



University of Twente
The Netherlands

cheps

Leading and managing effective institutions in an increasingly competitive global environment

Reflections on leadership and management development in higher education

Jon File

EFIN project conference
Prague, October 2012



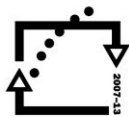
evropský
sociální
fond v ČR



EVROPSKÁ UNIE



MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY



OP Vzdělávání
pro konkurenceschopnost

INVESTICE
DO ROZVOJE
VZDĚLÁVÁNÍ

Jon File

Director: Development and Consultancy Center for Higher Education Policy Studies



- ❑ Secretary: University of Cape Town, South Africa. 1987- 1997
- ❑ National Commission on Higher Education, South Africa. 1994 - 1996
- ❑ CHEPS, University of Twente, since 1997
- ❑ Project leader of a wide range of higher education policy and university management activities, including:
 - ❑ Work on strengthening the higher education systems in Ethiopia, Mozambique, Yemen and Uganda
 - ❑ **Multi-year university management and policy seminars in Central & Eastern Europe and Russia**
 - ❑ OECD reviews of HE in Portugal and Czech Republic (2006)
 - ❑ Co-project leader: five EC research projects on HE governance and curriculum reform in Europe (2006 & 2009), and EC Global Multi-dimensional Ranking project (2009 – 2011)
 - ❑ **Visiting Senior Fellow, LH Martin Institute for Higher Education Leadership and Management, University of Melbourne (2009 –)**

Structure of the presentation

Reflections on:

- A changing industry
- Professionalisation
- Leadership and Management Development
- Gaming university management

First principles:

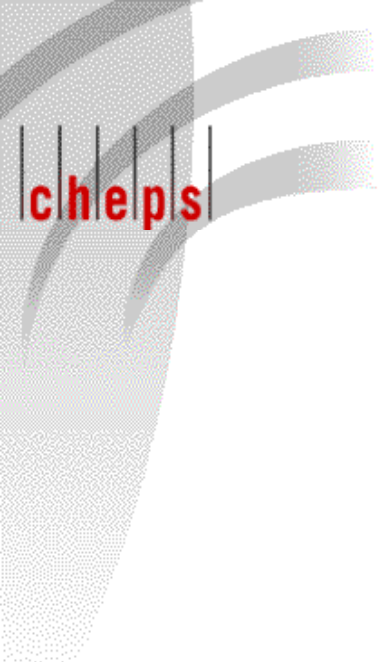
American colleges and universities are poorly run but highly effective

(Bob Birnbaum, 1989: How colleges work)

Speculation 1: the success of the system has come about in spite of bad management, and if management could be improved the system could be made even more effective

Speculation 2: in universities and colleges management and performance are not closely related. Management improvements will not affect performance too much

Speculation 3: Colleges and universities are successful because they are poorly managed. Attempts to improve management might diminish organizational effectiveness



Part One

A CHANGING GLOBAL INDUSTRY

15,000 HEIS (IAU DIRECTORY)

THE NUMBER OF STUDENTS AROUND THE GLOBE ENROLLED IN HIGHER EDUCATION IS FORECAST TO MORE THAN DOUBLE TO 262 MILLION BY 2025. (MASLEN, 2012)

The major environmental changes for the higher education industry

Global warming type changes:

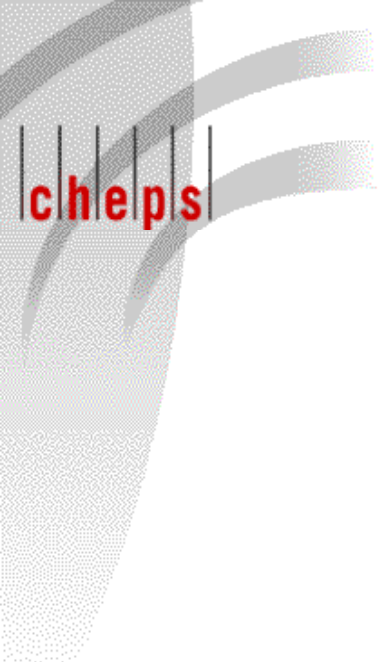
- economic globalisation
- knowledge based economies
- information and communication technologies

National or specific changes:

