

FakultätsManagement

Sashaying Along The Ice Floe:

Leading and Managing in Today's Universities
The Global Context

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“The University is a community of scholars engaged in the task of seeking truth”

Karl Jaspers, 1923



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“I find the three major administrative problems on campus are sex for the students, athletics for the alumni and car parking for the faculty”

Clark Kerr

President, University of California, 1958

EFFECTIVE LEADERSHIP AND MANAGEMENT IN UNIVERSITIES DEPENDENT ON:

- Knowing Your Environment
- Knowing Your Institution
- Knowing Your Department
- Knowing Yourself!



External Environment

(since August, 2008)

- **Global financial crisis; economic downturn**
- **UK public debt “approaching Armageddon levels” (Audit Commission forecast)**
- **Politics of the “New Normal”**
 - **the dearth of public money; “value for money”**
 - **“living within our means”**
 - **“doing more with less while still maintaining quality”**
- **HEFCE efficiency gains**
 - **£180M (of DIUS £400M) savings in 2010-11**
 - **Cap on growth; limited ASNs; uncertainty beyond 2011; WP?**
- **From “a golden era” to “a new iron age” (Scott)**

TRADITIONAL ROLE OF MODERN UNIVERSITY

- FINISHING SCHOOL: Last stage of general education
- PROFESSIONAL SCHOOL: Training of elite workers
- KNOWLEDGE FACTORY: Production of science, technology and ideology
- CULTURAL INSTITUTION: Expression of our individual and collective sense of being
- 21st Century: multiple roles – lifelong learning, knowledge transfer, international students

THE UNIVERSITY IDENTITY CRISIS



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The University:

- Redundant as an “Idea”?
- Broken as a Monopoly
- Confronted with unprecedented change

NEW WAVE COMPETITORS

Mega Univs	UKOU, AU Turkey, China TV
For-Profit Univs	Phoenix
Corporate Univs	BAE, Disney, Ford, Microsoft, Motorola, Unipart
Private HE Training Orgs	Apollo, Stayer
Sleeping Giants	IBM, News Int.

Change Drivers:

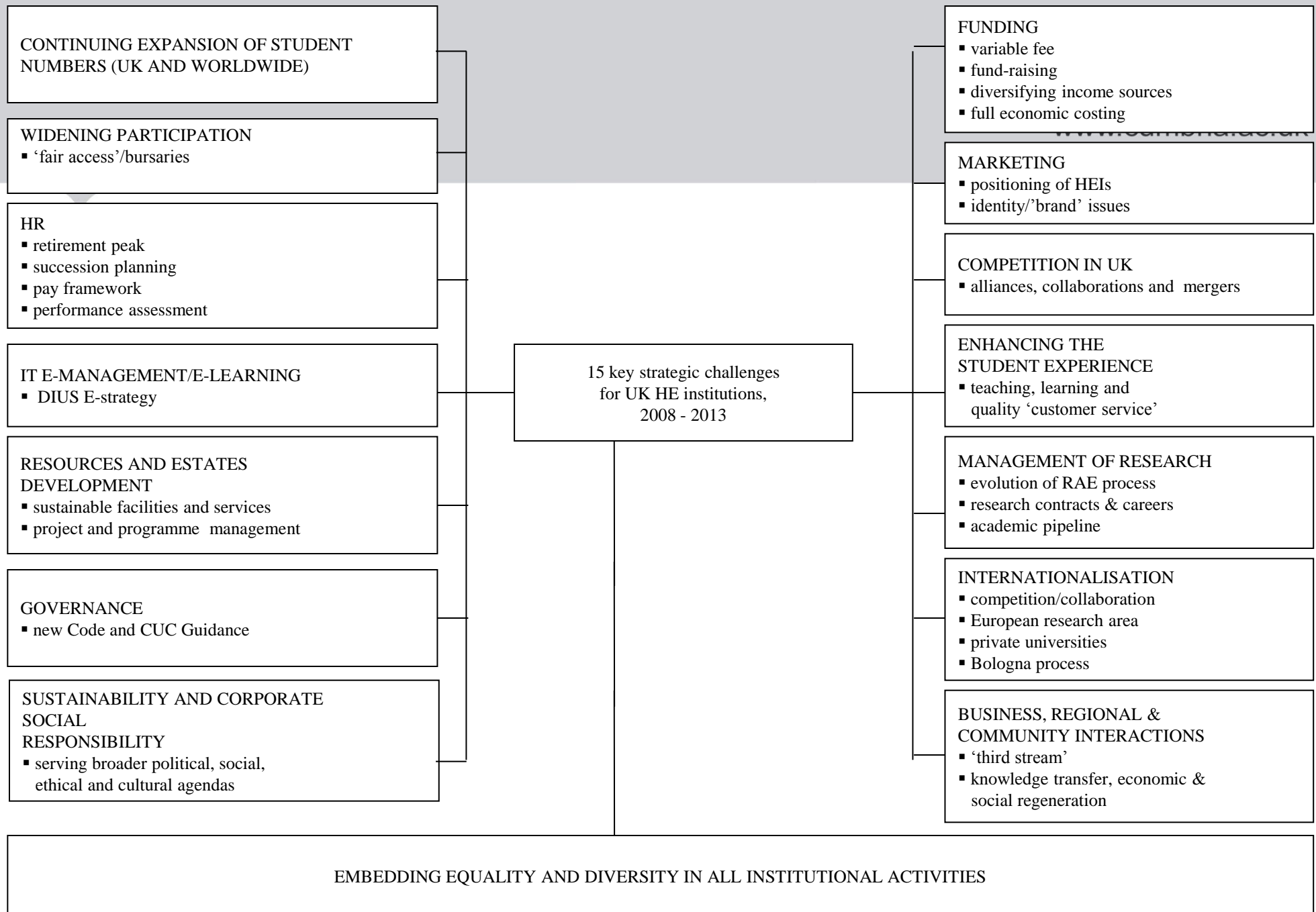
- Globalisation
- Technology
- Social Change
 - Role of Government: from provider to purchaser of services ("Contractual Government")
 - Growth of consumerism: "one size no longer fits all"
 - Widening scope of professional status: growth of "credentialism"
 - Ageing population: balance post-35

