

What does it take to lead reimagined education? The Higher Education Leadership Qualities and Skills (HELQS) framework and the need to beat immunity to change

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Agenda

- Assumptions about leadership and change and the reimagination of HE
- Introduce the HELQS framework
- Blockages and immunity to change
- Case study



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**Some Assumptions about
Leadership in HE**

Some assumptions on leadership in HE

Leadership:

Individual

- Can take place at any level in the organisation (or HE sector)
- Is about making change for the better
- Is not confined to one level - the individual can make change at multiple levels
- Requires someone to build confidence in reforming / breaking current rules and structures
- Is dependant on the mindset of the individual

Team

- Is better as a collaborative exercise
 - Needs a range of expertise
 - Cannot just be an academic exercise
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Some drivers of confidence

We are all in the position to reimaging HE in the context within which we work... but we need to develop confidence to do that

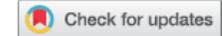
UOG research in the UK, Moldova, and Indonesia shows that people feel that they are more competent on the HELQS as leaders where they have:

- taken action on leadership development
 - the support of their organisation and managers
 - access to a range of leadership development opportunities
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If you want to see more analysis

STUDIES IN HIGHER EDUCATION
<https://doi.org/10.1080/03075079.2018.1557135>

 **Routledge**
Taylor & Francis Group

 Check for updates

The drivers of Higher Education leadership competence: a study of Moldovan HEI's

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ABSTRACT

This paper examines the qualities and skills needed by leaders and managers in Higher Education; the extent to which leaders and managers in 15 Moldovan Institutions perceive themselves to hold those qualities and skills; and the main drivers for holding higher levels of them. Review of the literature suggests that the qualities and skills examined belong to nine domains. The leaders and managers perceive themselves to be strongest on the Personal Values domain and weakest on Managing Resources. Where respondents have moved to the action stage of learning, perceive their organisation to be supportive of development, and have access to a broader range of development activities they are more likely to report higher levels of competence in

KEYWORDS

Leadership; competence; action; organisational support

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Background to the HELQS

Why was the HELQS developed

- To provide:
 - A way of **identifying development needs** of a leader or manager who works in Higher Education
 - Information upon which a leader can **reflect** on their skills in a structured way
 - A basis on which a leader can **plan** for their development
 - **Evidence of training impact** / a leader's progress
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What is it?

- A framework of qualities and skills that contains:
 - 30 qualities and skills
 - Grouped into 9 domains
 - The framework is supported by two tools that provide a 360 degree appraisal of a leaders performance
 - Self report (HELQS-SR)
 - Other report (HELQS-OR)
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Performance

- Performance on qualities and skills is seen to be multifaceted
- To be fully competent need to have knowledge, display appropriate behaviours, and create positive outcomes
- For example with managing projects competence depends on:

Knowledge	I have an understanding of how to obtain and schedule resources to ensure a project is completed successfully
Behaviour	I have contributed to projects using appropriate project management techniques (e.g. critical path analysis)
Outcomes	I have managed a project so that it was delivered on time and to budget

Domain	Qualities and Skills
<i>Leadership</i>	<p>Creating and communicating vision.</p> <p>Formulating and instilling strategy.</p> <p>Cultivating connections and relationships.</p> <p>Creating change.</p>
<i>Managing Resources</i>	<p>Managing finance.</p> <p>Managing risks.</p> <p>Managing projects.</p> <p>Managing operations.</p>
<i>Managing HE Knowledge</i>	<p>Developing networks for intelligence.</p> <p>Maintaining knowledge of HE sector.</p> <p>Maintaining knowledge of organisation.</p> <p>Leveraging knowledge to operations.</p>
<i>Managing People: Talent</i>	<p>Developing people.</p> <p>Evolving teamwork.</p> <p>Embedding professionalism</p>
<i>Managing People: Performance</i>	<p>Managing performance.</p> <p>Motivating and rewarding.</p> <p>Recruiting and selecting.</p>
<i>Personal Impact</i>	<p>Achieving positive impact on organisation and sector.</p> <p>Inspiring others.</p> <p>Setting clear standards.</p> <p>Acting for diversity.</p>
<i>Personal Behaviours</i>	<p>Delegating appropriately.</p> <p>Acting decisively.</p> <p>Displaying personal resilience.</p>
<i>Personal Productivity</i>	<p>Showing productivity and drive.</p> <p>Engaging others.</p>
<i>Personal Values</i>	<p>Reflecting on practice.</p> <p>Acting with integrity.</p> <p>Valuing learning.</p>

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Immunity to Change (Methodology)

Qualities and skills and ...

