

Management 1 Lecture

6 September 2011

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Introduction

1. On **organizational structure**, including why and how I changed the management structure of Rhodes when I became Vice-Chancellor in 2006
2. On **leadership** and its crucial role in achieving the objectives of an organization, including my own leadership style
3. On **organizational culture** in relation to Rhodes University.

Organizational structure and change of the management structure of Rhodes

■ Notion of structure

- ✓ Descriptive sense (building is a structure) versus
- ✓ Analytical sense (building has a structure – foundation on which other aspects are constructed)
- ✓ Formal topography/organogram but also social relations (power relations)

▪ Restructuring of Structures

- ✓ To bring in the Deans: from the then 'Senior Management to the creation of the *Senior Management Forum*; now *Academic Leadership Forum* and *Senior Administration Meeting*
- ✓ Streamlining of Senate and Council and other committees
- ✓ From Academic Planning and Quality Assurance committee to *Institutional Planning Committee*, with *sub-committees* for *Size and Shape*, *Infrastructure* and *Development* and a special annual *New Staffing* meeting

■ Restructuring of Senior Administration Posts

- ✓ Revision of responsibilities of Vice-Principal from Operations to *DVC: Academic & Student Affairs*
- ✓ Disestablishment of Dean of Research and creation of *DVC: R&D*
- ✓ Modification of Registrar of Finance to *Registrar of Finance & Operations*
- ✓ Creation of *Dean of Teaching and Learning*
- ✓ Splitting of Dean of Students (incorporating Residential Operations) into *Dean of Students* and *Director of Residential Operations*
- ✓ Restructuring of the post of Director of Academic Planning and Quality Assurance to *Director of Institutional Planning* (with Quality Assurance to the Dean of Learning and Teaching)
- ✓ From part-time Dean of Internationalisation to *Director of International Office*
- ✓ New Director of Research
- ✓ Splitting of Director Communication and Development into *Director: Development and Alumni Relations* and *Director: Communication and Marketing*
- ✓ New *Director of Equity and Institutional Culture*
- ✓ New *Director: Special Projects* in the VC's Office

- **Revision of reporting lines – all report to one of VC/DVCs/Registrars**
- ✓ Community Engagement to DVC: Academic and Student Affairs
- ✓ Risk Compliance to VC (ultimately to Audit Committee)

- **Why all these changes?**
- ✓ What underlying goals/principles? – logic and rationale; structure follows strategy follows goals; capacities; capabilities; collegiality; participation; human dimension
- ✓ What processes? – administrative; governance
- ✓ What impact and outcomes?
- ✓ Opportunities - recent opportunity with Director: Estates; forthcoming opportunity with Director: IT

Leadership

- **Leadership and organization**

- ✓ **Qualities of responsible leadership**

1. Love and appreciation of knowledge; wisdom, commitment to intellectual endeavour and engagement.
2. Willingness to learn through listening
3. commitment to constitutional values and the rights that our Bill of Rights proclaims
4. Ability to exercise intellectual and institutional vision
5. Concrete skills and competencies for undertaking institutional innovation, development and change.
6. Expertise, skills and habits that ensure effective management and strong and sound administration
7. A 'restless' temperament
8. Sensitively empathetic yet critical, challenge without demoralising
9. Willingness to forge democratic consensus on key issues
10. Integrity is fundamental

■ Leadership style

- ✓ Lead by example and set the tone
- ✓ Conduct characterised by integrity; listen without necessarily agreeing; equitable treatment and transparency (with respect for confidentiality)
- ✓ Adopt what is appropriate in context, circumstances: formal – when required and appropriate; inter-personal when appropriate

▪ Organizational culture in relation to Rhodes University

- ✓ 'Institutional culture has become a buzzword in recent discussions of higher education in South Africa. Indeed ... there is a growing sense that institutional culture may well be the key to the successful transformation of higher education. Or – to frame the matter as forcefully as do many recent analysts – it is simply the massive fact and bulk of institutional culture that may be the main obstacle in the way of the successful transformation of South Africa's higher education system...' (John Higgins)
- ✓ Louise Vincent notes that 'many contemporary commentators have pointed out, for all its apparent significance and ubiquity the idea of institutional culture is difficult to pin down.'

- ✓ **Rhodes University Equity Policy** (2004:4) ‘defines “institutional culture” as the “way things are done” within an organisation; specifically the traditions, customs, values, and shared understandings that underpin the decisions taken, the practices engaged in and those practices that are rewarded and supported.’
- ✓ To achieve a “culture of inclusivity”, the **Equity Policy** talks of the need for ‘change in the culture, values and practices of the University’ which, it says, are ‘as a result of Apartheid practices’ and which are ‘experienced by some staff and students as alienating.’

- Prof. Vincent suggests that one way to decipher institutional culture is through the **narratives or stories** that are told about an institution or organization.
- ✓ What may be the **dominant stories** about Rhodes?
- ✓ What may be the stories about Rhodes that are **not told**?
- ✓ May be **new stories** – perhaps budding/aspirational - that are trying to emerge