"Knowledge Society"

Change Drivers:

Government	<ul style="list-style-type: none">• HE as Public Interest/Public Direction• Do “more” with “less” and maintain quality (<i>a negative economic imperative</i>)• Variable fees and the quasi-market
Employers	<ul style="list-style-type: none">• expectations of graduate competence (<i>a positive pedagogic imperative</i>)
Students	<ul style="list-style-type: none">• diverse population• desire for flexible provision• expectations as paying clients
Technology	<ul style="list-style-type: none">• potential for flexibility• necessity to be IT “literate”

EXTERNAL DRIVERS

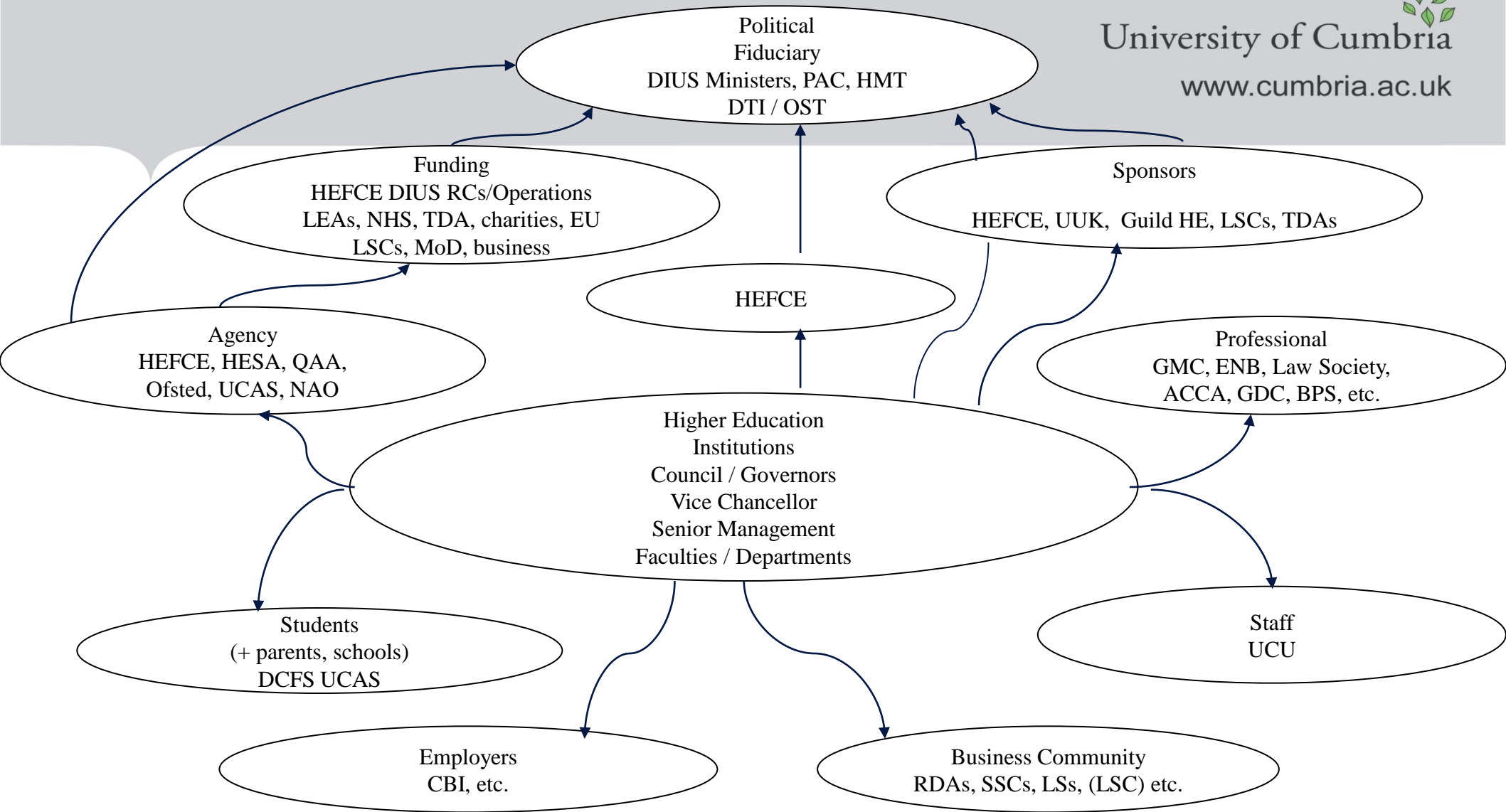


STAKEHOLDERS IN HE SECTOR



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THE QUEST FOR QUALITY



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- i) The “exceptional” view
 - synonymous with excellence e.g. student services
- ii) The “perfection” view
 - consistent with flawless outcomes e.g. the world class research university
- iii) The “fitness for purpose” view
 - fulfilling a customer need e.g. quality assurance
- iv) The “value for money” view
 - a return on investment e.g. HEFCE, NHS
- v) The “transformation” view
 - a change from one state to another e.g. personal development

Traditional HE	New HE
Competition: other univs.	Competition: everywhere
Student as apprentice scholar	Learner as Customer (and Producer)
Delivery in the classroom	Delivery everywhere
