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Leadership and management development

Peter Pietras and Alan Irwin

Leadership and management development are central to CBS since they underpin not only our HR strategy but also the strategy of the School as a whole. The purpose of this short report is to improve the efficiency and effectiveness of CBS' activities and simultaneously improve CBS' future potential.

What is CBS leadership development about?

We suggest that strategic leadership and management development should contain the following elements:

Working professionally:

1. **Research-, innovation- and operations- management**
 - a. Research leadership and management
 - b. Innovation and change management
 - c. Operation and performance management
 - d. Financing, contracting and public regulation

Generating strong internal and external relations:

2. **Management of external and internal relations**
 - a. Press relations and communication
 - b. Networking and lobbying
 - c. Marketing, sales and funding
 - d. Communication, transparency and dialogue

Developing current and future potential:

3. **Personal Leadership development**
 - a. Personal Preferences and values related to those of CBS
 - b. Personal Capacities in relation to CBS requirements
 - c. Personal Efficiency in relation to performance expectations
4. **Leadership in management team building and collaboration:**
 - a. Shared value development, building relations
 - b. Bringing together a coherent management team
 - c. Visioning and strategic planning
5. **Leadership in human resources management (staff)**
 - a. Implementing the HR strategy (recruitment, retention etc.)
 - b. Motivation and equal opportunities
 - c. Trust building and delegation
 - d. Succession planning and development

Why is this relevant?

First it is obvious that CBS can only operate as a top 10 European business school if we conduct our business in a highly professional manner. The management group is responsible for leading improvements in this area. It is recognised that CBS business structures and processes have to be strengthened, and the management of external

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funds has to more professional. We wish to raise the quality of our activities in research, education and central services. We are of course aware of the differences of research production and service production conducted by academic and non-academic staff. As we suggest, academic and administrative staff may also have different leadership expectations.

Second it is of little value to operate at a European top class level in research, education programmes and faculty/student service if this is not recognised both internally and externally. Management is individually and as a group responsible for CBS' image and brand development. However, faculty members and non-faculty staff may perceive our activities differently.

Third it is imperative that we continuously develop our future performance. It is core business in a university to create new knowledge and we therefore cannot just exploit old knowledge and existing study programmes. CBS is not likely to perform well in the future if we do not succeed in:

1. unfolding and developing managers' potential
2. identifying and working with the next generation of managers
3. creating a coherent and coordinated management group
4. developing the full potential of all staff.

What are the challenges for academic and non-academic staff?

We believe that many of the basics of good management as listed above are essentially similar across our academic and non-academic activities. However, there are particular challenges associated with leadership in each domain. If we take the case of academic leadership, then the following elements appear especially important:

1. An intellectual commitment to and passion for research and teaching development (academic leadership is at least partly by example and love for one's field)
2. A deep understanding of the academic field and its potentialities
3. Succession planning can be especially problematic due to the reward and career structure
4. One must deal with relatively-autonomous and independent individuals (the 'herding cats' phenomenon)
5. Staff's personal identity is especially entangled with academic performance (when research production is criticised often the person feel personally criticised)
6. There are also particular challenges of dealing with staff who have greater subject expertise than their academic manager.

How should leadership development be organised at CBS?

Before decisions are taken about the leadership programme, it is necessary to analyse the level of leadership competencies at CBS – and also to consider how well we are prepared for future development. It is necessary that top management participates in this process both to demonstrate commitment but also to develop the same vocabulary as the wider management group. It is important also to discuss the use of external or internal trainers for the programme.

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Conclusion

The main strategic issue for discussion concerns the **relative priority** that should be given to leadership and management development within CBS. At the same time, it would be very useful to collect views and experiences concerning the possible form of such development, the options that are available for the future and the best relationship between the development of academic and non-academic staff.