



Leadership and Innovation for the Future of ODL

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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

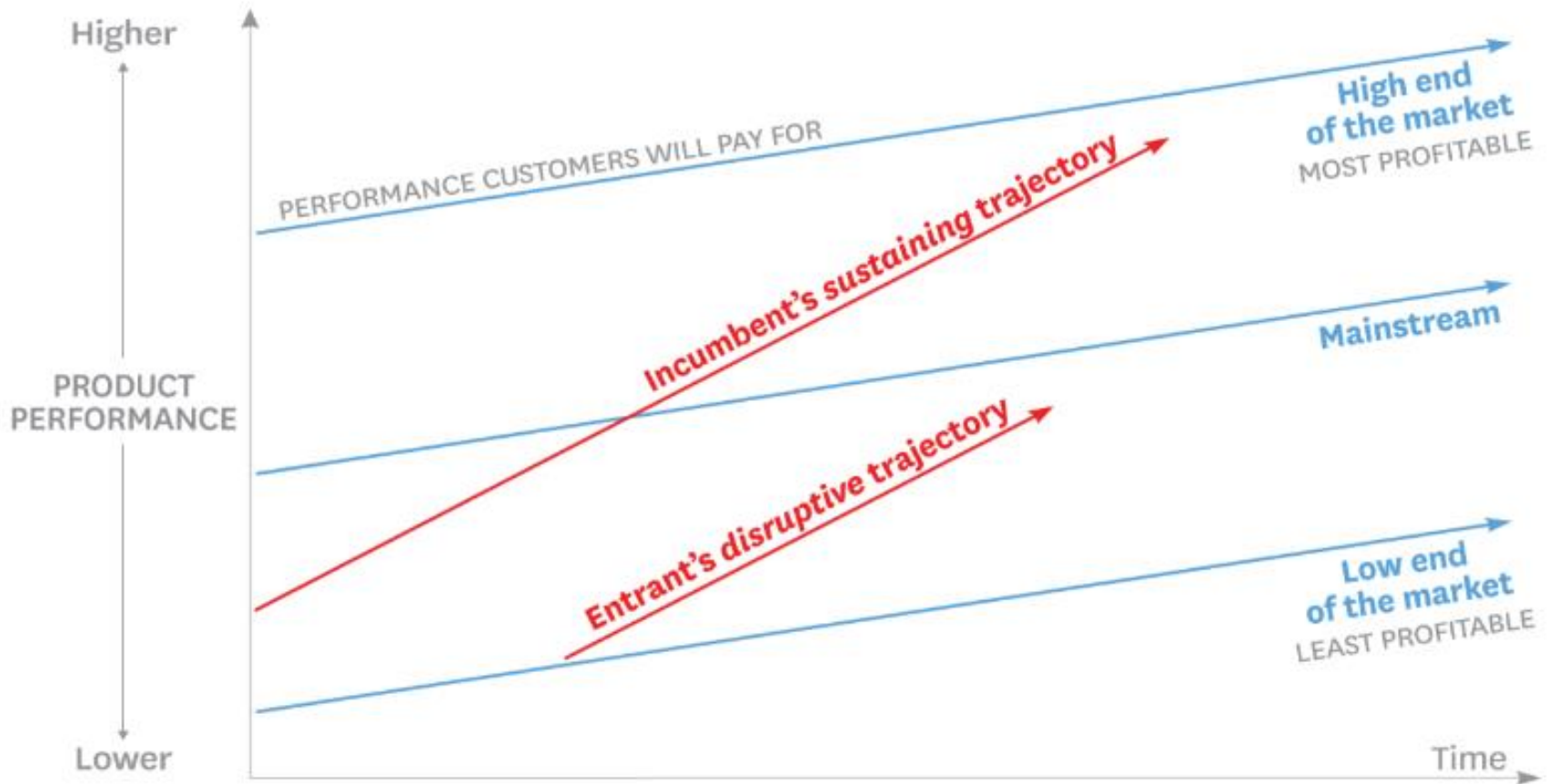


Characteristics of Disruptions

- 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



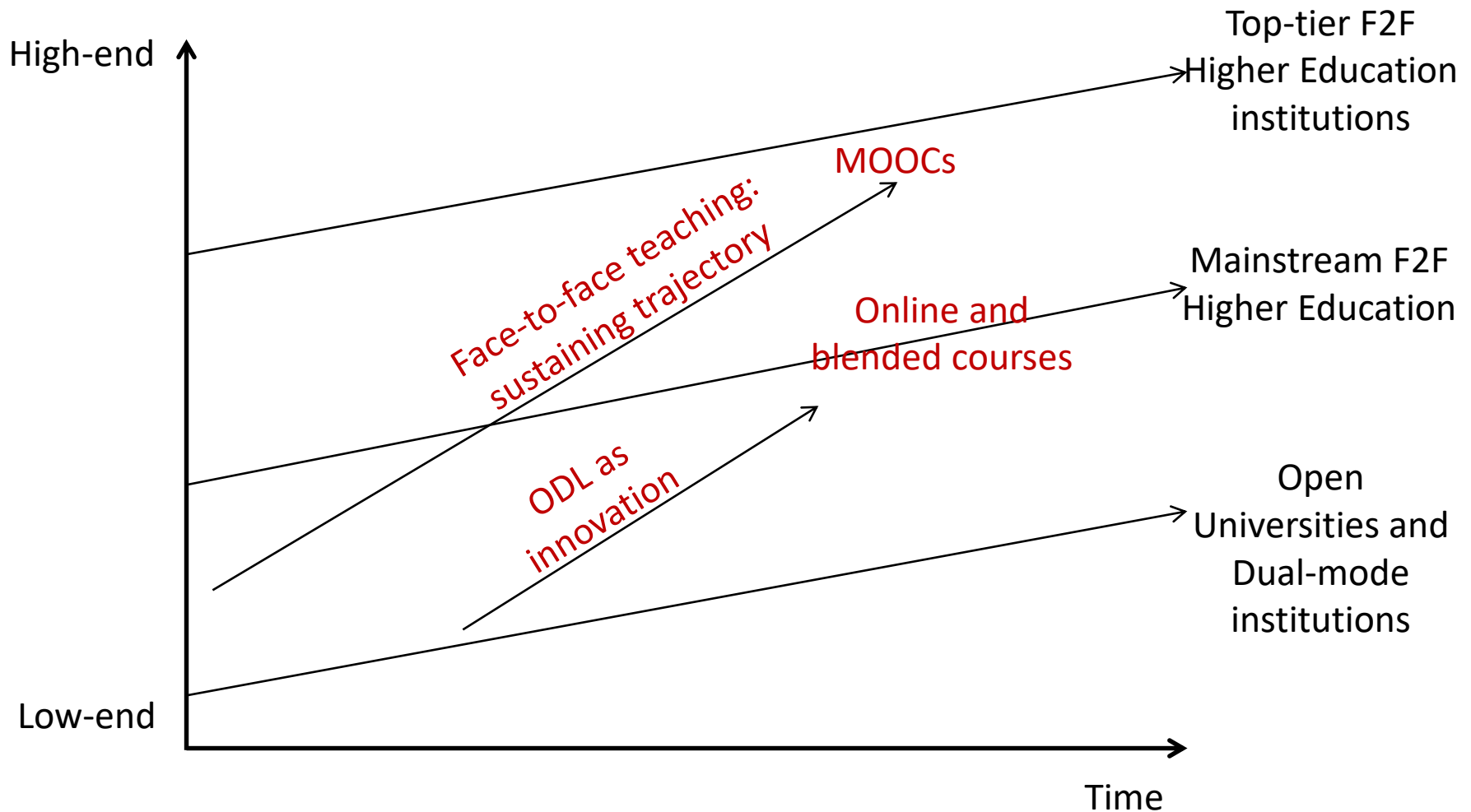
Disruptive Innovation Model



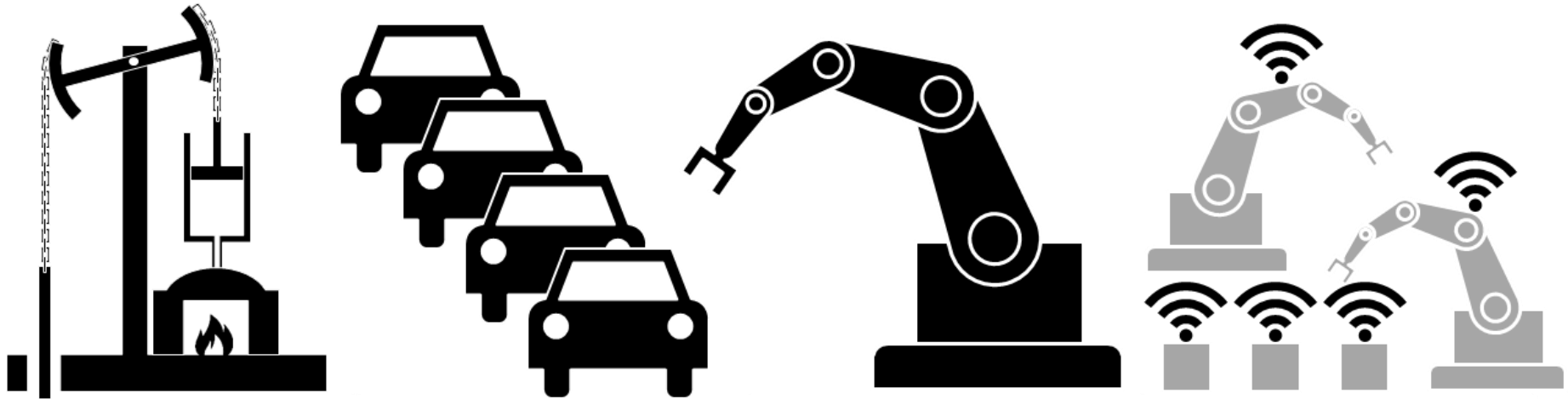
SOURCE CLAYTON M. CHRISTENSEN, MICHAEL RAYNOR, AND RORY MCDONALD
