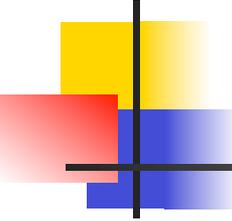


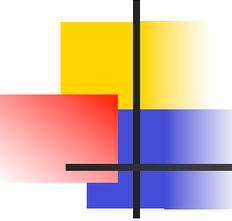
MODELS OF NEW LEADERSHIP IN HIGHER EDUCATION AND IMPLICATIONS FOR VIETNAM

Le Van Hao, PhD
Nha Trang University



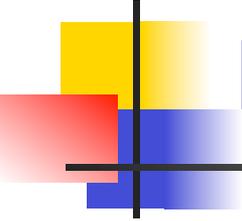
Introduction

- Higher education worldwide is in a period of transition affected by globalization and internationalization, of changing relationships between universities and the workplace, the markets, and even within themselves.



Introduction

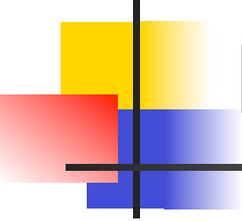
- Such transition requires each institution to change or improve its leadership for sustainable development. This paper aims to introduce some models of new leadership in higher education emerged around the world and then provides some suggestions to universities in Vietnam.



Leadership vs management

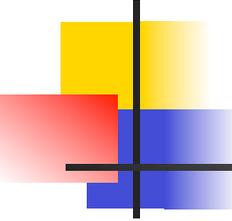
What are the differences between leaders and managers?

- **Leaders do the right thing, managers do things right** (Peter Drucker)
- Leadership is synthesis, management is analysis
- Leadership has long-term impact, management has short-term goals
- Leadership is an intention of climbing to next level, management is the process of efficiently executing the plan

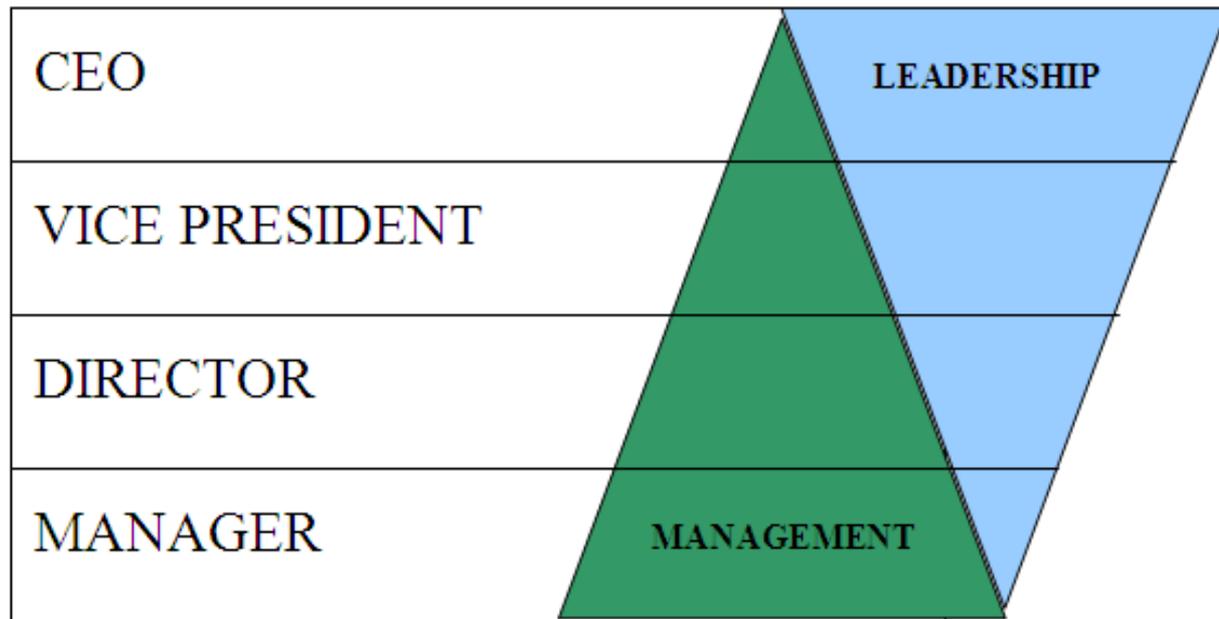


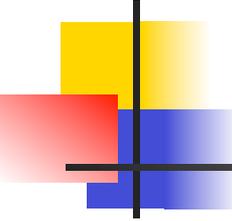
Leadership vs management

- In any organization, both leadership and management exists at every level of management, however the amount of each varies according to the management hierarchy.



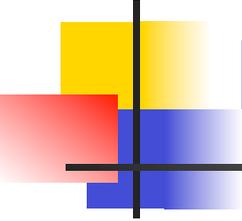
Leadership vs management





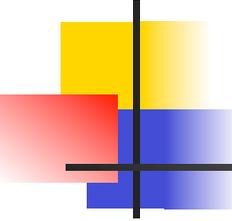
Leadership vs management

- In the context of higher education, the distinction between leadership and management is much clearer in Western institutions where leadership role and management role are clearly separated at some levels.



