

# Training Program for Senior University Research Administrators (URAs) in Japan

## Meta Trial Module “University Management”

株式会社 IRIS 科学・技術経営研究所  
第4回URAシンポジウム、北海道大学、2014年9月18日



# Content Overview

- Background of the Assignment
- Overall Approach, Methodology & Why Europe
- Meta Trial Module “University Management”
- Visions for Senior URAs in Japan
- Feedback & Discussion



Introduction

Background of the Assignment



## IRIS Science Management Inc.

Tokyo-based consulting company, specialized in research management, policy advice, and support for “International Relations In Science”.

### **Dr. Iris Wieczorek** – founder and president

- Studied Japanese and Chinese Studies, as well as Computer Science in Germany
- Over 25 years of Japan experience, broad knowledge about the scientific systems in Europe & Japan
- Worked as a research on comparative assessment of the Japanese research and innovation system
- Has been involved in various science management and training activities

### **Our Services Include**

- Personal Advice for Top Management of Scientific Institutions on Strategic & Organizational Development
- Training for Early Career Researchers and University Research Administrators (URAs)/ Science Manager
- Project Management & Research and Insights



**Hired by Kanazawa University to Conceptualize Training Modules for Senior University Research Administrators (URAs) in Japan**

## Part 1

# Overall Approach, Methodology & why Europe



# Science Management Training Program for Senior URAs

## 1. Module: University Management

- What does (strategic) University Management mean today?
- Roles, tasks and responsibilities of Senior URAs?
- Necessary skills of Senior URAs to support University Management?
- Case Studies from Europe => Group Discussions

## 2. Module: Research Strategy Planning

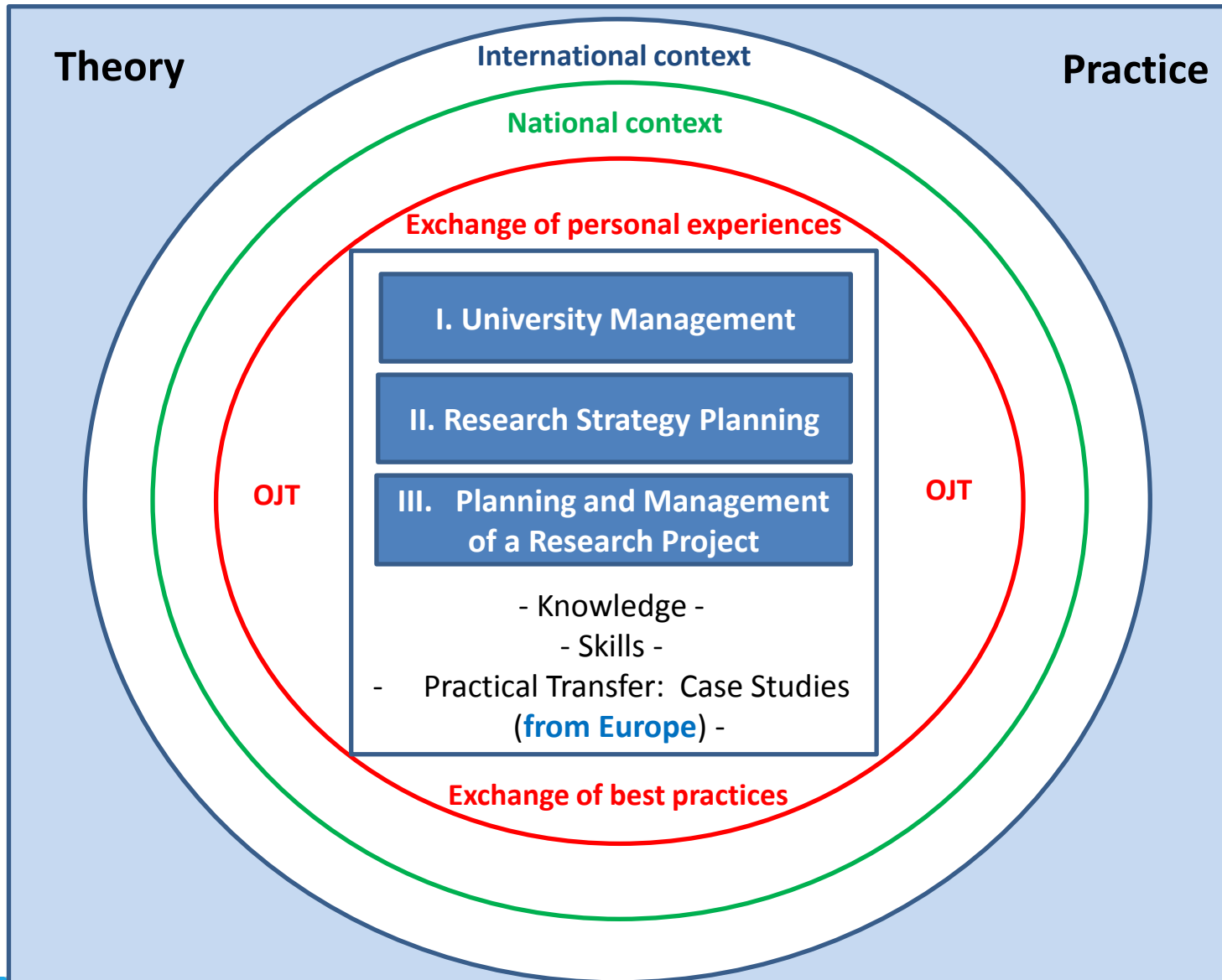
- Basics of Research Strategy Planning (including Strategy for Research Funding)
- Roles, tasks and responsibilities of Senior URAs?
- Necessary skills and tools for research strategy planning
- Case Studies from Europe => Group Discussions

