Leadership and Innovation for the Future of ODL

Professor Asha Kanwar
President & CEO, Commonwealth of Learning
May 10, 2018 | Kuala Lumpur, Malaysia | 2nd High Level Roundtable for Vice Chancellors & Heads of ODL Institutions
High Level Roundtable for Vice Chancellors
Kuala Lumpur, 2016
Thank you, Dato
Leadership  Quality
ICTs    Best Practice
Leadership – Challenges

• Autonomy
• Policy
• Funding
• Resistance to Change
• Competition
Key Recommendations

• Gather and share evidence on student outcomes, employment outcomes,
• Seek corporate sector endorsement
• Remain agile and relevant by learning from other institutions
• Manage change and overcome resistance by sharing continuous messages re the compelling reasons for the change
Plan

- ODL as disruption
- What type of leadership do we need?
- Leadership and innovation
- Way forward
ODL as disruption
Disruptive Innovation

‘...describes a process by which a product or service takes root initially in simple applications at the bottom of a market and then relentlessly moves up market, eventually displacing established competitors.’

C. Christensen

Source: http://www.claytonchristensen.com/key-concepts/
Characteristics of Disruptions

• It is a process, not a product or service
• Perceived lower quality in the beginning
• Takes time to disrupt existing business
• New business model/s emerge
• Not all disruptions succeed
Disruptive Innovation Model

Source: https://hbr.org/2015/12/what-is-disruptive-innovation
Disruption in Higher Education

High-end

Low-end

Time

Top-tier F2F Higher Education institutions

Mainstream F2F Higher Education

Open Universities and Dual-mode institutions

MOOCs

Online and blended courses

Face-to-face teaching: sustaining trajectory

ODL as innovation
Fourth Industrial Revolution

1st
Mechanization, water power, steam power

2nd
Mass production, assembly line, electricity

3rd
Computer and automation

4th
Cyber Physical Systems

CC BY-SA Source: [https://commons.wikimedia.org/wiki/File:Industry_4.0.png](https://commons.wikimedia.org/wiki/File:Industry_4.0.png) (User: ChristophRoser)
ODL as Disruption Over the Four Stages

- From elite to mass
- Correspondence model
- Multi-media model
- Intelligent flexible learning model

Gen 1  Gen 2  Gen 3  Gen 4
Influence of ODL on Higher Education

Face-to-Face Courses

Blended Courses

ICT integration in teaching and learning

Distance/Online Courses
- MOOC
- Mobile learning

Open and Distance Learning
Disruptions Happen

• Demands of a learning society
• When new technologies emerge
• New providers emerge
What type of leadership do we need?
1. Structural Frame

Assumptions
• Goals get results
• Rules & policies; chains of command, specialisation
• Analysis and data
• Accountability

Behaviours:
goal setting; evaluation; budgeting; developing management & control systems
University of South Pacific

Rajesh Chandra

Strategic Plan
2013-2018

Towards Excellence in Learning and Knowledge Creation
2. Human Resources Frame

Assumptions

• People valued as important resource
• Focus: meeting human needs; relationships
• Facilitation & empowerment: consensus
• Help employees fit into the organisation

Behaviours:
recruiting; training workshops and retreats; participative management; communication skills; coaching
Indira Gandhi National Open University (IGNOU)

- Recruiting the best
- Training and retraining
- Inspiring and motivating through personal example

Ram Reddy
3. Political frame

Assumptions
• Conflict and competition are a fact of life
• Focus: securing critical resources
• Reach agreement by negotiation
• Need to understand ‘power’ relationships

Behaviours:
- negotiating agreement;
- managing conflict;
- networking;
- creating coalitions;
- building a power base;
- managing the agenda
Canada: 2005

• Télé-université du Québec (TÉLUQ)

• Université du Québec à Montréal (UQAM).

• British Columbia Open University (BCOU) combined with University College of the Cariboo to become Thompson Rivers University
Lessons

• the primordial importance of relationships with governments

• the importance of relationship building with other institutions

• the importance of cultivating communities of students and alumni

Source: Strategic Issues in Single and Dual Mode Distance Education: the organizational blending of two Canadian distance universities with campus-based institutions Dominique A.M.X. Abrioux, Ph.D, 2006
4. Symbolic frame

Assumptions
• Reality socially constructed: ‘multiple realities’
• Focus: creating shared meaning
• Organisational culture: use of symbolism; vision, mission, identity

Behaviours:
formal ceremonies; slogans; songs; images; rituals; visioning
• Do ODL leaders combine these frames?
• Will a combination of these frames lead to ‘innovative leadership’?
Innovation & Leadership
Innovation Leadership

Innovative Leadership:
Applying Innovative Thinking to Leadership Tasks

Leadership for Innovation:
Leadership for Innovation rather than Management of Innovation by Creating Climate Where Others are Applying Innovative Thinking

The Case of Steve Jobs

- Do what you love
- Make a difference
- Creativity is connecting things
- ‘Say no to a thousand things’
- Create insanely great experiences
- Master the message
- Sell dreams not products

Carmine Gallo, Forbes

Source: http://www.forbes.com/sites/carminegallo/2011/01/04/the-7-success-principles-of-steve-jobs/#56a9375a5bb7
Skills for Innovation

• Questioning
• Observing
• Networking
• Experimenting
What drives Research and Innovation in Industry?

What drives innovation

- Corporate culture
- Innovation processes
- Adequate resources
- Visible sponsorship
- The right people

http://www.arcusgroup.ca/CEO_view_strategic_planning.html
Way Forward
ODL Leaders

• Philosophy
• People
• Processes

I. Philosophy of ‘Open-ness’

• Open as to people,
• Open as to places,
• Open as to methods, and, finally,
• Open as to ideas

Lord Crowther
Inspire future leaders

• Sir John Daniel
  • Enrolling in the courses of his own university and promoting technology integration

• Mr Martin Bean
  • FutureLearn
Are we effective advocates for ODL?
II. People

• Motivate and inspire staff: be empathetic
• Engage policy makers and stakeholders
• Proactively support women leaders
• Provide incentives
Universitas Terbuka

- 1995 internet came to Indonesia
- 1997 online courses
- incentives

Tian Belawati
Do we cultivate Champions for Change?
III. Processes

• Create policies and systems
• Encourage discussion and debate
• Targeted approach
The Open University of Japan

• One fourth of the students over 60
• Declining government support
• Cater to the Third Age

Yoichi Okabe
Are we evolving to remain relevant to the needs of stakeholders?
Thank You

www.col.org