



Tempus



Involving teachers in Leading and Managing Change in Higher Education

La MANCHE 2nd training, TEMPUS IV Programme
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Tempus Programme Objectives

Overall objective of Tempus: to support the modernization of higher education in the EU's surrounding area (Eastern Europe, Central Asia, the Western Balkans and the Mediterranean region).

Specific objectives:

- To promote the reform and modernization of higher education in the Partner Countries;
- To enhance the quality and relevance of higher education to the world of work and society in the Partner Countries;
- To increase the capacity of higher education institutions in the Partner Countries and the EU, in particular their capacity to cooperate internationally and to continually modernize;
- To assist them in opening up to the world of work and the society at large;
- To foster the reciprocal development of human resources;
- To enhance mutual understanding between the peoples and cultures of the EU and the Partner Countries.



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Tempus Programme Themes

Curricular Reform: modernization of curricula in academic disciplines identified as priorities by the Partner Countries

Governance Reform: university management and services for students, introduction of quality assurance, institutional and financial autonomy and accountability, equal and transparent access to higher education and development of international relations

Higher Education and Society: training of non-university teachers, development of partnerships with enterprises, knowledge triangle education-research-innovation, training courses for public services (ministries, regional/local authorities), development of lifelong learning in society at large and qualifications frameworks



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La MANCHE project priorities and chief objective

Tempus programme theme: Governance reform

Tempus programme regional priority: University management and students services in Armenia, Belarus, Georgia, Moldova, Ukraine.

La MANCHE overall objective: to promote the modernization of Partner Countries' higher education by:

- (1) building governance and management capacities at Partner Countries' HEIs,
- (2) initiating sustainable dialogue on HE reforms among relevant interest groups and
- (3) empowering students to become more actively involved in decision making at HEIs.



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La MANCHE target groups

Primary target groups: senior managers, deans of faculties, heads of administrative units, heads of departments, faculty, and the student community at Partner Countries HEIs

Secondary target groups: senior managers, academic and non-academic staff, and students of other HEIs in the target Partner Countries, as well as policymakers, representatives of business and civil society



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La MANCHE consortium

Project coordinator: IUC, BG

29 institutions: 28 HEIs and 1 business development company from the UK

6 EU partners and 23 non-EU partners

10 countries represented: 5 EU (BG, FR, GR, PT, UK); 5 non-EU countries from the Eastern Neighboring Area (AM, BY, GE, MD, UA)

Partner Countries HEIs: 4 AM, 4 BY, 4 GE, 4 MD, 7 UA.



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How can we involve the teachers in Leading and Managing Change in USB

through

the **La MANCHE** project, TEMPUS IV Programme ?

THE SUCCESSFUL MANAGEMENT



THE MANAGERIAL SUCCESS



Când îți dorești ceva cu adevărat, tot Universul conspiră pentru împlinirea visului tău.

