

**PRACTICAL STRATEGIES FOR
A NEW DECADE**

SASHAYING ALONG THE ICE FLOE:
**THE MANAGEMENT OF CHANGE
IN TODAY'S UNIVERSITIES**

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PROFESSOR PETER McCAFFERY

TRADITIONAL ROLE OF THE MODERN UNIVERSITY

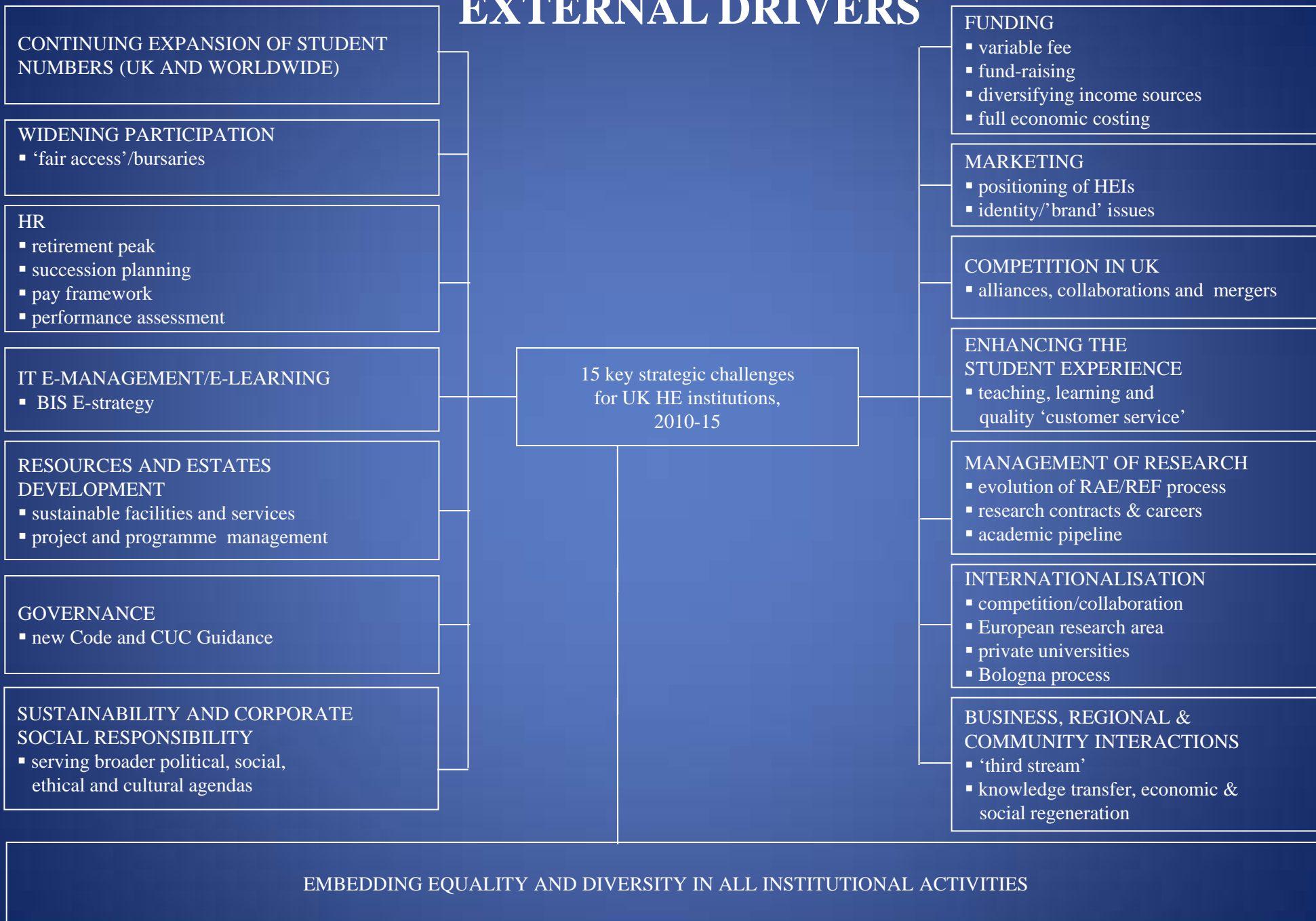
- FINISHING SCHOOL: Last stage of general education.
- PROFESSIONAL SCHOOL: Training of elite workers.
- KNOWLEDGE FACTORY: Production of science, technology and ideology.
- CULTURAL INSTITUTION: Expression of our individual and collective sense of being.