FROM "WHAT IS DISRUPTIVE INNOVATION?" DECEMBER 2015

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Disruption in Higher Education



Fourth Industrial Revolution



1st

2nd

3rd

4th

Mechanization,
water power, steam
power

Mass production,
assembly line,
electricity

Computer and
automation

Cyber Physical
Systems

ODL as Disruption Over the Four Stages

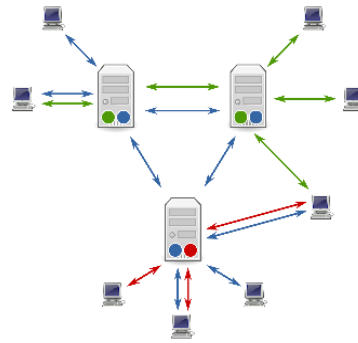
- From elite to mass
- Correspondence model
- Multi-media model
- Intelligent flexible learning model



Gen 1



Gen 2



Gen 3



Gen 4

Influence of ODL on Higher Education



Face-to-Face
Courses



Blended
Courses



Distance/Online
Courses

- MOOC
- Mobile learning

ICT integration in teaching and learning

Open and Distance Learning

Disruptions Happen

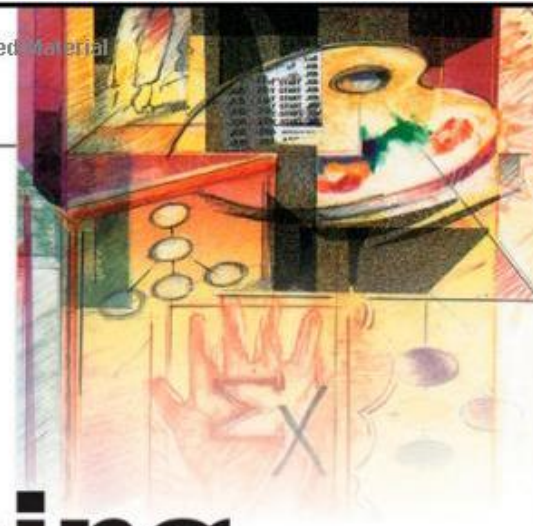
- Demands of a learning society
- When new technologies emerge
- New providers emerge



What type of
leadership do
we need?