Paolo Coelho - Alchimistul

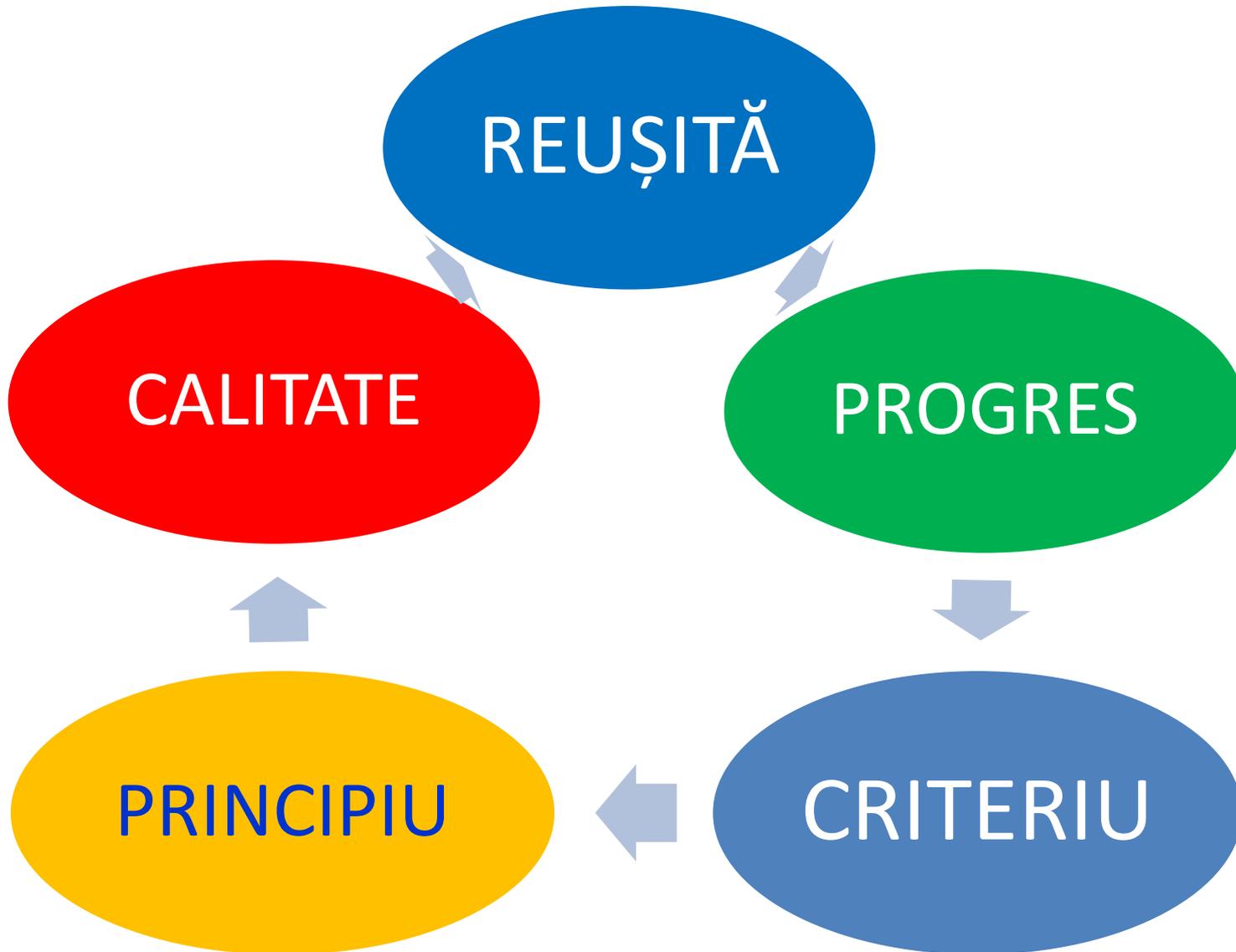
MULT SUCCES !



LifeCare®
Do You Speak BIO?



THE MANAGERIAL SUCCESS IS



THE KEY OF MANAGERIAL SUCCESS

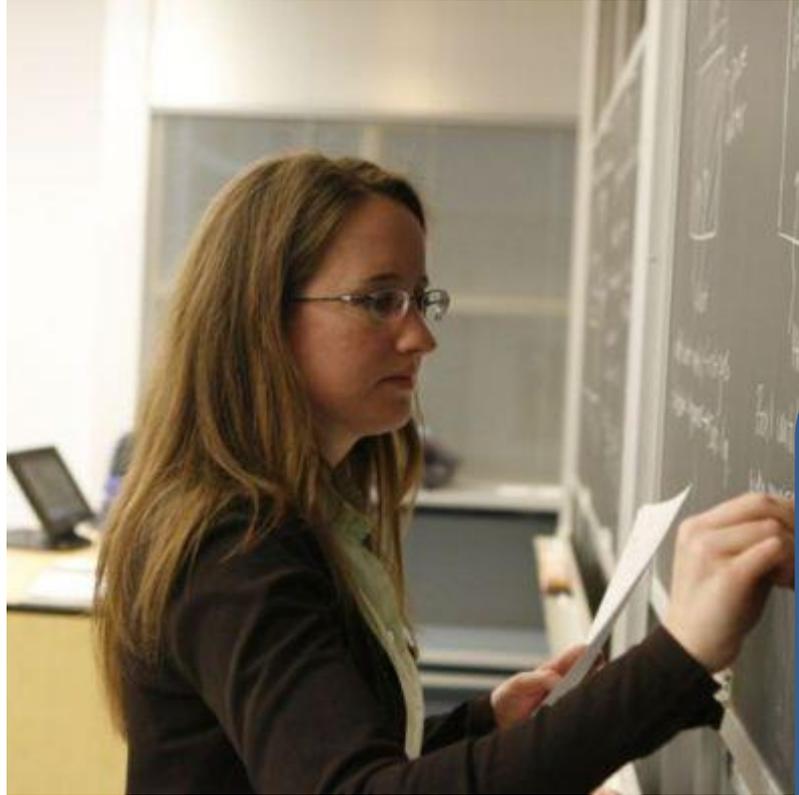
- *aims at rational objectives;*
- *addresses the activity issues as a whole;*
- *realizes better the unsolved or more difficult aspects;*
- *relates his material, didactic and time resources;*
- *informs himself variously, elaborates more solving variants and then makes a rational decision;*
- *plans his actions on various terms and at different levels;*
- *realizes and anticipates obstacles and possible errors and builds alternatives for solving them;*
- *communicates with action partners, is open and involves them in the decision-making process and problem solving, also in the managing activity;*
- *adopts an appropriate managerial style etc.*



