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# The National Quality Assurance and Accreditation Committee

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**LEADERSHIP  
IN THE CONTEXT OF QUALITY ASSURANCE**

**WORKSHOP NOVEMBER 2007**

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# **Developing the Role of Leaders in improving quality and quality assurance in institutions**

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# Session 1

## Introduction

- **Aims of the workshop**
- **Leadership in quality assurance:  
the context**
- **Outline**
- **Intended outcomes**
- **Self-assessment: the starting point**

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# Workshop Aims

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1. to identify and address factors related to leadership that are critical to success
2. to provide initial guidance on effective approaches to leadership

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# Two key leadership roles

within a dynamic academic environment

- **Implementing strategic plans and other improvement plans**
- **Sustaining quality in all activities in the institution and maintaining academic standards in educational programmes**

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**Leadership plays a crucial role in  
developing and sustaining Quality  
Assurance and achieving Accreditation**

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**Mission, plans, criteria, systems,  
and above all a successful academic  
organisation,  
depend on leadership**

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**Leadership is not just for the top:  
Universities, faculties,  
facilities, programmes, research  
activities, all need leaders**

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**Each university, each faculty, has leaders at  
all levels including programmes and  
courses.**

**Consider in this workshop who can lead  
alongside you.**

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# Outline of this workshop

- Self-assessment and self-learning
- Feedback from earlier developmental engagements and follow-up
- Characteristics of Leadership
- Case studies
- Leadership in Implementation
  - Approaches to leading
  - Role of leaders in implementation
  - Towards action planning:
    - developing leadership skills
    - planning and taking action

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# Intended Outcomes

Those attending should be able to reflect on the contributions they and other leaders in their organisation can make towards implementation of strategic and other improvement plans

- and in particular:

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# Intended Outcomes

- Identify the key factors critical to success in establishing and sustaining quality assurance systems in academic institutions
- Reflect on the range of characteristics of effective leadership within their organisation
- Select appropriate strategies for leadership
- Identify potential for further development of leadership skills within their organisation and develop suitable action plans in consultation with others

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## Self-assessment: taking personal responsibility

- Leadership is a personal, professional contribution
  - Leaders make mission, vision and strategic plans a reality
  - Leaders work effectively within a context they understand
  - Effective leaders make choices about characteristics, roles and styles
  - Self-awareness is key to developing leadership roles
  - Effective leaders are self-learners
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# Session 2

## Feedback

- **First transitional phase**
- **Examples of effective leadership making a difference**
- **Summary of the challenges, obstacles and tasks**

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## First transitional phase: 2004- 07

- 177 funded projects
- 60 Developmental engagements with self-evaluation reports and generating review reports
- “Quality Assurance and Accreditation Handbook for Higher Education in Egypt”
- 500 peer reviewers trained and active
- QAAP monitoring process
- 23 follow up site-visits and reports
- Evidence-based reports of achievements and of challenges, obstacles and tasks for leaders
- Internal Audit Report by QAAP

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# Effective Leadership

## - Feedback from earlier engagements

- **“Quality assurance in higher education is totally dependent on clarity of objectives, self-evaluation, documentation and discussions, including engagements with the range of stakeholders. Few faculty members appear to be comfortable with this concept, and the inherited structure of appointments, councils and committees and their terms of reference rarely serve the more recent initiatives to establish and sustain quality assurance.”**

**[Overview Follow-up Report, QAAP June 2007]**

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# Effective Leadership

## - Feedback from earlier engagements

### Academic Standards

- Reforms
- Development of NARS (in some subjects)
- Establishment of ILOs and learning from feedback
- Operational solutions include:
  - Use of matrix for ILO mapping
  - Coordination of courses from other faculties to reflect programme ILOs
- Student assessment to match ILOs

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# Effective Leadership

- Feedback from earlier engagements

## Learning Opportunities

- Improvements in teaching methods
- Facing up to difficult issues such as private lessons
- Supporting positive culture of student/staff relationships
- Examples of new investments in fit-for-purpose learning resources

