

Philippines  
Leadership for Internationalisation

# Leadership for HE: Leading Your Department

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# Plan for the Session

The session will focus on:

- **leaders** and different leadership **styles**,
- the differences between **leaders** and **managers**
- the important role they both play in **performance improvement**



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# Why develop leadership skills?

- Successful organizations do things differently:
  - they make better use of IT, better at innovation and performance measurement etc. .... but they also have good **leadership skills**
- Leaders of successful organisations have a **vision** for the future and are dedicated to seeing it through
- They are focused on performance improvements
- Effective Leadership is the key to improving the delivery of teaching and research
- Hence, the importance of *Leadership for H.E.*



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# Can you develop leadership skills?

- This session will build on well-known success factors
- But can you teach leadership?
- Yes!
- Leadership is a pattern of behaviour that can be learned
  - through experience rather than lectures
  - within an *Action Learning* environment i.e.
    - where we learn from everyone in the room
    - where it creates new ways of thinking



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# Leaders and Managers

- Leadership and management are similar - they share some complementary skills - but they are different
- Leaders: in the nominations for a recent award scheme the most commonly used adjectives to describe **good leaders** were:

“Inspirational, Visionary, Committed, Enthusiastic, Passionate, Determined, Dedicated ..... Charismatic”
- But no agreed or consistent list exists



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# Leadership or Management?

- In your groups, please come up with:
  - 1 A brief working **definition** of leadership
  - 2 A brief working **definition** of management
- Thought piece:

Leadership v management - which is your organisation better at?



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## A manager...

## A leader...

### John Kotter

cope with complexity,  
plans and budgets  
organizes and staffs  
controls, problem-solves

cope with change  
sets a direction  
aligns people  
motivates people

### Warren Bennis

promotes efficiency  
is a good soldier  
imitates  
accepts the status quo  
does things right

promotes effectiveness  
is his or her own person  
originates  
challenges  
does the right things



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# Leaders v Managers

- Leadership and management are different but they share some complementary skills.
- Management is about planning, co-ordinating, and putting performance systems in place
- Leaders create the capacity for people to do something different
  - to do more than they would normally do in response to **change**
- Leadership is about *leading* the change process





# The Key Paradox of Change

- How do managers deliver ‘business as usual’ to the highest standard...

..... While at the same time

- Strategically predicting, interpreting and harnessing future international opportunities
- And driving change?