Models of new leadership

Similar to many models applied successfully in organizational governance, the following models of leadership first emerged in the areas of business and then applied to other areas with some modifications.

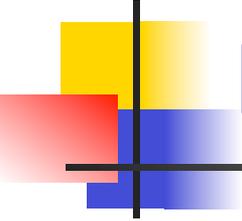


Models of new leadership

1. The visionary leader

■ Good communicator

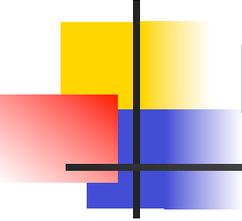
- Know how to verbalize his/her dreams and goals and can explain them to his/her team.
- Be an active listener. Listen to others' ideas and thoughts, and incorporating them into a larger goal for all.
- Know how to help the team members meet their personal goals.



Models of new leadership

- **Charismatic leader**

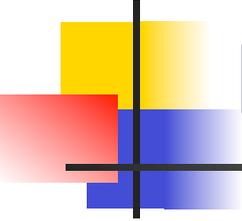
- Charisma as a “special charm or appeal that causes people to feel attracted and excited by someone” or a “personal magic of leadership arousing special popular loyalty.”
- Charisma is a natural attraction that draws people to the leader and the leader's enthusiasm.



Models of new leadership

- **Chief organizer**

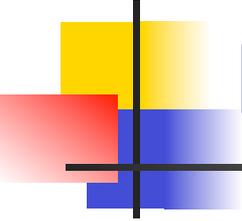
- Set up the organization by establishing key departments or functions.
- Build a solid foundation through establishing boards, councils or a company hierarchy.



Models of new leadership

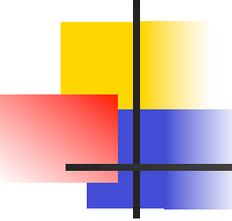
- **Risk-taker**

- Be willing to gamble on something he/she believe in, but the gamble is often a measured one.
- Be creative people that take the initiative with the appropriate action.
- Start small by taking measured steps then later bigger risks.



Models of new leadership

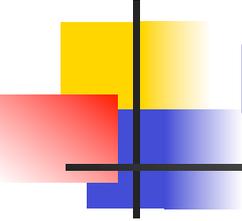
- **Strategic planner**
 - Create an action plan with a particular strategy in mind.
 - Define what the organization will look like in the future and how it will function.



Models of new leadership

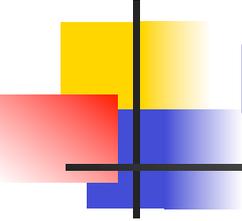
2. The ‘learning organization’ leader

- While businesses today face challenges that can be met by applying technical expertise, they also face challenges that require many people in the organization to learn new habits, attitudes and values.



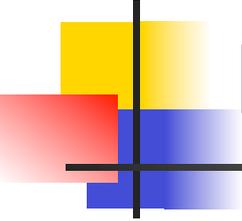
Models of new leadership

- Popularized in the 1990s, the learning organization was grounded in the widespread belief that ‘the rate at which organizations learn may become the only sustainable source of competitive advantage in the future’ .



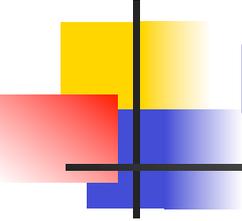
Models of new leadership

- In the context of rapid change, only organizations capable of flexibility, adaptability and productivity could expect to flourish.



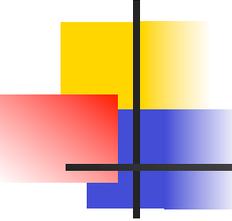
Models of new leadership

- **Skills for ‘learning organization’ leader**
 - *Building shared vision*
 - Encouraging personal vision
 - Visioning as an on-going process
 - Blending extrinsic and intrinsic visions



Models of new leadership

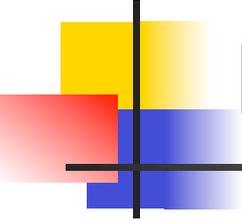
- *System thinking*
 - Seeing inter-relationships, not things, and processes, not snapshots
 - Moving beyond blame
 - Distinguishing details complexity from dynamic complexity
 - Focusing on areas of high leverage
 - Avoiding symptomatic solutions



Models of new leadership

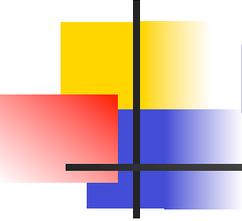
3. The liberating leader

- Create situations where continuous improvement can occur.
- Recognize the need for continuing change and urge everyone to meet the challenges, and encourage those closest to the tasks to take their own decisions.



