Leadership development at UCPH

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Agenda

"Highly educated people cannot be taught – they learn through inspiring dialogue only" Mintzberg

1. Background: UCPH & leadership development "WHY"

2. Leadership development at the University Of Copenhagen: For the individual leaders and for management teams – "WHAT"

3. Principles & useful concepts - "HOW"
   the individual leaders
   the management teams

4. Discussion: What are the relevant leadership competencies. How to develop identity as a leader. How to make more researchers interessted in leadership. How to strengthen the 'we' …

My background

M.A. in Communications from the University of Roskilde, Master of Public Governance, Copenhagen Business School

20 years of experience as a consultant specializing in leadership and organizational development

Since 2007 in HR - Skills- and Leadership Development, HR & Organisation, University of Copenhagen

The largest university in Scandinavia

- Founded 1479 by Christian I as a Catholic Seminary

- 40,000 students

- 9,000 employees, including 5,000 scientists

- DKK 8.4 billion (€ 1 billion / $ 1.4 billion) turnover

- Ranked:
  - no. 5 in Europe and no. 48 in the world
    Leiden Ranking (publications), 2016
  - no. 6 in Europe and no. 35 in the world
    Academic Ranking of World Universities - Shanghai, 2016
  - no. 13 in Europe and no. 45 in the world
    QS World University Rankings, 2016
  - no. 68 in Europe and no. 160 in the world
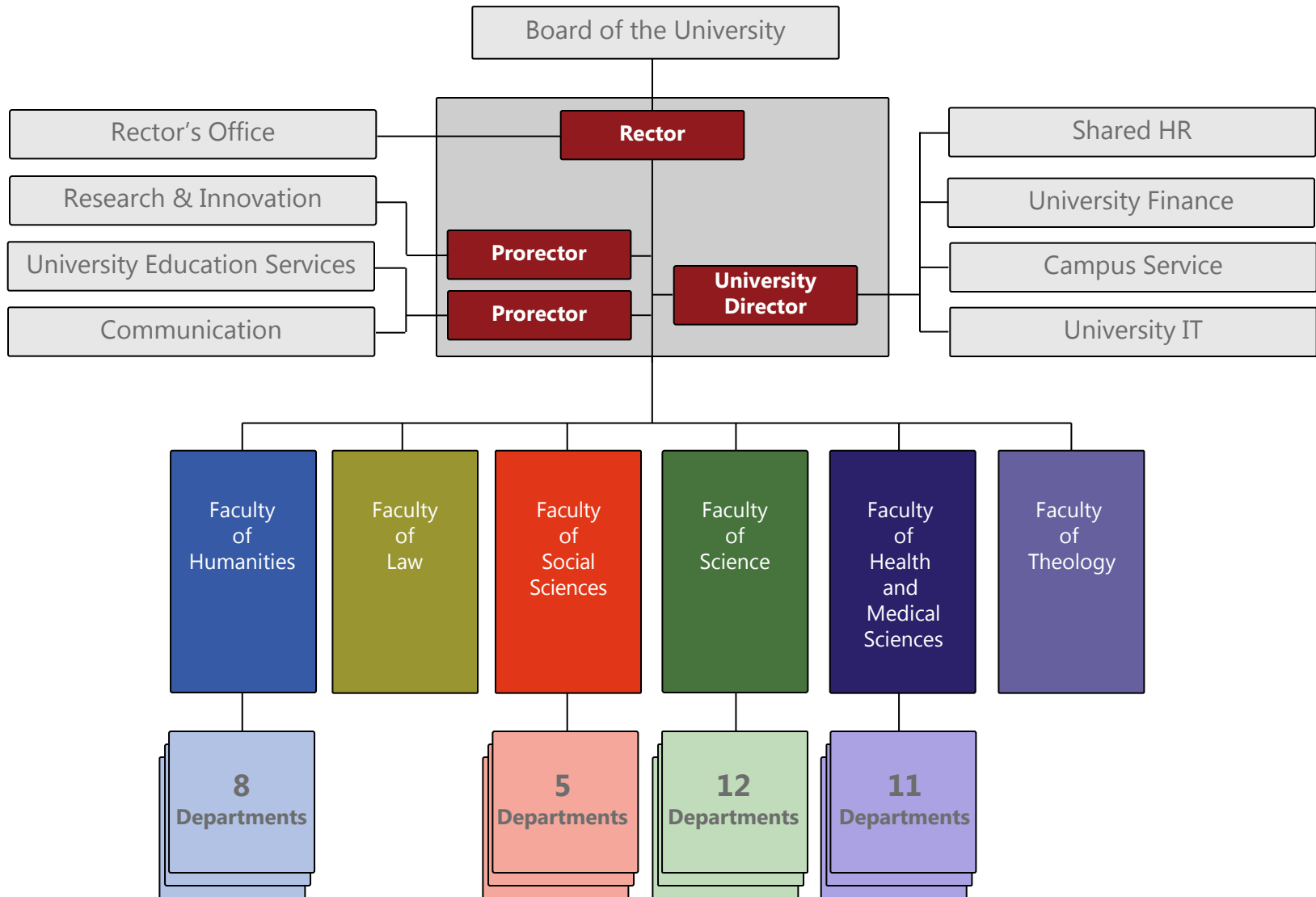   Times Higher Education – THE, 2016
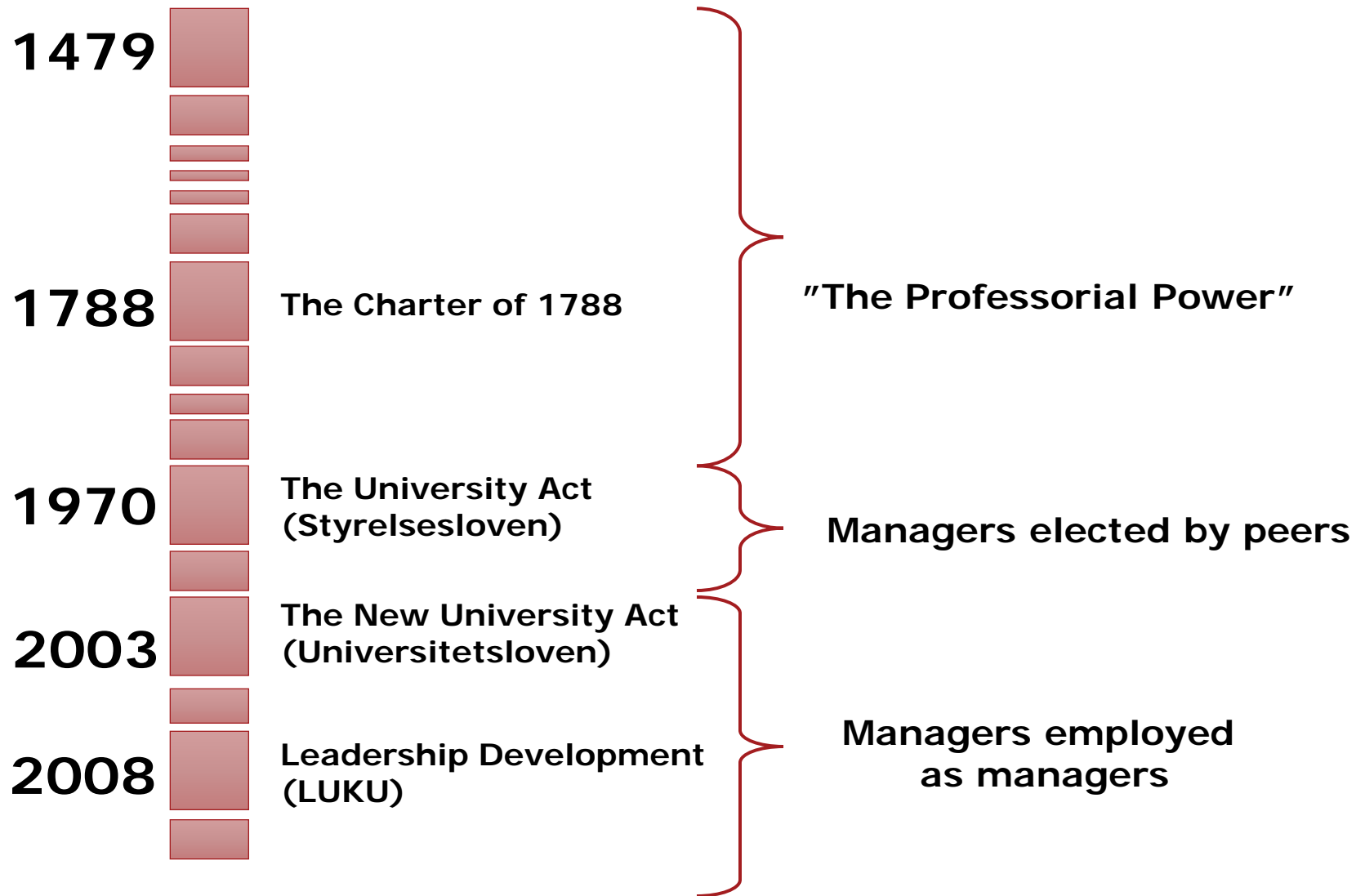
UCPH and competitive research funds

