

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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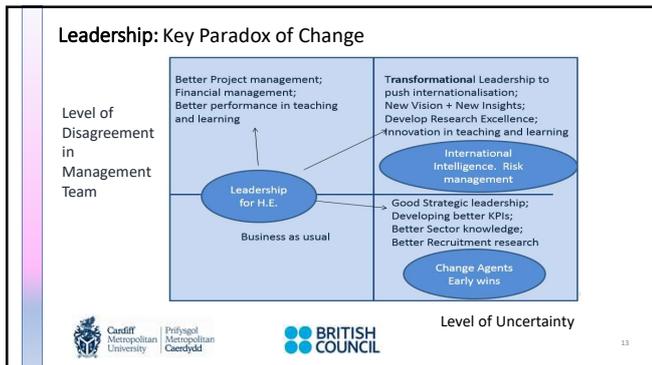
Leadership: Key Paradox of Change

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



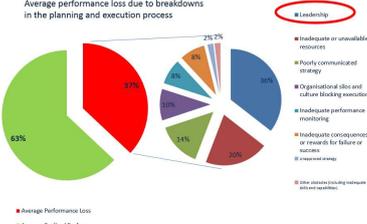


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Leadership: Change

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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