

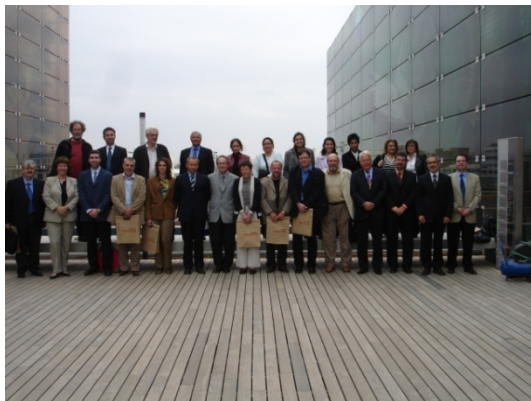


Leadership, Governance and Management: the Quality and Excellence Dimension

Mike Pupius
Visiting Fellow
Sheffield Hallam University



- Model development for public sector
- Fundamental concepts of Excellence
- Chaired UK Cabinet Office Advisory Board
- Setting up communities of practice
 - Healthcare
 - Education
- Common Assessment Framework for Europe
- EQUIS accreditation for management/business schools
- Conferences, workshops, seminars



Education Community of Practice

Leadership, Governance and Management : the Quality and Excellence Dimension

Agenda

- Context and challenges:
 - Lifelong Learning
 - Organisational Learning
- Quality Management and Excellence
- Maturity models, frameworks and journeys
- An integral approach

Conference topics

- Self assessment
- Processes
- Leadership
- Policy and Strategy
- Partnership and Resources
- Personnel Development
- Relationship Quality

Greetings from the Vice Chancellor



Sheffield Hallam University

- Sheffield Hallam is one of the UK's largest universities
- This year we have around 30,000 students (74% undergraduate, 26% postgraduate)
- Undergraduates - 20,750 (80% full time; 95% UK students; 22% mature on entry, 52% female, 48% male)
- 3,000 are International students from 80 different countries
- 1299 full and part-time teaching staff
- Annual student expenditure is £150 million
- The University employs around 5,000 staff (full and part-time); around 1,100 are academic/teaching staff (full and part-time/associate)
- Turnover of over £200m



Vision

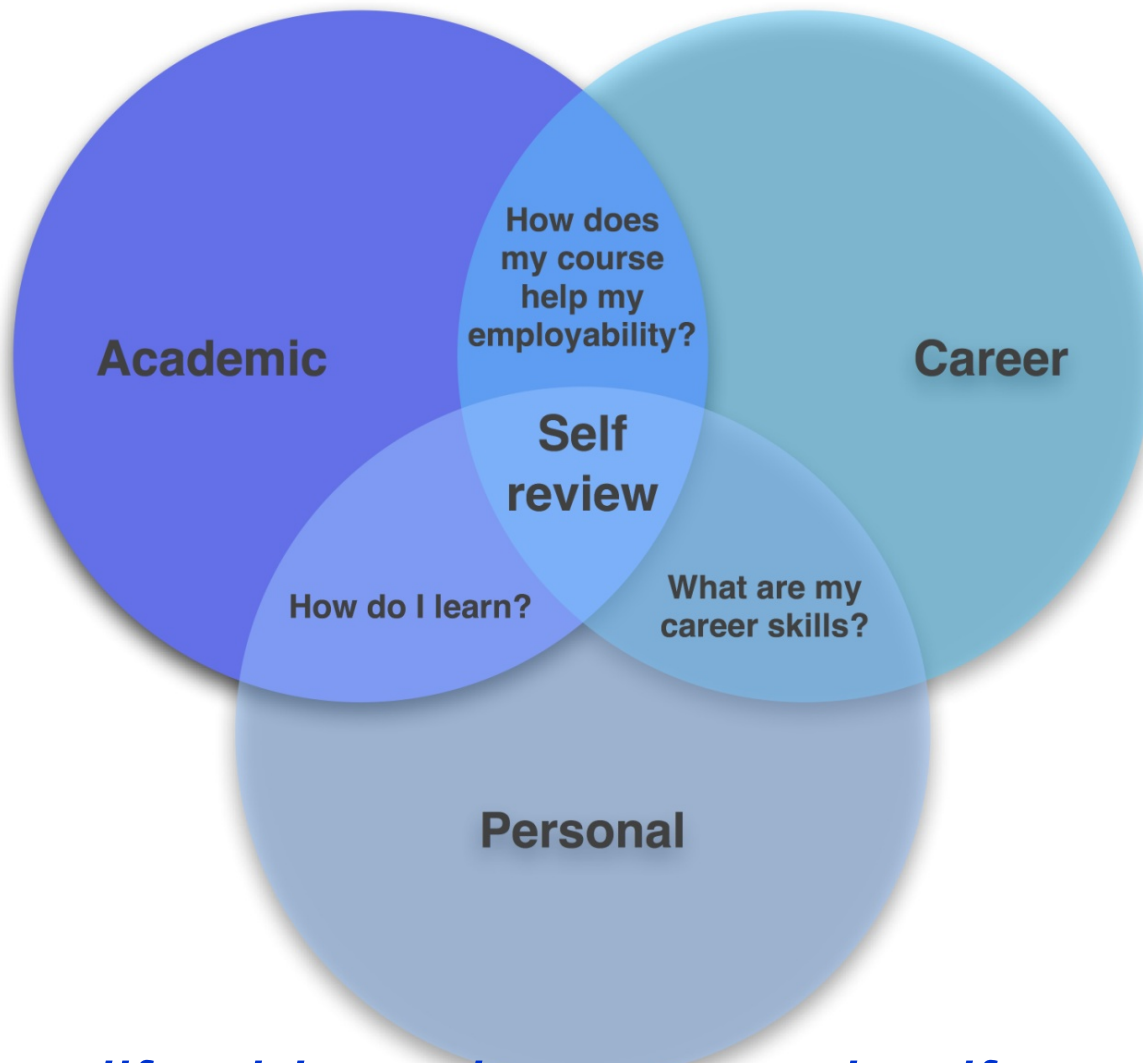
Our vision is to be renowned as a forward thinking, enterprising and business engaged University.

We will be known for:

- providing a high quality and cutting edge learning experience;**
- research which has real world impact; and**
- our role as a catalyst in economic and social transformation.**

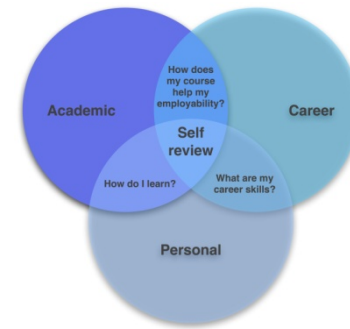
We will build on our existing strengths to attain an international reputation in creativity and applied design, and in health, wellbeing and active lifestyles.

Lifelong Learning



Lifelong, lifewide, voluntary, and self-motivated

Lifelong Learning Framework



Bachelor degrees for Professional Development

- nursing, midwifery, teaching

Continuing Professional Development (CPD)

- company programmes
- members of institutes
- benchmarking programmes

Postgraduate Diplomas and Certificates

Masters programmes: MBA, MSc, MA, MPhil

PhD

Distance Learning

Doctorate in Business Administration

Doctorate in Education



**Good Management
Practice**

**Leadership, Governance
and Management**

Integrating for Excellence



Sheffield Hallam University



**University of the Arts
London**

 UNIVERSITY COLLEGE CHESTER

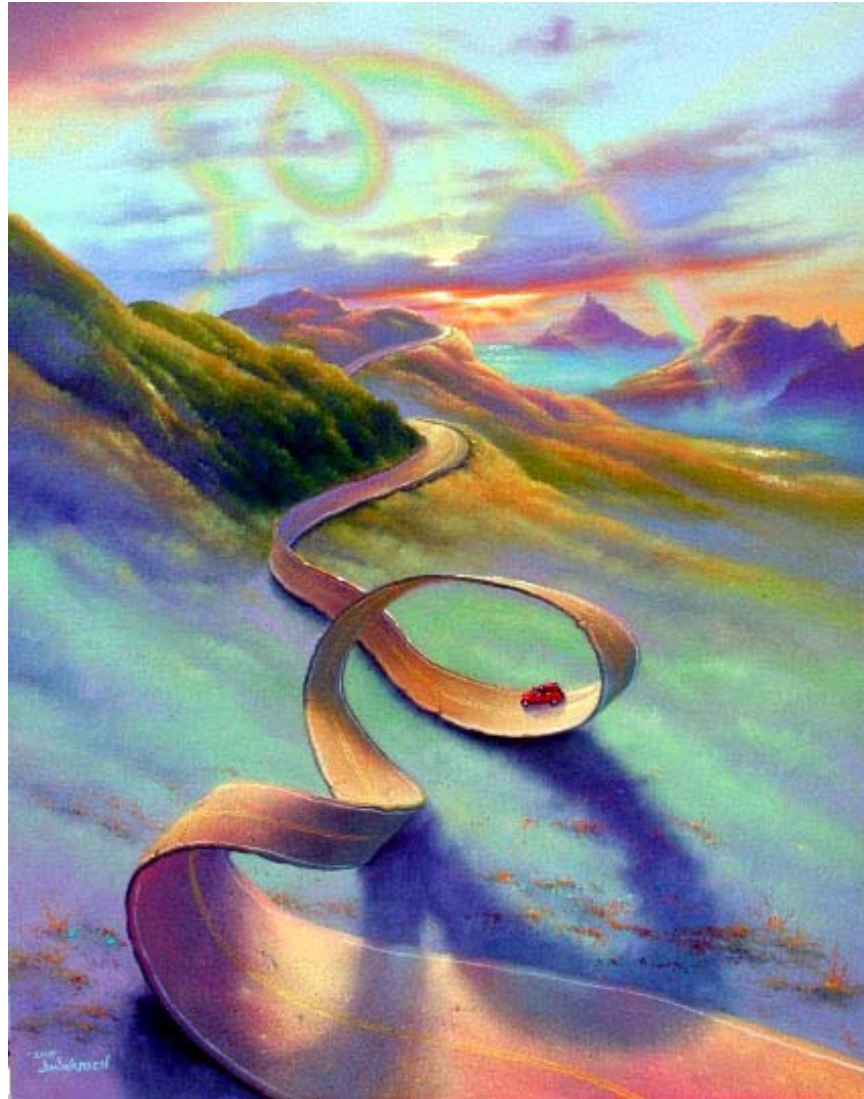


Повышение качества управления в Российском университете
JEP-24090 Raising Management Quality in a Russian University

Quality, Journeys, Models and Frameworks

You don't know what you don't know

Transformation: a journey?

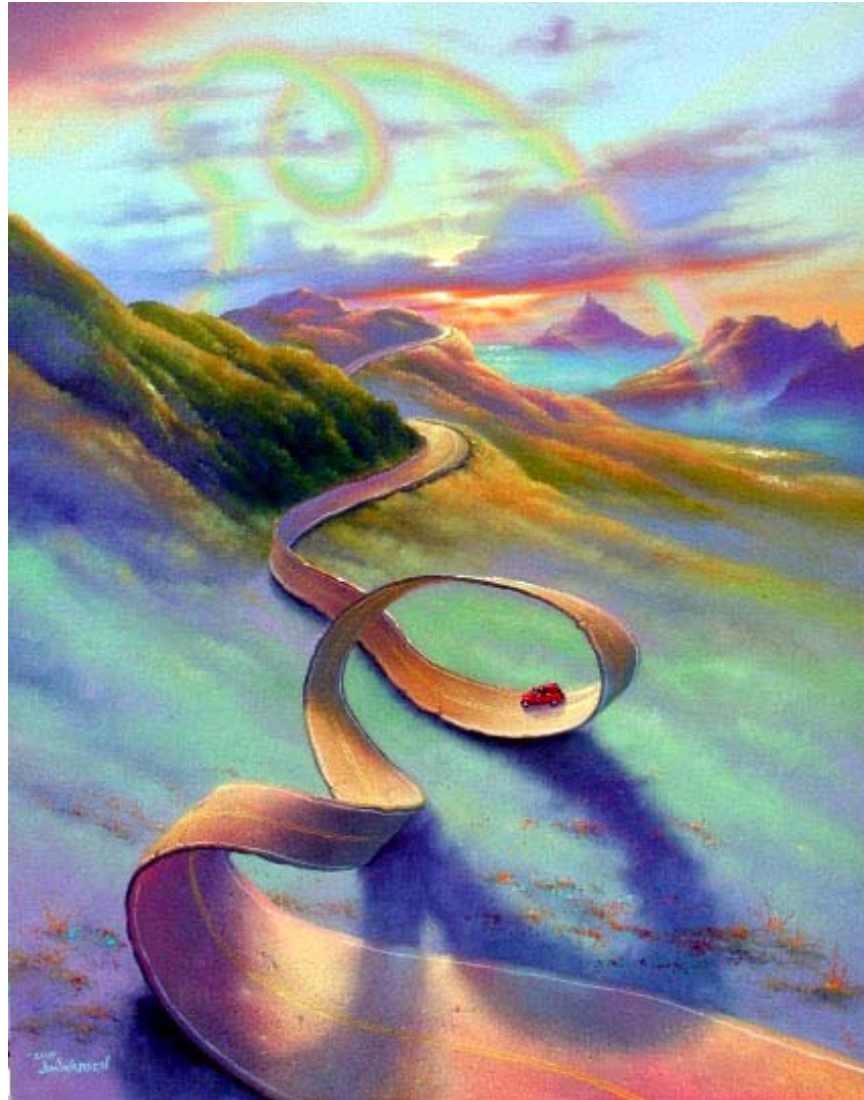


What do you
want to become?