- mass HE provision
- greater level of diversity in system
- changes in nature of government co-ordination
- heightened levels of competition
- resources increase less than growth, and diversifying (including more paid by user)
- more stakeholders with more involvement

Universities as organisations

- HEIs are knowledge based organisations
- HEIs lack a single, clearly definable (and understood) production function and often experience goal ambiguity
- HEIs demonstrate low levels of internal integration
- The commitment to discipline and profession is often higher than the commitment to the institution
- HEI managers ability to hire and fire is relatively low
- HEI managers are accountable to more stakeholders than their counterparts in business.
- More and more HEIs have to be managed as hybrid organisations (public & private elements)



Part Two

PROFESSIONALISATION

The Jarratt Report (1985)

Efficiency Studies in Universities

(The context: Margaret Thatcher and the 1981 cuts)

(The significance: Government & Business views on the internal life of universities)

- Vice Chancellor as CEO
- Integrating planning & resource allocation
- Greater role for external stakeholders
- Appointment of Deans and HODs
- Budget centres (also for support services)
- Internal charging and costing
- Fewer and smaller committees, delegation

Strategic management in European HE

(Shattock, 2000)

- There are no 2 words more over-used in 'management speak' in the public sector in UK...they are even more over-worked in business schools; in fact they are in danger of losing all meaning
- Nevertheless there is a clear developmental trend from ***university administration*** to ***university management*** to ***strategic management***

The university: growing complexity



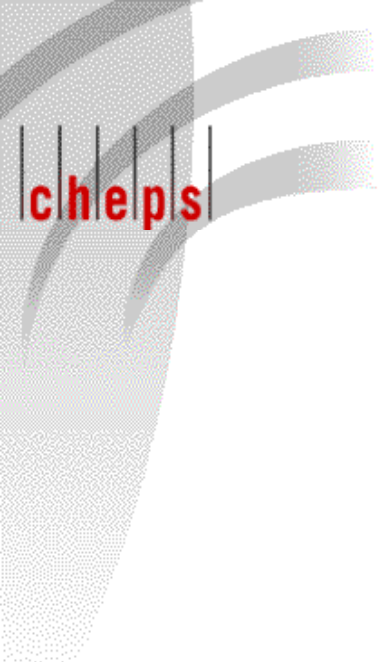
"Point of View: Like the Cities They
Increasingly Resemble, Institutions Must
Train and Retain Competent Managers,"
Chronicle of Higher Education, July 28, 2000



Europe's modernisation agenda for higher education

(Lisbon strategy 2000, EU strategy 2020, and Modernisation Agenda 2011)

- States should avoid over-regulation and micro-management of their HE systems and should focus on the strategic orientation of the system as a whole.
- Institutional autonomy should be enhanced. Universities should be responsible and accountable for their programmes, staff and resources.
- Universities should develop new internal governance structures. Empowering universities to take and implement decisions effectively requires **top-level leadership and management with sufficient powers**.
- Universities should overcome internal fragmentation. Institutional strategy setting and **the professionalisation of leadership and management** are recommended.



Part Three

LEADERSHIP AND MANAGEMENT DEVELOPMENT



Higher Education

A Worldwide Inventory of Centers and Programs

(Altbach and Engberg, 2000)

All told, the inventory contains 187 centers, institutes, and programs. More than half the listings are from the United States. Without question, the United States has the largest research and training enterprise in the field of higher education. Indeed it is the only country with a well-developed graduate degree-level training program in the field.



MODERN

European platform: higher education modernisation

European Portal on Higher Education Management Programmes

23 Masters programmes, 43 seminars/courses,
4 certificates & 4 PhDs covering 12 different content
areas of higher education management

<http://training.highereducationmanagement.eu/>

Association of University Administrators (UK)

- AUA is an inclusive membership-led professional body for all those interested in advancing their career in higher education.
- There are around 4,000 AUA members nationally and internationally based in universities and higher education colleges as well as HE related bodies
- The AUA Postgraduate Certificate in Professional Practice is a portfolio-based scheme validated by the Open University.

<http://www.aua.ac.uk/>

Leadership Foundation for Higher Education (UK)



Preparing all who work in HE for new levels of leadership in their careers and within their universities or higher education colleges. We have put substantial investment into UK higher education with significant elements exclusively for our members.