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Fourth Edition



Reframing Organizations

Artistry, Choice, and Leadership

LEE G. BOLMAN

TERRENCE E. DEAL

Best-selling authors of *LEADING WITH SOUL*

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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

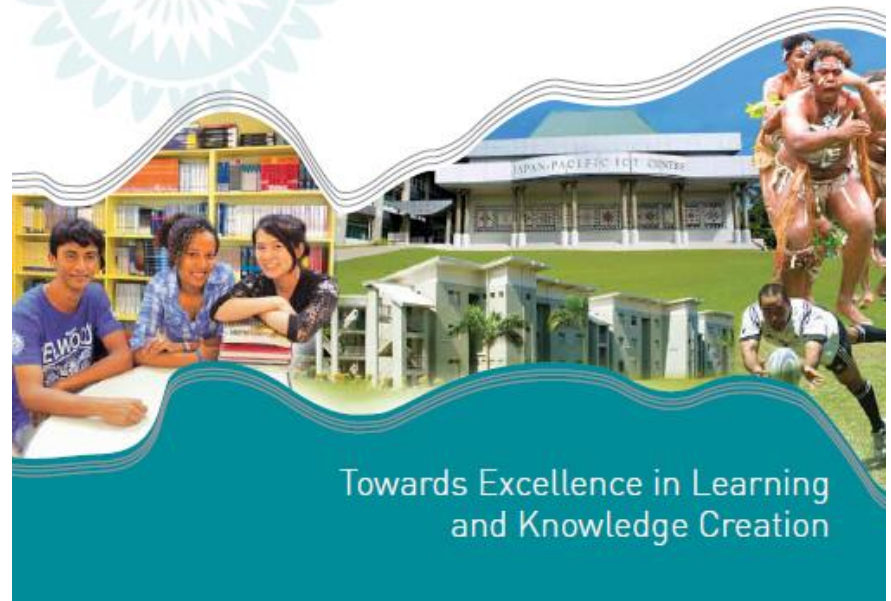


University of South Pacific



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)



Ram Reddy



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



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



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



4. Symbolic frame

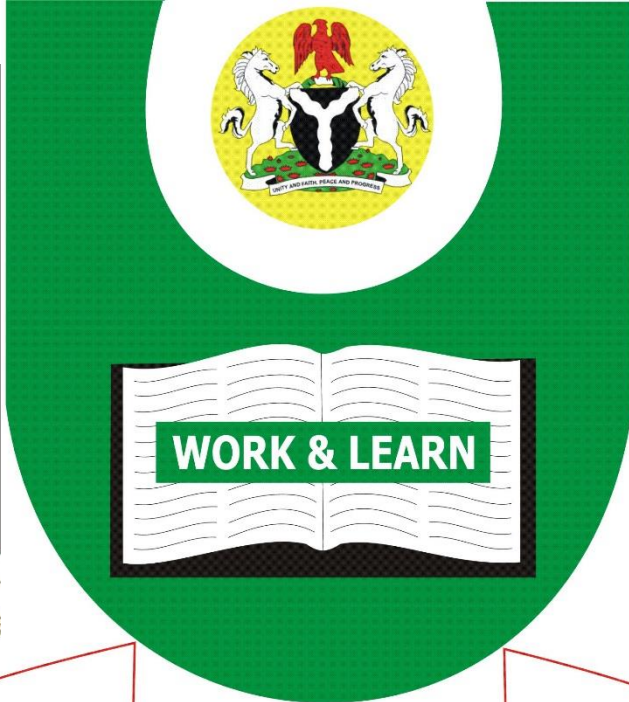
Assumptions

- 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

Source: David Horth and Dan Buchner, "Innovation Leadership: How to use innovation to lead effectively, work collaboratively, and drive results", Centre for Creative Leadership, 2014 in <http://insights.ccl.org/wp-content/uploads/2015/04/InnovationLeadership.pdf>