Where are you
now?

Cultural Transformation

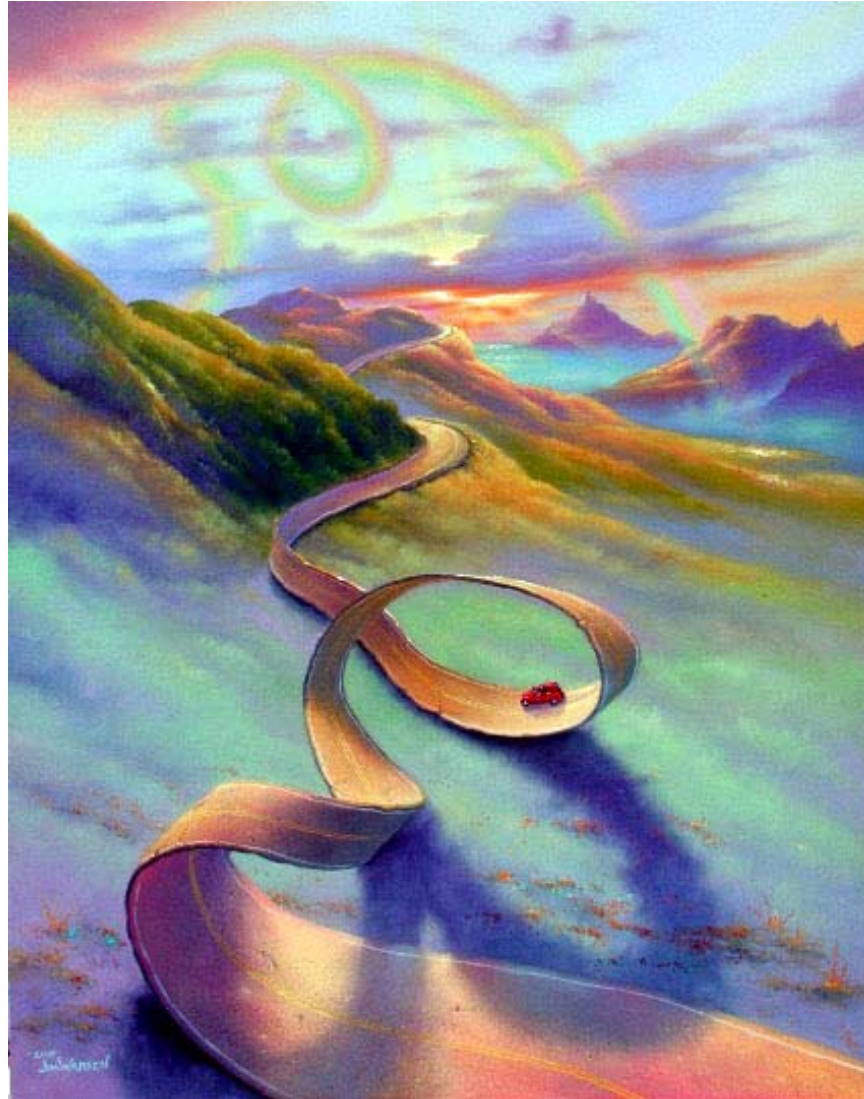
Where is the culture now?



Where do you want it to be?

Why?