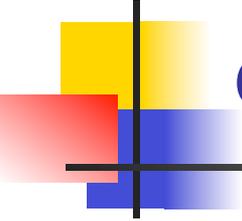
Models of new leadership

- **Profile of the liberating leader**
 - Does not blame people for mistakes
 - Encourages the people closest to the job to take their own decisions
 - Encourages full and open communication
 - Operates systems based on trust, rather than suspicion
 - Encourages staff to develop new ideas



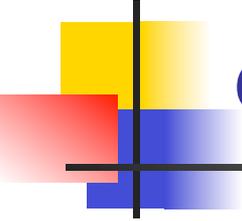
Models of new leadership

- Accepts responsibility for the actions of their staff
- Recognizes and acts to minimize other people's stress
- Regularly meets with individuals to clarify direction
- Makes people feel important and shows that they have faith in them



Implications for higher education in Vietnam

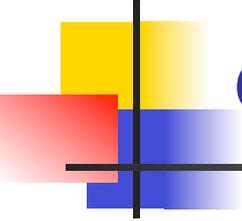
- There are so many reports, papers, and research focusing on limitations and challenges to higher education in Vietnam, especially on leadership and management area.
- While others mainly focus on leadership and management change at ministry level, this paper suggests some changes possible at the institutional level.



Implications for higher education in Vietnam

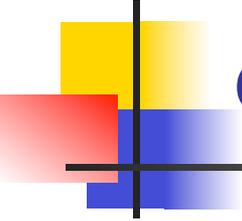
1. Separating roles of leadership and management

- In Vietnamese universities, most rectorate and faculty board members play their role as leader and manager, even with the rectors (or presidents) or the deans. Such a mix in responsibilities makes them spend most of their time in management work.



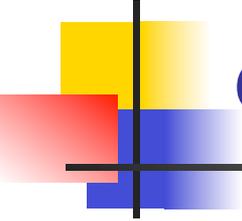
Implications for higher education in Vietnam

- As a result, their devotion to leadership work (such as building vision and goals, coordinating units/departments in tasks, external relations, etc.) may become limited.



Implications for higher education in Vietnam

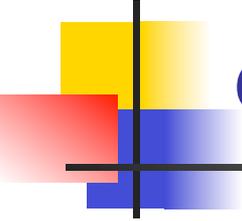
- The separation does not mean that more people should involve in the rectorate or faculty board, but links to the task allocation among the board members.
- Ideally, rectors (or presidents) and deans should be seen as ‘leaders’ , and a vice rector or deputy dean should be regarded as institution or faculty ‘manager’ .



Implications for higher education in Vietnam

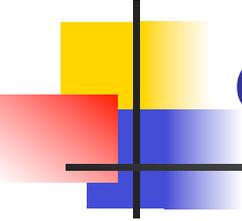
2. Utilizing models of new leadership

- Many Vietnamese educators, who belong to “a culture of centralized planning and bureaucratic decision-making”, are lacking of opportunities to learn new and best practices emerged around the world.



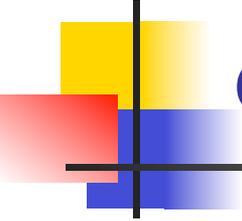
Implications for higher education in Vietnam

- To the author, these models can and should be utilized in higher education in Vietnam as the following reasons:
 - As affected by the centralized governance system for a long time, leadership in most of universities in Vietnam still reflects a status of functionalism and bureaucracy. Such a status has created hindrances to the development of the whole higher education system and also of each institution.



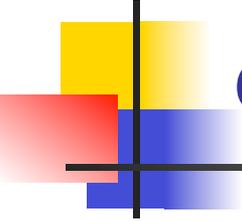
Implications for higher education in Vietnam

- Reform in educational management and leadership is the first priority in the Educational Development Strategy – Period 2011-2010 promulgated by the Government of Vietnam.



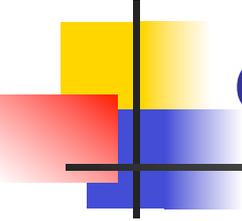
Implications for higher education in Vietnam

- The above leadership models have actually implemented with different levels in Vietnamese universities but many important features of these models seem not to be utilized significantly, such as:



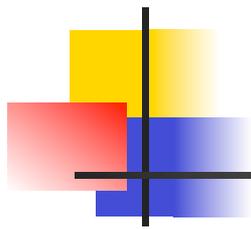
Implications for higher education in Vietnam

- ❖ **Empowerment:** Creating empowering opportunities that involve the organization's members in making the right things (**the visionary leader**)
- ❖ **Building shared vision:** Encourage personal vision, blending extrinsic and intrinsic visions (**the 'learning organization' leader**)
- ❖ **Liberates:** Does not blame people for the mistakes, encourages the people closest to the job to take their own decisions (**the liberating leader**)



Implications for higher education in Vietnam

- The successful learning and application of those models can help the institution leaders become less bureaucratic in their leadership, develop an environment which encourages much more staff in devoting their capacity and expertise to the institution.



THANK YOU