<http://www.lfhe.ac.uk/>

We aim to improve management and leadership in the tertiary education sector by providing an integrated set of education, training and bespoke programs which are underpinned by research.

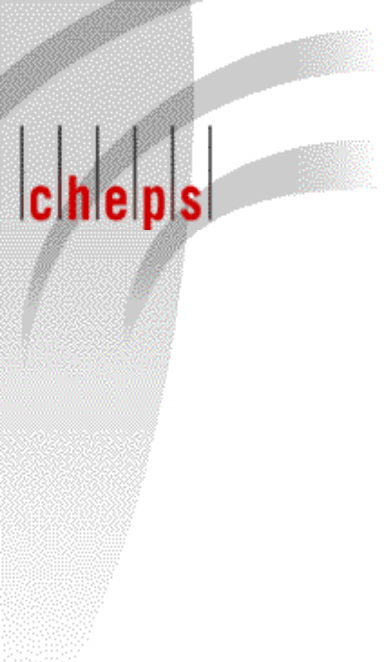
The **Master of Tertiary Education Management (MTEM)** is a two-year, part-time and professionally-oriented postgraduate program. It offers participants expert perspectives on tertiary education systems, practical skills for leading and managing successfully in universities and colleges, access to the best and latest research and resources on the sector and exposure to a network of international peers facing similar challenges.

<http://www.lhmartininstitute.edu.au/>



Experiential and peer learning

- Teaching management to somebody who has never managed is like teaching psychology to someone who has never met another human being. Thoughtful reflection on experience in the light of conceptual ideas is the key to managerial learning (Mintzberg, 2006)
- Participants bring with them a wealth of experience: some of the most valuable learning is what they learn from each other
- Experiential learning is potentially far more effective and long lasting than conventional approaches to teaching
- Simulations/games are a method of bringing experience into the classroom and of creating a common framework within which experience can be shared and reflected on.



Part four

GAMING UNIVERSITY MANAGEMENT



CHEPS and games/simulations

1999: Bohinj, Slovenia. 1st game on university/college mergers. Since then 10 games developed:

Total game runs: 90

Average group size: 18

Total game participants: 1620

Individuals participating: 850* (estimates)

(* many participants play more than one game – for example, MTEM includes seven game/simulations)