The Never Ending Journey in Pursuit of Excellence

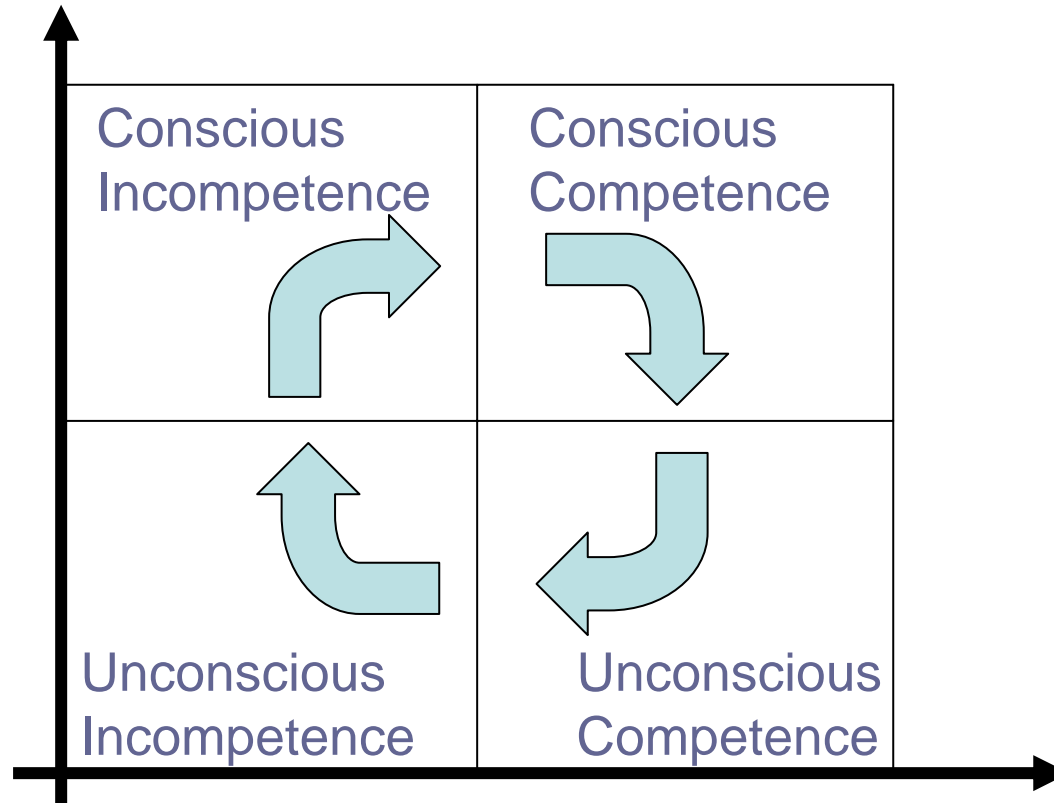


Good

Great

Competence and consciousness

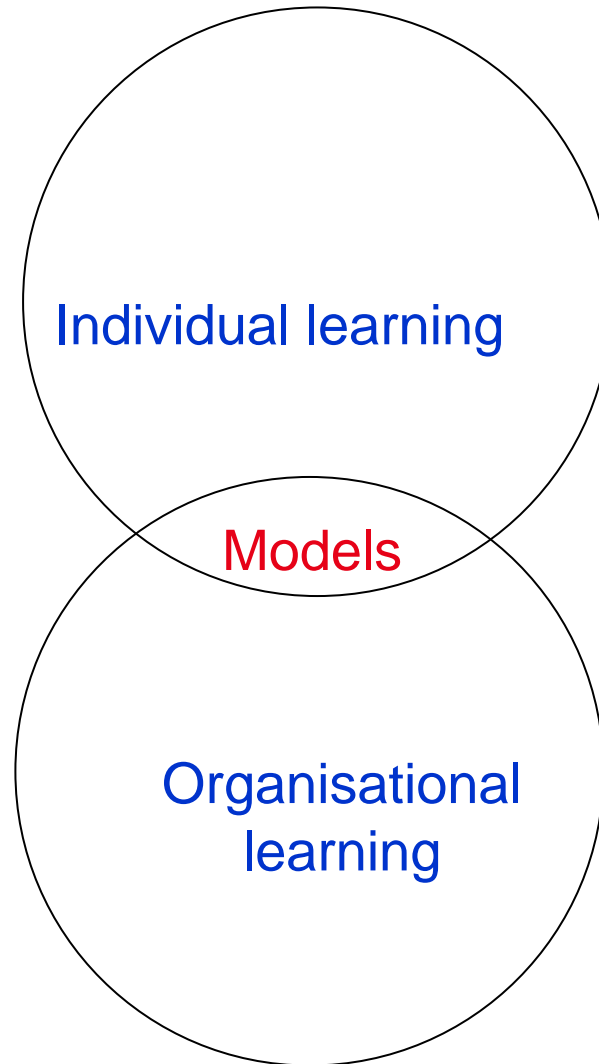
Consciousness



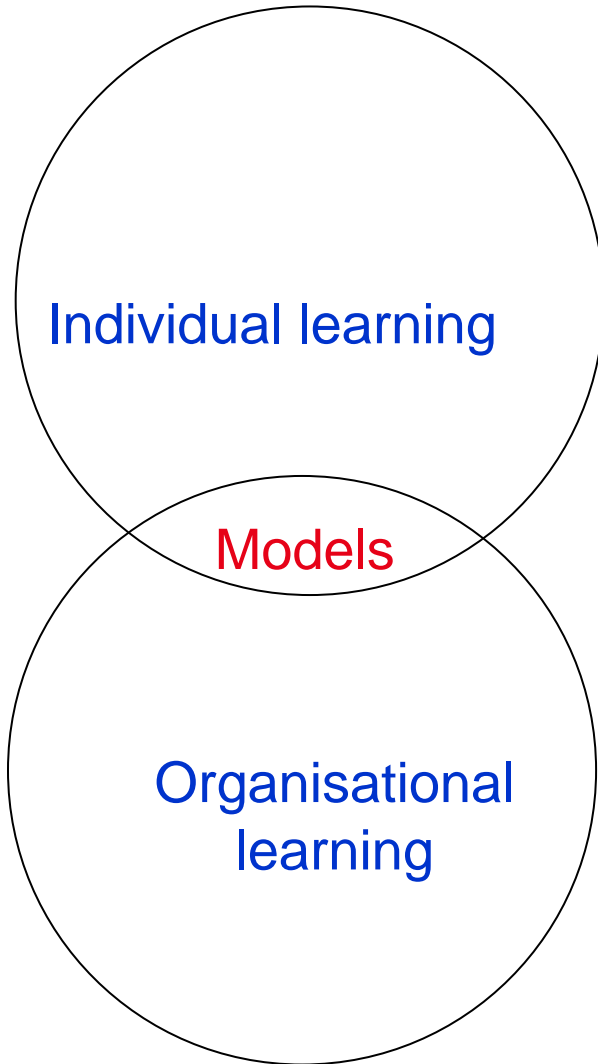
Competence

A continuous cycle, developing new skills and behaviours

Lifelong Learning



Lifelong Learning



Improve

Adapt

Adopt

Maturity

Organisational Learning

Integrative approaches

Excellence

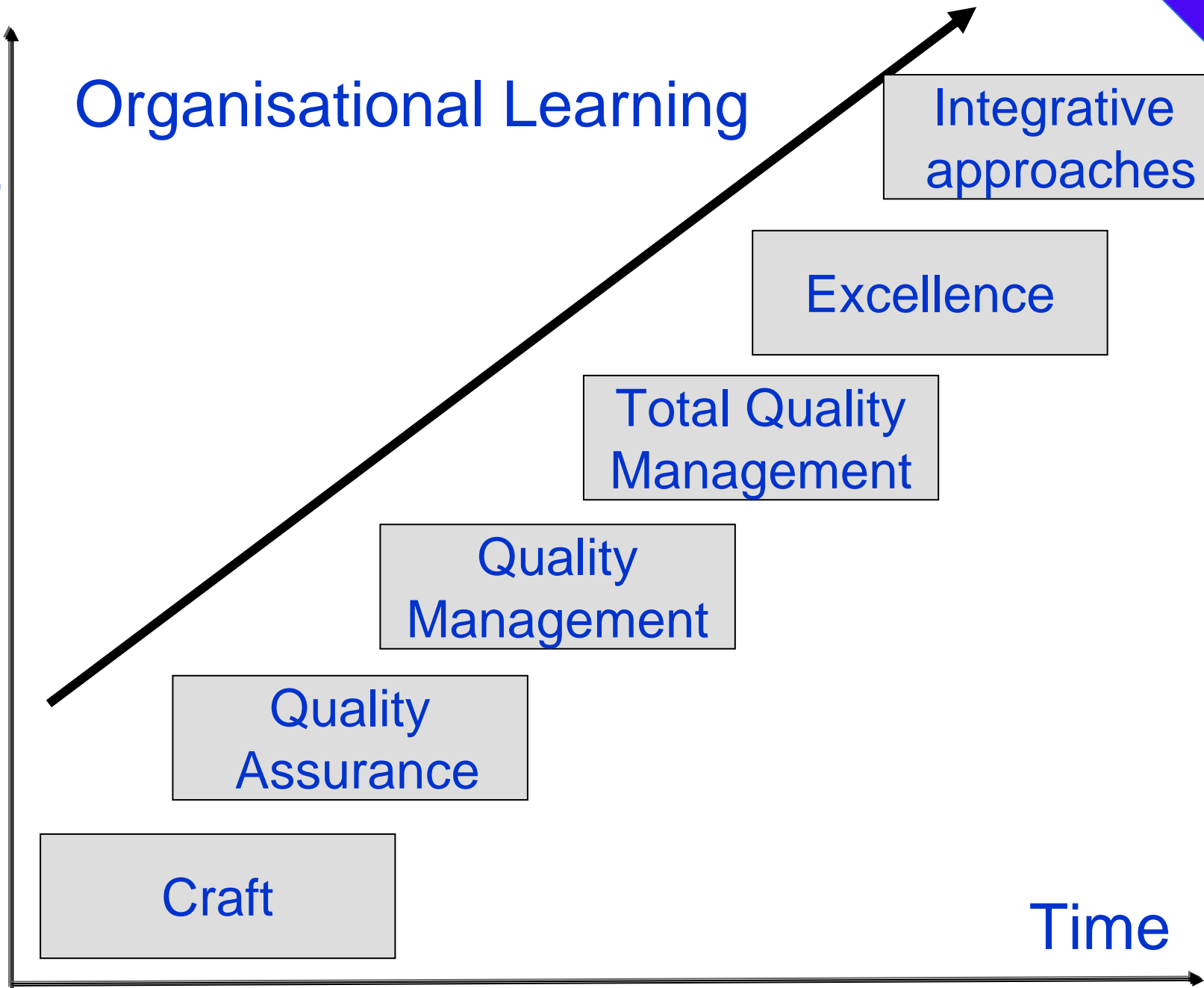
Total Quality Management

Quality Management

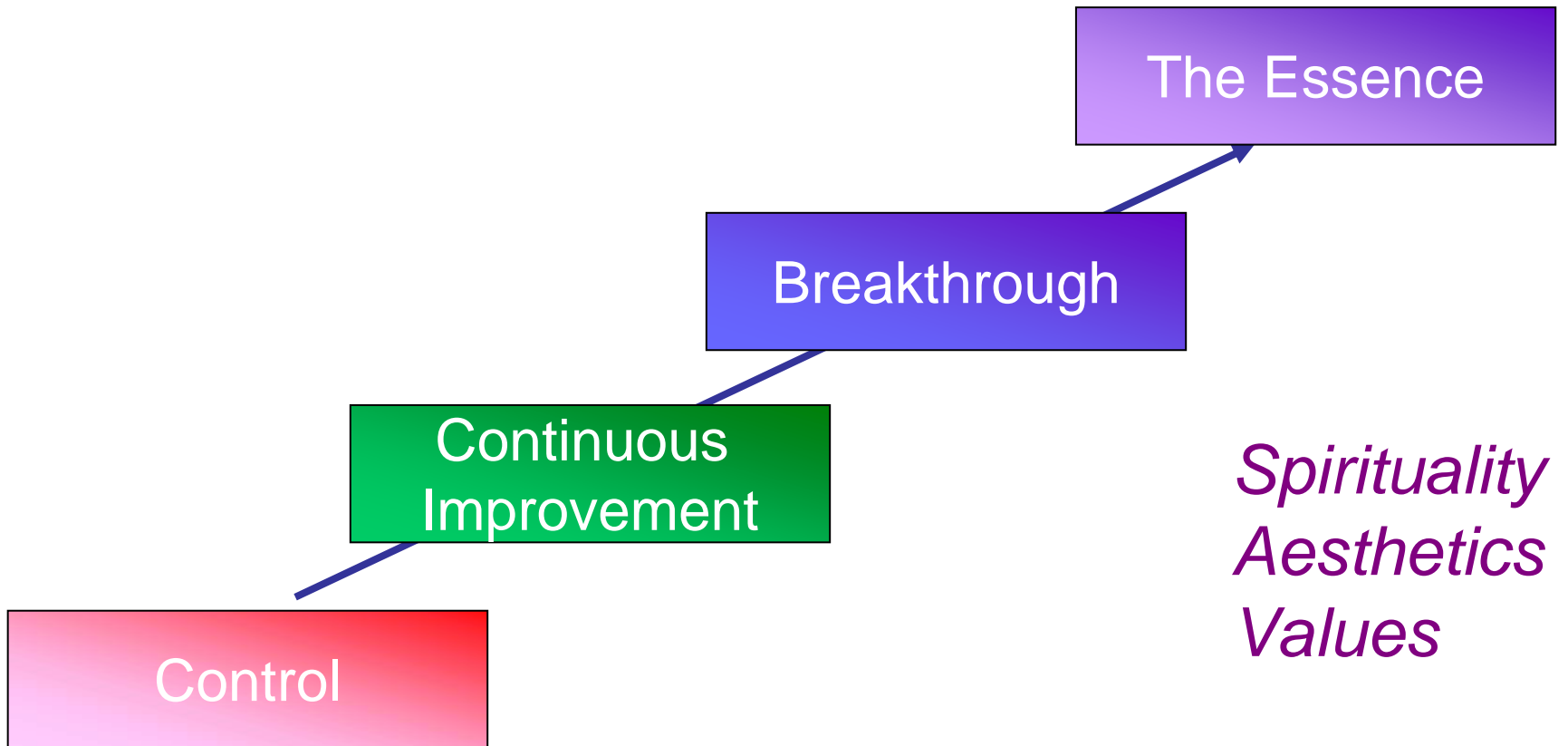
Quality Assurance

Craft

Time



Reaching the Essence



(Professor Teun Hardjono, Erasmus University, October 2005)

Characteristics of successful organisations

- A strong, positive, values driven culture
- A commitment to learning and self-renewal
- Continual adaptation using internal and external feedback from environments
- Strategic alliances with internal and external partners, customers and suppliers
- A willingness to take risks and experiment
- A process orientation
- A balanced, values based approach to measuring performance that includes
 - Corporate survival (financial)
 - Corporate fitness (efficiency, effectiveness)
 - Collaboration with suppliers and customers
 - Continuous learning and self-development (evolution)
 - Organisational cohesion and employee fulfilment
 - Corporate contribution to the local community and society

Making it happen: achieving a “balanced scorecard”



Fundamental Concepts of Excellence

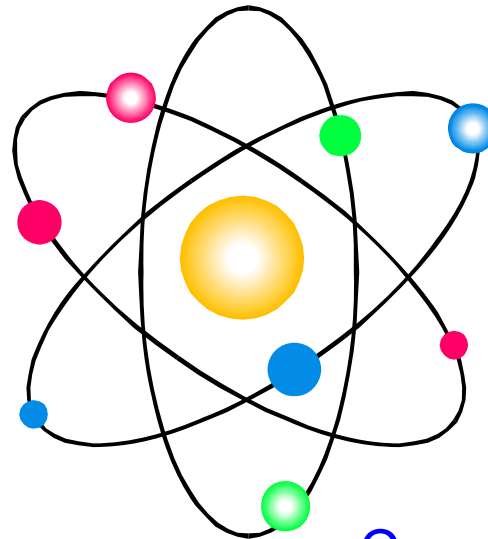
Management by
Processes and Facts

People Development &
Involvement

Customer Focus

Leadership &
Constancy of Purpose

Results Orientation



Partnership Development

Corporate Social Responsibility

Continuous Learning,
Improvement
& Innovation

Fundamental Concepts of Excellence (2010)

Management by
Processes

Succeeding through
People

Adding Value for
Customers

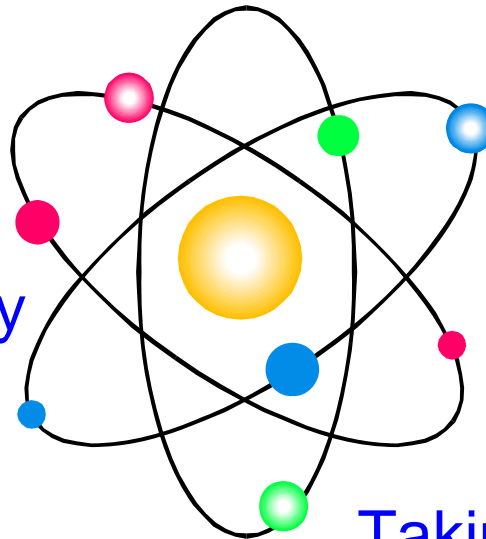
Leading with Vision,
Inspiration and Integrity