## 3. Module: Planning and Management of a Research Project

- Basics, Phases and Success Factors of Project Management
- Roles, tasks and responsibilities of Senior URAs?
- Necessary skills and tools for project management?
- Case Studies from Europe => Group Discussions

**Today:**  
Trial module

Textbook  
in Engl. and Jap.  
&  
URA "Skill Card"



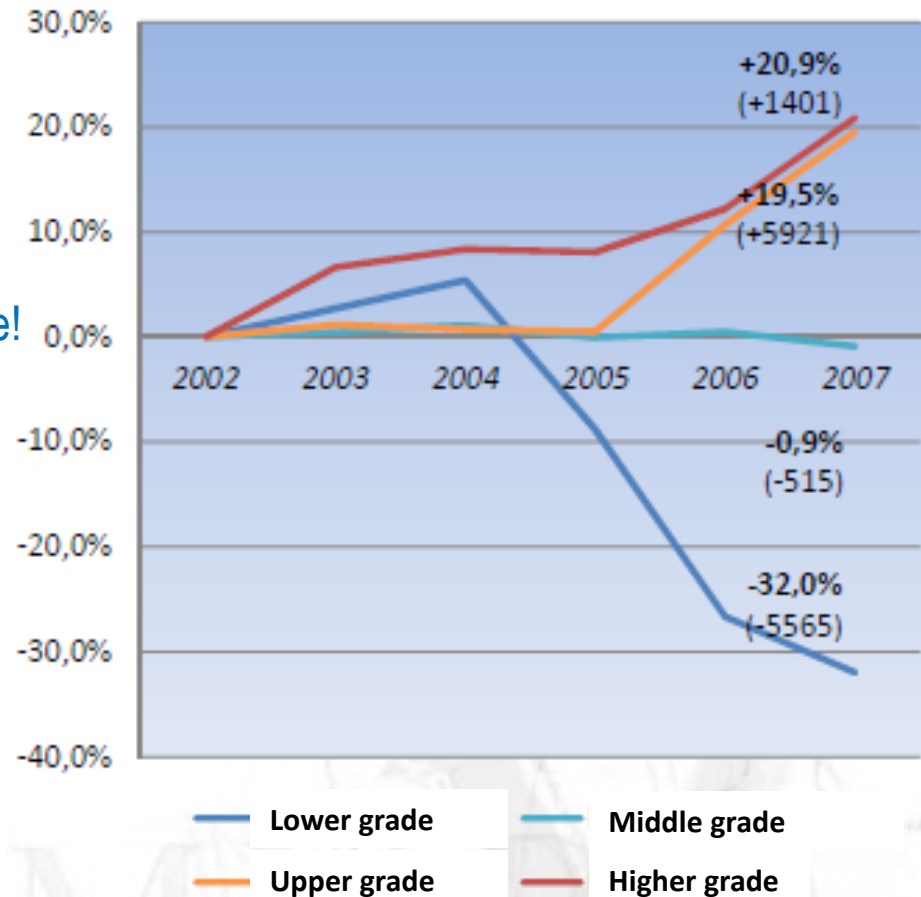
# Why Europe?