THE SUCCESSFUL TEACHER HAS

Internal
reasons

Professional
satisfactions



External
reasons

Position in the
organization,
social position,
job security,
preferment, etc.

THE TEACHER WILL PASS FROM THE EMPIRICAL MANAGEMENT TO THE:

Scientific



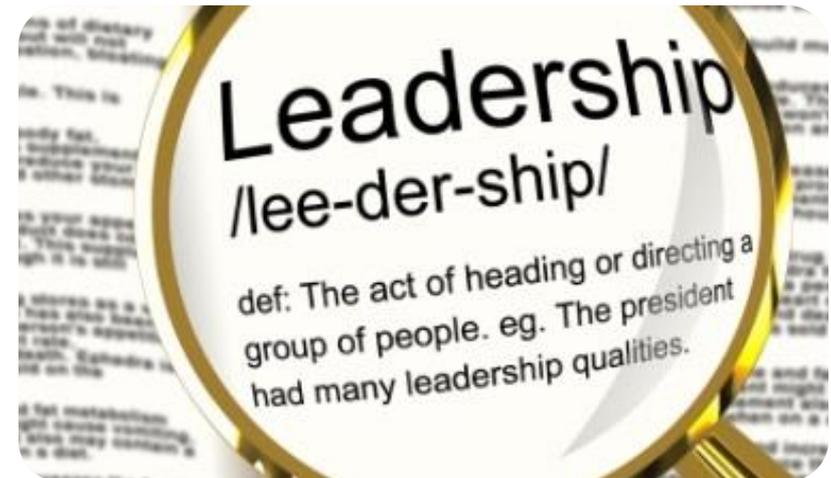
Creative



Rational



The successful managers are formed **in time**. They are not supermen and, often, they are not born with skills and competencies to show them the right way. Managers need **continuous training**, they need to **listen to subordinates**, they need a **clear mind** and a **vision** to tell them which objectives and missions they will choose to conquer. They need to **evolve** and **adapt** continuously.



The qualities of a successful manager

honesty, fair-mindedness, objectivity;

Communication skills;

sense of organization ;

Presence of mind, intuition, imagination in solving unforeseen situations;

the memory and the capacity to easily retain facts, dates, names or figures;

labor power and the capacity to be available at any time;

capacity for analysis and synthesis;

rapidity in thinking and decision-making;

the tact: you need to show patience, kindness, sense of humor, the ability to give up in some respects and not be rigid in the face of opportunities;

the ability to adapt to irregular work schedules.

the sociability: you should be able easily to establish contacts with partners, and if you are a shy person or emotional, it would not be feasible;





No theory, but still... What is Leadership?



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***Being a leader is the same thing
as being a lady.***

***If you have to tell others that you
are a lady means that you are not.***

Margaret Thatcher

MANAGEMENT VS. LEADERSHIP

COPE WITH THE COMPLEXITY

COPE WITH THE CHANGE

“HARD”

“SOFT”