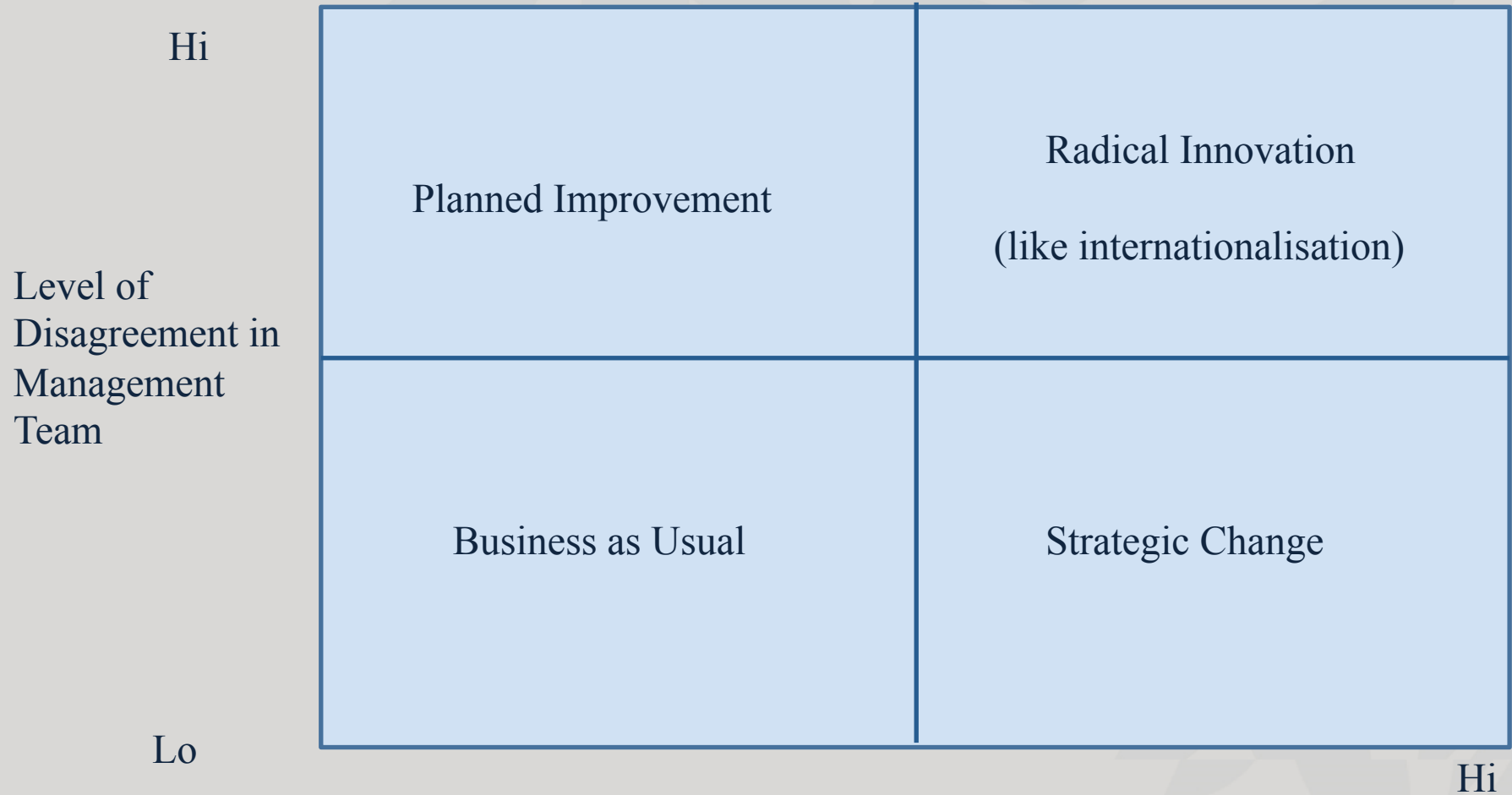


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# The Leadership Landscape



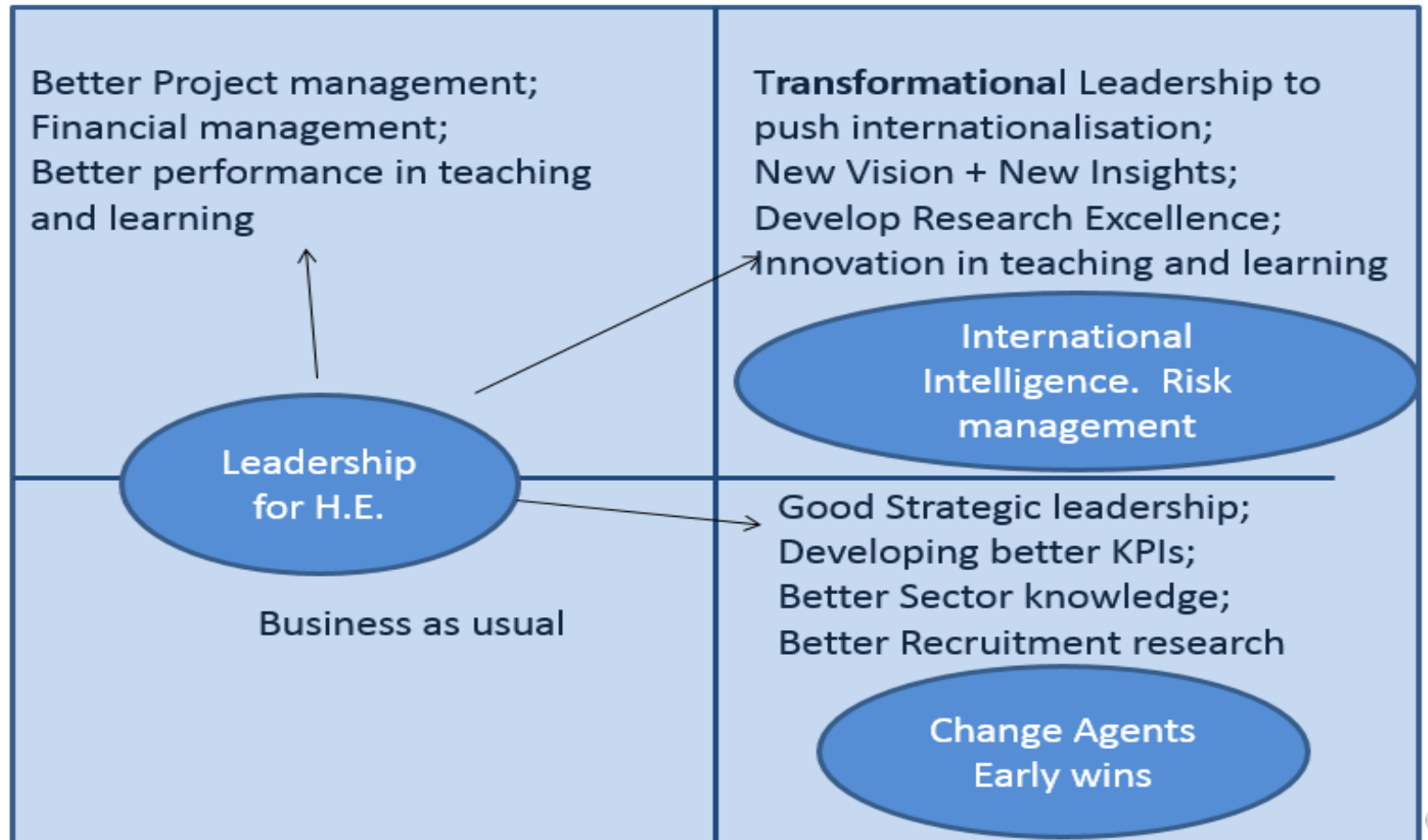
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# Building Capacity in the University

