



COMMONWEALTH of LEARNING

Academic Leadership

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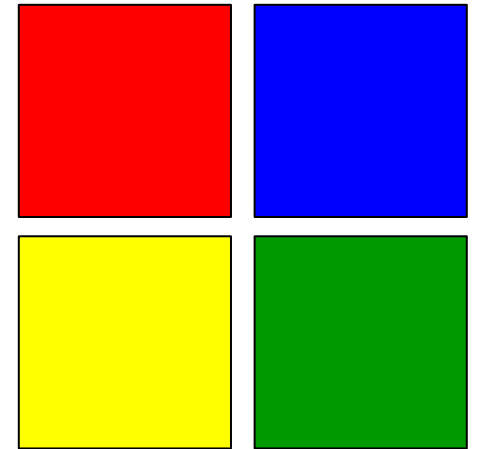


2nd International Conference on Open and Distance e-Learning

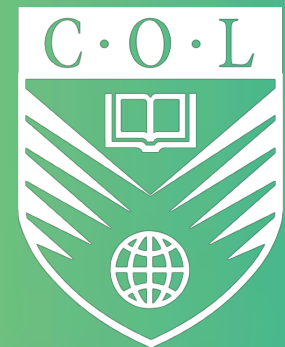
18-20 June 2014

Plan

- I. Reflecting on leadership
- II. Four frames of leadership
- II. Women and leadership
- III. Towards power & influence



I. REFLECTING ON LEADERSHIP



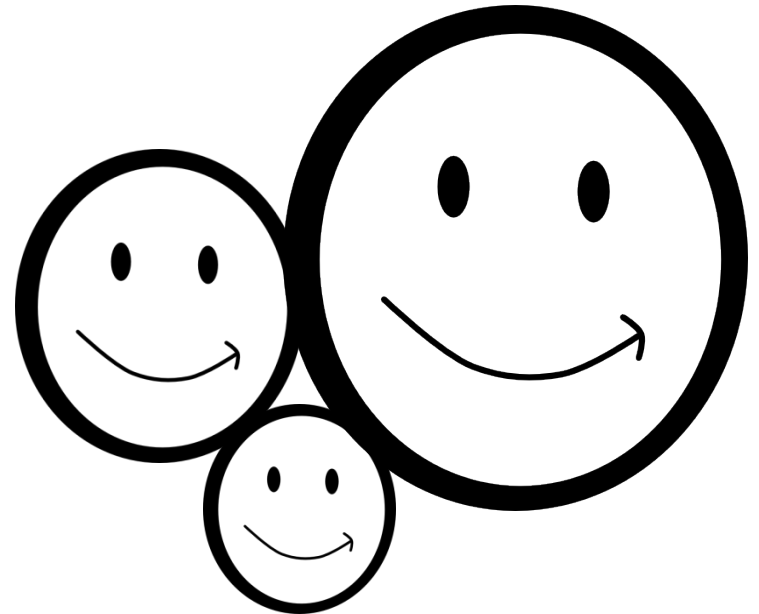
Leadership in Universities

- Leading knowledge workers
- Leading Peers and Equals
- Organisational culture
- Time horizon
- Change Management



Traits of effective leaders

- Intelligence
- High energy
- Self-confidence
- Emotional stability
- Integrity & honesty



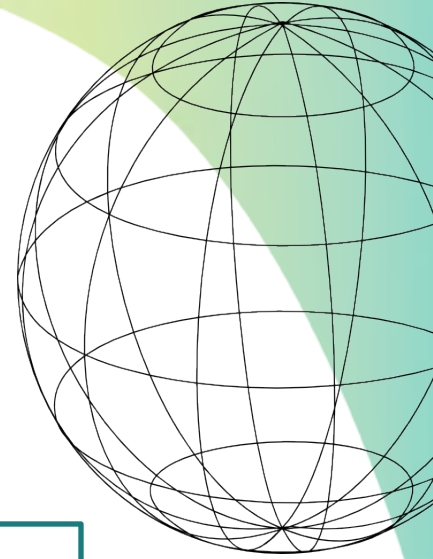
Emotional intelligence and leadership



Recent studies indicate that EI maybe more important than any other single factor and maybe the best predictor of who will become a leader

