

# VALUES BASED LEADERSHIP AND MANAGEMENT

A CRITICAL ANALYSIS OF VALUE DEVELOPMENT IN A LEADING NEW UK UNIVERSITY

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# Introduction

**Value-based leadership – reality or rhetoric?**

**Theoretical ‘base’ - a critical management approach**

[Fulop and Linstead, 1992, 2004]

**Values -**

- offer organic growth
- ‘seen’ as key words/short phrases – i.e. -  
“together we ensure openness, accountability and trust”
- Build emotional power and attachment
- modelling and operationalisation

# Introduction [2]

**The value statements a university constructs speaks volumes about its organisational culture**

**Procedural underpinning, modelling and positive “story-telling” builds value alignment**

[Johnson, 1987]

**Conflict based around interpretation - improving understanding and organisational learning**

[Murlis and Schubert, 2001]

**Executive ‘buy-in’ essential - and not the ideal and the pragmatic**

[Johnson and Scholes, 2002]

# Context - UWIC

**Leading 'new university' in Wales, UK [ 10,000+ students]**

**Vocational academic portfolio; niche market applied research**

**Major academic re-structuring in 2004 to 2006 – 5 'Schools'**

**New Strategic Intent and Corporate Plan + 'balanced score-card'**

**Commitment to value-based leadership and management**

**Identification of emotional selling points [ESP's] and building 'brand'**

# Context - UK

**Evolving agenda linked to leadership, management and governance in HEIs –  
i.e. – Leadership Foundation for Higher Education [2003]**

**Few [critical] management research studies of UK HE – exceptions –  
Jarratt Report [1985]; Middlehurst [1991]; Lambert Review [2003]**

**Leadership ‘summit’ [ December 2004] – LF for HE – identified 15 strategic  
challenges for UK HEIs ..... ‘leadership effectiveness’ NOT mentioned**

**“Vice Chancellors need good general leadership qualities. This means a real  
and successful effort to engage with and understand academic values and  
practices....and so far only a handful of people have managed it.”**

Roger Brown CEO Southampton Solent University, Times Higher, Aug 06

# The values-building process

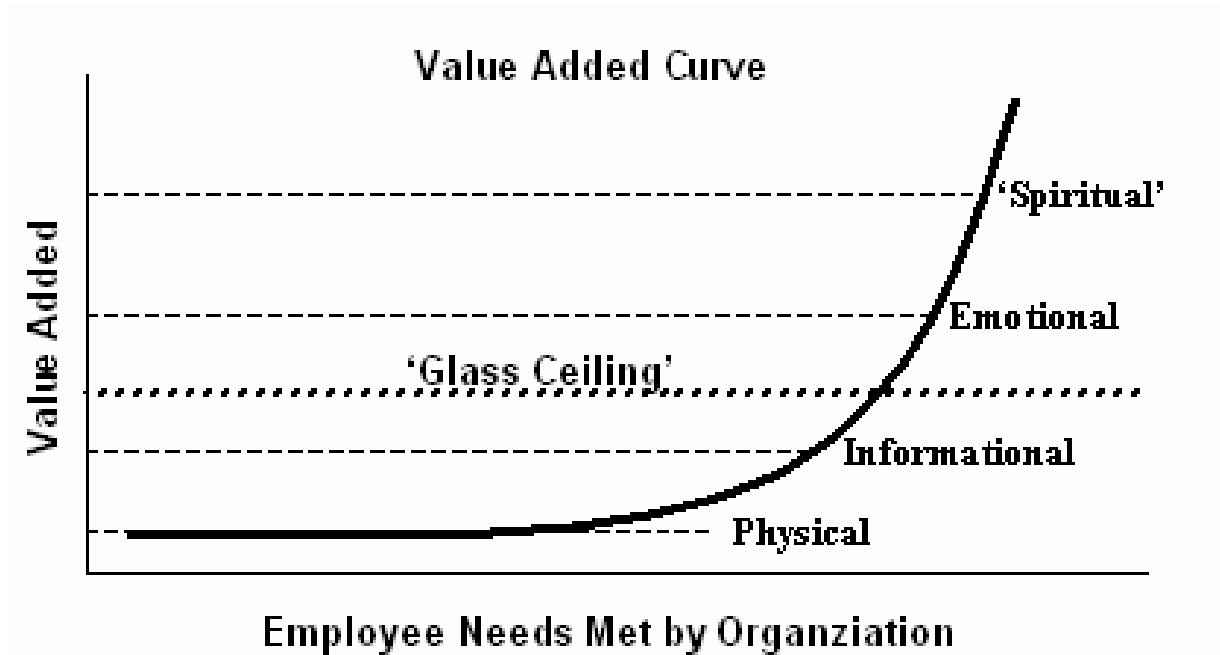
‘Learning journey’ to values creation – HRM training ‘away’ days