Achieving Balanced
Results

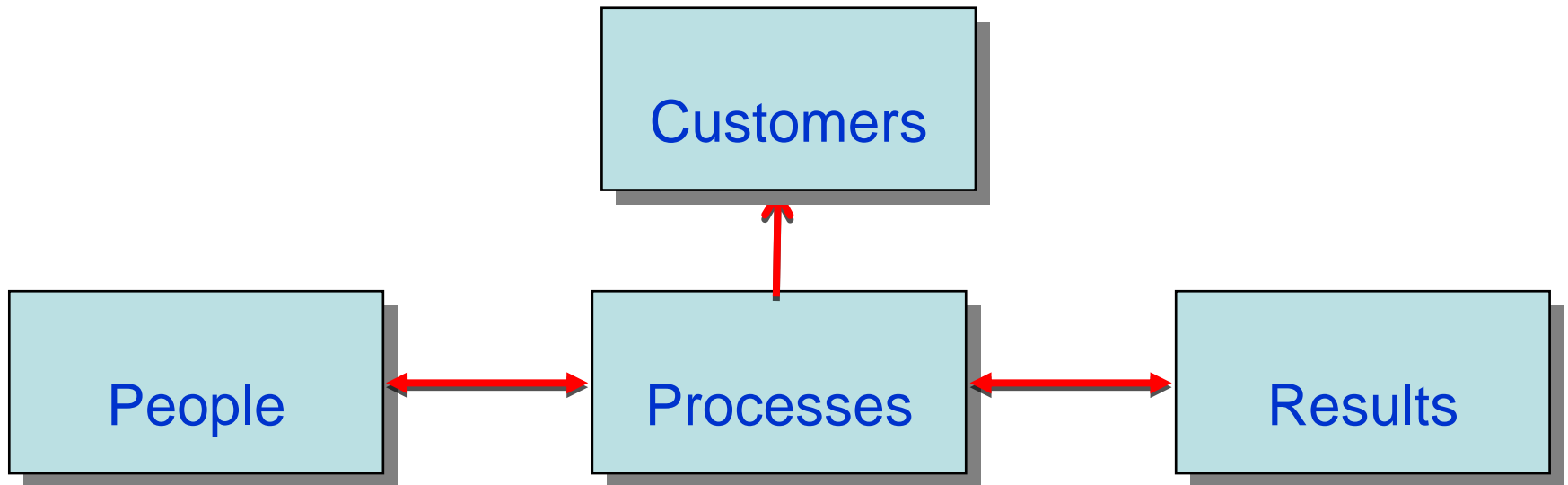
Building Partnerships

Taking Responsibility for
the Future

Nurturing Creativity
and Innovation

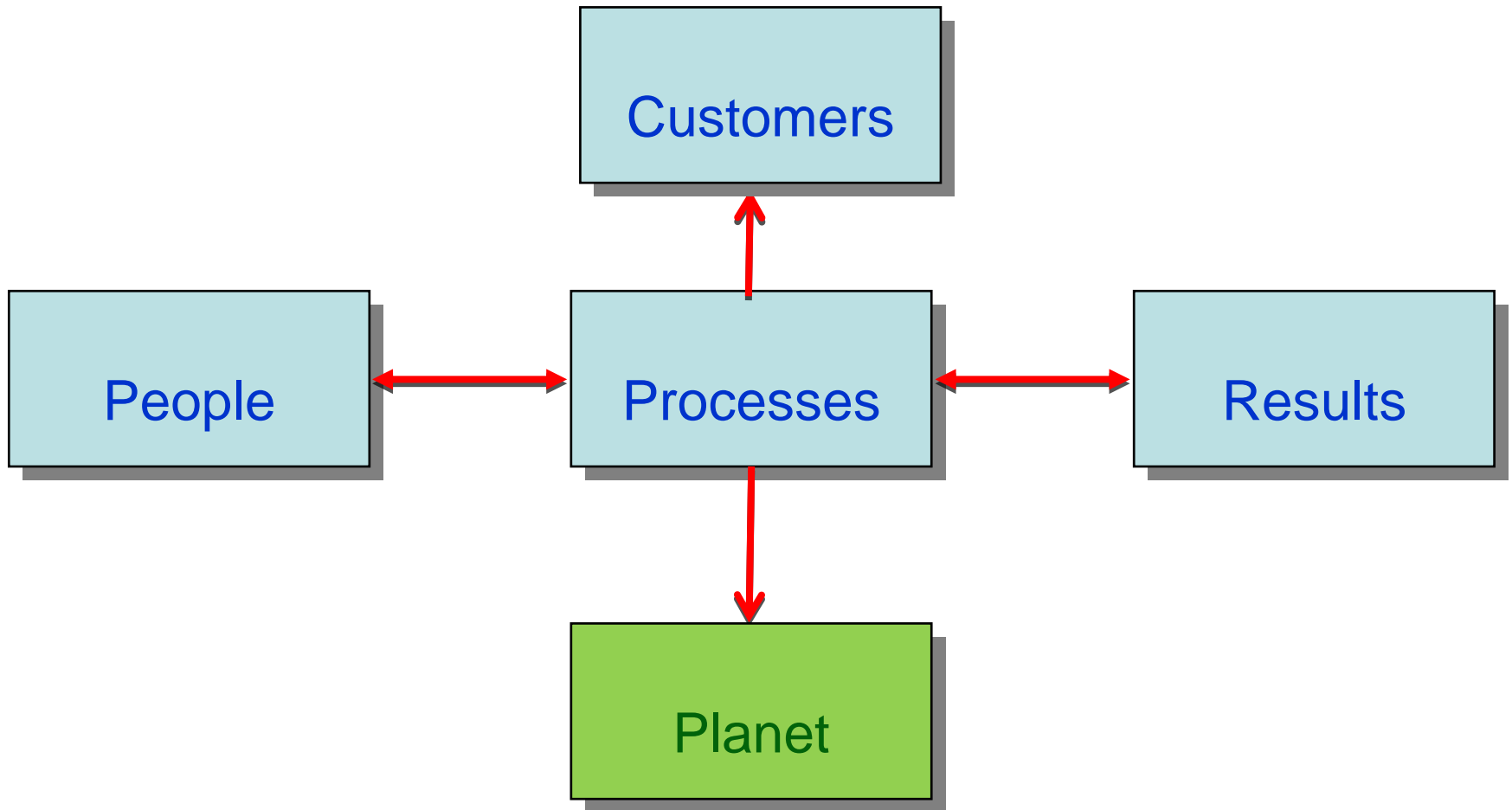


The Simple Model

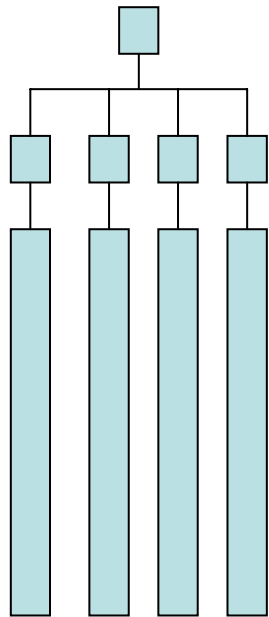


Achieve better **results** through involvement of all the **people** in continuous improvement of their **processes**.

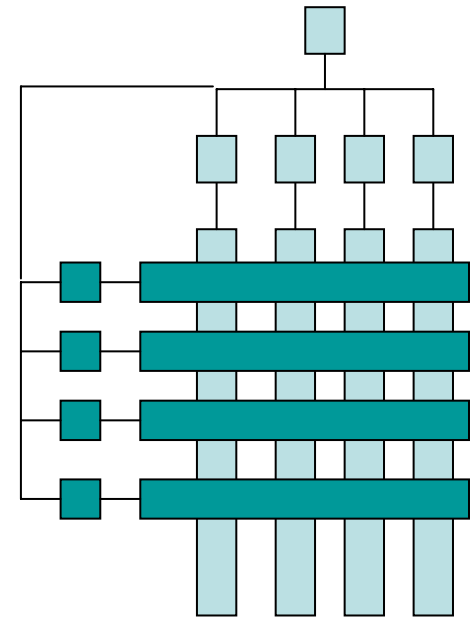
The Simple Model



Significance of processes: change in the mindset

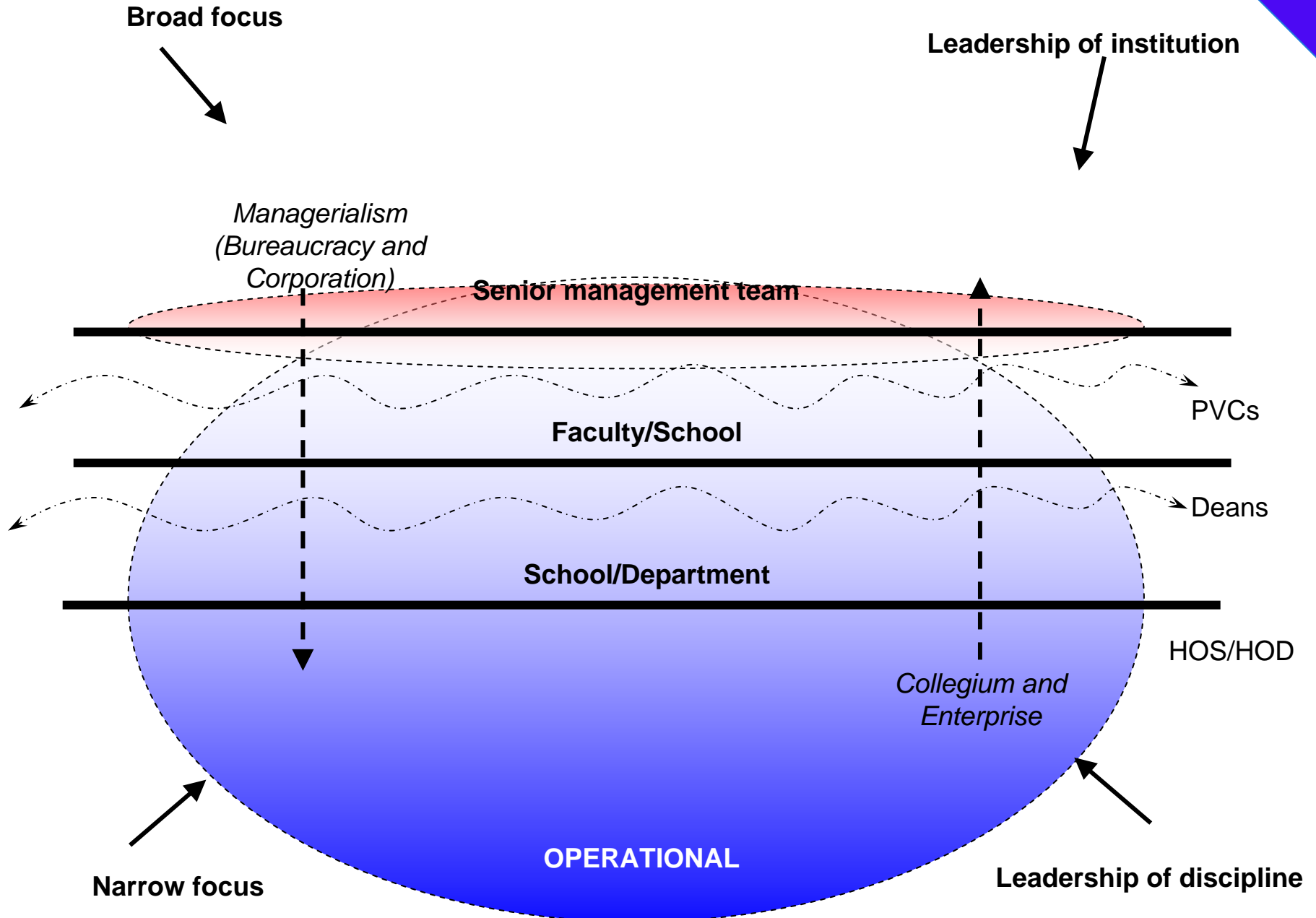


Process Thinking
Relationships
Partnership
Cooperation
Internal cohesion
Integration
Alignment