- Competitive research funds make up 40% of the total UCPH research budget.

- UCPH is top 6 in Europe when it comes to grants from the European H2020 Framework Programme for Research and Innovation.

- UCPH is among the leading universities in Europe when it comes to grants from the European Research Council. 80% of the grants awarded to researchers in Denmark in 2015 went to researchers from UCPH.

Development - competitive research funds (1,000 DKK)

Competitive research funds
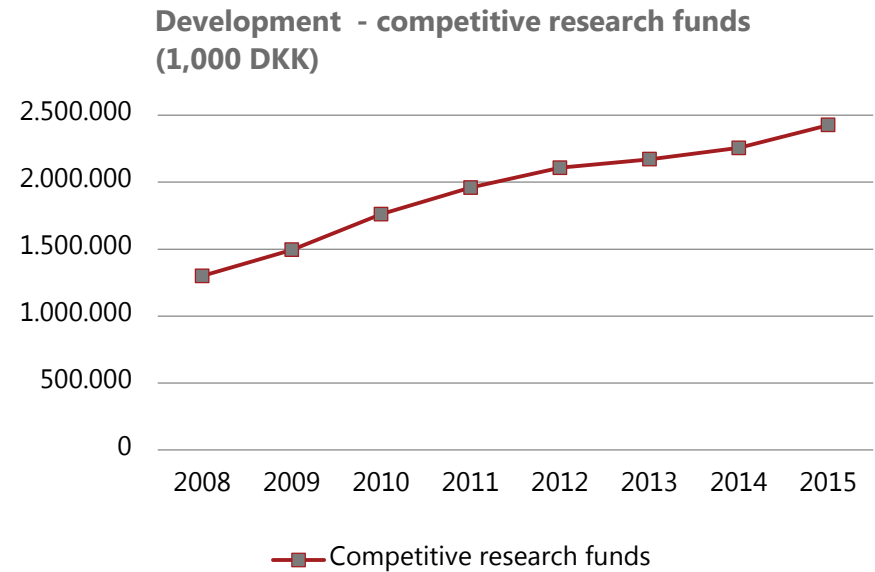
(Competitive research funds from national and international public and private funds, including EU-funding.)