Generally in organisations we do a lot of change **that doesn't stick**

Despite developing knowledge and skills (potential) leaders often falter in meeting the potential for change

The immunity to change methodology can help us understand why

In this section we will use the case study of 'Alice' a senior leader in a non uk institution

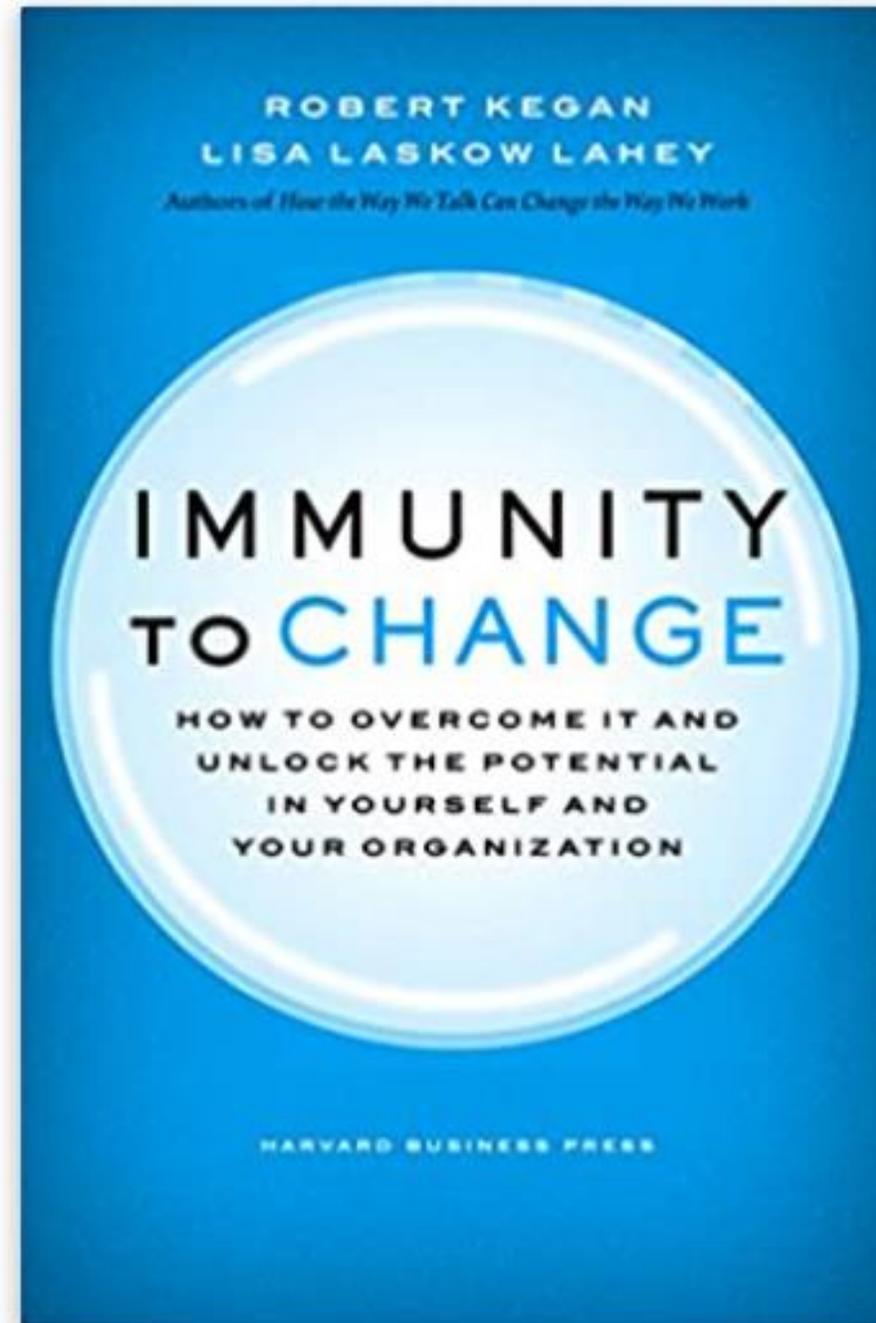


FIGURE 1-4

Three plateaus in adult mental development

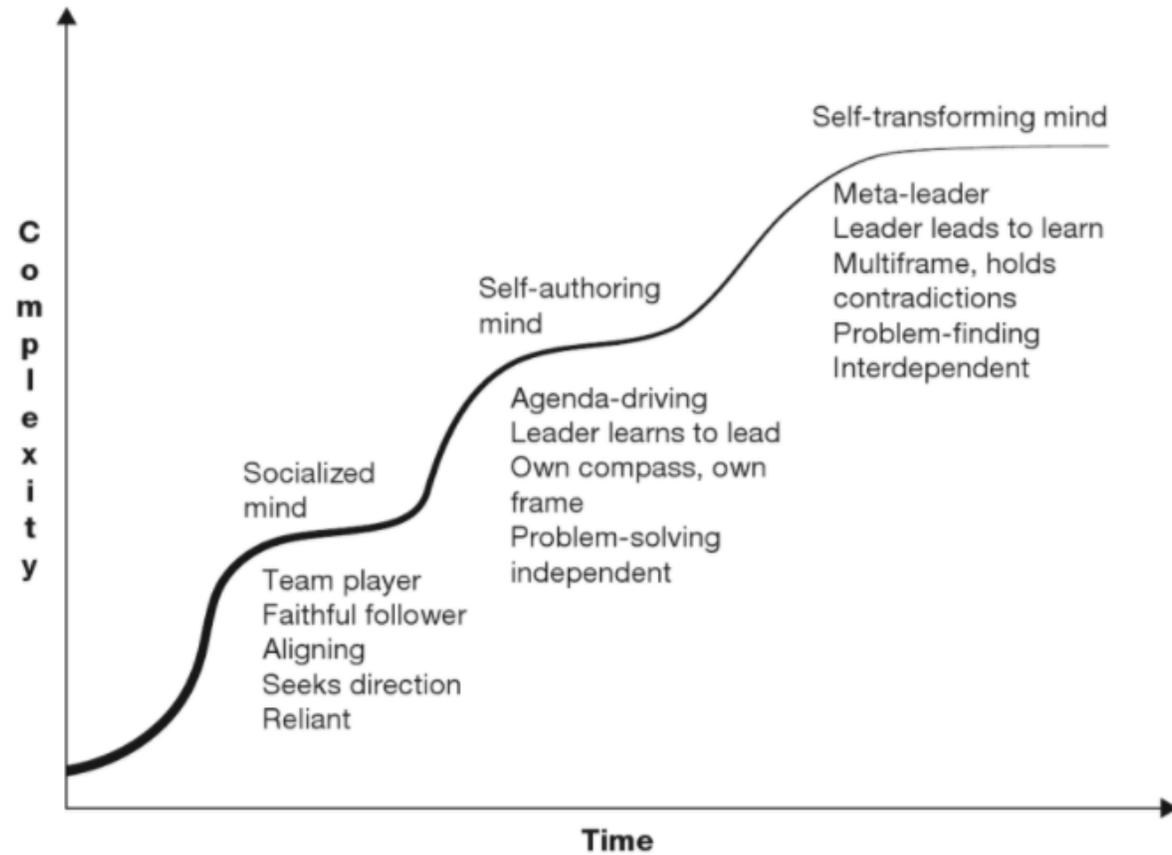
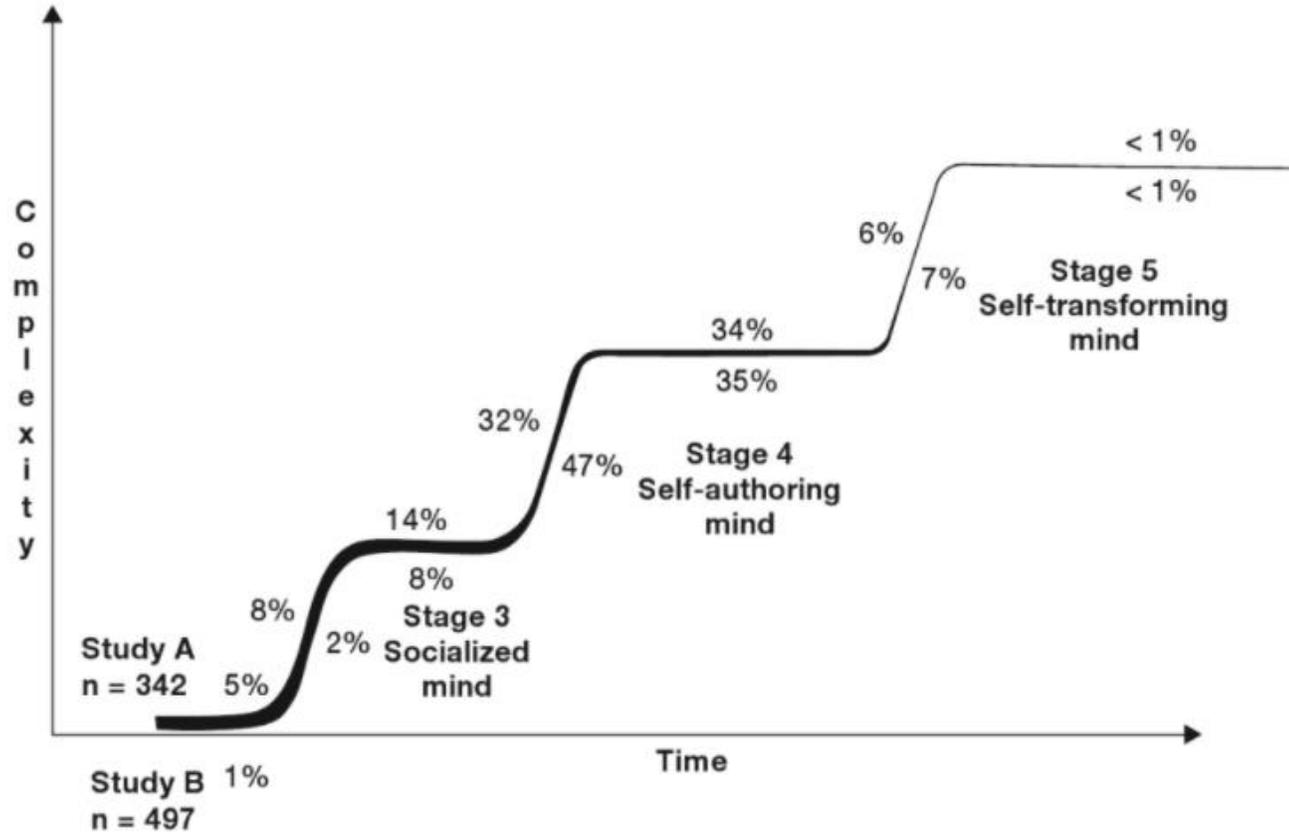