Bricks and mortar - Physical estates	Bits and bytes - Virtual estates
Technology as an Expense	Technology as Market Differentiation
Institutional - centric	Market – centric
Terminal degree	Lifelong learning

Traditional HE	New HE
Take what is offered	Courses on demand
Academic calendar	Year round campus
Course as 3-4 year revenue	Course as Business Plan
Mode 1 Knowledge	Mode 2 Knowledge
Teacher as Director of Learning	Teacher as Facilitator of Learning
Academic as “jack of all trades”	Academic as specialist
Diversity as problem	Diversity as strength

THE LEADERSHIP AND MANAGEMENT CHALLENGE IN UNIVERSITIES



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- Average size of Universities has doubled in 40 years
- Greater internal organisational complexity
- Greater external accountability
- More volatile competitive environment
- University Challenge: to change or risk being overwhelmed

THE CASE FOR UNIVERSITIES



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(Not just the economic argument)

- monopoly on the granting of credentials
- primary site of cultural engagement; a physical locale
- the locus of disinterested research, scholarship and teaching
- emancipatory institution in maintaining a free and open society

EFFECTIVE LEADERSHIP AND MANAGEMENT IN UNIVERSITIES DEPENDENT ON:



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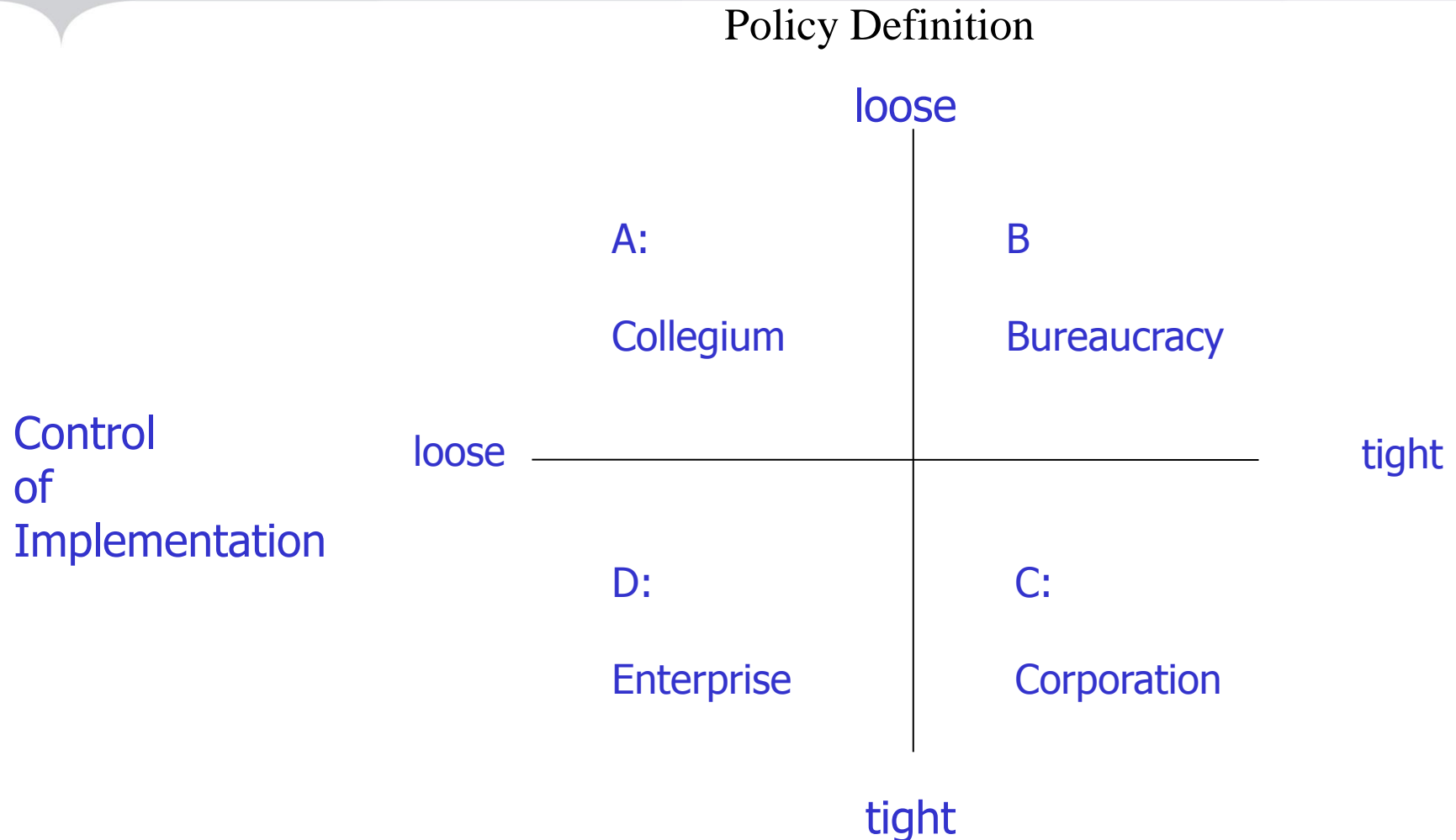
- Knowing Your Environment
- Knowing Your Institution
- Knowing Your Department
- Knowing Yourself!