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                        │    Board of the University    │
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│   Rector's Office   │         │    Rector    │              │      Shared HR      │
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│ Research & Innovation│                                       │  University Finance │
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│   Communication     │                                       │    University IT    │
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| Faculty of Humanities | Faculty of Law | Faculty of Social Sciences | Faculty of Science | Faculty of Health and Medical Sciences | Faculty of Theology |

| **8** Departments | | **5** Departments | **12** Departments | **11** Departments | |

Leadership at the University of Copenhagen

1479

1788 — The Charter of 1788

1970 — The University Act (Styrelsesloven)

2003 — The New University Act (Universitetsloven)

2008 — Leadership Development (LUKU)

"The Professorial Power"

Managers elected by peers

Managers employed as managers

Leadership development at a Danish university

The academic culture. Autonomy. Science in its own right.
The morphology of science...
Low degree of organisational belonging.
Loyalty to the hierarchy cannot be taken for granted.

Critical perspective on management – 'the dark side': control,
bureaucracy, administration.
Power-relation: Colleagues more than boss/ employe.

Danish style of leadership: informal and flat hierarchy

Challenges:
Management as a profession
Leadership competencies – at the individual level as well as in the
management teams.

The Head of Department
– balancing many interests

Researchers - first and foremost
Manager by coincidence - Untrained as managers
A second professional identity
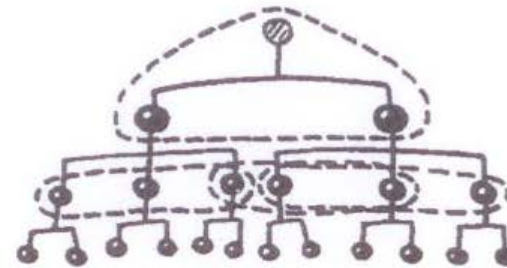Increasing demands on people skills (feedback, guidance..)

Academic staff, UCPH

■ 2009   ■ 2013

1735

1255

1181

915

443

444

583   772

ph.d.

post doc /
adjunkt

lektor

professor
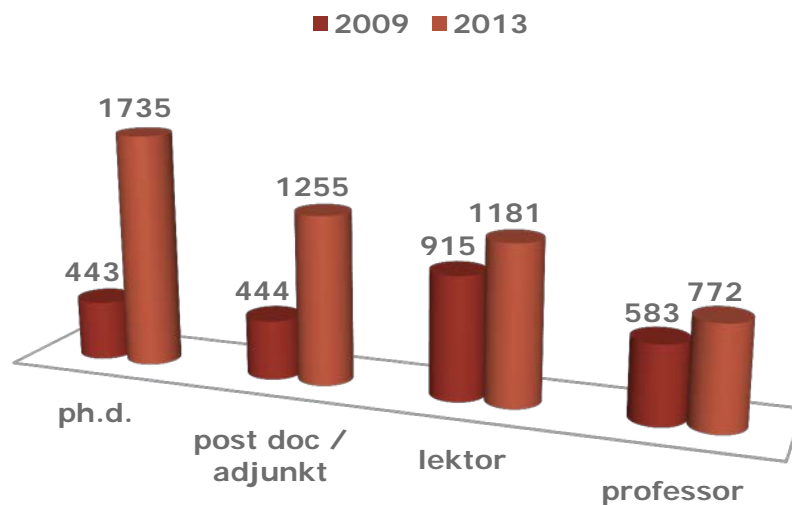
Different organisational structures – coexisting!
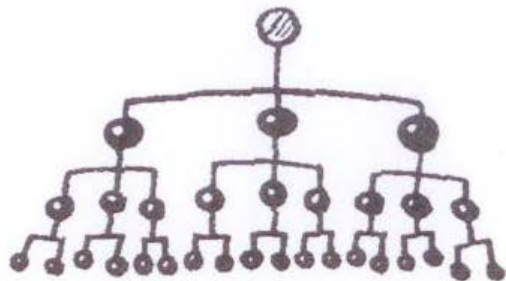
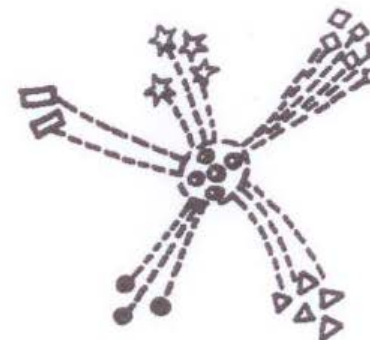Model 1: The Rigid Bureaucracy
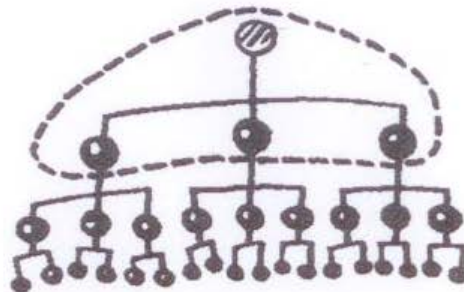
Model 2: The Bureaucracy With a Senior "Management Team"