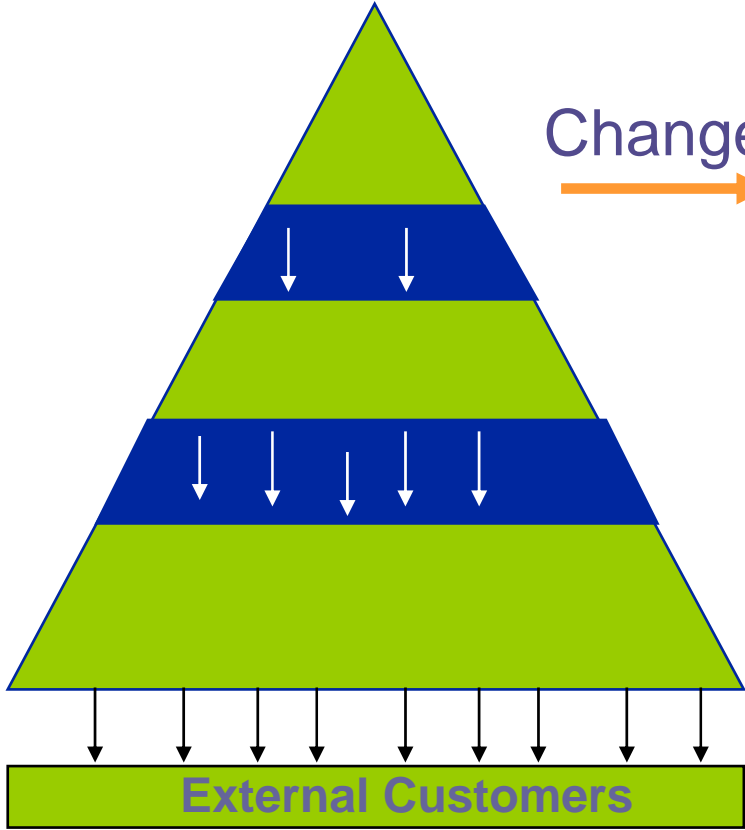


From Hierarchy.....to..... Process Working

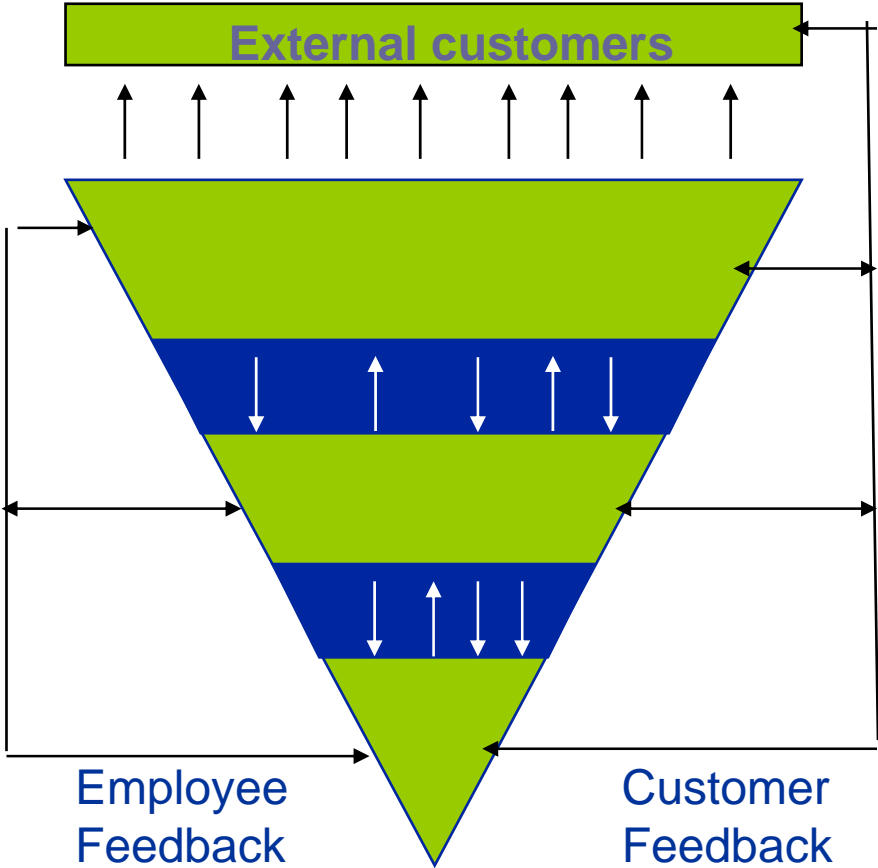
The university as a system



Student First



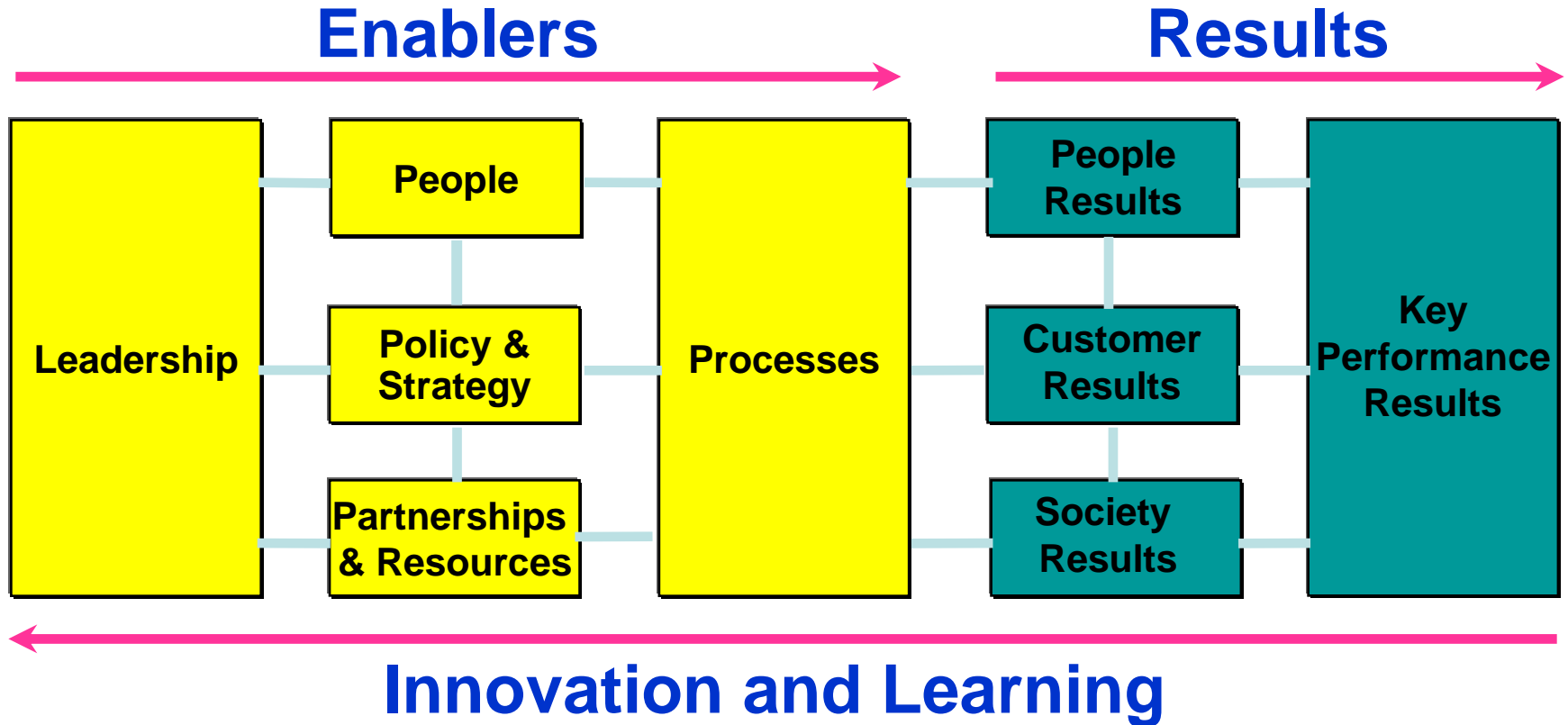
Change
→



Control Oriented and Internally Focused

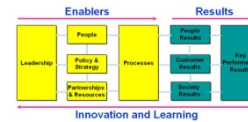
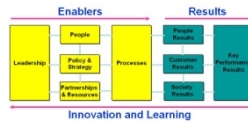
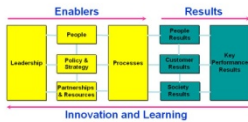
Student Focused and Supportive

EFQM Excellence Model



Everything is connected to everything

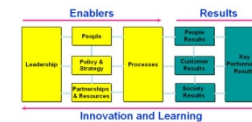
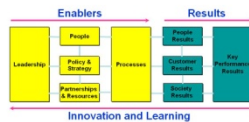
Evolution of the Excellence Model



Corporate Social Responsibility

Innovation

Knowledge Management



Companies

Public Sector

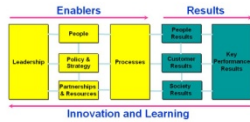
Baldrige Award
Deming Prize



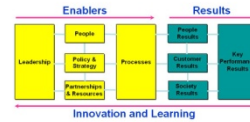
Fundamental Concepts

Deming, Juran, Crosby, TQM, Profound Knowledge

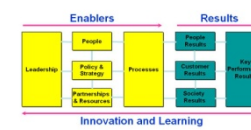
Evolution in the Public Sector



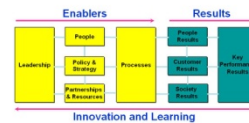
Higher Education



Common Assessment Framework

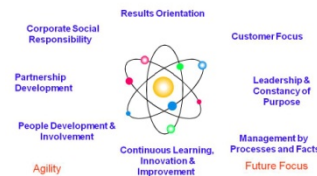


Lifelong Learning?



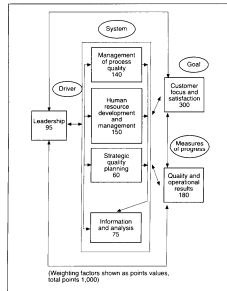
Public Sector

EQUIS

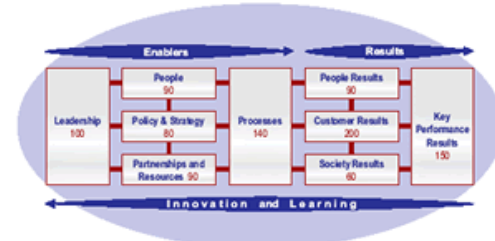
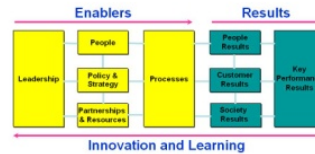


Fundamental Concepts

Global Excellence Model

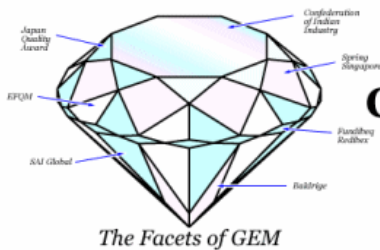


USA



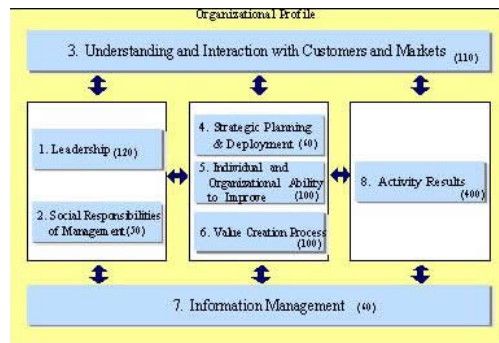
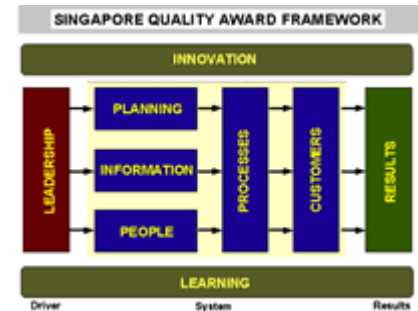
India

Europe



Global Excellence Model Council

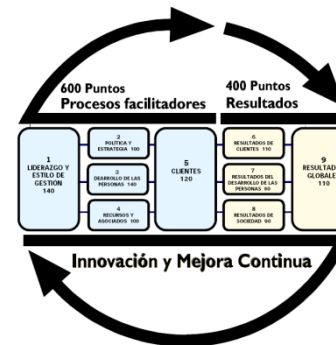
Guardians of the premier Excellence Models & Awards



Japan



Australia



IBEROAMERICAN EXCELLENCE MODEL FOR MANAGEMENT (IEM)

Singapore

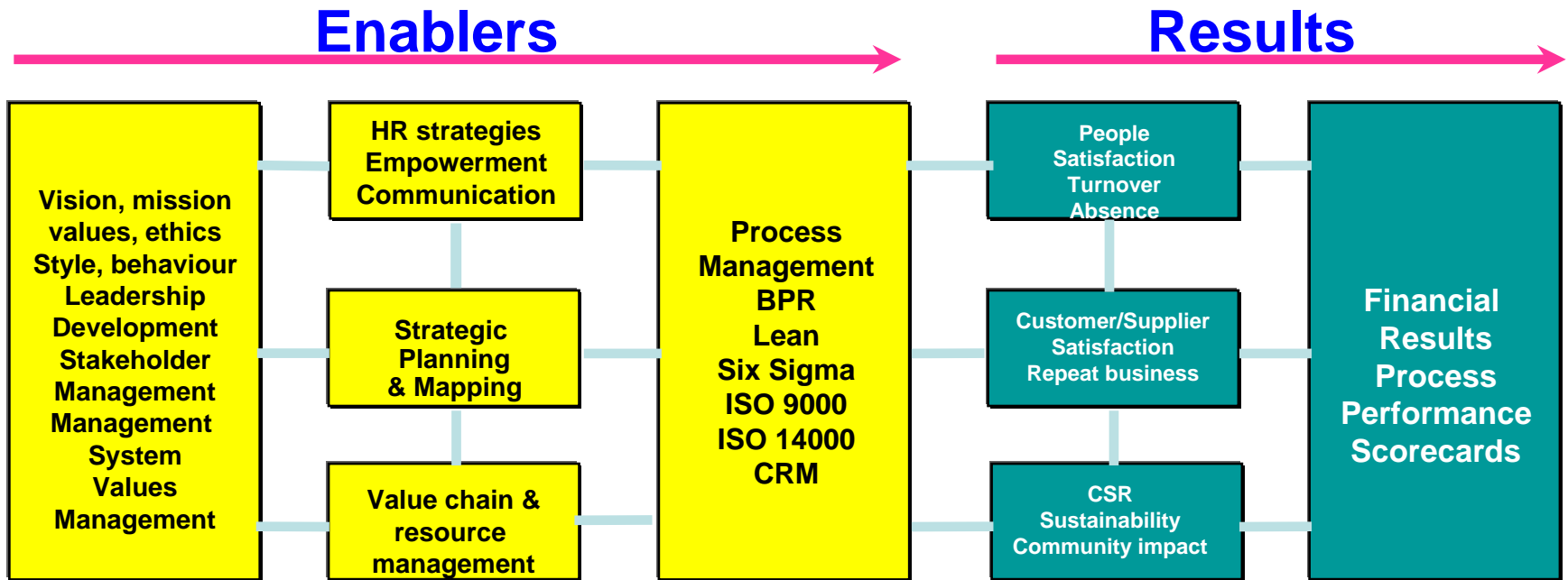
Models: options and choices (Hans Dieter Seghezzi)