DISTINGUISHING FEATURES OF UNIVERSITIES

- the autonomy of the individual scholar
- precedence of subject over institutional loyalty
- the strength of tradition
- the cult of the “expert”

Collegiality  managerialism  post-managerialism?

MODELS OF UNIVERSITIES AS ORGANISATIONS



EXEMPLARS OF STRUGGLING INNOVATORS

HEIs	Conversation theme	'Message'
Regional University South Australia	'I've been parking my car under that tree for 28 years or more'.	The latest change initiative can just go hang. 'Wake me when its over'
Research University Eastern Australia	'You need the personality of a Sherman tank to survive as head of department here'.	It's rough, it's tough and there is no end in sight. The industrial model is just not suited to an HE environment.
Regional Research University Northeastern USA	'He (the president) used to come out of the 'puzzle palace' with a guard of honour.' 'It was like Moses coming off the mountain with the tablets' (The Strategic Plan).	Who knows what the executive does or thinks – you can't get near them. Collegiality? You gotta be kidding.
Regional Research University Eastern USA	The 'meat-axe administrator' and his refrain: 'We already did that yesterday?' 'They slough it off here, slough it off there, slough it off everywhere'.	It's a Darwinian jungle in this state and we're ahead of the game. Outsourcing is all the rage here and could be next.



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What is special about the climate and culture of your University?

What is special about the climate and culture of your Department?



Academy-Driven University

1. Faculty-Focused
2. Research/Teaching Driven
3. Tenure Focused
4. Tradition-Centred
5. Committee Decision-Making Driven
6. Input Quality:
Criteria-Oriented

Market-Driven University

- Student Focused
- Learning Driven
- Incentive Focused
- Innovation, Efficiency
Centred
- Strategically Driven
- Output Quality:
Results/Outcomes

Distinguishing Characteristics:

- the strengthened steering core
- the expanded developmental periphery
- the diversified funding base
- the stimulated academic heartland
- the integrated entrepreneurial culture