STRATEGY

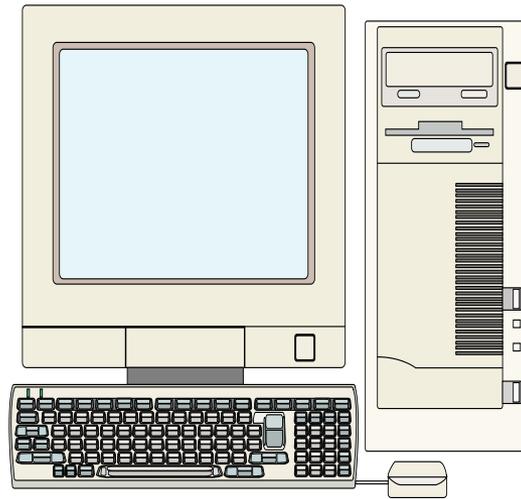
STYLE

STRUCTURE

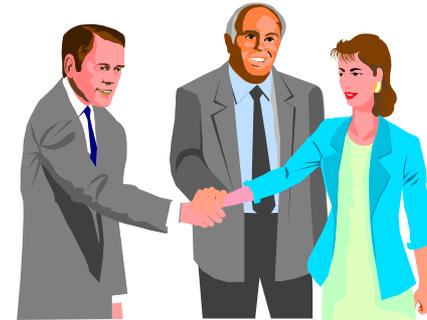
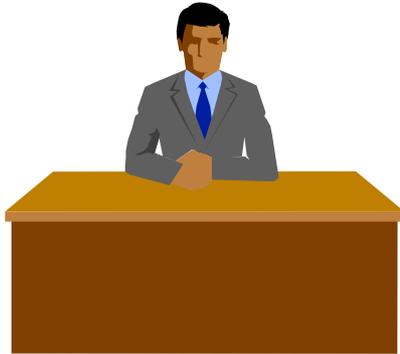
MOTIVATION

SYSTEMS

SKILLS



MANAGEMENT VS. LEADERSHIP



IMPERSONAL ← **ATTITUDE TOWARDS OBJECTIVES** → PERSONAL AND ACTIVE

COORD./EQUILIBRIUM
CONFLICTING VALUES ← **ACCEPTANCE SOLUTIONS** → CREATION, ENTHUSIASM

NON-EMOTIONAL INVOLVEMENT ← **RELATIONS** → EMPATHY AND ATTENTION

IDENTIFICATION WITH
THE STATUS-QUO ← **THE SENSE OF IDENTITY** → LOOKING FOR OPPORTUNITIES OF CHANGE



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THE DIFFERENCE LEADER - MANAGER

The difference between effectiveness and efficiency!

The leader does what is right, the manager does things right
(Drucker, 1954).

The leader does the right things, the manager does things right
(Bennis, 1985).

*Management is efficiency in climbing the ladder of success,
leadership determines whether the ladder is leaning against on the
right wall!* (Covey, 1989)



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Destroyed myths (Bennis, Nanus, 2000)

Let's destroy together some myths!

The difference leader-manager

Theories of leadership

Leadership Styles



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Destroyed myths

Myth 1. The ability to lead is a rare talent.

Myth 2. Leaders are born, they are not made.

Myth 3. Leaders are charismatic.

Myth 4. The ability to lead exists only at the top of an organization.

Myth 5. The leader controls, directs, urges manipulates.



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The definition of leadership: **THE INFLUENCE**

The key to the leadership art : **THE PRIORITIES**

The most important component of leadership: **THE INTEGRITY**

The essential test of leadership: **THE CREATION OF A POSITIVE CHANGE**

The quickest way to gain leadership: **PROBLEM-SOLVING**

The exceptional plus of the leadership art: **THE ATTITUDE**

The development of the most precious wealth: **PEOPLE**

The indispensable quality of the leading art: **THE VISION**

The price of leadership: **SELF-DISCIPLINE**

The most important lesson in learning the leadership art: **THE TRAINING OF LEADERSHIP STAFF**



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Application - individual exercise

List 5 influential persons from your organization.

1.....

2.....

3.....

4.....

5.....



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Answer the two questions:

1. At what level of influence you are towards them?
2. At what level of influence are they towards others?



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Recommendation for future

Spend one hour per month individually with the first 5 influential persons trying to build a relationship with them.



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THE KEY TO THE ART OF MANAGEMENT: THE PRIORITIES

PARETO'S PRINCIPLE:

20% of priorities will bring 80 % production **IF** you will invest time, energy, money and staff in the first 20% of priorities.