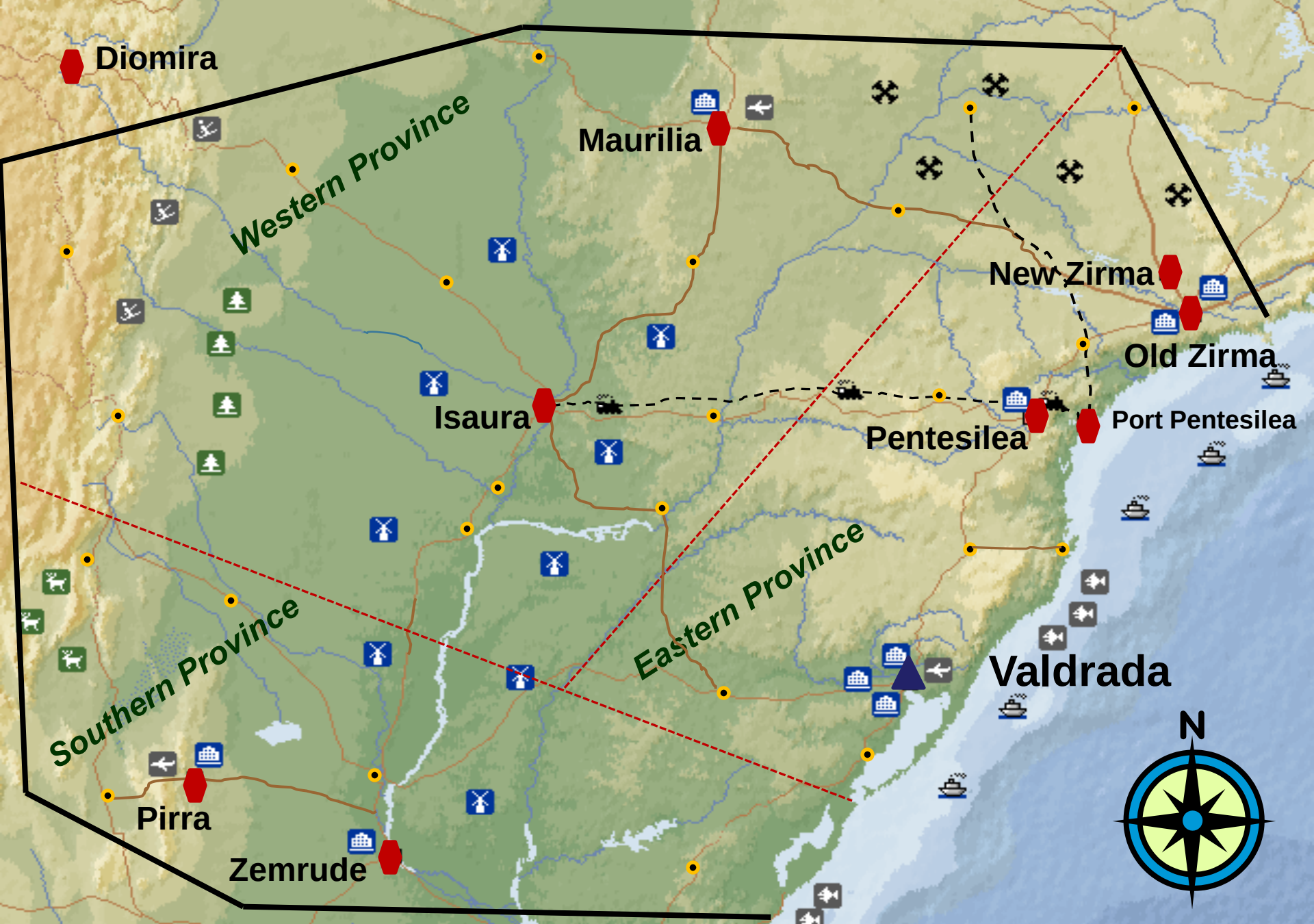
The LH Martin MTEM programme

- 2 years part-time, 6 four-day residential seminars
- Three foundation units
 - Tertiary Education Policy & Management
 - Managing Tertiary Education Enterprises
 - Strategic Resource Management
- Plus electives and a final project
- Games linked to foundation units and are played for ca. 10 hours in each of three residential seminars
- Participants: mid-career academic, research and professional support staff (ca. 20 per cohort, currently working with cohort # 4)



Welcome to *Imaginalia*

(please drive safely)



Imaginalia

100 km

A picture is worth a thousand words, a game is worth a thousand pictures (R. D. Duke)

The *Imaginalia* simulations are designed as a series of connected experiential learning environments to engage decision makers in playing different roles, taking strategic and/or complex decisions, and exploring the possible outcomes of their actions within a simplified environment, a condensed timeframe and a safe setting

Purpose of the game

- Experience the typical features of university decision-making processes, including:
 - Fragmented organisations
 - Multiple levels (executive leaders, deans, professors)
 - Multiple stakeholders
 - Multiple funding sources
- Integrate strategy development, resource allocation, human resource management and change processes in higher education institutions.
- Explore approaches to make higher education management more effective at different levels of the organisation.



Central Valley University

Established 1970 in Isaura, Western Province

Young multi-faculty university
Innovative and dynamic
7,500 students (2% foreign)
400 academic staff
190 administrative staff