Trends

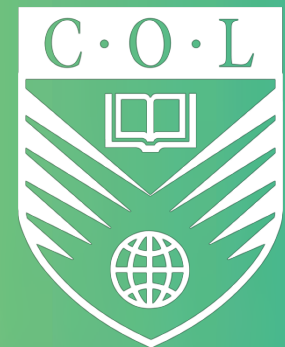
- Over time global perspectives on **Effective leadership** are changing



Autocratic → Team Player
Personal Power → Group Power
Transactional → transformational
Personal Integrity → accountability
Dominance → Empathy

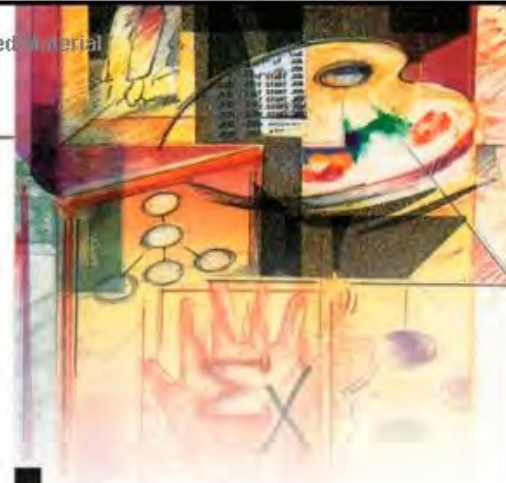
II. FOUR FRAMES OF LEADERSHIP

(BOLMAN & DEAL, 2003)



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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
 - Focus: develop well-structured solutions
 - Rules & policies,
 - Accountability
- Behaviours:

goal setting; evaluation; budgeting; developing management & control systems

Structural frame: questions

- What is our goal?
- What steps are needed to reach the goal?
- How might we be best organised to reach that goal?
- Who will need to do what and by when?
- How can we measure the results?

2. Human Resources Frame

- Assumptions
 - People valued as important resource
 - Focus: meeting human needs; relationships
 - Facilitation & empowerment:
 - Help employees fit into the organisation
-
- Behaviours:
recruiting; training workshops; participative management; communication skills; coaching

HR Frame: questions

- How will this issue impact our staff?
- How can we get staff input and buy-in on this issue?
- What skills will be necessary to deal with this issue (hire new staff; training)?
- How can we build consensus and motivate our staff?

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; managing the agenda

Political frame: questions

- From where will we get the resources to achieve our goals?
- With whom and how might we negotiate to secure more resources?
- What are the obstacles and how to overcome?
- Who are we competing with for scarce resources?
- What is our power base? How can we improve it? Who do we need as allies?

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; visioning; 'walking the talk'

