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ACADEMIC LEADERSHIP FOR CONTINUOUS CHANGE

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Kunming

FORCES OF CHANGE SURROUNDING THE ACADEMY

- Political & Governmental
 - Governmental interventions to the academy
 - Increased government reporting and scrutiny
- Economic
 - Changes in funding
 - Shrinking public resources
 - Pressure to generate new sources of income
 - Increased tendency towards user-pays
- Competition
 - Emergence of new world players
 - BRIC – economically and educationally

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FORCES OF CHANGE SURROUNDING THE ACADEMY

- Demography
 - Opening up of access, increasing numbers and growing diversity of students
- Changing expectations from a new generation of students
 - Generation Y may have more jobs; hence, need for flexibility and responsiveness in program structure, content and context of delivery
 - Expect more access to university services (7/24)
 - “Culture divide between students and the ones serving them”
- Changing patterns of participation
 - More and more students are working; they push for different program schedule

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FORCES OF CHANGE SURROUNDING THE ACADEMY

- Internationalization
- Administrative & Management
 - Having to deal with slow and unresponsive administrative processes
- Technology (different modes and approaches to learning)
 - ICT Revolution
 - Impact of ICT on teaching and research

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FORCES OF CHANGE SURROUNDING THE ACADEMY

- Accountability
 - Bureaucratic accountability; accountability to outputs; market accountability
- Staffing Shortages
 - Increasing demand; diversity of personnel
- Processes and People
 - Finding and retaining high-quality staff
 - Efficiency and effectiveness of internal adm processes
 - Poor performance
- Leadership succession

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FORCES OF CHANGE SURROUNDING THE ACADEMY – LEADERSHIP ROLE

- Leadership is expected to be in a good command of university-environment interface
 - Capture these forces
 - Articulate the meaning of the forces for the organization/academics
 - Devise tools to respond to these developments
 - Change initiative
 - Strategic planning
- **High cost** of failing change to HEIs but higher cost of failing change at university setting for the society

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ACADEMIC LEADERSHIP IN THE CHANGE ERA – ISSUES & CHALLENGES

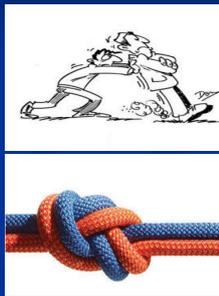
- «Change does not just happen but must be led»
 - Purport change advocacy at the university but managing it in the same way as we do 20-30 years ago.
 - No clear evidence that AL has really noticed how radically the focus, context, daily work and ways of thinking about higher education **have changed** over the past 20-30 years.
 - ALs are unsure about **what they might best do to lead in academic context** and ensure that essential change takes place sustainably and consistently in daily practice (Scott, Coates and Anderson, 2008).

ACADEMIC LEADERSHIP IN THE CHANGE ERA – ISSUES & CHALLENGES

- Issues in academic leadership (Scott et al., 2008)
 - **Selection and development processes** for AL are often unrelated to their daily realities
 - The nature and focus of **leadership development programs** don't always address the capabilities that count
 - The central role of ALs in building a **change capable culture** is either unrecognized or misunderstood (not aware of transformational change need).
 - **AL succession challenge**
 - Not having a coherent succession plan of what is needed to fill the gap in high-level expertise that will result from this departure
 - The pool of potential leadership talent is decreasing, the urgency of putting in place change capable leaders is increasing

ALs CHANGE LEADERSHIP ROLE

- ALs have a critical role in **managing continuous change**
 - **Engage people** in the process of personal and institutional change
 - **Set up an efficient and supportive environment** that fosters productive engagement
 - Reshape the operating context of their institutions to **break resistance** and accomplish **openness to change** capable.
 - Mobilize resources, material and tools for the success of change



ALs CHANGE LEADERSHIP ROLE - CHALLENGES

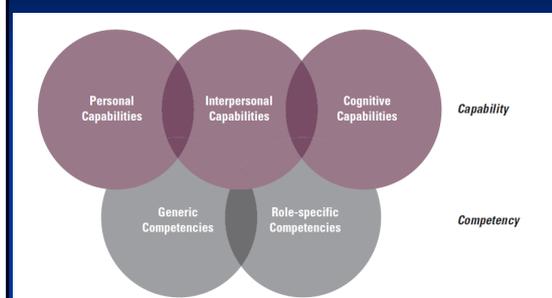
- **“No room too lead”**: little time left to lead or to think and operate strategically
 - Complying with **bureaucratic and reporting** procedures that do not add value to achieve goals, operate strategies
 - Occupied by dealing with **complaints** arising from faulty systems or miscommunication
 - Involved in responding to **unexpected events** or **attending meetings** that are poorly formulated, chaired, or which have no outcome



ALs CHANGE LEADERSHIP ROLE - CHALLENGES

- Effectiveness of the leaders depends on **the context surrounding them**. Hence, they should be effective designers of the elements surrounding them (colleagues, management team etc.). However, their context is mostly shaped by other authorities (e.g. Turkey)
 - The quality of their team
 - Capacity and capability of the full organization

AL CAPABILITY FRAMEWORK



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ALCF-PERSONAL CAPABILITIES



AL TRAINING & DEVELOPMENT APPROACHES

- Practice-based, hands-on and self-managed learning rather than formal and generic types of professional learning.
- Informal mentoring the most favorable method of learning leadership
 - Enables leaders to make sense of their work and to identify areas of good practice and those requiring improvement

AL TRAINING & DEVELOPMENT APPROACHES

- Current approaches to AL development need to be radically reconceptualised
 - Experience based approaches known to engage their students first hand
 - Using the role-specific leadership capabilities and practical knowledge
 - Learning leaders cumulate experience to engage in teaching, research, community services

AL TRAINING & DEVELOPMENT APPROACHES

- Academic leadership is more than supervising
- Change from "influencing others, and turning them into followers" to "sharing leadership role with every constituency, inspire others, act collectively"
 - Encourage involvement of people
 - Create supportive processes
 - Provide professional development
 - Resource collaborative activities
 - Support individual participation