Model 3: The Bureacracy With Project Teams and Task Forces
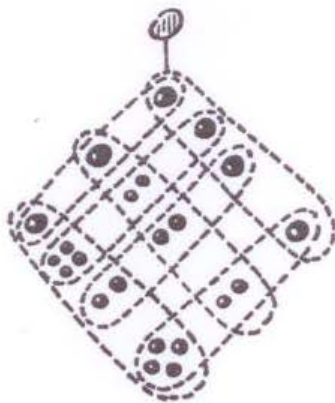
Model 4: The Matrix Organization

Model 5: The Project Organization

Model 6: The Loosely-Coupled Organic Network

Step 1: defining leadership competencies at UCPH

- Focused action
- Organizational focus
- Expressed empathy
- Personal integrity
- Timely intervention
- Inclusive communication

Leadership development at UCPH

- Objectives for the first phase (2009-11) individual leaders "Becoming a leader"

- Objectives for second phase (2012-14) management teams: "From solo players to teamwork"

- Objectives for the third phase (2015-17) – "proximity in leadership" - research managers in focus

- Expected objectives for fourth phase (2018-20) – 'Academic leadership' 'Recruitment and talent development' and 'Organizational development and coherence across'

Objectives for the first phase (2009-11) of the leadership development programme, LUKU I – individual leaders "Becoming a leader"

Leadership should be exercised with the same commitment and professionalism as the University's core tasks; research and education. This is achieved through:

- Understanding and developing the **frameworks and structures** that support leadership

- **Personal development** of the individual leader

- Common language and competencies - **leadership culture**

- Establishing University-wide leadership networks – **cooperation and dialogue**

Core activities:

- 6 day course incl. 360 degree feedback and learning groups. App. 700 leaders have participated by now.

- Seminars for top managers "L80" (HoD's, deans, rector, admininistrative top managers)

Objectives for second phase (2012-14) - LUKU II – management teams: "From solo players to teamwork"

Management teams at all levels should develop still more well-functioning and effective collaboration on their common management tasks. This is achieved through:

- Tailor-made development for each management team – based on objectives that the teams define themselves
- strategic and organisational matters, communication, coordination, collaboration
- Dual focus: 1. solve the task and create results, and 2. reflect on the process and the collaboration in the group
- Feedback still essential

Core activities:
- Typically tree days of seminars/ meetings including situational analysis, feedback, action plans on selected topics
- App. 60 teams have conducted the program. Some of them on a recurring basis

Objectives for the third phase (2015-17) – "proximity in leadership" - research managers in focus

Vision & Strategy
The management program will strengthen the strategic skills of the leaders - the overall visionary part and the concrete implementation

Management cohesion
Close contact between leaders at different organizational levels - as groups and in 1:1 meetings. Clarity of the individual's leadership role

Proximity & Management as a distributed function
Management at the university is not only conducted by formal leaders. Employees are highly self-governing and development is produced through dialogue. The program will strengthen the communicative and relational skills of the leaders.

Core activities:

- 'Leading Research-courses' and workshops for research managers
- Course about leading in the political organization

Important principles

- Support from top management
- Action learning
- Learning from peers
- Stimulating dialogue – vertically and laterally
- Delivery teams – internal + external consultants
- High degree of interaction
- Tailormade support for management teams
- Work with both individual competencies <u>and</u> supporting structures (job description, feedback-systems (pdr)...)