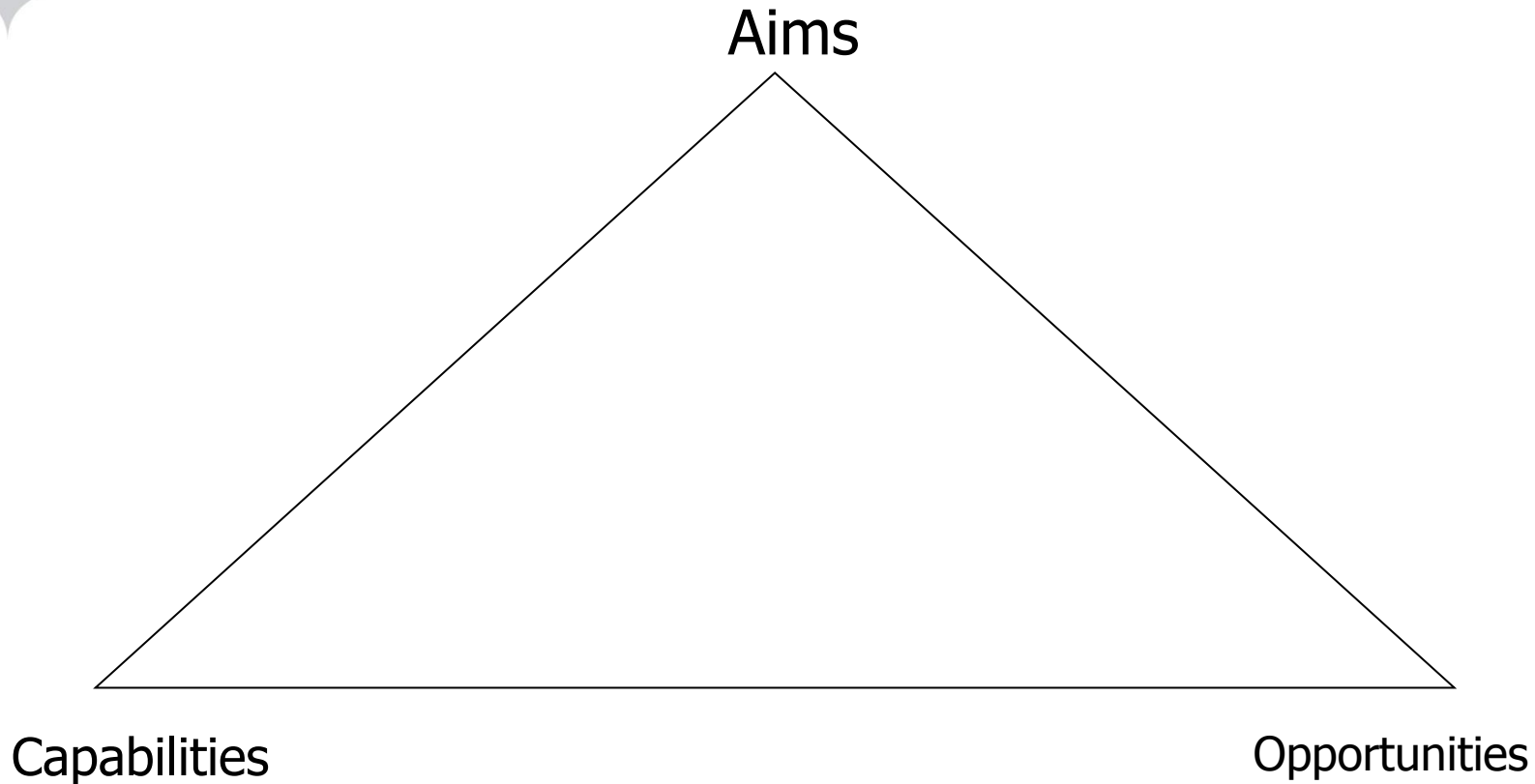
“Leaders do the right thing, managers do things right”.

Peter Drucker

Some Guiding Principles

- Effective Managers can also be effective Leaders and vice versa
[Univ. heads of department are expected to be both]
- It is your colleagues who determine if you are a leader
- Leadership is not vested in a single great figure; it exists throughout the University
- Leadership is as much about groups and teams as it is to do with individuals
- Leaders are, by and large made, not born
- The institutional context and leadership approach are as important as personal attributes

STRATEGY INVOLVES ALIGNMENT BETWEEN 3 ELEMENTS



A vision is a “dream” – not a pipe dream – but a realistic long-term ambition;
a picture of the future you want to produce



What achievements do you feel particularly proud of over the last year?

- (i) professional
- (ii) departmental
- (iii) University



Imagine you wake up in 5 years time and the vision you have for your department has become a reality.

What would your Department look like?

Be as specific and concrete as possible



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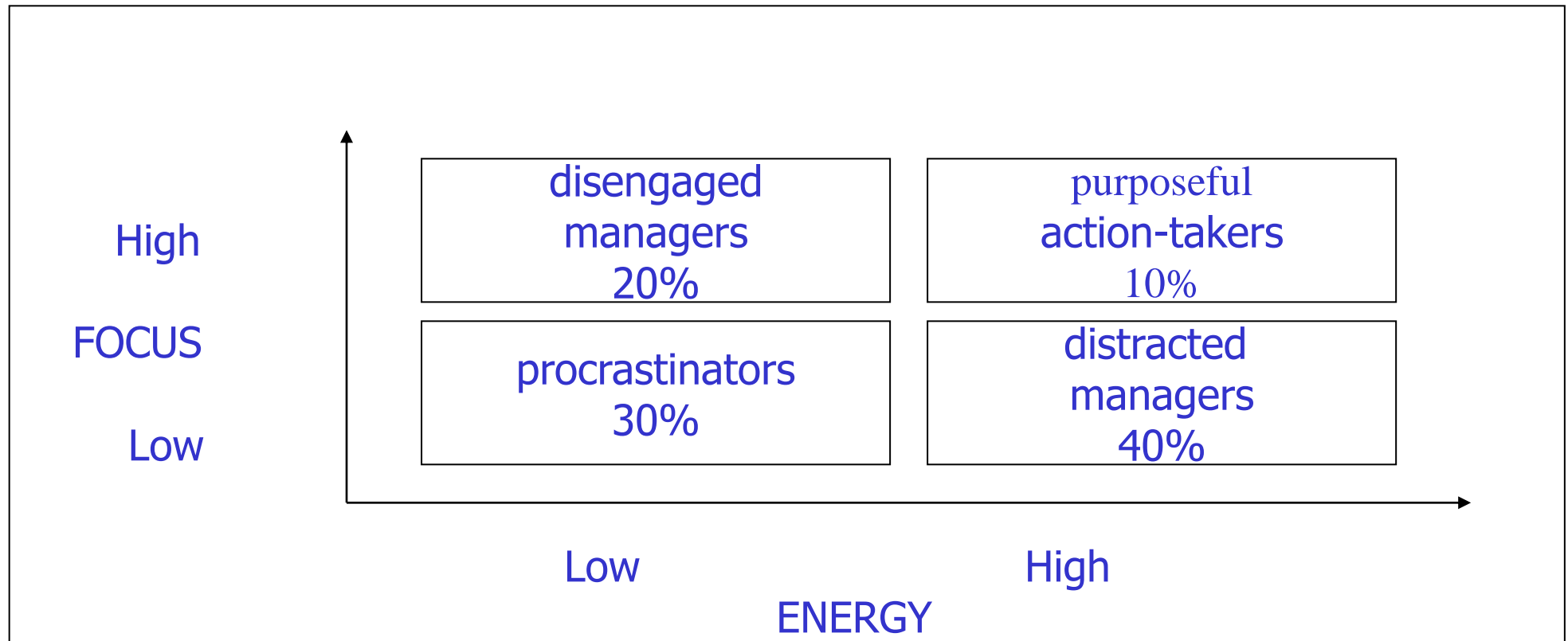
How are you going to get there?