Value alignment to performance management and ‘brand building’

Process –

- 1 to 1 interviews with senior managers [n=21/27]
- Core values and behavioural ‘standards’ transcribed
- Leadership development residential – 18 value statements
- External scrutiny [Office for Public Management]
- 6 final core values and an underpinning ‘ethos’
- ‘Strategic Intent and Direction’ statement

## Research perspective



Focus – unconditional giving and 'discretionary effort'

## Research perspective [2] Organisational Culture

**Organisational culture is often a ‘filter’ of members’ perceptions of leadership, leadership development and change management**  
[Taguiri and Litwin, 1968]

**‘Levels’ [L] of organisational culture -  
L1 –artefacts; L2 – values; L3 – basic assumptions** [Schein, 1985]

**Management policies and leadership practices - build mutual trust?  
“How things are done around here”**  
[ Rentsch, 1990 ; Atkinson, 1990]

**Culture - collegial; consensual; hegemonic power distribution?**  
[Bush, 1989]



## **Research perspective [3] 'new' UK university culture**

**Modern tensions – increased professionalism; market and consumer choice; commercialism**

**Erosion of old 'core' values of trust, commitment, community, equality, freedom**

**Move to more 'instrumental' values –**

- **ACADEMIC – independence; impartiality; competence**
- **LEARNING – reflection; self understanding and empowerment**
- **SOCIAL – citizenship; tolerance; betterment**
- **MANAGEMENT – efficiency; accountability; transparency**

[Robinson et al, 2004]

## **Research perspective [4] Political ‘modelling’ of HEI leadership**

**Political ‘model’ of framing UK ‘new universities’ HEI leadership – based upon the use of –**

- **power and conflict in management decision-making**
- **The critical paradigm for understanding interplay between organisation and the individual**
- **Hegemonic leadership and empowerment -‘cultural battlegrounds’**

[Van Kippenberg and Hogg, 2003]

# Research Methodology

## Qualitative Approach

### Data Collection strategies –

- **Desk-top study of leadership, management and governance in UK HE**
- **Semi-structured interviews of UWIC senior management [n=21/27]**
- **Interviews with training providers**
- **Participant observation**

## Emergent values 'themes'

### NEED TO VALUE –

- **People – individually and in teams**
- **Learning and Teaching; Research and Enterprise EQUALLY**
- **the Student Learning Experience**

## Discussion

The research showed we needed to -

**Demonstrate how and why we valued our people; 'products;' stakeholders and the broad community we serve**

**Make our core values 'visible' and 'measurable'**

**Enhance our leadership via a 'mix' of –**

- **Image management**
- **Relational development**
- **Resource deployment**

**Build emotional commitment and a psychological 'contract'**

## Discussion [2]

**Relationship development was vital – supported via a ‘learning-in-organising’ approach.....similar to ‘situated learning’ within ‘communities of practice’**

[Brown and Duguid, 1991; Lave and Wenger, 1991; 1999]

**Project has evolved an ‘occupational community’ offering/building –**

- **Trust; Engagement; Peripheral learning; Situatedness**

**Situatedness = ‘TEAM UWIC’**

**Leadership continually ‘EXPLORED ....CONTESTED TERRAIN’**

## Discussion [3]

UK HEI leadership....like good parenting?!.....

From AUTOCRACY to TRUSTEESHIP

From COMPULSORY CONTROL to MUTUAL TRUST/COMMITMENT

### Key Factors

- GAINING DISCRETIONARY EFFORT
- COACHING and MENTORING
- STRUCTURED LEADERSHIP DEVELOPMENT TRAINING
- EMOTIONAL SELLING POINTS [ESP]
- VALUES 'BRANDING'