Disagreement



Uncertainty



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# Leadership Styles

- The trouble is that the term ‘leadership’ has gone from obscurity to meaninglessness
- To make some headway we need to emphasise different leadership ‘styles’ i.e. :
  - What do leaders actually do?
  - What factors make an **effective** leader.
- This approach emphasises that leadership is a behavioural pattern, which can be learned



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# Transactional v Transformational

- We highlight three leadership styles:  
**transactional, transformational** and **effective** leaders
- Transactional leaders:
  - motivate people in the direction of established goals by clarifying roles and tasks
  - provide rewards if employees perform in excess of contractual obligations
  - focus on tactical issues and work effectively within current systems



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# Transformational and Effective

- Transformational leaders:
  - They emphasise vision, values and strategic issues
  - they get things done, they lead change, by motivating others to think differently about the organisation.
- **Effective Leadership :**
  - its about influencing people to achieve **outcomes**
  - ‘Mobilising people to tackle tough problems’  
(Heifetz: *Leadership without Easy Answers*)
- ‘Tough problems’ , ‘wicked issues’ - like internationalisation – have no easy solutions - they are complex and involve uncertainty and risks
- **Effective leadership** is about achieving **change** under conditions of **uncertainty**



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# Heifetz's Theory of Effective Leadership

- It's for tackling complex problems - wicked issues
- Central to his theory is the distinction between routine or **technical problems**,
  - which can be solved through departmental expertise, and cognitive intelligence (or IQ) and
- **adaptive problems**, such as responding to de-motivated staff and absenteeism, raising the bar on teaching and research, internationalising the university
  - these require innovative approaches based on vision and values; and emotional intelligence (or EQ)
  - EQ - it's the ability to understand the needs of individuals – it's about 'winning people's hearts and minds' – it's about empowering and engaging people at work



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# Leading Change

Because of uncertainty in the internationalisation process:

- People inevitably react very differently to change hence the need for EQ
- Risks have increased - change often involves a loss, and people will inevitably go through the "loss curve"
- Because the future is now perceived as more uncertain, **expectations** come more into play
- Expectations have to be managed realistically – this is where effective leadership comes to the fore



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# Effective Leadership of Change