- Somewhat Comparative Environment
  - Similar education system
  - Comparable funding approaches (although with the additional “EU” layer)
  - Institutions with similar history
  - Similar academic labor market situation
  - Comparable recent developments & pressure to compete internationally
  - Historically rigid and bureaucratic administration structures of universities, but they changed at a high speed over the past 15 years
- ⇒ **change is possible through innovative approaches toward organizing and managing research!**
- The US
  - Institutional and funding situation is very different from both Japan & Europe
  - Thus, comparison is often difficult



# Science managers in Germany changes in the number of non-academic staff

- Outstanding management is a key success factor for universities nowadays
- URAs/ Science Managers have a central role!
- Especially Senior URAs/ Science Manager are (and will be) in need to cope with new challenges



Source: Blümel/Krücken/Kloke/Netz 2010

# Tasks & responsibilities of (Senior) Science Managers in Germany

## An overview

Project development:  
ideas & planning & fundraising

Support for (research) strategy  
planning, change management

Supervising and carrying out (large)  
projects: to be kept two apart

Resource management/ controlling/  
permanent adjustments

Staff recruitment/ leadership/  
coordination/ delegating/ training

Presentation of results/ evaluation/  
follow-up projects

Communication/ people management  
› Information/ meeting management  
› Networking/ cooperation  
› Conflict management/ negotiation

Quality & diversity management  
› Structures/ processes/ results  
› Culture as well as instruments!  
› Research integrity & ethics

# Skills of Senior URAs/ Science Managers – to be discussed

An overview

Analytical skills

Strategic & tactical skills

Management & organizational skills

“Accounting” skills

Leadership skills

Presentation skills

Communication & interpersonal skills  
(incl. conflict management etc.)

Intercultural skills & English ability

## Part 2

# Meta Trial Module “University Management”



## Objectives of the Training Module

- ✓ Demonstrating meaningful “connections” of research and management
- ✓ Discussing the question: How much control/ management and how much anarchy is needed for successful research?
- ✓ Discussing the question: What does “management” mean in the context of a university?
- ✓ Discussing the basics of (strategic) university management
- ✓ Discussing case studies and “practicing” university management
- ✓ Exchanging experiences about university management
- ✓ Discussion of roles and responsibilities of senior URAs

# Overview of the Meta Trial Training Module

- I. Shifting Missions of Research Universities
- II. Management in Academia – **short version**
- III. University Management in Practice:  
Start with Developing a Strategy - Case Studies
- IV. Visions for Senior URAs in Japan



## Part 2

# Meta Trial Module “University Management” II. Management in Academia



# Management in Academia

## Management **FOR** Science

### Key Messages

- Transition from a “traditional” model to a “managerial” model
- Management in academia is different from management in a company