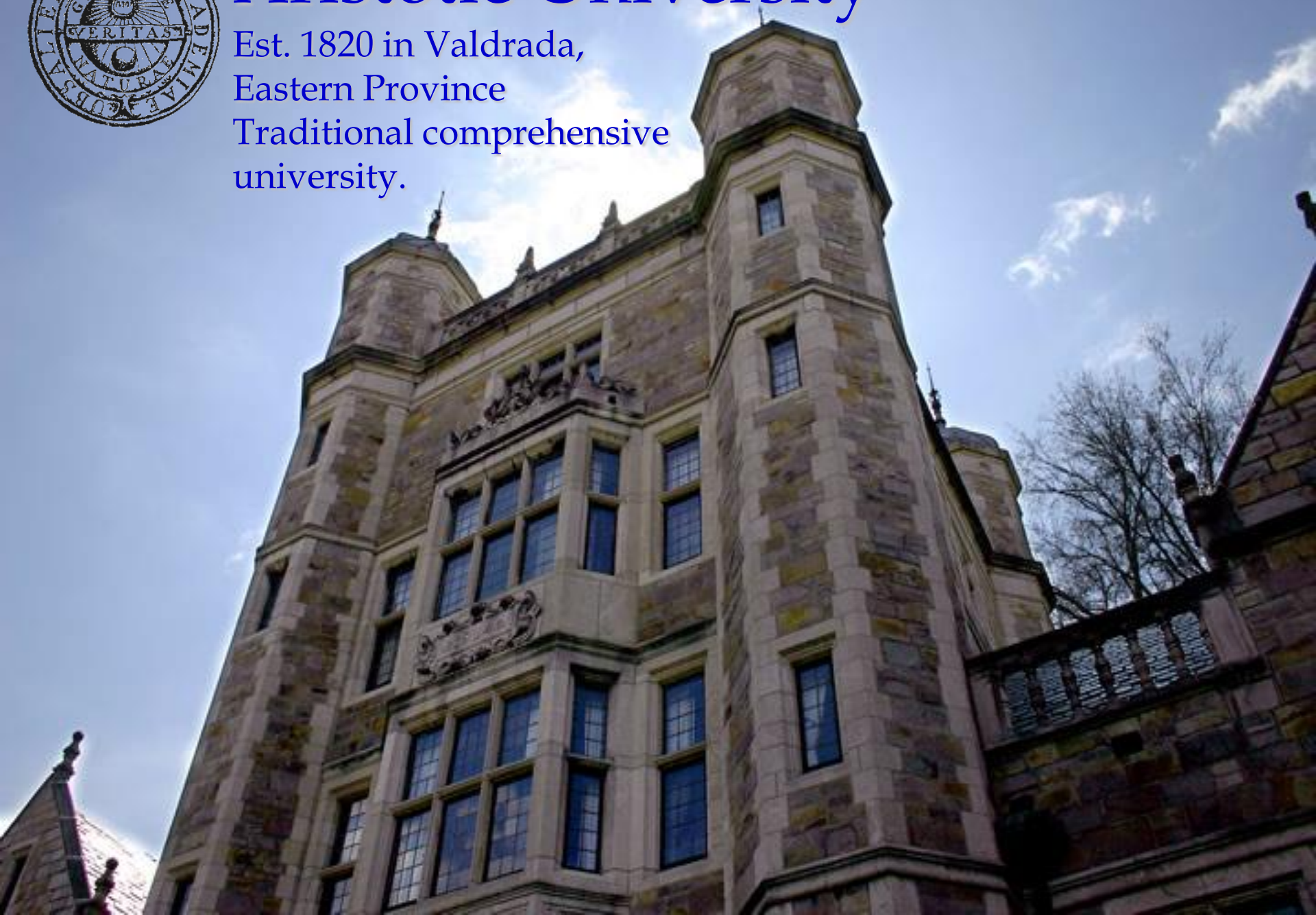


Aristotle University

Est. 1820 in Valdrada,