- Be honest about the facts - give people full information
- Identify some 'early wins' – but don't generate unrealistic expectations
- Tell everyone at the same time - (avoid the grapevine )
- Deal directly with individuals through personal interviews
- Give people the opportunity to express their views
- LISTEN!
- Discuss the loss curve and provide reassurance
- Support these discussions through **coaching and mentoring**



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# Finally - Collaboration

- Because “wicked issues” can’t be solved by single departments or SMTs ‘**Collaborative Leadership**’ is increasing in importance
- Collaborative leadership differs from more traditional, hierarchical models and requires higher levels of emotional intelligence

“Leadership is changing and is re-focusing on skills such as : flexibility, collaboration, crossing boundaries and collective leadership. These are becoming a high priority .... but are in short supply.”



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**Center for Creative Leadership**



# In your groups: Discuss

- What do good leaders do well? 3 bullet points
- Give examples of **successful** (or **unsuccessful**) **change** programmes in which you have been involved.



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# Key Performance Indicators

- Successfully leading the change process requires good **KPIs**
- “KPIs : Quantifiable measurements, agreed beforehand, that reflect the critical success factors of the university or department. They will differ dependent upon the organisation.”



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# What is performance management?

- The process **through which** organisations deliver lasting improvements
- How?
- By ensuring individuals and teams know what they should be doing and take responsibility for what they achieve
- It's about managing, supporting and developing staff at all levels of the organisation.
- Leaders need to monitor performance, reward staff that perform well, and **challenge those who do not**



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# Key characteristics

- The Performance Management process should demonstrate to staff that their contributions are recognised, acknowledged and valued
- BUT: *Human Resource Management and University Performance\**, found that the least effective practices in HE were performance management and managing poor performance
- 70% of employees believe good feedback is very important to their development; .... but only 30% receive it
- Over 90% of managers want their universities to move more aggressively against poor performers