PROMPTS FOR LEADING AND MANAGING

BEWARE THE "BUSY MANAGER SYNDROME":

MANAGERIAL BEHAVIOURS



- We never see the world as it is, only as we are.
- “I wish some power the gift would gi’e us, to see ourselves as others see us”. - Robbie Burns
- “Be not another’s if thou canst be thyself”. - Paracelsus
- Our “concept of self” is neither fixed nor permanent
- self-ideal; self-image; self-esteem
- We always have choices

YOUR VALUES, MOTIVES AND BEHAVIOURS

	Known to Self	Not Known to Self
Known to others	1 OPEN	2 BLIND
Not Known to others	3 HIDDEN	4 UNKNOWN

The Johari Window

HOW WELL DO YOU FIT YOUR ROLE?



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I feel motivated to do my job properly and help the university to succeed

I understand the university's overall objectives and how I fit in

I have the skills and experience needed to make sound judgements and do my job

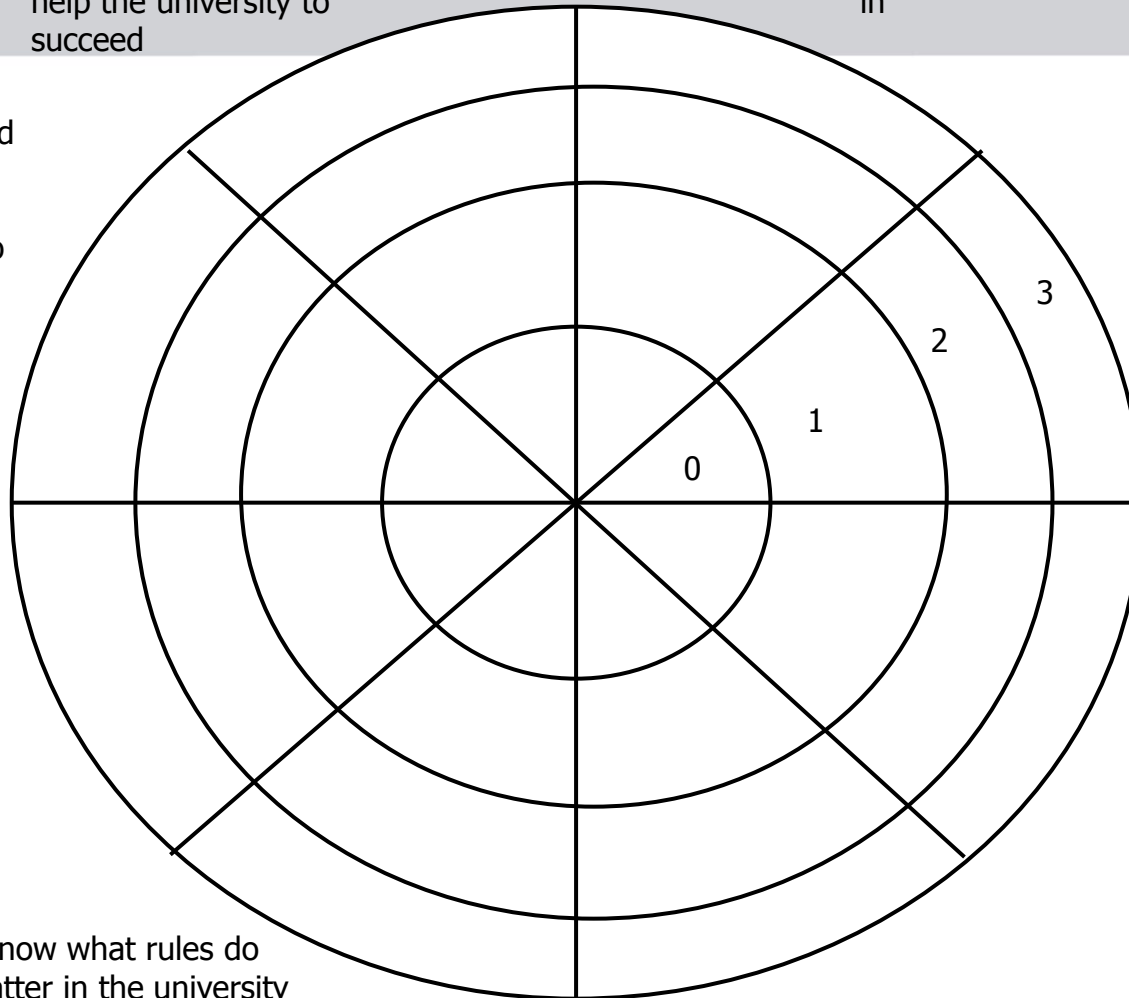
I have relationships of openness and of trust with my line manager and my team