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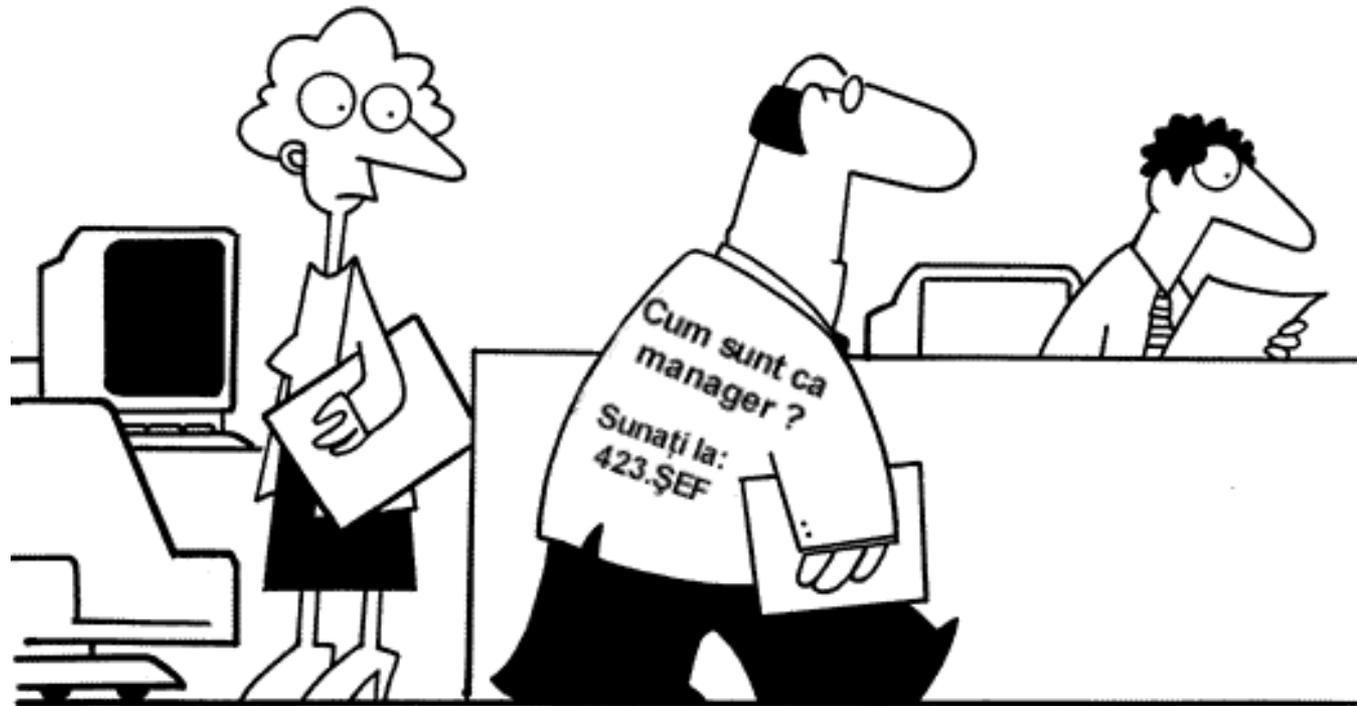


Do not forget!

Decide what you **must do** and do that thing, decide what you **must not do** and do not do that thing!