The Case of Steve Jobs



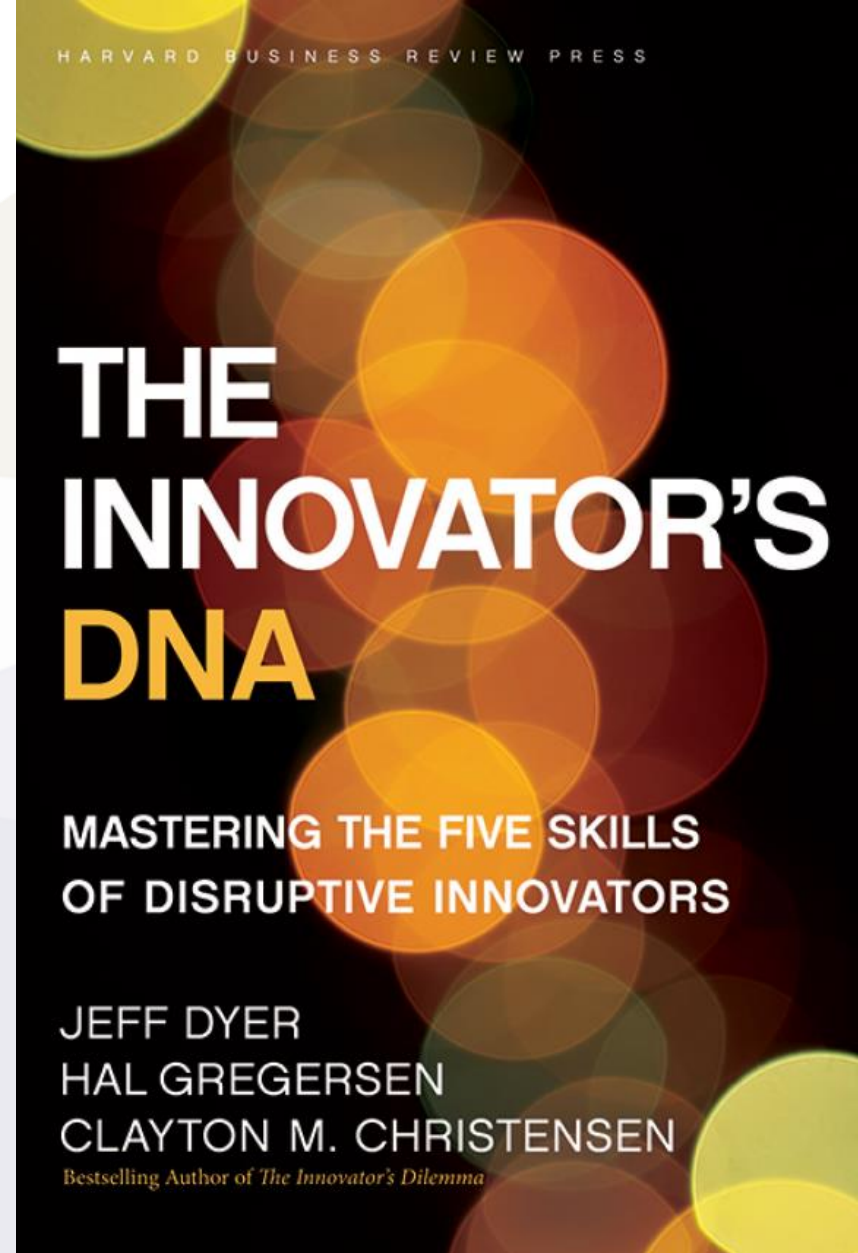
- Do what you love
- Make a difference
- Creativity is connecting things
- ‘Say no to a thousand things’
- Create insanely great experiences
- Master the message
- Sell dreams not products