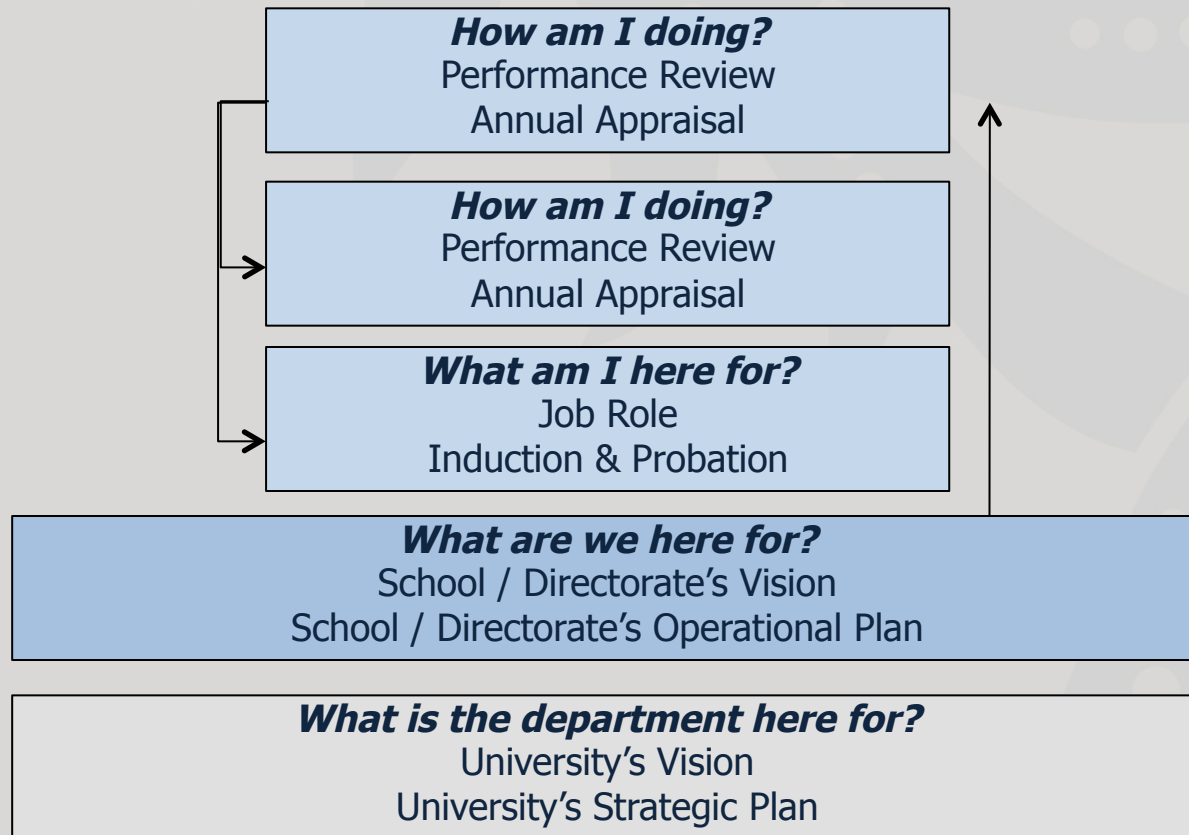


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# Link the goals of the institution with the work of the individual



Source: Cardiff University



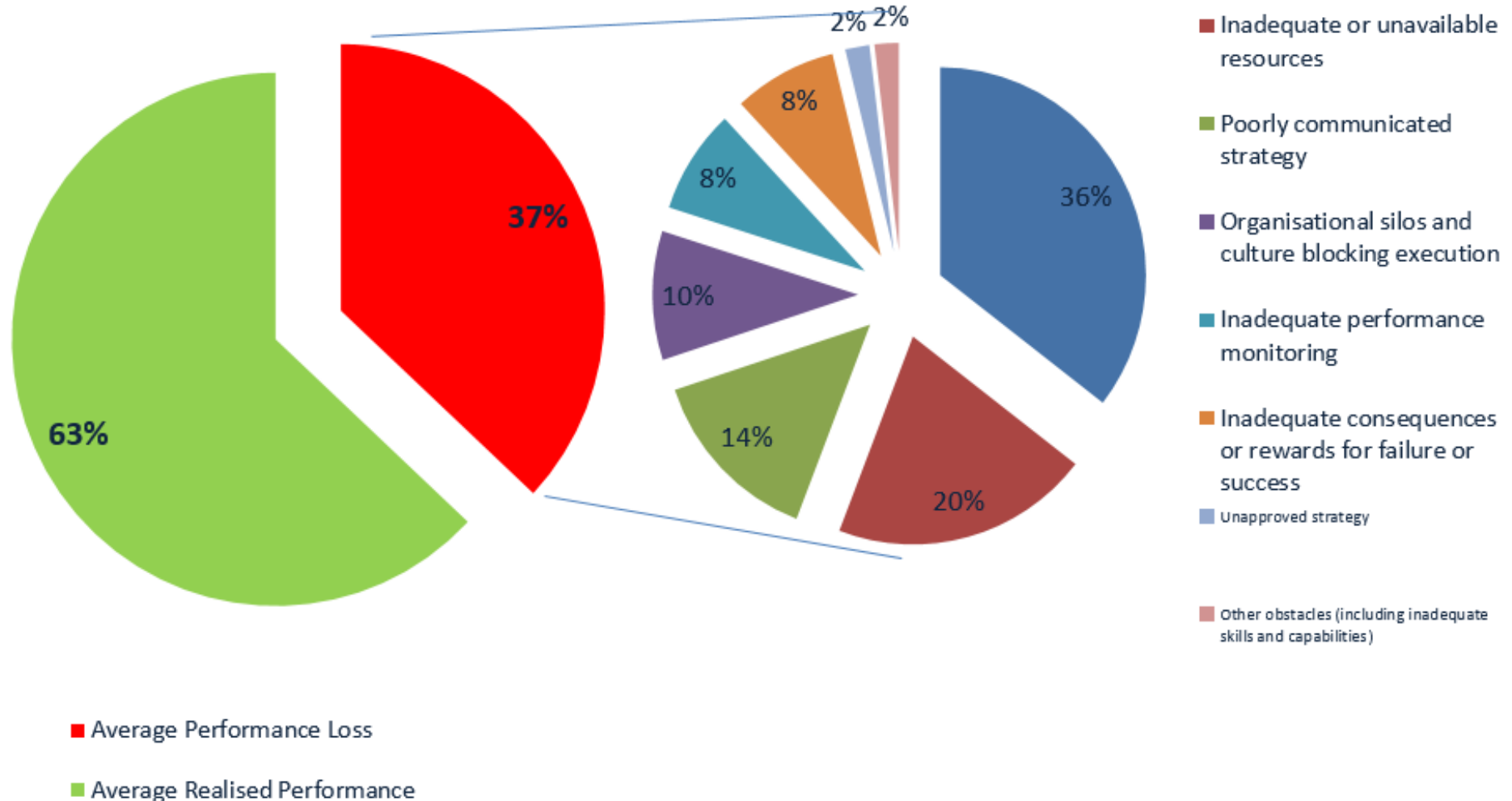
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# Where the Performance Goes?