Examples of content

- Understanding the organisation
- Working with your own project
- Motivation
- Common goals & strategy (DAC)
- Development of groups
- Handling conflicts

Challenges further on – next step

- Universities are in an ever more competitive environment

- Continued professional development of: the common understanding of organisation, leaderidentity, roles and task in leadership. Focus on structures as well as individual competencies

- Individual leaders and leadership-teams

- Continued aligning of expectations concerning leadership in the entire organisation: leadership as a distributed function. Network management...

For discussion …

- What are the relevant leadership competencies in a university context
- How can you develop identity as a leader
- How to make more academics interested in leading
- How to strengthen the organisational 'we'

LUKU II – developing as leadership teams

Department teams, Faculty teams, Top Management teams.
Classic plan:
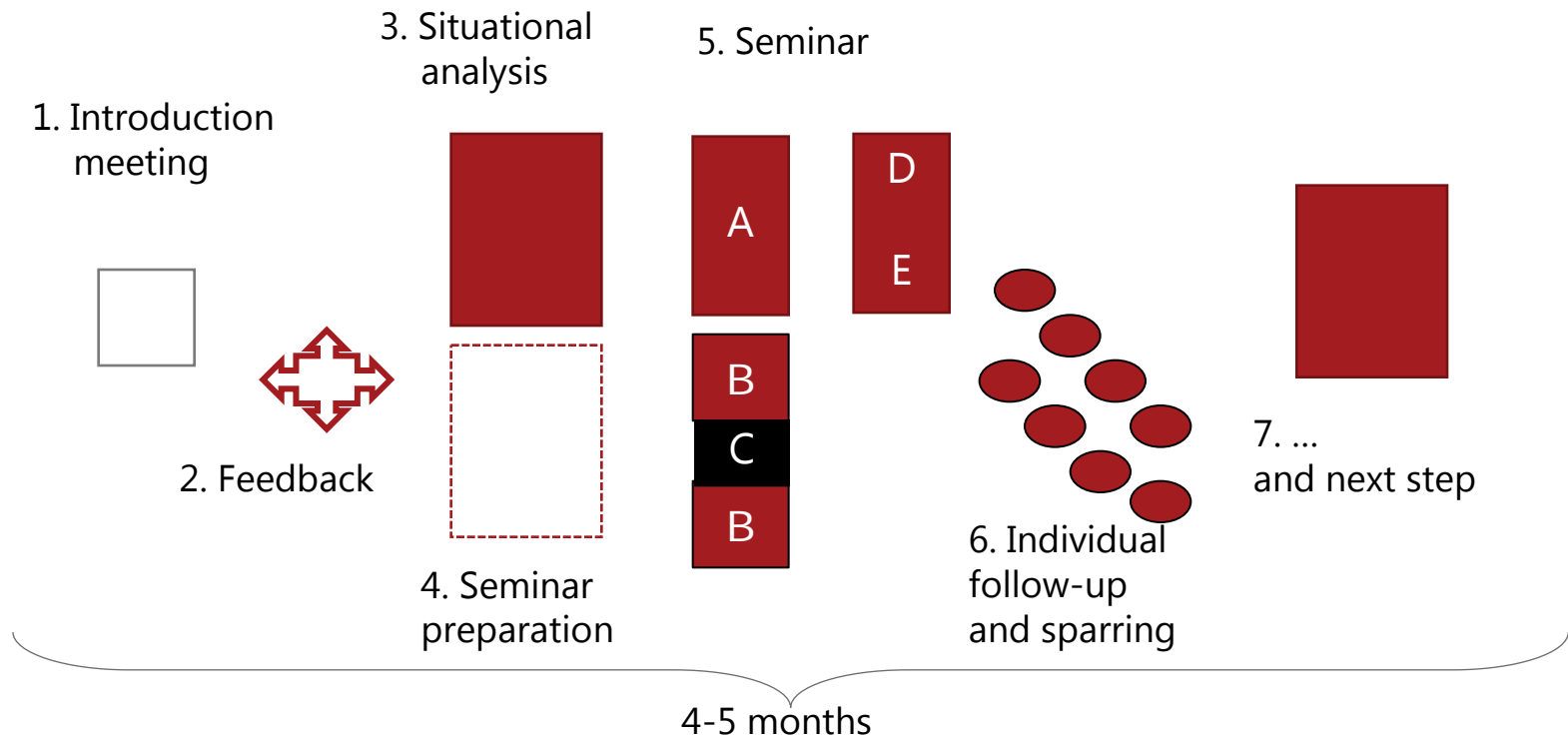
but tailormade according to the needs of the actual groups