Eastern Province

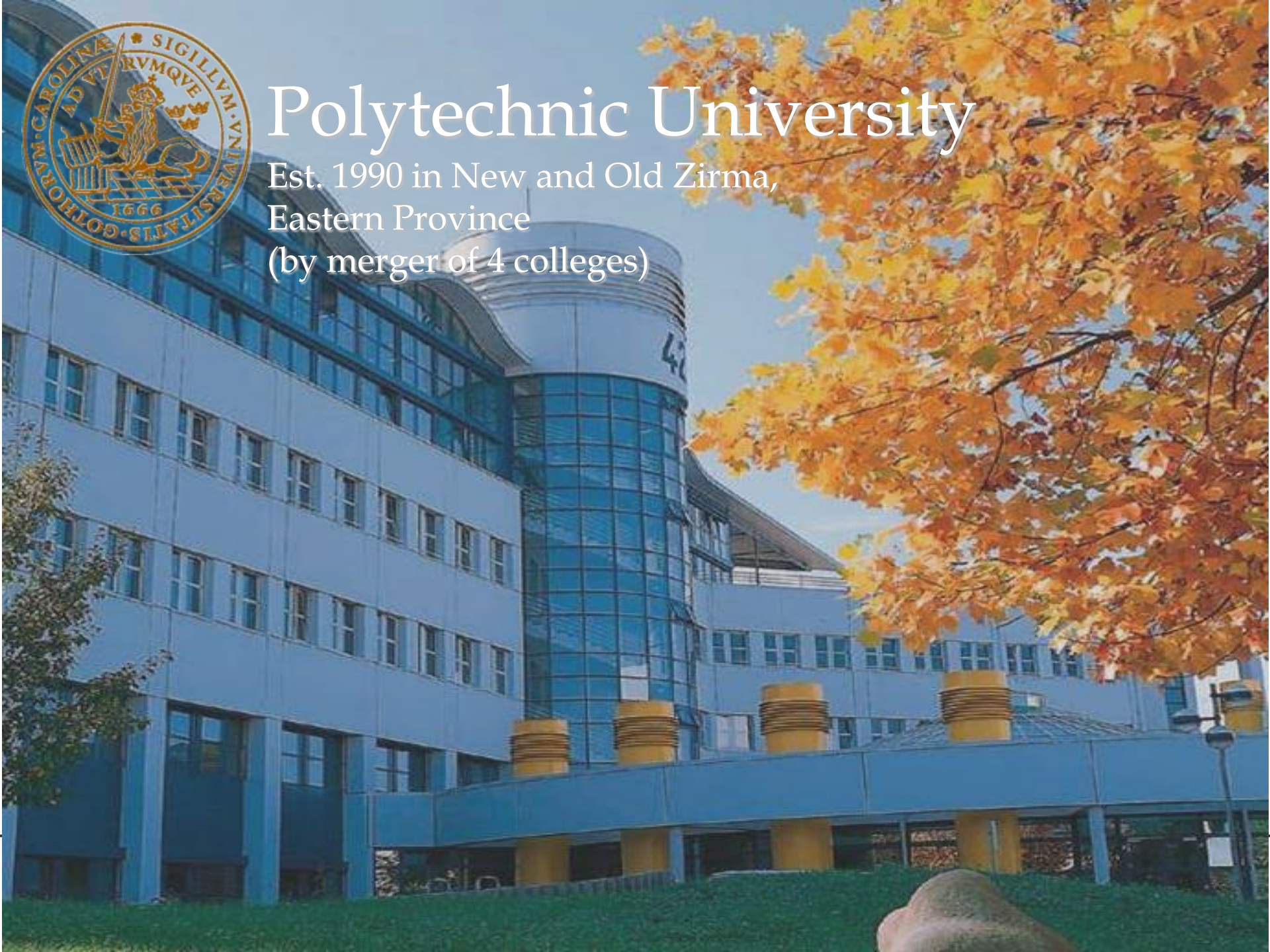
Traditional comprehensive
university.