Achieving Excellence

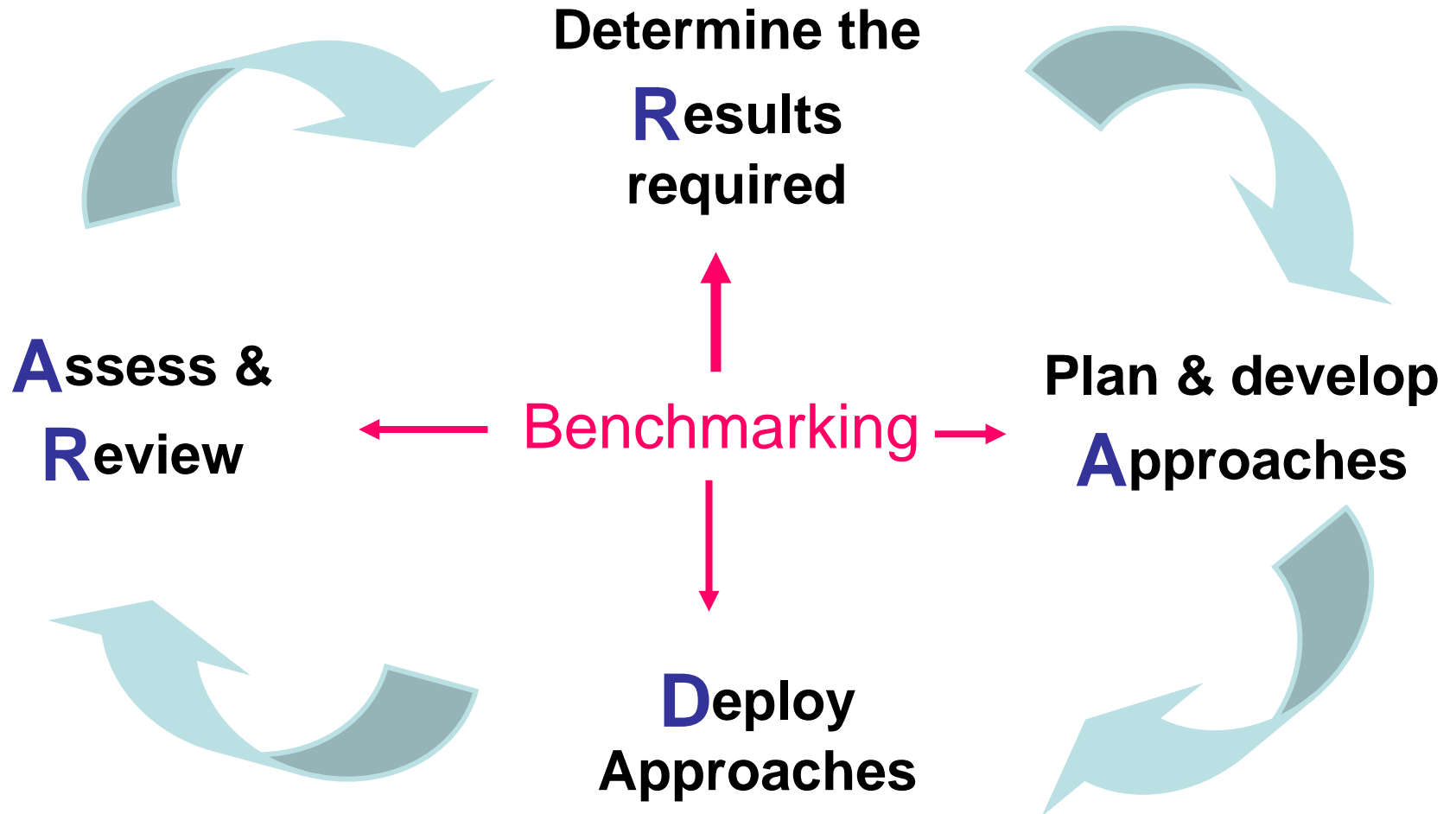
The ***way of working*** that enables the organisation to achieve ***balanced stakeholder satisfaction***:

EFQM Excellence Model® as an holistic framework



Innovation and Learning
Everything is connected to everything

RADAR Logic



Organisational Learning

Maturity

Award

Recognised for Excellence

Evidence

Proforma

90 Statement Matrix

Perception

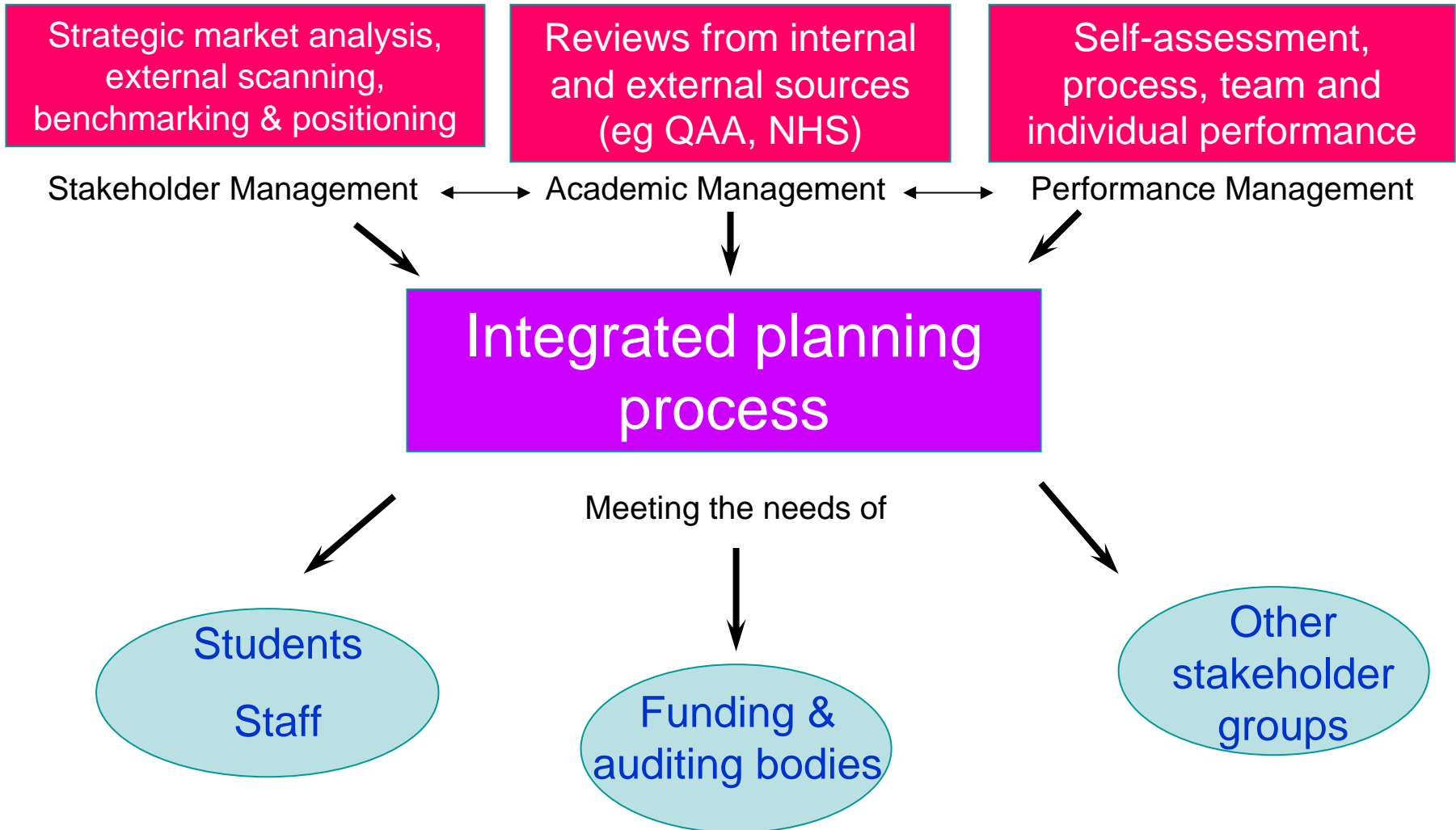
Questionnaire

One-page Matrix
(9 statements)