### Aim of the Training Section

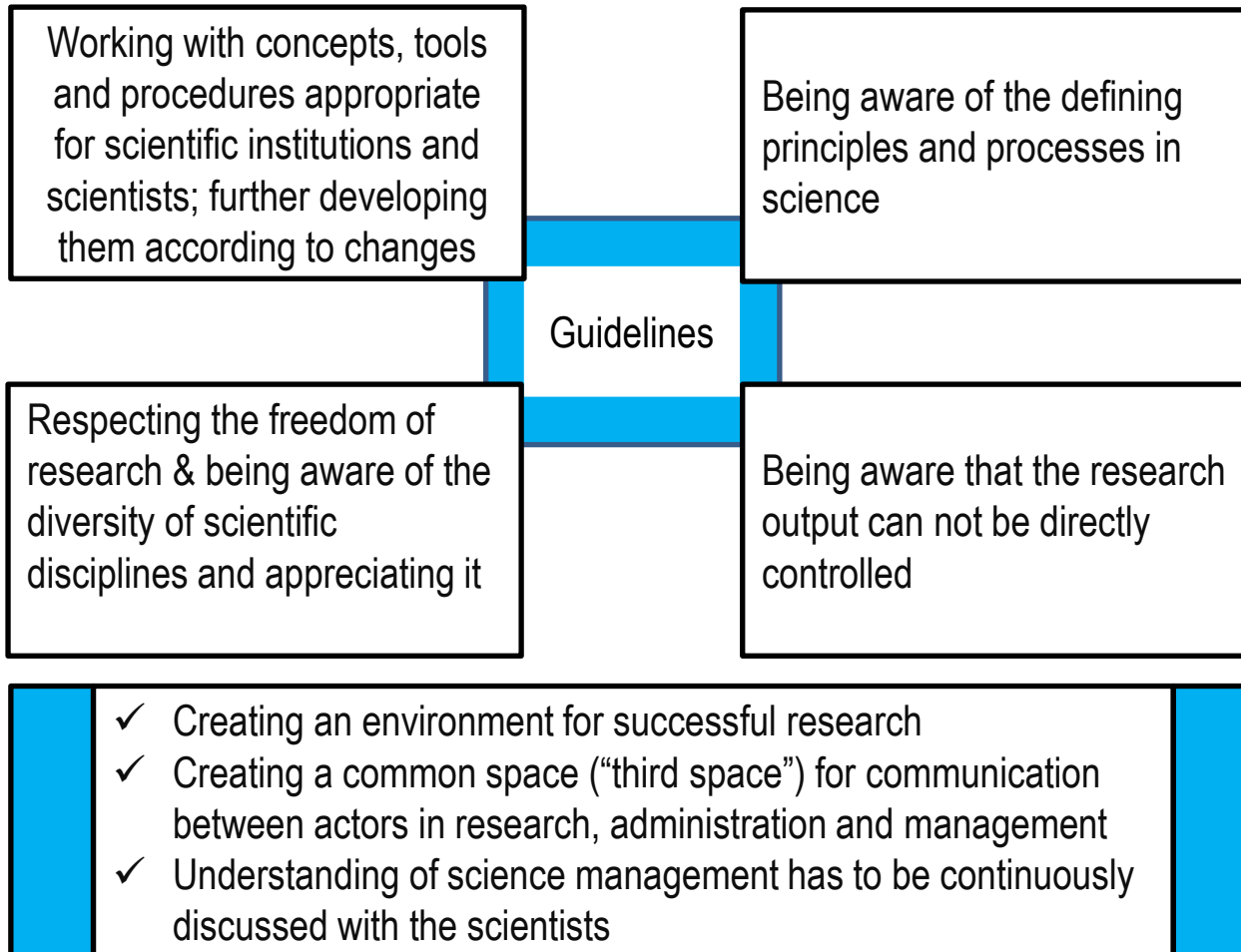
- Understanding of the difference of “administration” and “management”
- Understanding the specifics of management in academia
- Discussing guidelines for good science management

### Exercise for Discussion

- Relocation of a faculty and its members within the university campus
- ⇒ Today only as “warm-up”: what do you think first, what would be your first steps?



