



DEVELOPING LEADERSHIP COMPETENCE IN THE POST- SECONDARY SECTOR

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2:10 – 3:25 p.m.

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REALITIES OF THE UNIVERSITY WORKPLACE

- Increasing pressure to perform
- Distributed authority and responsibility
- Goal orientation

Accountability for success

(not merely effort)

- Organizational boundaries dissolving
- Information must be shared quickly

LEADERSHIP

- *IS NOT* just overseeing others
- *IS* being responsible for the effective deployment of resources
- *IS* being able and willing to take a strategic perspective

STRATEGIC PERSPECTIVE

*Leaders must have the ability
not just to generate good ideas
but to translate them into strategies
for effective action.*

FROM PROFESSIONAL TO LEADER

**Professionalism = skill + experience +
discretion**

**Leadership = authority + discretion +
accountability**

CHOOSING TO LEAD

1. Identifying culture/values
2. Assessing risks and developing a management plan
3. Establishing and legitimizing your agenda

1. IDENTIFYING CULTURE AND VALUES AT YOUR UNIVERSITY

What do you look for?

DESIREABLE CORE VALUES

- Respect
- Integrity
- Commitment - to high-quality, efficient service
 - to the university's mission
 - to continually developing a strategic vision

UNADAPTIVE CULTURE

Core Values Managers care mainly about themselves, their immediate work group or “product”

They value order and risk reduction much more than leadership initiatives

Unadaptive Culture continued.....

Behavioural norms Avoiding threats to their own security (approval, convention, dependence, avoidance).

Forceful protection of status and security
(oppositional, power-seeking, competitive, perfectionist).

ADAPTIVE CULTURE

Core Values Leaders care deeply about those whom they serve

They also value people and processes that can create useful change (leadership up and down the management hierarchy)

ADAPTIVE CULTURE continued....

Behavioural Norms Colleagues are encouraged to interact with people and approach tasks in ways that help meet their higher order satisfaction needs such as feelings of achievement and self-fulfillment.

2. IDENTIFYING AND ASSESSING RISKS

Institutional and Personal Dimensions

DEFINITION OF OPERATIONAL RISK

“The threat that an event or action will adversely affect an organization’s ability to achieve its objectives and exercise its strategies successfully”

DEFINITION OF ASSESSMENT

“ Assessment is the identification and measurement of risk”

DEFINITION OF RISK MANAGEMENT

Assessment

plus

Action

(identification

+

measurement)

(avoid, reduce

or

transfer)

CATEGORIES OF RISK

Strategic.....goals and objectives

Financial.....loss of assets

Operational.....ongoing management

Reputational.....tarnished reputation

Compliance.....laws and regulations

OPTIONS FOR MANAGING RISK

Accept

Mitigate

Reduce

Eliminate

Transfer

Increase

3. ESTABLISHING AND LEGITIMIZING YOUR AGENDA

- Context for agenda development
- Types of agendas
- Factors influencing agenda development
- Effective agendas
- Change agendas
- Personal legitimacy

NORTH AMERICAN POST-SECONDARY CONTEXT

- Funding
- Accountability
- Competition for students, staff, faculty
- Emphasis on student experience/success
- Marketing and communications important
- Fundraising
- Government Relations

CHANGE IS A GIVEN

Calls for intentional, active, planned
response – incremental?

- transformational?

TYPES OF AGENDAS

InstitutionalPersonal

Explicit.....Implicit

Tinkering.....Overhauling

Planning.....Improvising

FACTORS INFLUENCING AGENDA DEVELOPMENT

- Context
- Personal values/commitments
- Priorities imposed by superiors
- Immediate institutional crises
- Gradual internal developments

EFFECTIVE AFENDAS

- Require the identification and management of risk.
- Take strategic advantage of context
- Involve change
- Require measurable outcomes
- Are based on values and commitments
- Require collaboration and support
- Fit with the organization (time and place)

TYPES OF CHANGE AGENDAS

- Adaptation
- Innovation
- Strategic
- Transformational

TRANSFORMATIONAL AGENDAS

- Are increasingly required to deal with complex contextual/institutional challenges
- Cannot be a complete shift of everything the university does or stands for
- Do alter conceptions of the basic functions of teaching and learning, engagement and service while remaining true to historic values and social roles.

THOUGHTS ON PERSONAL LEGITIMACY AND LEADERSHIP

What counts?