

Leadership

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Leadership: Plan

- **Leaders** and different leadership **styles**
- Differences between **leaders** and **managers**
- Important role they both play in **performance improvement**

Leadership: Successful 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

Leadership: Successful Skills

- Leaders 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.**

Leadership: Successful Skills

- 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

Leadership: Leaders & Managers

- Leadership and management are similar - they share some complementary skills - but they are different
- **Good leaders** are sometimes described as:
“Inspirational, Visionary, Committed, Enthusiastic, Passionate, Determined, Dedicated Charismatic”
- But no agreed or consistent list exists

Leadership: Leaders & Managers

- How would you define **leadership**?
- How would you define **management**?
- What do you think is the key difference?
- Which do you think your organisation is better at?



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Leadership: Leaders & Managers

| | | |
|----------------------|---|---|
| John Kotter | <ul style="list-style-type: none"> cope with complexity, plans and budgets organizes and staffs controls, problem-solves | <ul style="list-style-type: none"> cope with change sets a direction aligns people motivates people |
| Warren Bennis | <ul style="list-style-type: none"> promotes efficiency is a good soldier imitates accepts the status quo does things right | <ul style="list-style-type: none"> promotes effectiveness is his or her own person originates challenges does the right things |



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Leadership: Leaders & Managers

- Leadership and management are different but they share some complementary skills.
- Management is about planning, co-ordinating, and putting performance systems in place



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Leadership: Leaders & Managers


- 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



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Leadership: 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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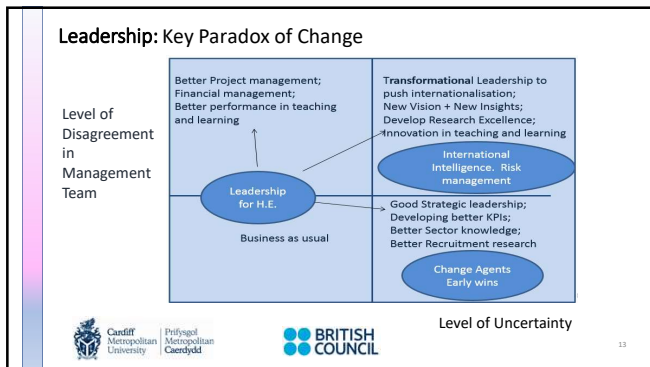
Leadership: Key Paradox of Change

| | | | |
|--|------|---------------------|--|
| Level of Disagreement in Management Team | High | Planned Improvement | Radical Innovation (like Internationalisation) |
| | Low | Business as Usual | Strategic Change |
| | | Low | High |

Level of 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':
 - What do leaders actually do?
 - What factors make an **effective** leader?
 - This approach emphasises that leadership is a behavioural pattern, which can be learned
- Logos for Cardiff Metropolitan University, Prifysgol Metropolitan Caerdydd, and BRITISH COUNCIL are at the bottom.

- ### Leadership: Styles
- 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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- ### Leadership: Styles
- **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*)
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- ### Leadership: Styles
- Heifetz's theory on effective leadership: 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 demotivated staff and absenteeism, raising the bar on teaching and research, internationalising the university, etc.
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- ### Leadership: Styles
- Adaptive problems require innovative approaches based on vision and values; and emotional intelligence (or EQ)
 - EQ – it is 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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Leadership: 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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Leadership: 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 contact
- Give people the opportunity to express their views
- Discuss the loss curve and provide reassurance
- Support these discussions through **coaching & mentoring**





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Leadership: Change

- 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." (Centre for Creative Leadership)

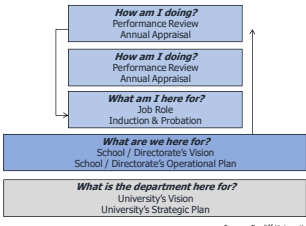







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Leadership: Change

Link institution goals with that of the individual



Source: Cardiff University

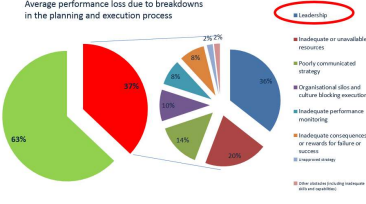







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Leadership: Change

Where the Performance Goes?

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






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Leadership: Change




- 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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Leadership: Change




| 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 "doable". 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? |




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Leadership: Change

Example: Objective
 Develop one international exchange programme in your subject area by 31st December 2018

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 - to be achieved by end of Autumn term next year




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Leadership: Change

What new S*M*A*R*T objectives covering internationalisation could you introduce in your department/institution?





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Leadership: Summary

- Educational challenges are becoming more **complex**
- Greater reliance placed on **inter-dependent** working
- Shifting reward systems - towards **team working**
- The rise of a new leadership skillset.
- View leadership as a collective process
- But it also requires good management skills in the form of performance appraisals and SMART objectives




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