# Good Science Management Management **FOR** Science



# From Administration to Professionalized Science Management

## Exercise for “Warm-Up” Discussion

- One faculty and its members have to move to a different building as the current building is old and will be destroyed
- On the 5<sup>th</sup> floor of the building No 7 of the university would be enough space to host all faculty members
- But, there are 3 small interdisciplinary labs which occupy three rooms a 50qm. Nonetheless, on the 2<sup>nd</sup> floor of building No 7 are empty rooms to which they could move
- What comes first to your mind?
- How do you manage the situation? What are your first steps?



## Part 2

# Meta Trial Module “University Management” III. University Management in Practice: Start with Developing a Strategy – Case Studies

# (Strategic) University Management in Practice

## Key Message

- Most crucial is to carefully plan the strategy development process in advance  
- who shall be “on board” before developing a strategy and during the process?

## Aim of the Training Section

- Providing Insights into University Management in Practice
- Discussion of top-down and bottom-up mechanisms

## Case Studies

- Strategy development at German Universities

# Stages of (Strategic) University Management



# Strategy Development for a University

## Case Study I from Germany

- New power of the top-management is used for a top-down strategy
- ⇒ Negative consequences: e.g. significant barriers of acceptance, conflicts

### Example from Hamburg University (Students: 41,214; Professors: 700)

- Authoritarian and undemocratic leadership style of new president Monika Auweter-Kurtz (started in July 2007 => contract forced to end in July 2009, would have lasted until 2012)
  - Various solely top-down decisions and directions for a speedy reform process
  - Moreover, harsh behavior towards Professors and not respecting their “freedom”, e.g. enactment 2007: Professors should ask the PR Department before they talk to journalists
- ⇒ Professors, students, politicians asked for her resignation
  - ⇒ What had happened? What would have been your advice to the president?
  - ⇒ Good practice of combined top-down & bottom-up processes?

# Strategy Development Case Study II from Germany

## The situation

Mid-sized university with a strong scientific basis in certain fields  
Facts & figures: 6 faculties, 17,200 students, 1,875 scientific-staff (214 Prof.), 1,444 non-scientific staff

Goal: National & International Positioning  
Trigger: Excellence Initiative

Good leadership of the president, but no long-term strategy

Excellent researcher of the university became too “independent”

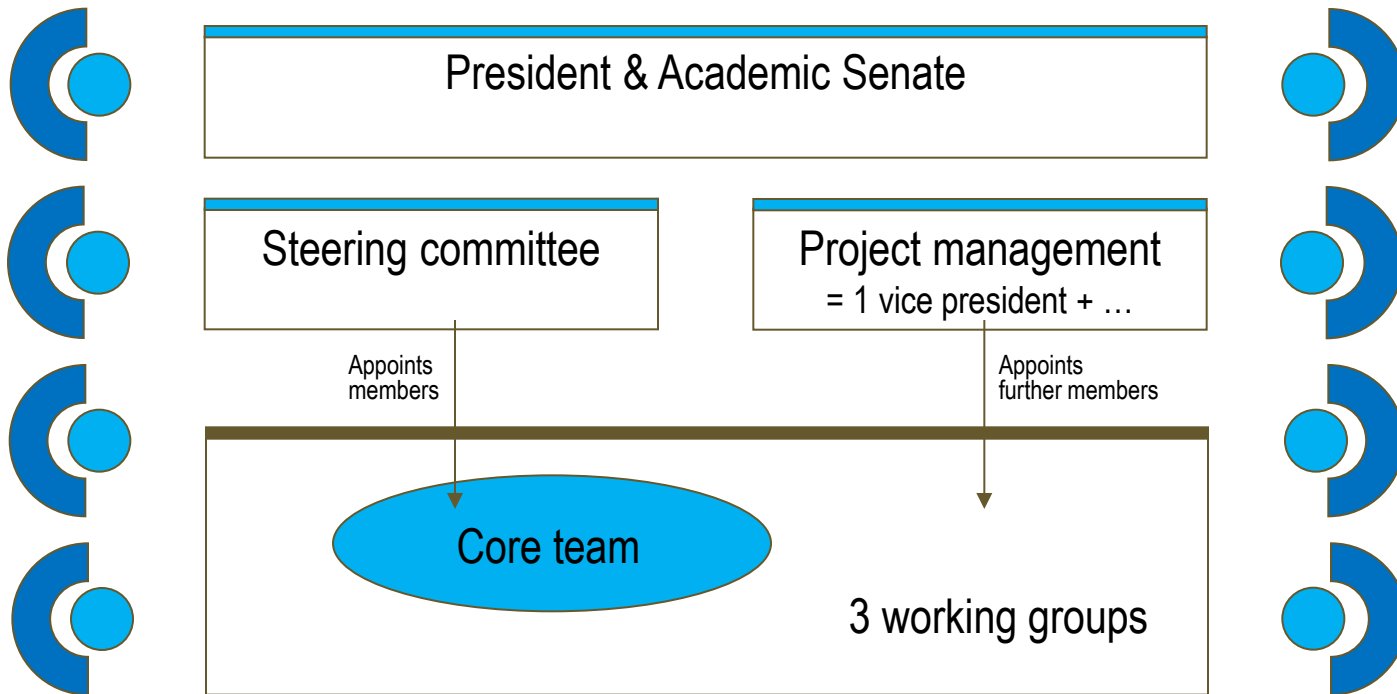
Strategy development to “unite” the university and to successfully position the university nationally and internationally