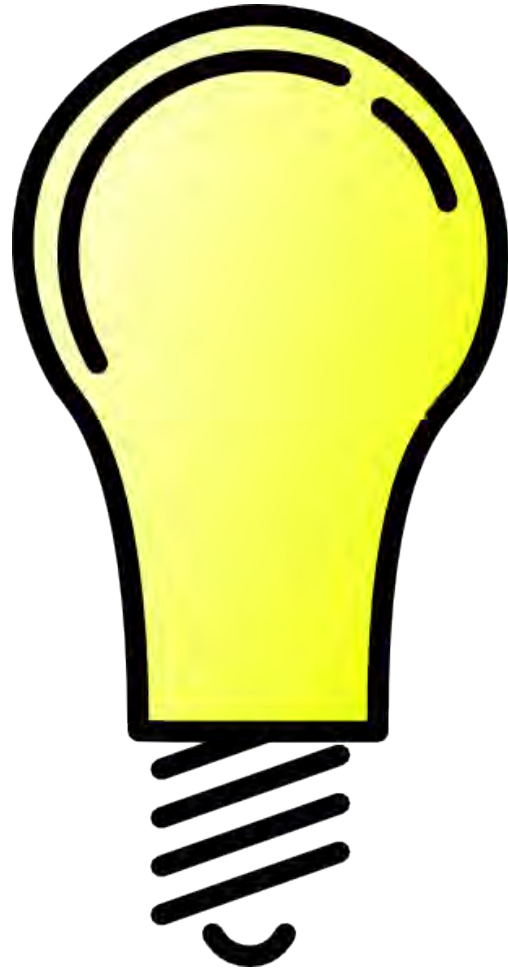
Symbolic frame: questions

- What are our values? What do we care about?
What do we stand for?
- What do our symbols communicate about us?
- What symbols can we use to capture attention,
shape perceptions?
- How can we communicate our values?

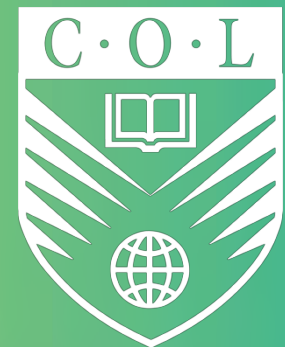
Four Frames

- Structural
- HR
- Political
- Symbolic

What kind of leader are you?



III. WOMEN AND LEADERSHIP



Do we have enough women leaders?

Women hold just

4%

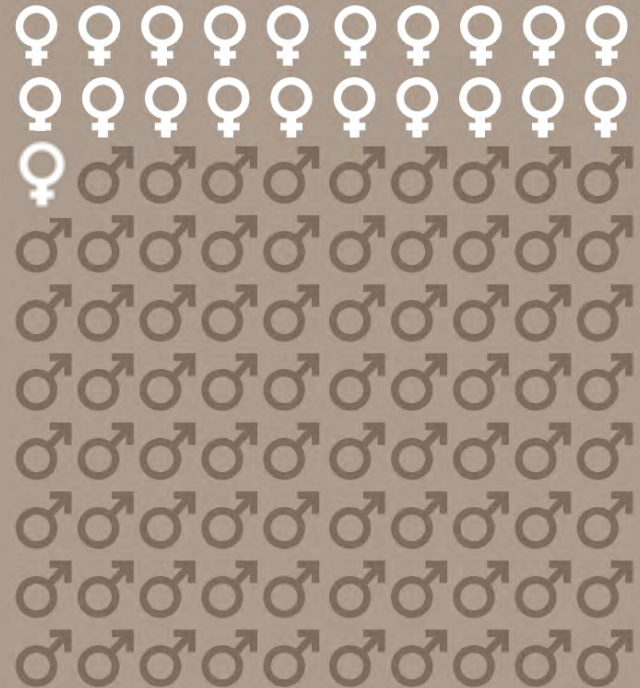
of the Pacific's parliamentary seats.



Women hold just

21%

of the Commonwealth's parliamentary seats.






“More women in power”

Leymah Gwobee
2011



Vice-Chancellor Gender Statistics

Country	Vice-chancellors of Public Universities	Percentage
	29 out of 166 VCs are women ¹	17%
	5 out of 23 VCs are women ²	22%
	6 out of 70 VCs are women ³	9%

Sources:

1. [KPMG Women Count, Leaders in Higher Education 2013](#)
2. [Higher Education South Africa: Board of Directors](#) Retrieved on June 09, 2014
3. [Higher Education Commission, Pakistan: VC contacts](#) Retrieved on June 09, 2014

Why so few women reach the top?

- Family responsibilities
- Social norms
- Desire to be liked

Preferred managers?

- 40% prefer male managers
- 20% prefer women
- 44% women preferred male managers
- Only 23% preferred women

Ranstad, 2011

Are women leaders different?



