Research., Chennai, India. Former Senior Researcher under the Fulbright Scheme of the USA, Former Post Doctoral Fellow under the World Bank assisted Project in Engineering Education., Published around 200 papers in various conferences and international journals. Guided 18 scholars in the interdisciplinary Ph.D., program in Engineering Education.

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