Pre-Kick-Off-Workshop with about 25 people of the university  
Result: Agreement of university boards & hiring external consultant to moderate the strategy development process

# Strategy Development for a German University

Structure of stakeholders and committees

Possible role(s)  
for Senior URA?





# Strategy Development for a German University

## Structure of stakeholders and committees



President & Academic Senate



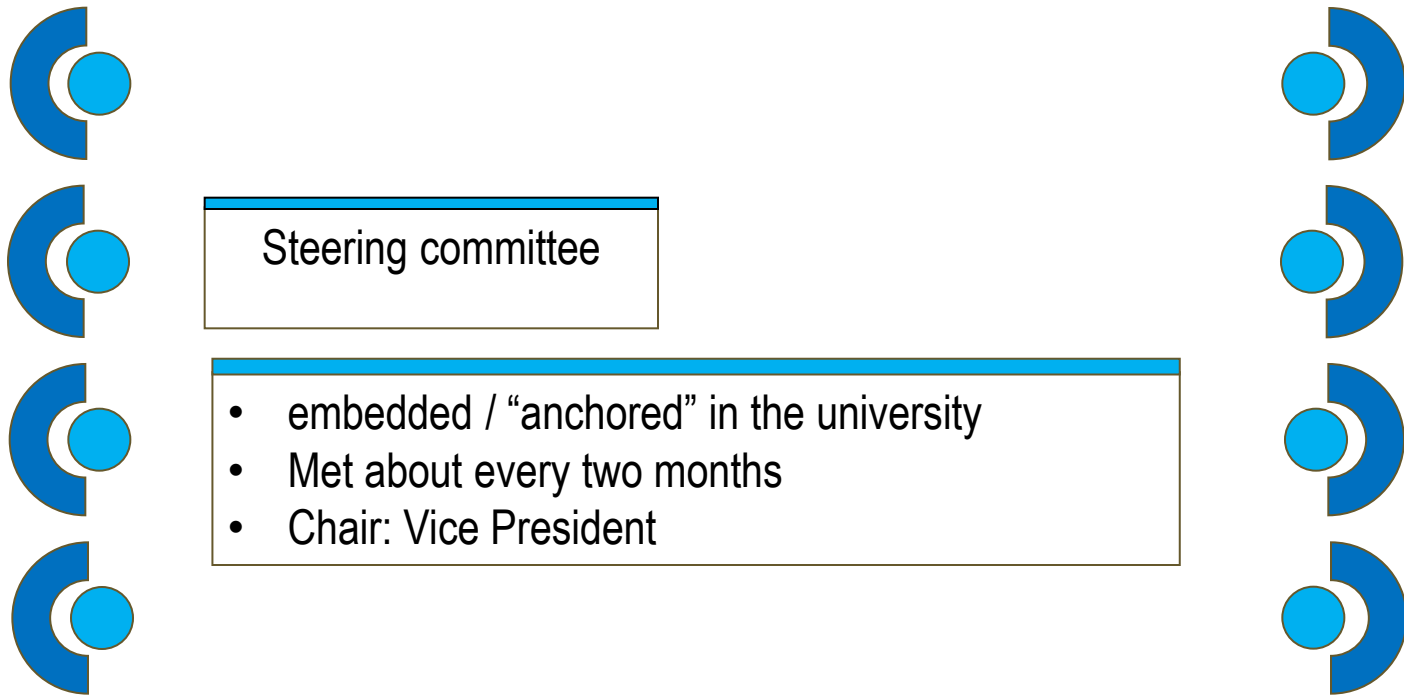
### Academic Senate:

- 13 members: 7 professors, 4 academic and technical staff members, 2 students
  - Is involved in all important University decisions, e.g., election of University presidents, appointment of the University Council, confirms vice presidents in office, issues guidelines etc.
- ⇒ great authority in the creation of self-governing units at the university



# Strategy Development for a German University

## Structure of stakeholders and committees



# Strategy Development for a German University

## Structure of stakeholders and committees



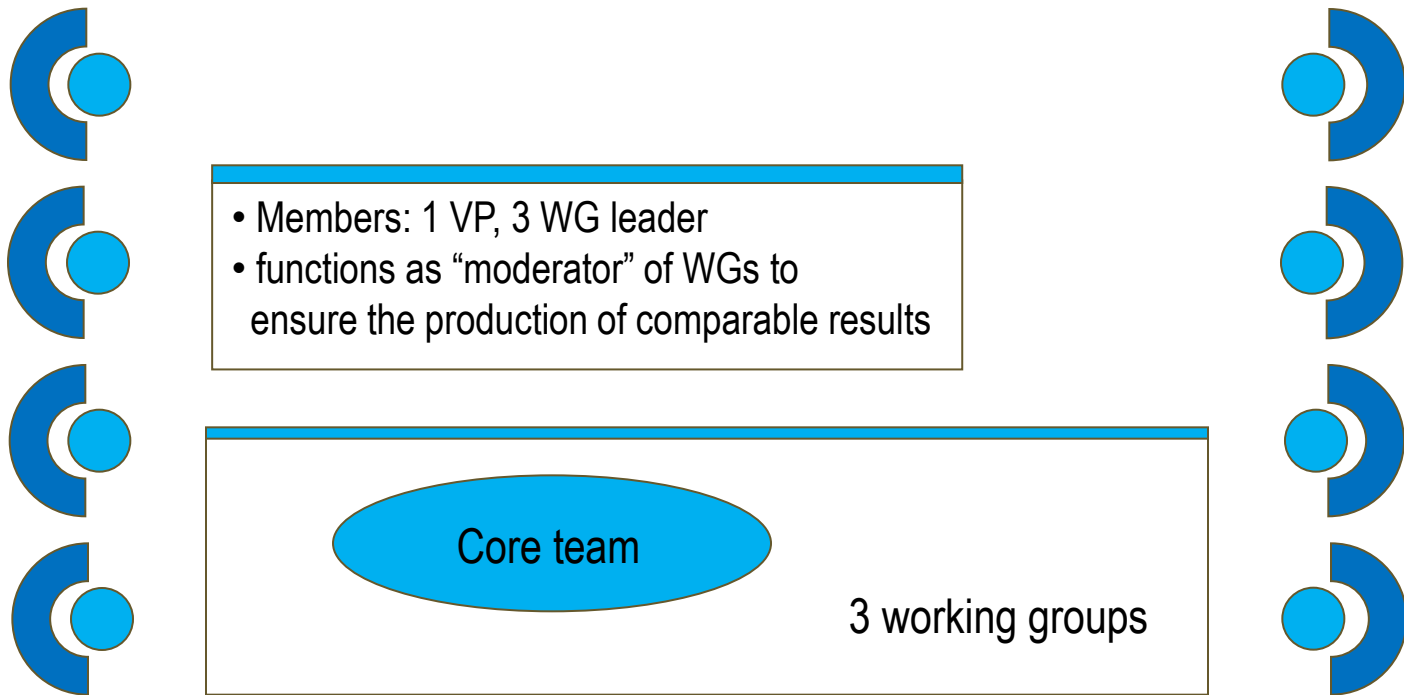
**Project management**  
= 1 vice president + ...