Complexity, Evidence

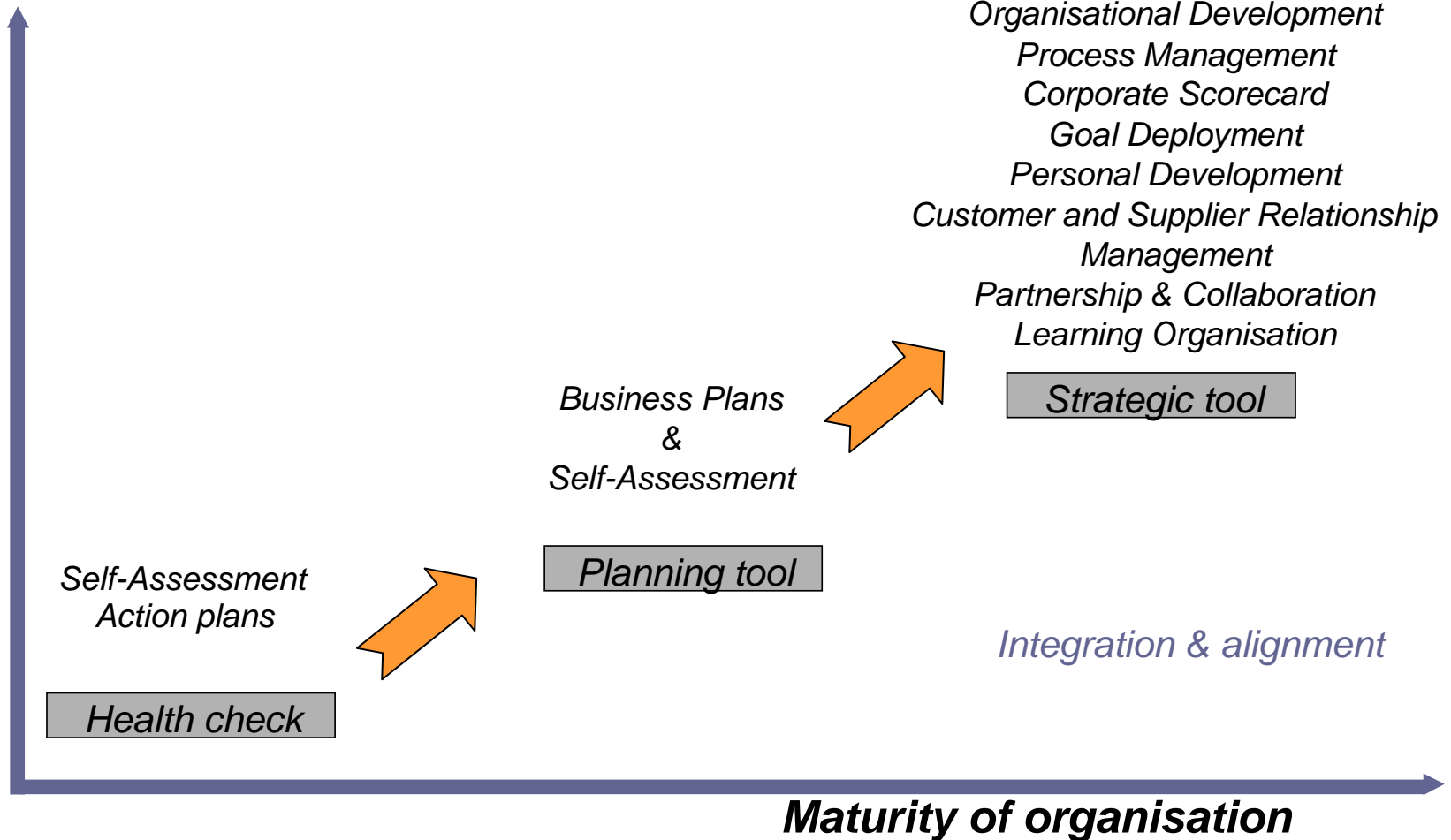


Integrated planning



The Excellence Journey

Excellence

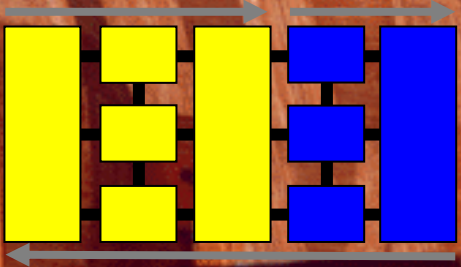
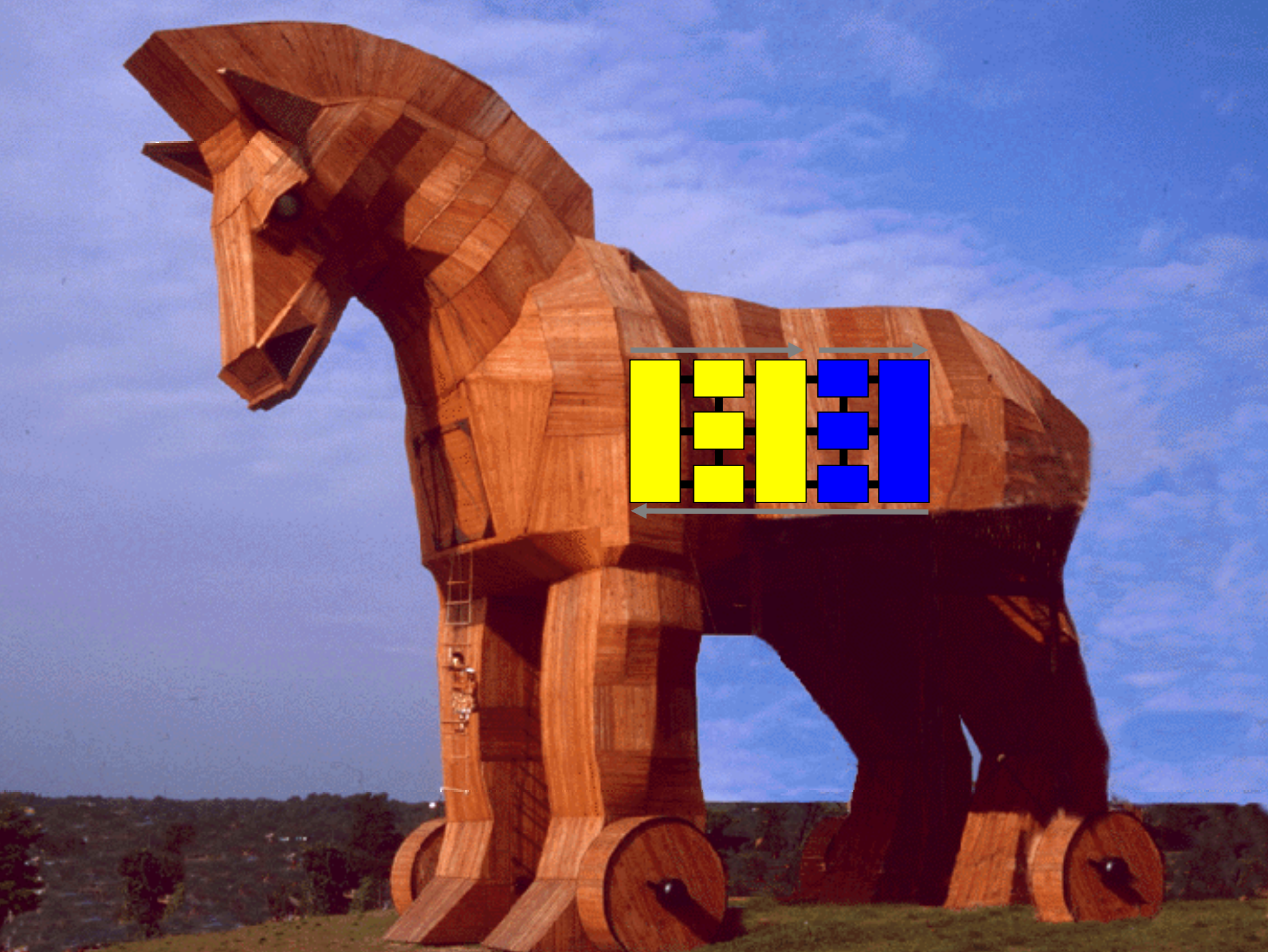


Benefits of using the EFQM Excellence Model approach

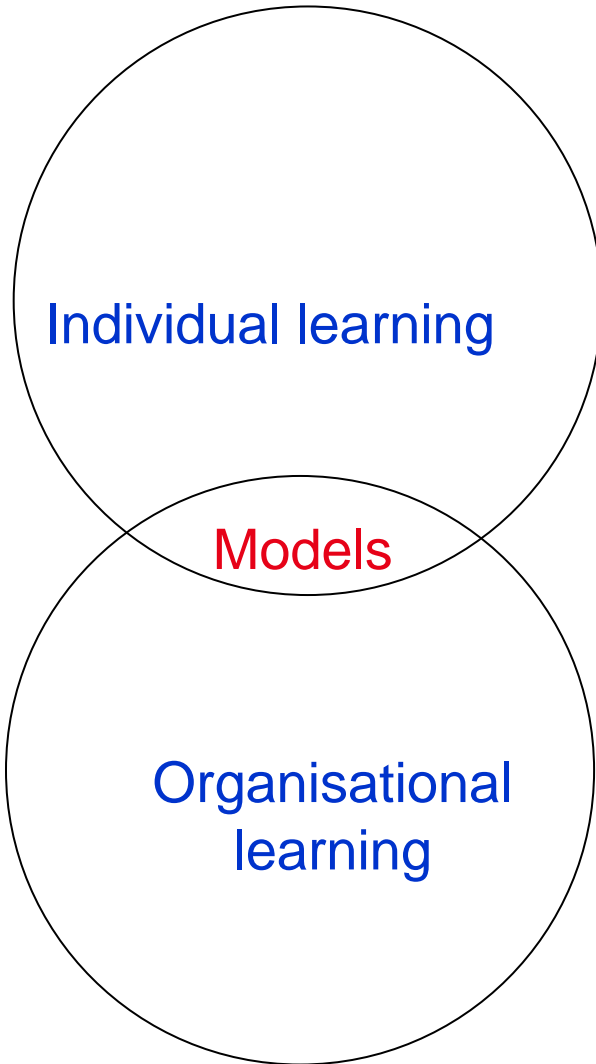
- Introduces new ways of thinking about universities
- Principles are used by business partners
- Leadership and management development
- Opens up individual and organisational learning eg benchmarking
- Enhancing management capacity and capability
- Congruent with values of continuous learning and education
- Improves performance managed in a balanced way
- Improves outcomes eg quality of student and staff experience
- Compatible with other frameworks: Balanced scorecard, academic quality systems, ISO

Challenges of using the EFQM Excellence Model approach

- University culture: individualism versus the common good, plurality
- Leadership commitment
- It is a “business” model
- Time to be committed: costs
- Time to realise benefits
- Quantification of benefits and values added
- Poor measurement systems
- We are different!