Average performance loss due to breakdowns in the planning and execution process





# Leadership is about setting good objectives

- Requires an investment by YOU to relate the goals of the department to the contribution of each member of staff
- Responsibility for objective-setting is shared between you and each staff member – success requires good communication and mutual understanding (EQ again)
- You need information all year round about what's going well, what's behind schedule, and potential problems
- Objectives should be **S\*M\*A\*R\*T**



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# S♦M♦A♦R♦T Objectives

Specific	Measurable	Achievable	Realistic	Timely
The What, Why, and How of the S♦M♦A♦R♦T model	Establish concrete criteria for measuring progress	Objectives must be stretching, but not so far that people become frustrated and lose motivation	Realistic means "do-able". Too difficult and you set the stage for failure,	Putting an end point on the objective gives a clear target to work towards.
What exactly are we going to do? What strategies will be used? Is the outcome clear? Will this objective lead to the desired results?	How will I know the change has occurred? What evidence is needed to confirm it?	Can it be done in the proposed timeframe? Is it within the individual's capabilities? Can we do this with the resources we have?	How sensible is the objective in the current business/project/department context? Does it fit into the overall pattern of the individual's job?	When will this objective be accomplished? Is there a deadline?

# S♦M♦A♦R♦T Example

## Objectives

1. Publish two quality research papers in your teaching area in a refereed journal by 31/12/17
2. Develop one international exchange programme in your subject area by 31/12/17

- **Specific** - says what the staff member will do
- **Measurable** - states the criteria
- **Achievable** - ensure staff member has the necessary resources
- **Relevant** - links with faculty's goals to internationalise



**Timely**

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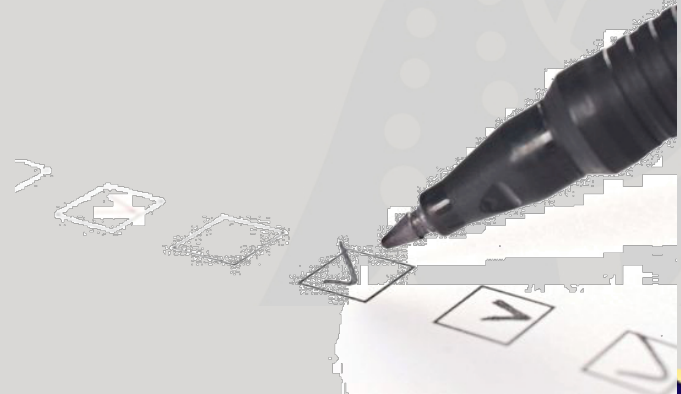
- to be achieved by end of Semester next year





# Activity

- How can you make performance management in your department more effective?
- Develop 2 new S\*M\*A\*R\*T objectives that you plan to introduce as a result of this workshop



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# Executive Summary

1. Educational Challenges are becoming more **complex**
2. Greater reliance placed on **inter-dependent** working
3. Shifting reward systems - towards **team working**
4. The rise of a new leadership skillset
  - Participative, collaborative and change management skills have risen to the top, replacing skills such as resourcefulness and decisiveness.
5. View leadership as a collective process
  - Leadership is a process, not a role
  - It requires a diverse skillset – and different ‘intelligences’ – to solve difficult issues
6. But it also requires good management skills in the form of performance appraisals and SMART objectives



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