Case:
Becoming a team: a Department at the Faculty of Humanities

The team: HoD, ViceHoD, Head of Studies, Dept. Administrator

HoD: improve meetings – more strategic, less administrative.
Find out what we should do together and how to do that.

Situational analysis, ½ day: common picture of the challenges:
- success in research and education
- involve external and internal partners more
- improve norms of behaviour and communication at the dept.
- optimize the organisational structure

Seminar, 2 days: Focus on strategy/ direction
- strategic milestones for the next 3-4 years
- specific targets
- actionplans
- strategic focus in meetings

- results

Before: four solo players
- No common definition of the management-roles and the common tasks
- Little execution of the strategy

Now: a management team
- Clear division of labour, a shared picture of the common tasks and a strategic focus
- Strategy followed up by action-plans
- Better meetings
- Awareness of internal group-dynamics

Feedback from some heads of departments

Maja: "we have a lot of tasks in our group, and it's important, that we coordinate and make the right decisions at the right time. This has helped us. We have become more efficient together."

Lone: "I would recommend other leadership teams to do this. – to become wiser or more efficient. Use the consultants, decide what you want to do and have a tailormade course designed. It gives you new value and new energy."

Svend: "We were in the middle of a merger and needed to make sure this went smothly. The most important output was a common language and a common understanding of our mutual task."

SHARED FOCUS IN DEVELOPING THE LEADERSHIP TEAM

OUR DEFINITION OF
EXTERNAL SUCCESS
6-12 MONTHS:

1.
2.
3.
4.
5.

INTERNAL AREAS OF DEVELOPMENT IN THE TEAM

PERSONAL STYLE
Adjust or change your participation in the team, whether you reject others, how seriously you act, which role you play, dominance, conflict handling, etc.

TEAM TECHNIQUE
Facilitation of meetings, reflection/evaluation, visual remedies, group dialogs, virtual tools, roles, summaries, decision-making, types of meetings

RELATIONSHIP AND REALITY DEPTH
Openness, straightforwardness, insistence, conflict, interdependence, physical contact, sharing and managing emotions, difficult realities

SHARED MENTAL MODELS
Shared understanding of the task, situation, self-perception, vision, distribution of roles, leadership style, plan, procedure, etc.

The Development Consultants, 2012

Salient and substantial tasks with a high degree of interdependence

Potential team

Effective teamwork

Unified team

Task force team

A lot

Problem-solving team

Sparring team

Decision-making group

Discussion group

Coordination group

A little

Pseudo team

Investment of time and money

The Development Consultants, 2013

Central elements in
Shared Direction, Alignment and Commitment

DIRECTION

- Create shared, engaging and realistic visions, goals and tasks
- Manage priorities and competition between tasks
Establish strategic communication
Monitor and correct

ALIGNMENT

Create coherence

Develop organizational structures, processes and cooperation

Clarify roles and responsibilities

Share information and knowledge, feedback, help and sparring

Develop efficient ways of cooperating

COMMITMENT

Motivate and create positive feelings, trust and hope

Build confidence

Create relationships and networks

Handle well-being, doubt, frustration and insecurity

Celebrate success