COMMONWEALTH *of* LEARNING

PERSPECTIVES ON OPEN AND DISTANCE LEARNING

Women and Leadership in Open and Distance Learning and Development

Asha Kanwar, Frances Ferreira and Colin Latchem
Editors



Caroline Seelig

'In the business of ODL, its important to remember that just as flexibility is good for learning, it is also good for leadership. When everything is in a state of constant change, a calm and flexible attitude is important' p. 31



Abtar Kaur

Seek out courses for self-improvement....and adapt your style of leadership to particular contexts. P.44



Brenda Gourley

Reflecting on the women I've worked with...I've found them to be less hierarchical, have more empathy with those who work for them and seem more caring in the process. p 58



Denise Bradley



It is likely her career will progress more rapidly if she chooses to work in fast-moving areas like ODL, because there, every aspect of the work is subject to constant and disruptive change. In such an environment, there is no ideal type of leader—just a search for someone with a track record of managing change p.62

21st century organisations need

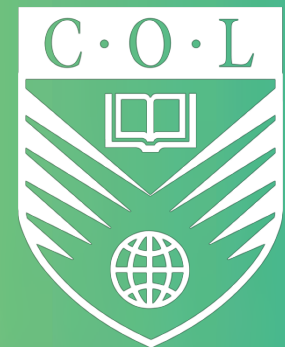
- Task-oriented 'masculine' leadership

AND

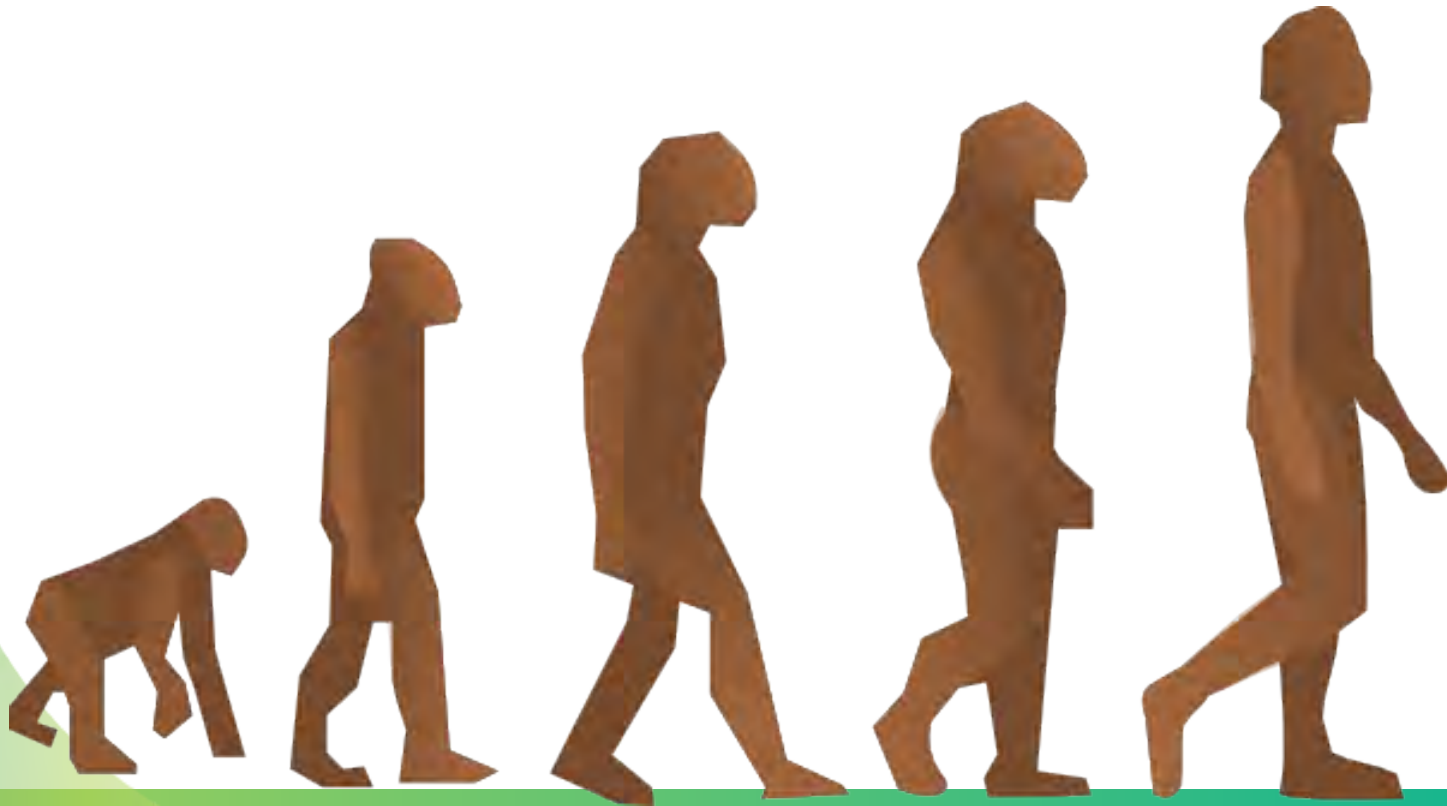
- Interpersonal 'feminine' leadership style