21st Century : multiple roles – lifelong learning, knowledge transfer,
international students

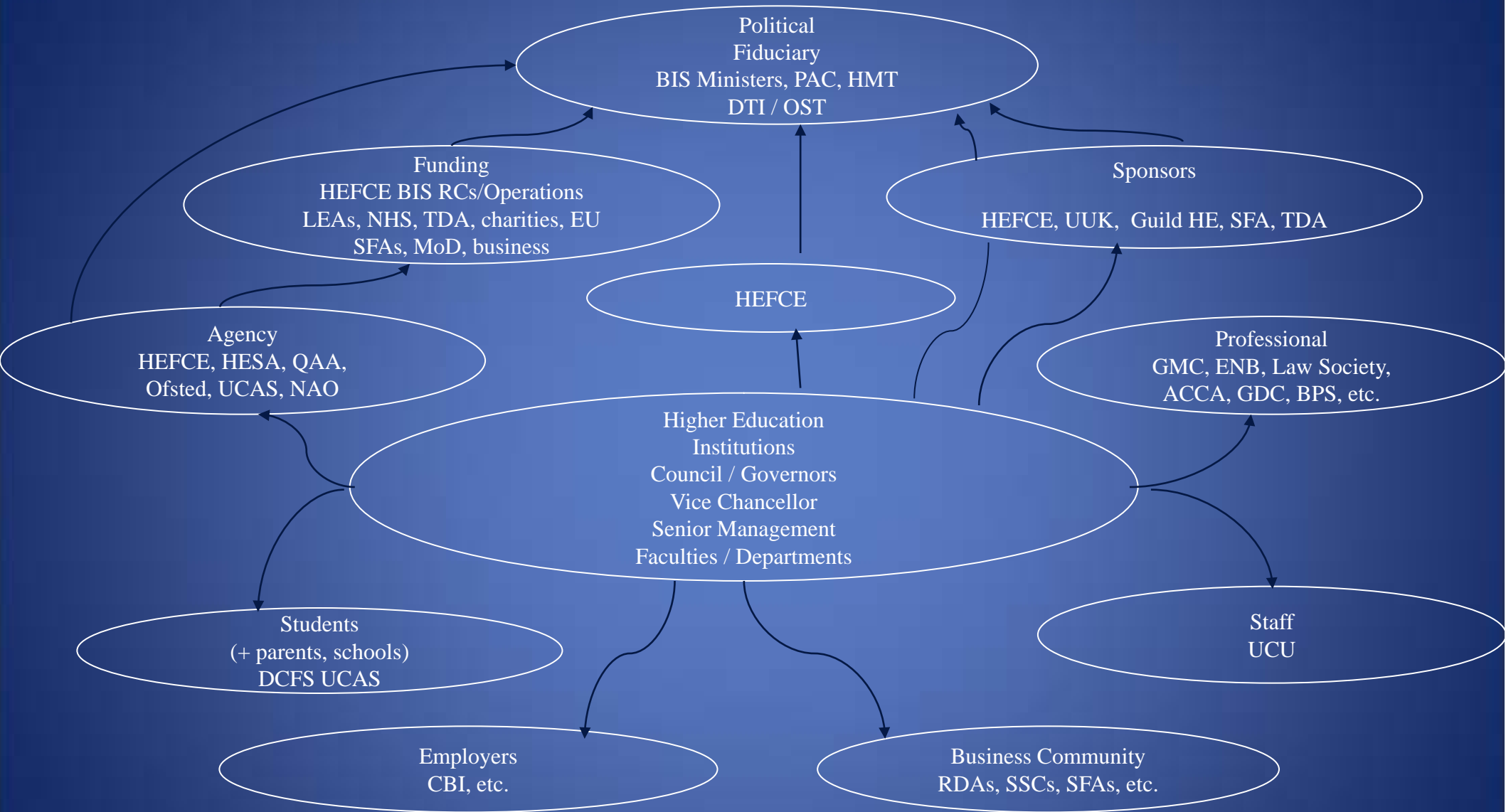
NEW WAVE COMPETITORS

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

EXTERNAL DRIVERS



STAKEHOLDERS IN HE SECTOR



THE LEADERSHIP AND MANAGEMENT CHALLENGE IN UNIVERSITIES

- 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.

UNIVERSITY COMMITTEES AS AN ART FORM

How University committees avoid making decisions:

John Kay's "8 oars of indecision"

- Deferral - wait until next time
- Referral - to another committee
- Points of order - procedural objection
- The wider picture - we need to understand the context better
- Evasion - we need still further detail
- Ambiguity - accept in principle, but not in practice
- Precedent - let's not set one
- Denial - not for us to decide

Thames Valley University

- “What is so remarkable about what I have seen here today is that this could form the benchmark for what could be done right throughout the country. Why I wonder can’t every University be like TVU.”

Tony Blair, October 1996

- TVU “named and shamed” as the UK’s “first failing University”

November, 1998

TVU: Nature of Change

- Establishment of New Learning Environment (NLE)
- Centralisation of Academic-Related Administration
- Creation of Internal Market: “Colleges” v. “Schools”

TVU: Why did Change Fail?

- Too much, too quickly.
- Conditions for Emergent Change not met.
 - inadequate consultation, fragile IT systems, poor information flows, etc.
- Failure to anticipate full extent of change.
 - Tutt's (1985) law of unintended consequences.
- Failure to recognise change cannot be imposed from the top.

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?

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

Karl Jaspers, 1923

“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

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.

SUCCESSFUL UNIVERSITY INNOVATORS

- Warwick, Strathclyde.
- Twente (Netherlands); Chalmers (Sweden); Joensuu (Finland); Munich University of Technology.
- Stanford, M.I.T., Michigan, UCLA, Georgia Tech, North Carolina State, George Mason Univ.
- Monash, University of Western Australia, QUT.

The new self-reliant, self-steering university

Distinguishing Characteristics:

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

SUCCESSFUL UNIVERSITY INNOVATORS

Common Traits in managing change:

- No Magic Pill.
- Distributed Leadership – a quality tapped at all levels.
- “Art of Conversation”: a core process.
- Harnessing collegiality as an aspiration.
- Building on existing good practice (avoiding deficit models).
- “Learners “as well as “Knowers” – advocates of an inquiry approach.