I am certain about my personal limits of authority

I am clear about the things which people value and believe are important

I know what rules do matter in the university

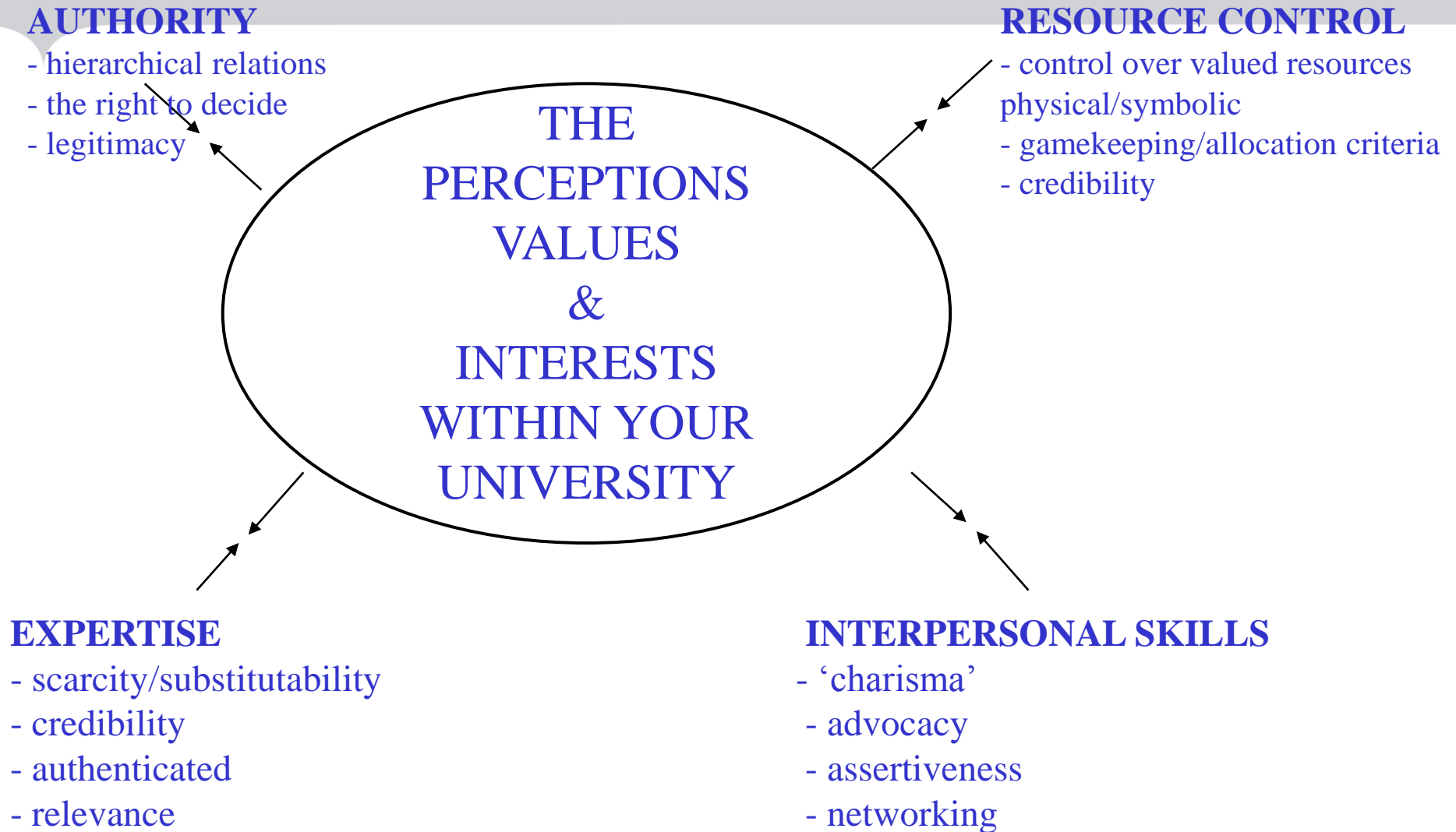
I have reliable information about my department's performance



0	On target
1	Nearly there
2	Some way off
3	Long way off



THE MAIN SOURCES OF ORGANISATIONAL POWER



How powerful am I?