Carmine Gallo, Forbes



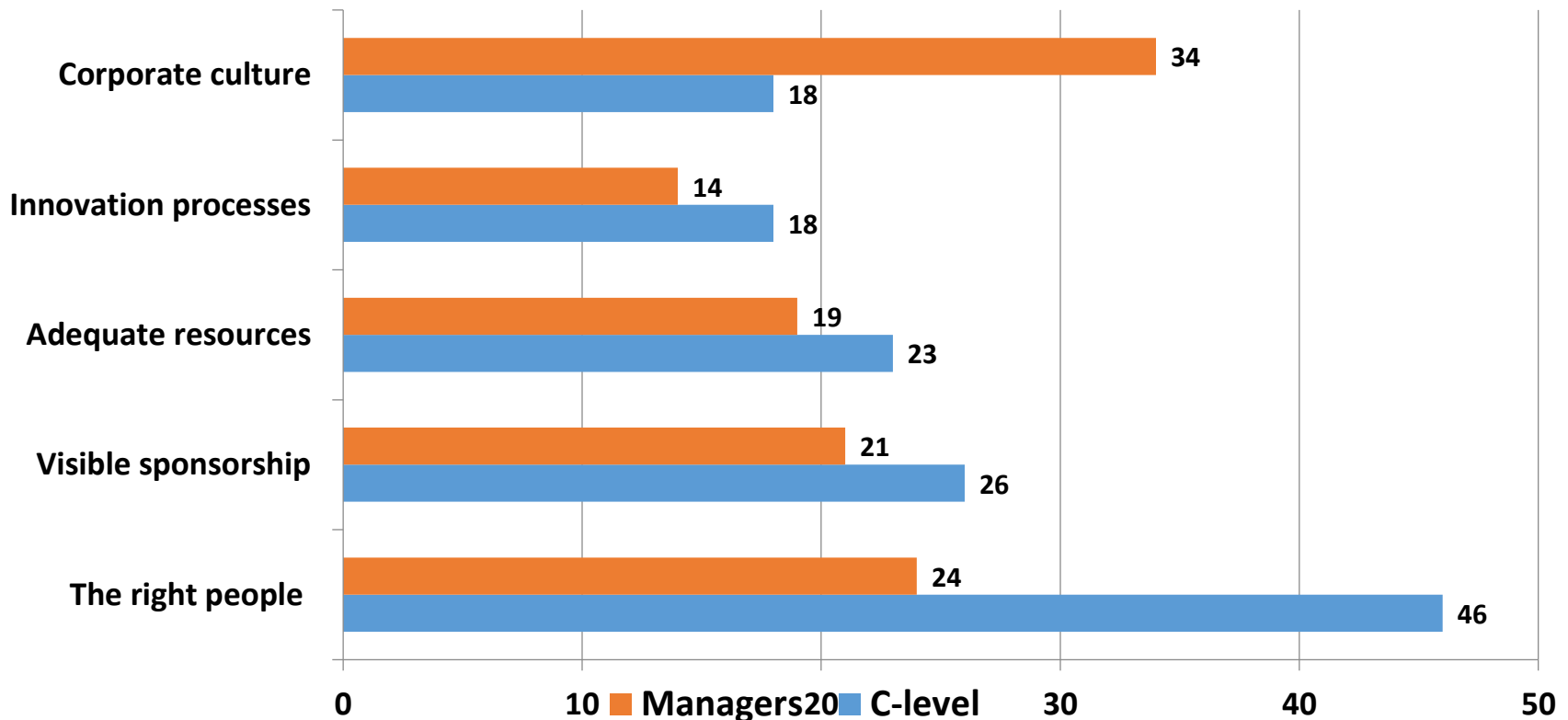
Skills for Innovation

- Questioning
- Observing
- Networking
- Experimenting



What drives Research and Innovation in Industry?

What drives innovation



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



Yoichi Okabe

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



*Are we evolving to
remain relevant to the
needs of stakeholders?*





Thank You
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