Lifelong Learning

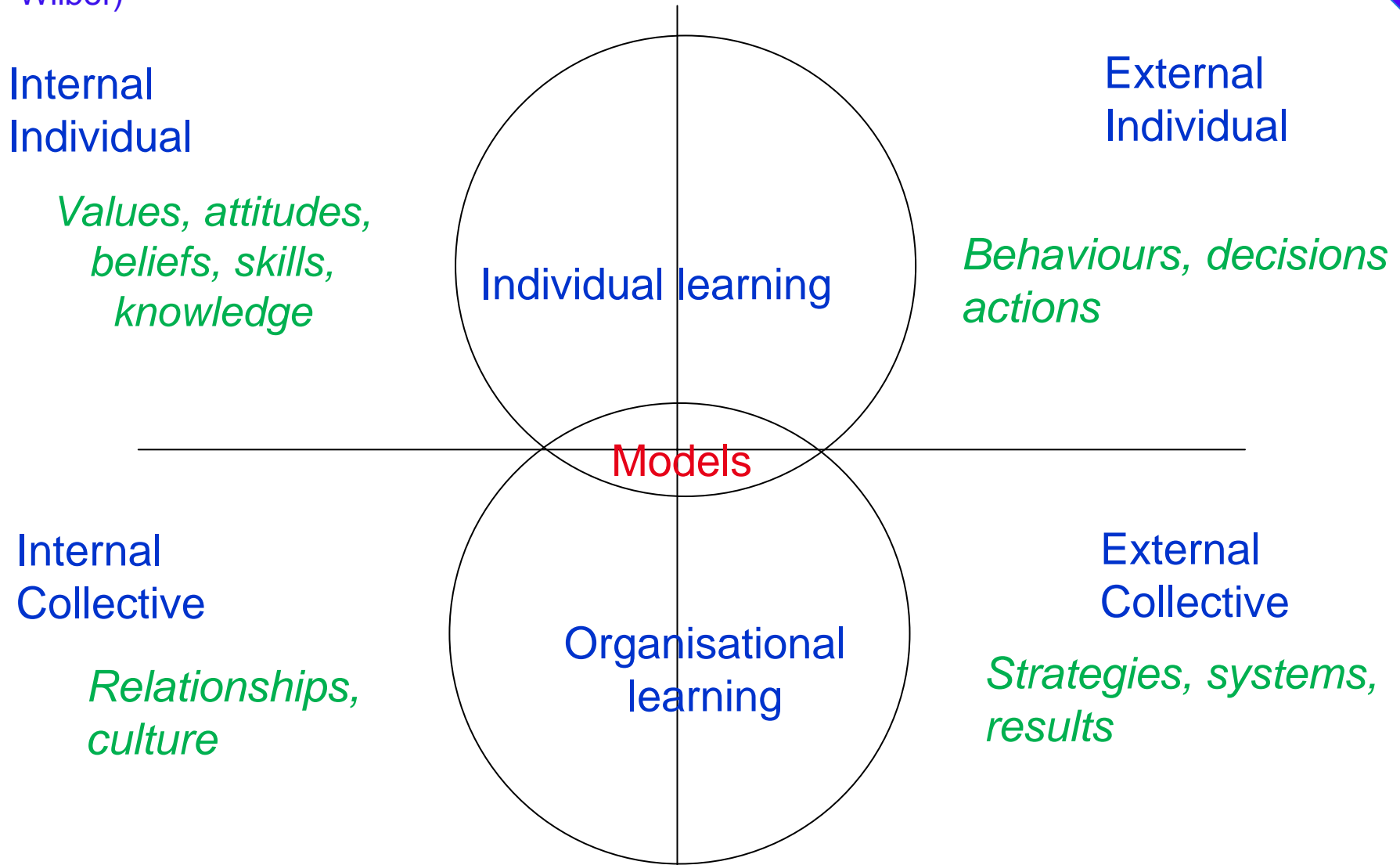


Improve

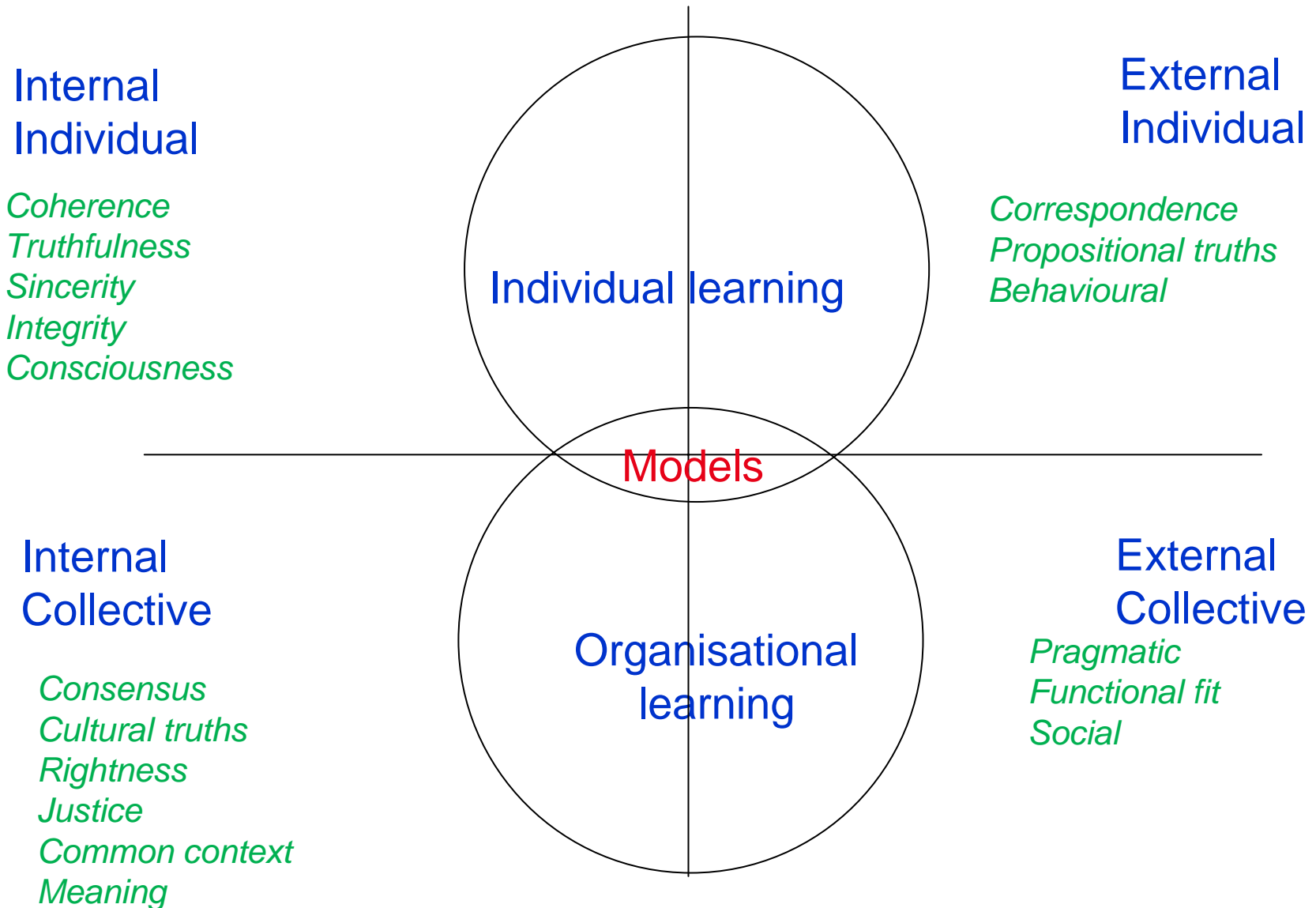
Adapt

Adopt

Lifelong Learning: integral approach (after Wilber)



Lifelong Learning: What is truth?



Lifelong Learning: Areas of study

Internal
Individual

Creative Arts
Music composition
Creative writing

Knowledge development
Idea generation

Individual learning

External
Individual

Natural Sciences
Biochemistry
Biology
Chemistry
Mathematics
Psychology
Physics

Models

Internal
Collective

Humanities
Anthropology
History
Philosophy

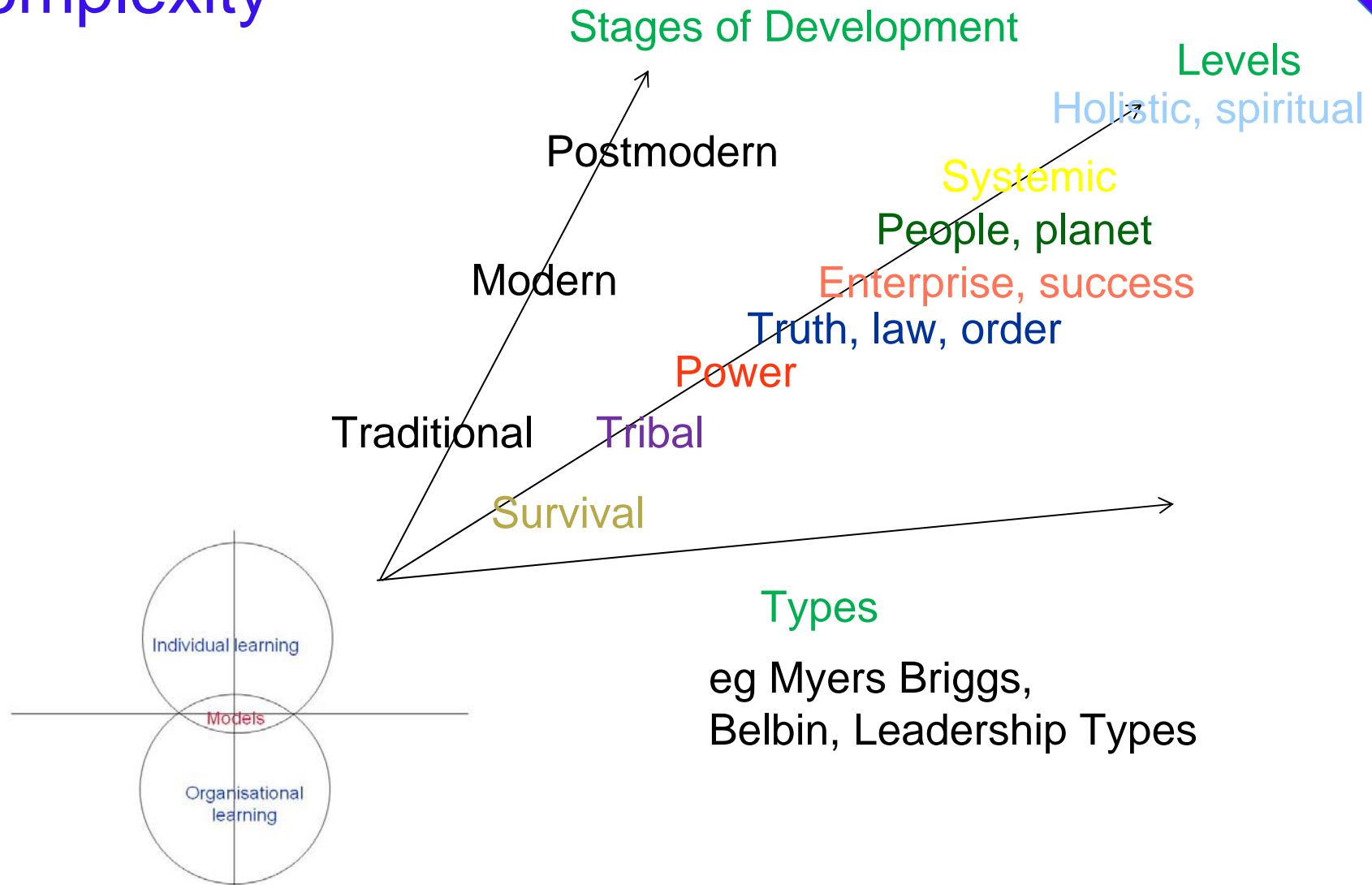
Knowledge development
Idea generation

Organisational
learning

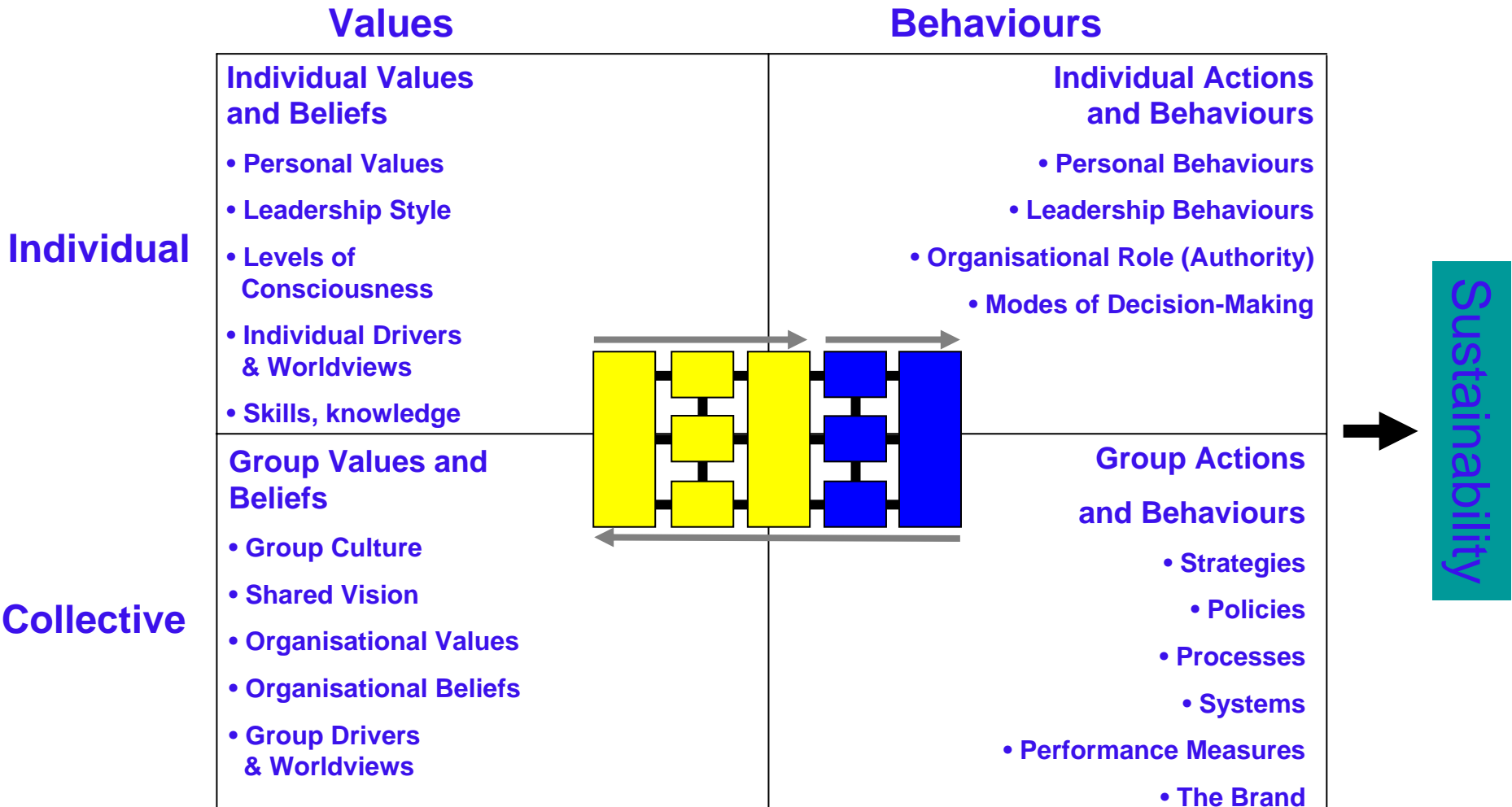
External
Collective

Social and Systemic
Natural Sciences
Business
Ecology
Economics
Engineering
Sociology

Lifelong Learning: Understanding Complexity



Finding meaning through Integral Excellence



The Never Ending Journey in Pursuit of Excellence



Survive

Sustain

Improve

Adapt

Adopt