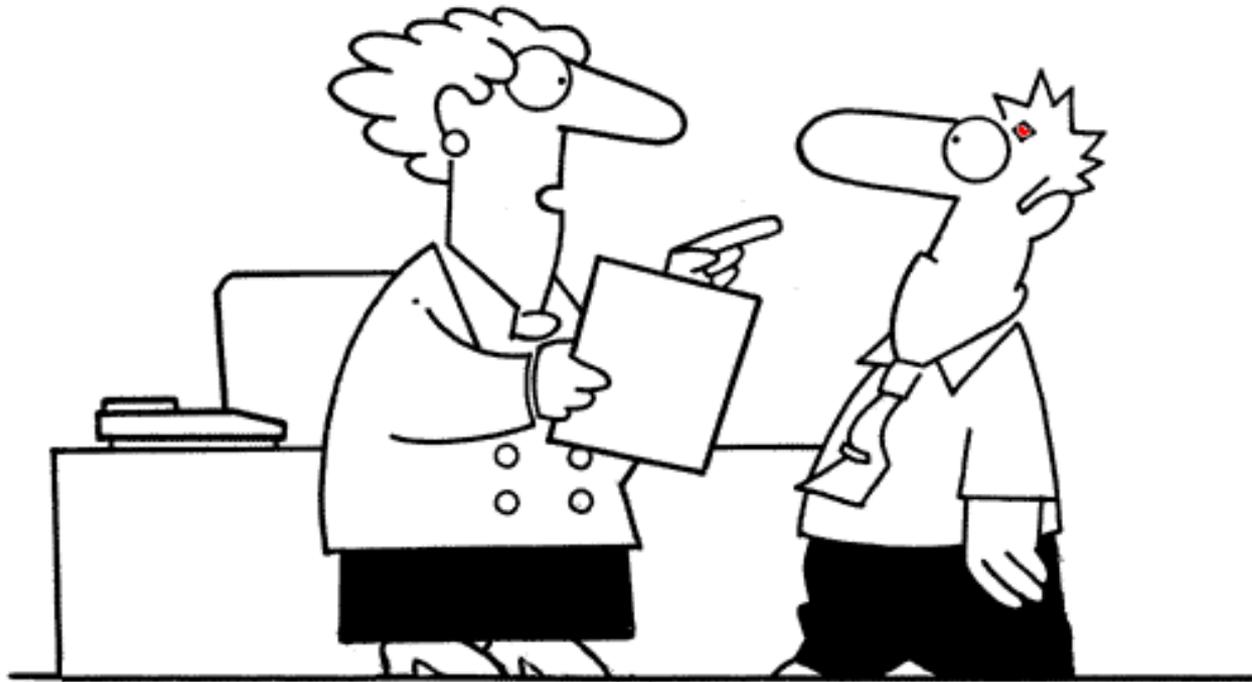
Current issues in assessing the performances

- Ineffective communication channels...



Current issues in assessing the performances

- The lack of measurable objectives...



Dispozitivul pe care l-am implantat în capul tău este conectat la satelit. El ne va avertiza dacă te-ai îndepărtat de obiectivele stabilite.

Current issues in assessing the performances

- Errors caused by sympathy...



Strategia ta cu covorul roșu, va da rezultate în fișa de evaluare a performanțelor.

Current issues in assessing the performances

- Old evaluation systems....

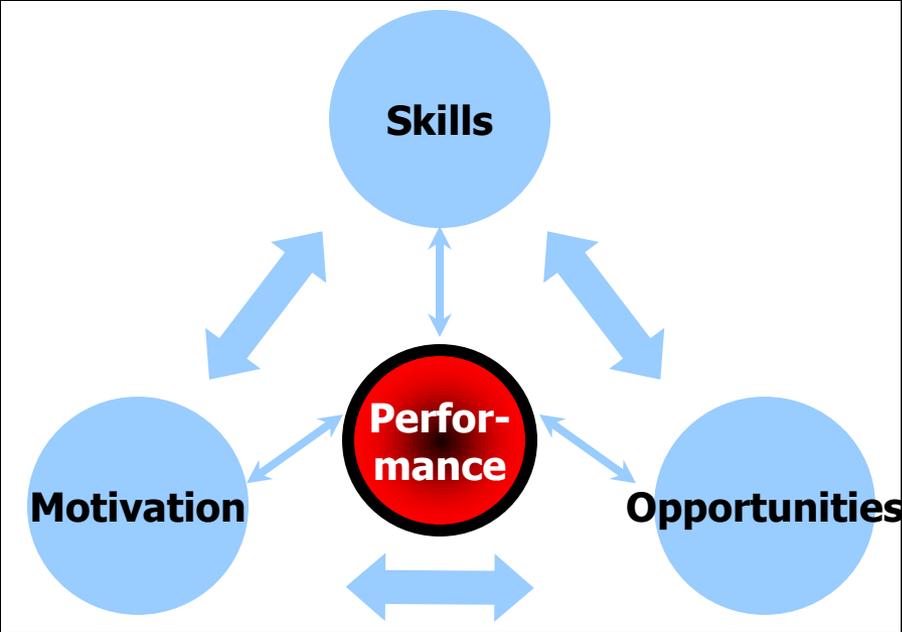


Un tânăr din grupul de la resurse umane vă contestă sistemul de evaluare pe care l-ați implementat acum 15 ani.

Current issues in assessing the performances

- The lack of relevant criteria at work...