Polytechnic University

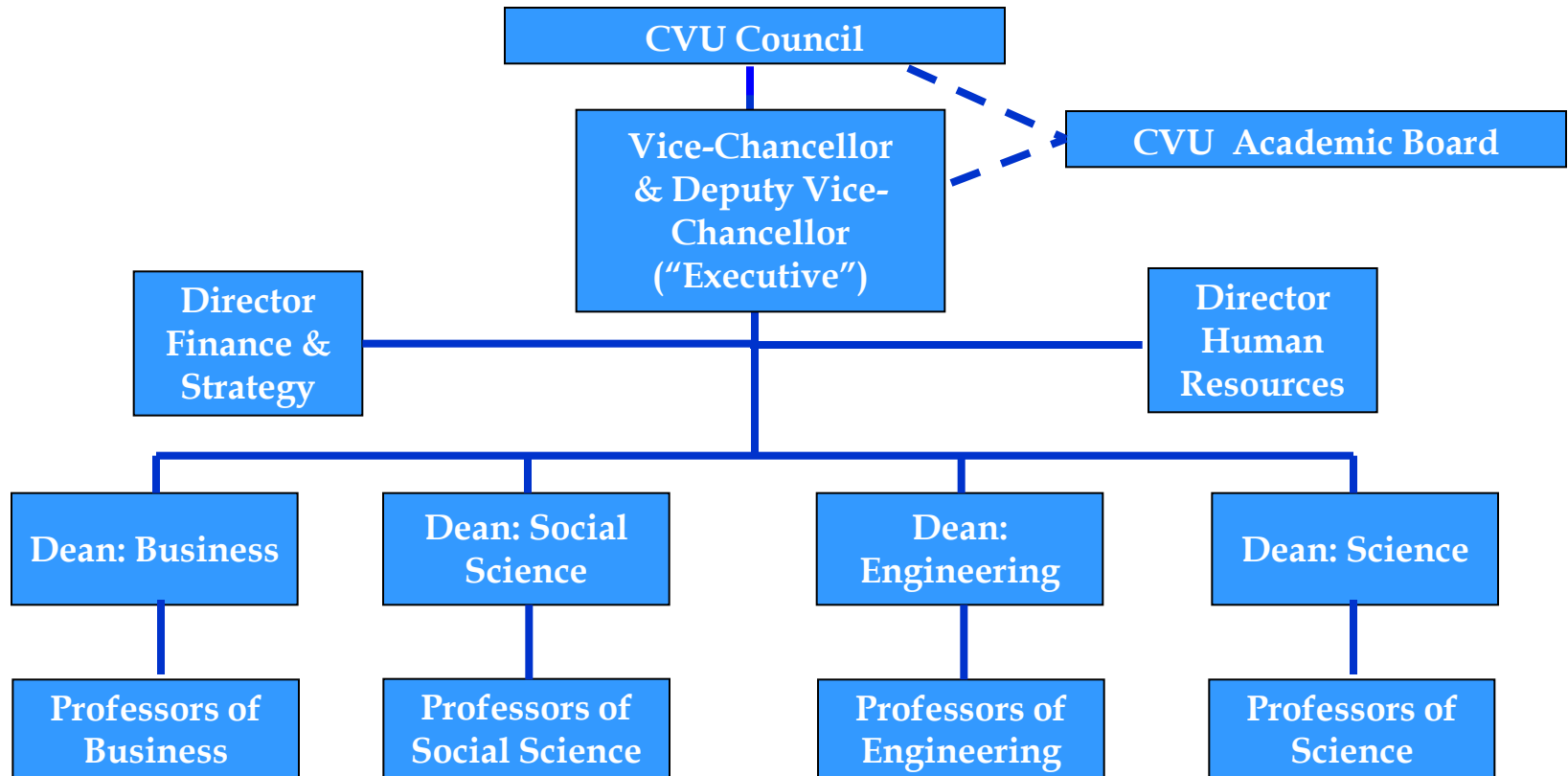
Est. 1990 in New and Old Zirma,
Eastern Province
(by merger of 4 colleges)





Central Valley University

Organisational Structure



Imaginalia tertiary education simulation games (1.1)

Building the Imaginalian Tertiary Education System

The Imaginalia games were developed in co-operation with
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Imaginalia tertiary education simulation games (1.2)

A new educational model for Central Valley University

The Imaginalia games were developed in co-operation with
University of Twente, the Netherlands

Imaginalia tertiary education simulation games (1.3)

A change in admissions policy for Imaginalian Universities

The Imaginalia games were developed in co-operation with
University of Twente, the Netherlands

Imaginalia tertiary education simulation games (2.1)

The Imagrid Opportunity

The Imaginalia games were developed in co-operation with
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Imaginalia tertiary education simulation games (2.1)

The Overdwana Research Council's excellence programme

The Imaginalia games were developed in co-operation with
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Imaginalia tertiary education simulation games (2.3)

Central Valley University: An overload of demand?