Bourgeois, 2005

IV. DEVELOPING POWER & INFLUENCE



'What got you here wont get you there'



Sources of a leader's power



Position Power

Legitimate power

Reward power

Coercive power



Personal Power

Expert power

Referrent power

French and Raven
1959

Influence

- Who is considered 'influential'?
- What are the sources of 'influence'?
- Is this different from 'power'?



1. The Language of listening

- Posture and bodily orientation
- Hold back 'me'; bring out 'you'
- General attitude: sensitivity & understanding

(Edgar B Wycoff, 1994)



2. Support others to lead themselves

- Provide an opener “I’m interested in knowing more about your problem’
- Help them explore options: What are your options? Do you have any other options?
- Lead them to a choice: which option would you choose?

3. Leader as coach: providing feedback

- Based on fact not hearsay
- Explain the big picture
- Focus on future not past
- Affirm and be positive—'you can do it'!

4. Persuading Others (Cialdini, 2001)

People

- like those who like them
- reciprocate favours
- follow 'similar' others
- defer to experts

5. Manage conflict

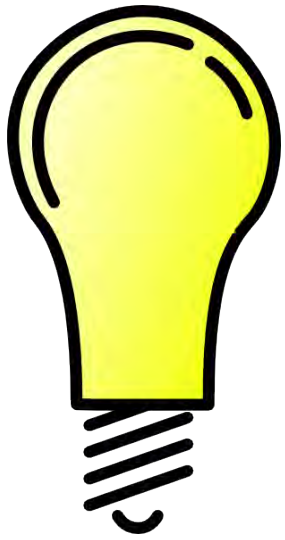
- Disagreement on facts
- Relationship problem
- Interest conflict
- Values conflict

6. Analyse and manage coalitions

- Always be cordial
- Don't go into a critical meeting without allies
- If in majority go for votes
- If in minority, seek consensus

7. Communicate effectively

- Get the attention
- Tell a story: 'One death is a tragedy; a million deaths are a statistic' Stalin
- Create metaphors and symbols
- Conclude strongly



- What are you doing well?
- What are 2-3 things that you could stop, start or do differently to be a better leader?

Meeting the leadership challenge

- Effective leadership requires **multiple perspectives**
- Leadership development is **continuous self-development**
- Its about **balance**
- Frequently calls for **courage**
- Genuine interest in **people**



Thank you for your attention

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Acknowledgements

Dr Daniel Skarlicki and Dave McPhillips, 'Meeting the Leadership Challenge', Sauder School of Business, UBC