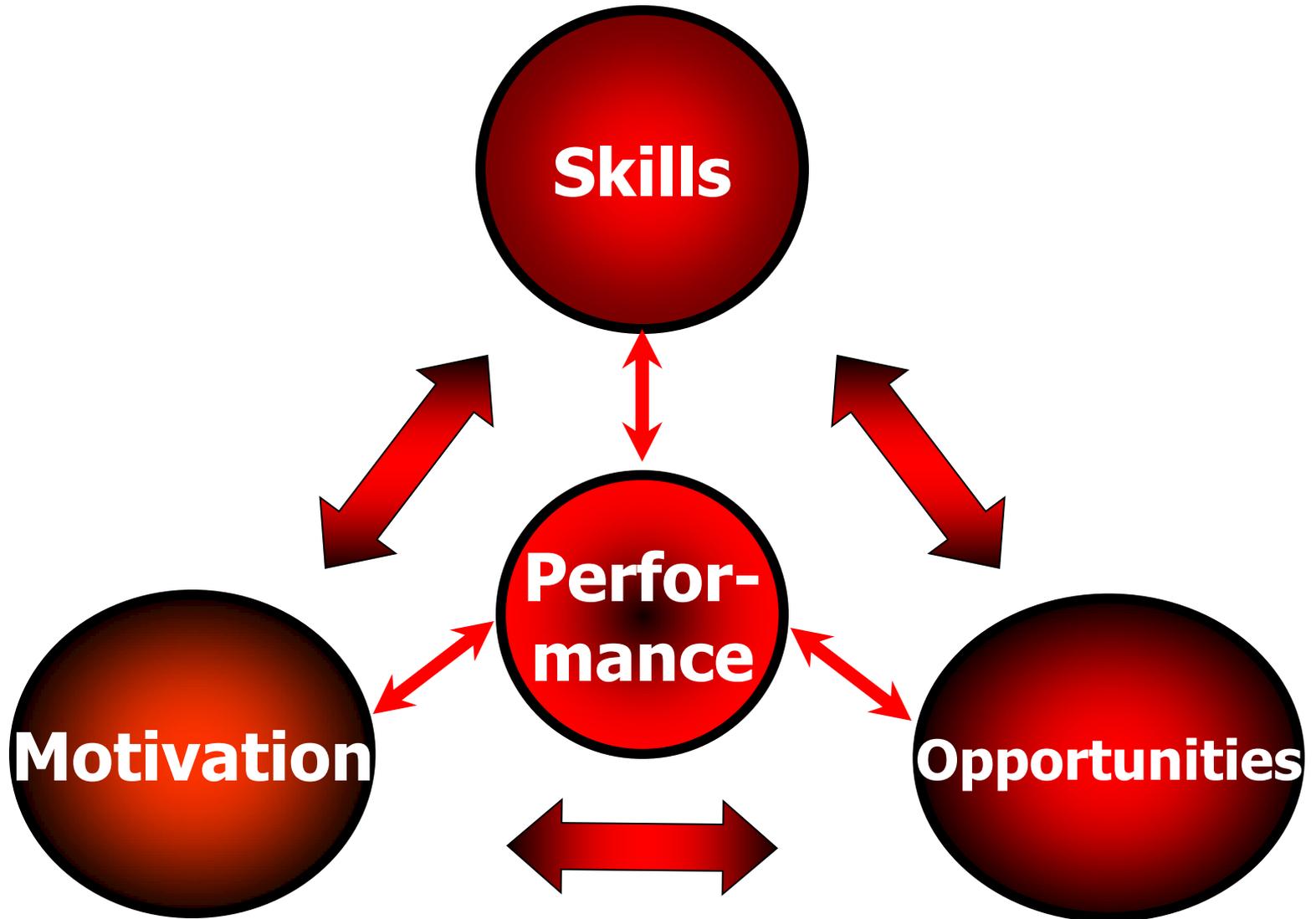


Individual performance

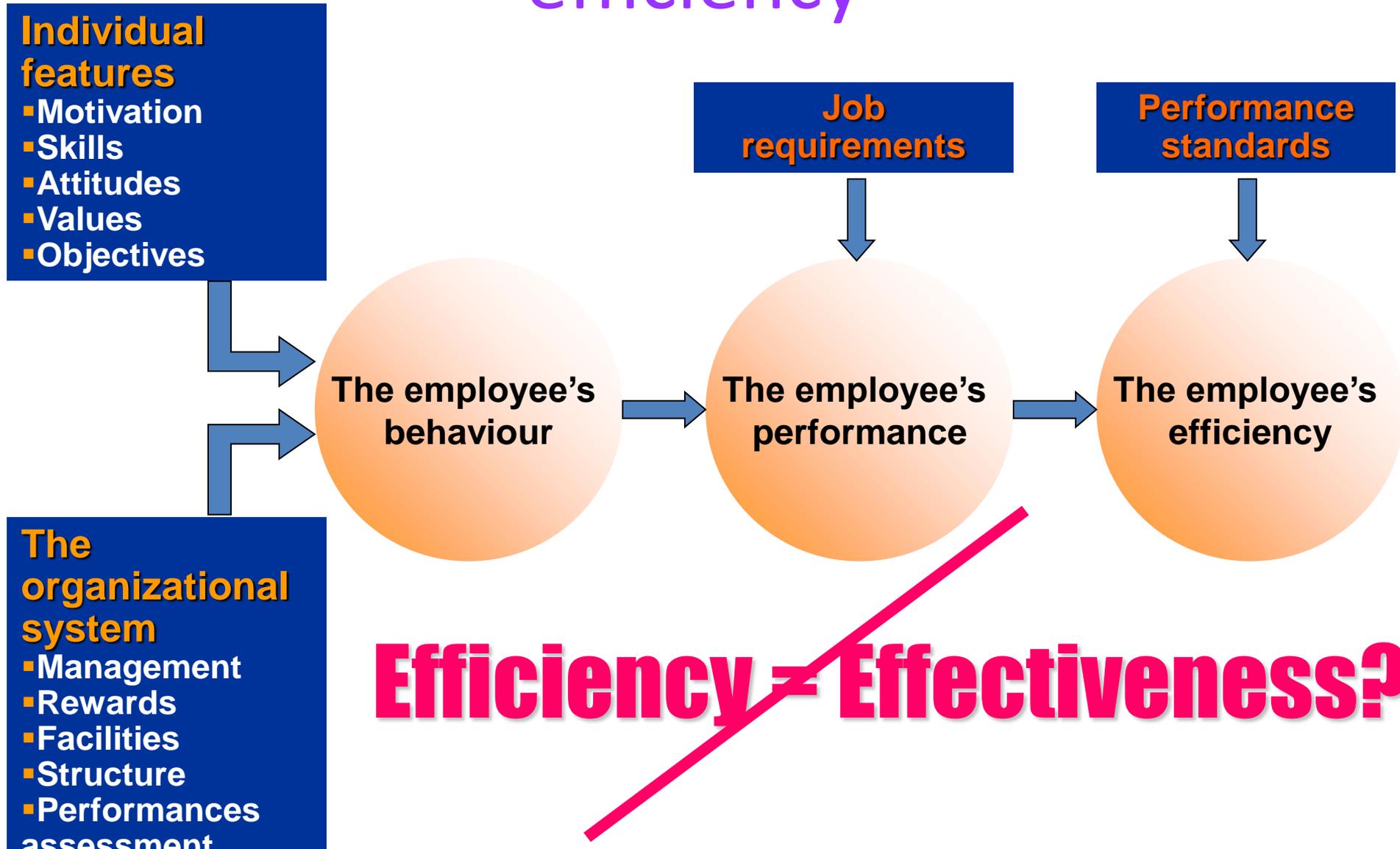
In order to be competitive an organization needs three types of individual performances:

- **The labour productivity**
- **The innovation**
- **The loyalty**

What determines the performance at work?



The employee's performance and efficiency





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Applications

1. Write the name of a friend you admire very much

.....

2. Write what you admire the most to that friend

.....



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What have you noticed?

T talents

F appearance

A attitudes



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Do not forget!

We are responsible for our attitudes!

The attitude of the leader determines the attitude of those who follow him!



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The golden words of the LEADER

The six most important words: „I admit I made a mistake”

The five most important words: „You did a good job!”

The four most important words: „What is your opinion?”

The three most important words: „If you please”

The two most important words: „Thank you”

The one most important word: „We”

The least important word: „I”



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Thank you for your attention!

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