FIGURE 1-7

Results from two large-scale studies of the distribution of levels of mental complexity among adults



Sources: Study A: R. Kegan, *In Over Our Heads* (Cambridge, MA: Harvard University Press, 1994). Study B: W. Torbert, *Managing the Corporate Dream* (Homewood, IL: Dow-Jones, 1987).

Stuck at the previous plateau

- The majority of leaders and managers don't have the mental abilities needed to meet the demands put on them
- They are stuck at the stage of self authoring assuming that
 - Problems are technical
 - Can be dealt with more of the same expertise

What's causing the log jam

- Our natural defence mechanisms and a tendency to want to:
 - Avoid risk of failure
 - Safe face
 - Fit in
 - Feel important
- This is what leads to an immunity to change
- Need to help leaders to develop self transforming minds and address adaptive problems through a 5 step process

Alice's 5 Steps for Risk Management: Part 1

Identifying objectives

- Personal: To be established contender for promotion by being seen as innovative
- Organisational: To preserve independence from government by being seen as competent in managing own affairs
- Sector: To avoid failures as create self sustaining HE sector independent of government

Revealing behaviours

- Personal: Spend time fire fighting and running the day to day
 - Organisational: Ignore need to implement RM systems
 - Sector: Seeks advice from ministry on the preferred shape for an RM system
-

Alice's 5 Steps for Risk Management: Part 2

Imagining alternatives:

- Personal: Block out diary time for development work + get support of assistants to provide proposals
- Organisational: Work with other organisations to determine best form of RM systems in Moldova
- Sector: Set own standards for RM systems in HE

Addressing conflicting commitments and basic assumptions:

- Personal: If I don't do the day to day / fire fighting the institution will not function. I need to feel like the expert who can do everything better than others + I will be accused of being selfish if I spend time on development work. I need to do what is going to make others happy
 - Organisational: If we start working with others we might lose an advantage we have built up. We need always to compete with other Universities.
 - Sector: If the ministry doesn't like what we do we will feel negative repercussions. We need to please the ministry and the only way to do that is by doing what they say.
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Alice's Step 5: Start Testing

- Using small steps, start testing out the assumptions
 - Alice started working with three other institutions two days a month to develop their RM systems
 - Other institutions await their results to adopt rather than compete
 - Sector / ministry....?
- Where they are not proven, establish the new behaviour
- Where they are supported, challenge them with the wider group