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# Effective Leadership

- Feedback from earlier engagements

## Research and Community Involvement

- Some excellent developments in universities towards new research strategies and plans
- Isolated examples of personal, individual research initiatives and collaborative projects
- Examples of excellence in community involvement

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# Effective Leadership

## - Feedback from earlier engagements

### Effectiveness of Quality Management and Enhancement

- Emerging strategic planning in some universities and faculties
- Quality Assurance Centres in state universities
- Some investment in computerised systems for student surveys on levels of satisfaction
- Rising levels of confidence in some institutions that have completed development engagements and follow-ups

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# Systemic Obstacles to Reform

- Contracts and conditions of employment of faculty members
- The poor quality of contributions to programmes by other faculties
- The centrally controlled admissions of students
- The poor organisation and deployment of learning resources
- Variations in the ratios of faculty members to students
- The failure of a large majority of faculty members to engage in quality assurance and reporting

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# Feedback from earlier engagements

## - evidence of challenges for leaders

### Academic Standards

- Reluctance by some faculty members to engage
- Turning ILOs into reality in the academic programmes
- Slow progress in some NARS
- Mis-match between ILOs and assessment
- Restrictive laws, policies, by-laws
  - Central admissions and numbers exceeding capacity
  - Examination by-laws
- Poor data e.g. on graduate destinations

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# Feedback from earlier engagements

## - evidence of challenges for leaders

### Learning opportunities

- Still obstacles to widening range of teaching and learning approaches to address ILOs
- Poor contributions from other faculties
- Undue reliance on informal student tracking and academic guidance
- Inappropriate and variable human resources
- Physical resources in need of substantial improvement
- Poor management of resources
- Opportunities for efficiency gains

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# Feedback from earlier engagements

## - evidence of challenges for leaders

### Research and Community Involvement

- Faculties not delivering institutionalised research activity
- Little strategic planning, evaluating, reporting
- Funding levels - a major obstacle
- Community service not always integrated with other academic activities

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# Feedback from earlier engagements

## - evidence of challenges for leaders

### Effectiveness of Quality Management and Enhancement

- Governance and structures need further development to support quality assurance
- Less than full commitment by many faculty members
- Systems not yet embedded:
  - ❑ Annual reports (courses- programmes - faculties)
  - ❑ Self-evaluation
  - ❑ Little external or independent evaluation and verification
  - ❑ Engagements with students and other stakeholders
  - ❑ Improvement plans
  - ❑ Link between university and faculties

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# Session 3

## Characteristics of Effective Leadership

- **Catalogue of characteristics**
- **Virtues of leaders**
- **Case studies**

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# The Key Characteristics of Leadership

- **All persons are committed to the mission and vision, and pursuing the strategic objectives**

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# The Key Characteristics of Leadership

- **Leaders show focus and drive**

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# The Key Characteristics of Leadership

- **Leaders provide role models for other colleagues, students and other stakeholders**

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# The Key Characteristics of Leadership

- **Leaders respond to changing circumstances and new challenges, showing initiative**

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# The Key Characteristics of Leadership

- **Leaders coach and encourage others to raise their game**

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# The Key Characteristics of Leadership

- **Leaders inculcate high standards in others**

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# The Key Characteristics of Leadership

- **Leaders deserve a supportive environment**

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# The Key Characteristics of Leadership

- **Leaders recognise errors and lessons to learn, and continue to improve**

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# The Key Characteristics of Leadership

- **Leadership skills and styles vary according to the context, the environment, the person and the challenge**

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# The Key Characteristics of Leadership

**So, leadership needs positive decisions  
by you concerning:**

- **Skills**
- **Styles**
- **Analysis of the situation/needs**
- **Judging the challenge/obstacles**
- **Leader development programme**

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## Virtues of strong leaders may include:

- showing direction

- Clarity of direction and priorities
- Creativity in problem solving and solutions
- Showing the way by example
- Speed of action
- Decisiveness
- Innovation

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## Virtues of strong leaders may include:

- mastery of process

- Recognising strengths and opportunities
  - Close association with needs of students and other external stakeholders
  - Appropriate application of available technology and proven methods
  - Delegation of authority and responsibility and support results
  - Responsiveness to others and to changing situations
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## Virtues of strong leaders may include:

- high performance

- Quality of work and high standards of execution
- Demonstrating productivity
- Adding value
- Communicating
- Teamwork

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# Virtues of strong leaders may include:

-high motivation

- **Self-motivating**
- **Motivate others**
- **Reflective of performance**
- **Setting goals**
- **Making proposals**
- **Taking risks**
- **Self-reliance**

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\_ and when are these also virtues?

- **Exercising power**
- **Being political**
- **Being flexible and compromising**
- **Moving the goal posts**
- **Unmoved by arguments to alter course**
- **Allowing one leader - you**
- **Encouraging many leaders**

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To summarise, leaders -

- **Show direction, vision**
- **Plan**
- **Engage and Communicate**
- **Are highly motivated**
- **Manage the process**
- **Demonstrate high performance**

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# Session 4

## Case Studies

**Faculty of Medicine Suez Canal University**

**Faculty of Nursing Ain Shams University**

**Faculty of Science Assuit University**

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# Session 5

## Implementation of the Strategic Plans

- **Role of leadership**
- **Suggested approaches**
- **Towards action plans**

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# Implementing improvement plans

- **Vision**
- **Set clear goals**
- **Seek support**
- **Institutionalise the vision and the plan**
- **More than one way to lead**
- **Do it your way**
- **Locate resources**
- **Share information and give feedback**

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## Sustaining quality

- consider

- **Only one aim: meeting accreditation criteria**
- **Set milestones**
- **Grow the culture**
- **Develop the team approaches**
- **Grow tomorrow's leaders**
- **Give rewards for achievements**

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# Suggested approaches to developing effective leadership: - cultural

- **Grow the Culture**
- **Consider the concept “All members of the University are leaders”**
- **Develop sustainable processes for consultation and engagement**
- **Develop a learning organisation**

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# Suggested approaches to developing effective leadership: - capacity building

- Focus on enhancement and delivering the plan
- Unleash potential
- Look outside the University
- Train, train, train, train, train, train, train.....
- Assign members to special assignments and task groups to raise skills and ensure involvement
- Evaluate and if necessary change the plan/move the goal posts
- Underpin by quality assurance system and processes

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# Suggested approaches to developing effective leadership: - rewards

- **Tune rewards and sanctions to fit the new tasks and culture**
  - Not all rewards are monetary
- **Measure leadership in staff objectively with widely publicised criteria**
- **Measure staff subjectively through exchange and feedback**

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# Towards action plans for developing leadership

- **Identify priorities**
- **Make improvement plans and strategic plans central to the organisation**
- **Develop a leadership development programme**
- **Integrate with strategic plans**

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# Developing leadership skills in others

- **Conduct needs analysis**
- **Set goals and assignments**
- **Consult and engage**
- **Develop coaching and mentoring systems**
- **Develop task-oriented, participative approaches**
- **Distribute across all locations**
- **Rotate leaders into new assignments**
- **Encourage volunteers, for example in community service**
- **Evaluate**
- **Reward**

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# Conclusion

- **Leadership is the personal touch**
  - and plays a central part in quality assurance and enhancement
- **Leadership Characteristics give choices**
  - for you to make a selection, based on self-assessment, self-learning and assessment of needs
- **Towards action planning:**
  - need for leaders
  - need for a leadership development programme
- **Integrate with strategic planning**
- **Make it happen**

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# Session 6

## Open Session

- Question and answer
- Next steps

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# Next steps

- **The personal touch - activate**
- **Re-consider strategic plan and its implementation: towards meeting accreditation criteria**
- **Consult**
- **Develop leadership programme and integrate it with strategic plans**
- **Lead**
- **Feedback and reward**

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# Session 7

Please complete:

- **Self-assessment**
- **Workshop Evaluation**