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Imaginalia tertiary education simulation games (3.1)

A new strategy for Central Valley University

The Imaginalia games were developed in co-operation with
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Consultation: MTEM IM&G EU3 17 May
2012

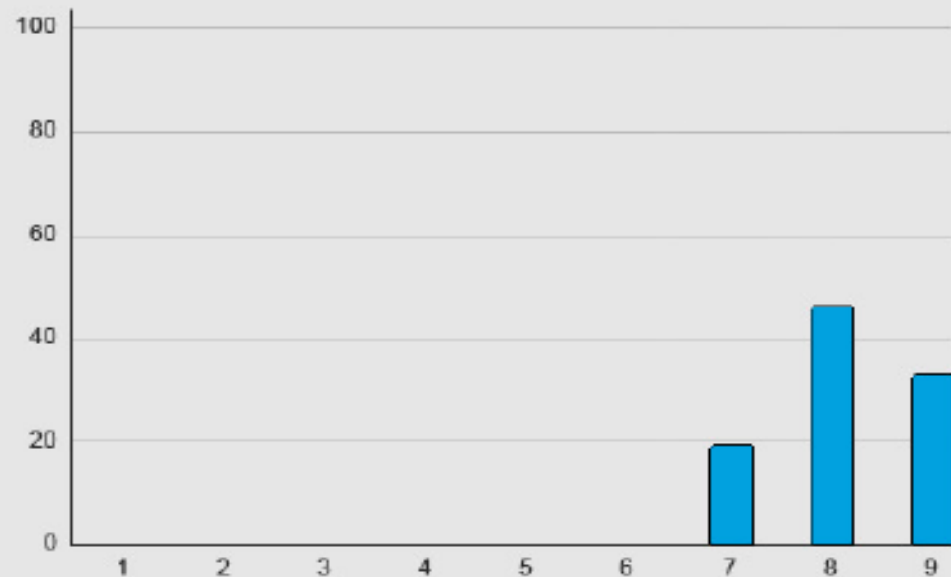
1 IMAGINALIA

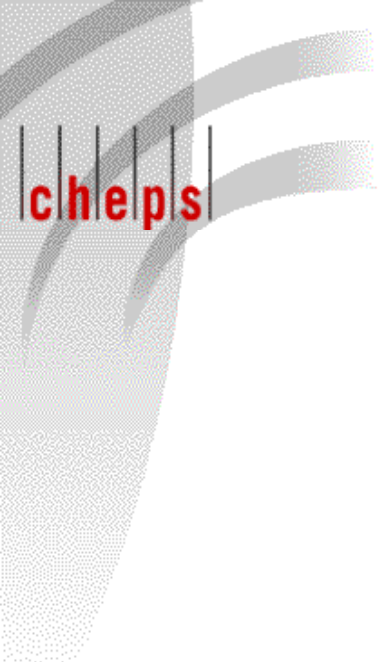


In the Imaginalia strategy game I...

- 1 found that the content and format worked well for me
- 2 I gained insights on multi-factor, multi-actor, multi-level challenges and decision making
- 3 saw how these challenges are seen by different internal and external stakeholders
- 4 saw how multiple stakeholders seek to negotiate workable solutions
- 5 gained insights on managing questions of strategy, resources and change
- 6 experienced some of the strategic complexities and political dynamics of tertiary education mgt

% Distribution of Scores





By way of conclusion

THE PILOT LICENCE



Learning by doing

Administration is an uncoded art. Therefore the only sure way to learn administration is to administer

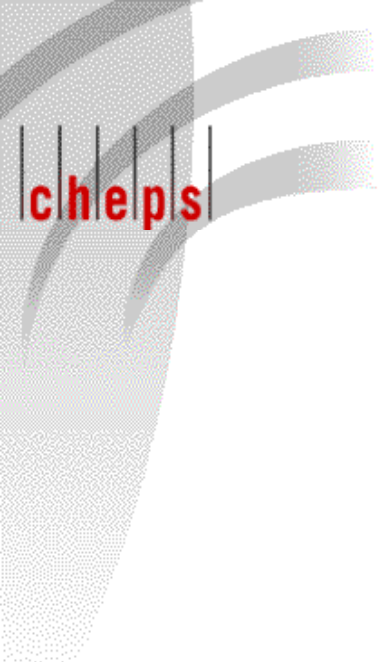
(Eric Ashby, Vice Chancellor, Cambridge University, 1962)

Habits are formed by action. The way to become a good (university) administrator is to administer. But this is also the way to become a bad administrator...

(Robert Hutchins, President, University of Chicago, 1946)

Simulation is often used in training...when it is prohibitively expensive or simply too dangerous to allow trainees to use the real equipment in the real world.

(Wikipedia)



Thank you!

**FOR YOUR ATTENTION...
AND TOLERANCE**