Am I using all my political resources?

1. What are your political resources? Make an Inventory
2. What is your network of power? Make an Analysis

The Competing Values Framework: The Master Manager



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OPEN SYSTEMS MODEL

HUMAN RELATIONS MODEL



- 1 Understanding yourself and others
- 2 Interpersonal communication
- 3 Developing subordinates

- 1 Living with change
- 2 Creative thinking
- 3 Managing change

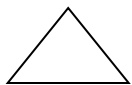
- 1 Team building
- 2 Participative decision making
- 3 Conflict management

- 1 Building and maintaining a power base
- 2 Negotiating agreement and commitment
- 3 Negotiating and selling ideas

- 1 Receiving and organising information
- 2 Evaluating routine information
- 3 Responding to routine information

- 1 Personal productivity and motivation
- 2 Motivating others
- 3 Time and stress management

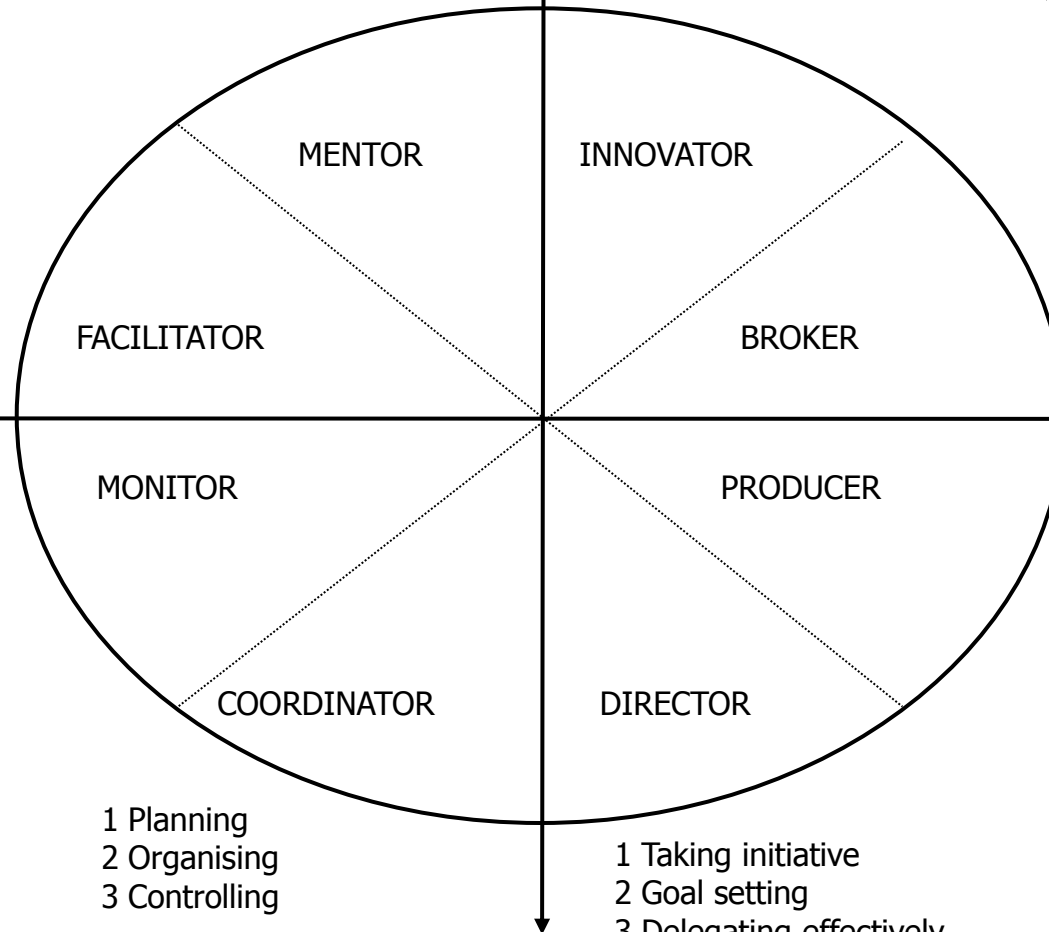
INTERNAL PROCESS MODEL



- 1 Planning
- 2 Organising
- 3 Controlling

- 1 Taking initiative
- 2 Goal setting
- 3 Delegating effectively

RATIONAL GOAL MODEL
£



THE UNIVERSITY VICE CHANCELLOR: UK MODEL

Characteristic Appointments over last ten years:	Requisite Competencies in four areas:
<ul style="list-style-type: none">• Academic Icon• Fundraiser• Energiser – Visionary• Institutional healer	<ul style="list-style-type: none">• Strategic Planning and Vision• Resource Management<ul style="list-style-type: none">- human, material, financial• Credibility with Academic Community• Ambassadorial Skills – external relations