THE INQUIRY APPROACH

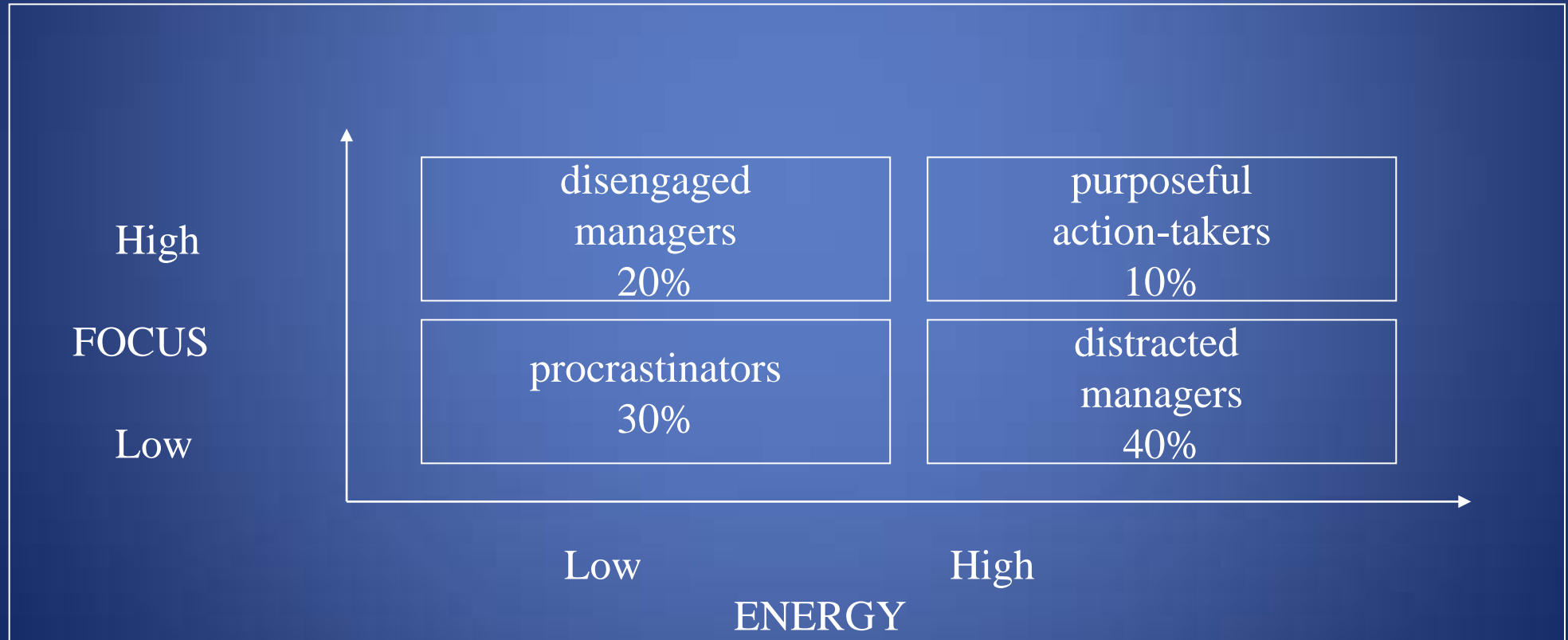
- The Art of Cultural Inquiry (e.g.)

Think of an aspect of behaviour in your school that gets in the way of innovation.

What is the “rule” that your school has created to lead to that behaviour?

- Use one of the following to identify and resolve: Future Search - Open Space - World Café - Appreciative Inquiry.

PROMPTS FOR LEADING AND MANAGING CHANGE - BEWARE THE “BUSY MANAGER SYNDROME”: MANAGERIAL BEHAVIOURS



THE CHALLENGE FOR SENIOR LEADERS 1

RECOGNISING POPULAR MYTHS ABOUT THE MANAGEMENT OF CHANGE FOR WHAT THEY ARE

- Change can only occur if it is driven from the top.
- People are resistant to change.
- People are rational and will react to logical and rational requests for change.
- New processes and systems will create the new necessary behaviours.
- Big changes require big actions.
- If it ain't broke, don't fix it.
- Cultural change is a slow and painful long-term affair.

THE CHALLENGE FOR SENIOR LEADERS 2

RECOGNISING THE FUNDAMENTALS IN THE SUCCESSFUL MANAGEMENT OF CHANGE

- Change must presage a new model for the future.
- People must have a reason. Change will not succeed unless there is a dis-satisfaction with the old.
- Major change can be painful – resistance is normal.
- Change is “lumpy”: people, systems and processes change at different rates and in different ways.
- Change is an ongoing process, not an event.
- Change is unique to each institution. Celebrate your individual landmarks of success.

THE CHALLENGE FOR SENIOR LEADERS 3

PAVING THE WAY

- Begin the conversation.
- Open up your creative self and encourage others to do likewise.
- Prepare to give up power – backstage leadership.
- Identify, nurture and support networks and champions.
- Surface and test mental models held by staff.
- Defuse defensive routines and be open about your own.
- Establish genuine shared values and agree associated behaviours.
- Model expected behaviours.
 - there is no change unless it is behavioural.
 - Behavioursprocess, systems, technology.