- **Operational function**
- **Members:**  
1 VP, 1 Senior URA,  
external consultant,  
1 student assistant



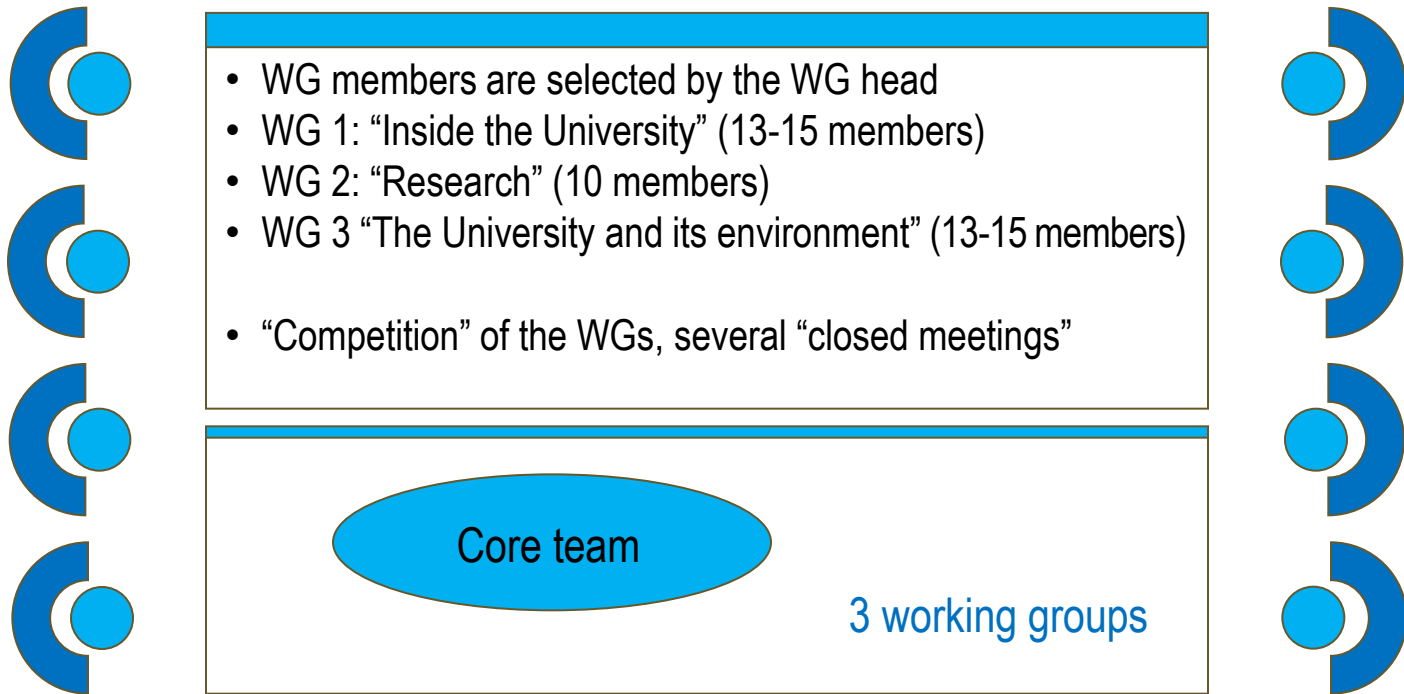
# Strategy Development for a German University

## Structure of stakeholders and committees



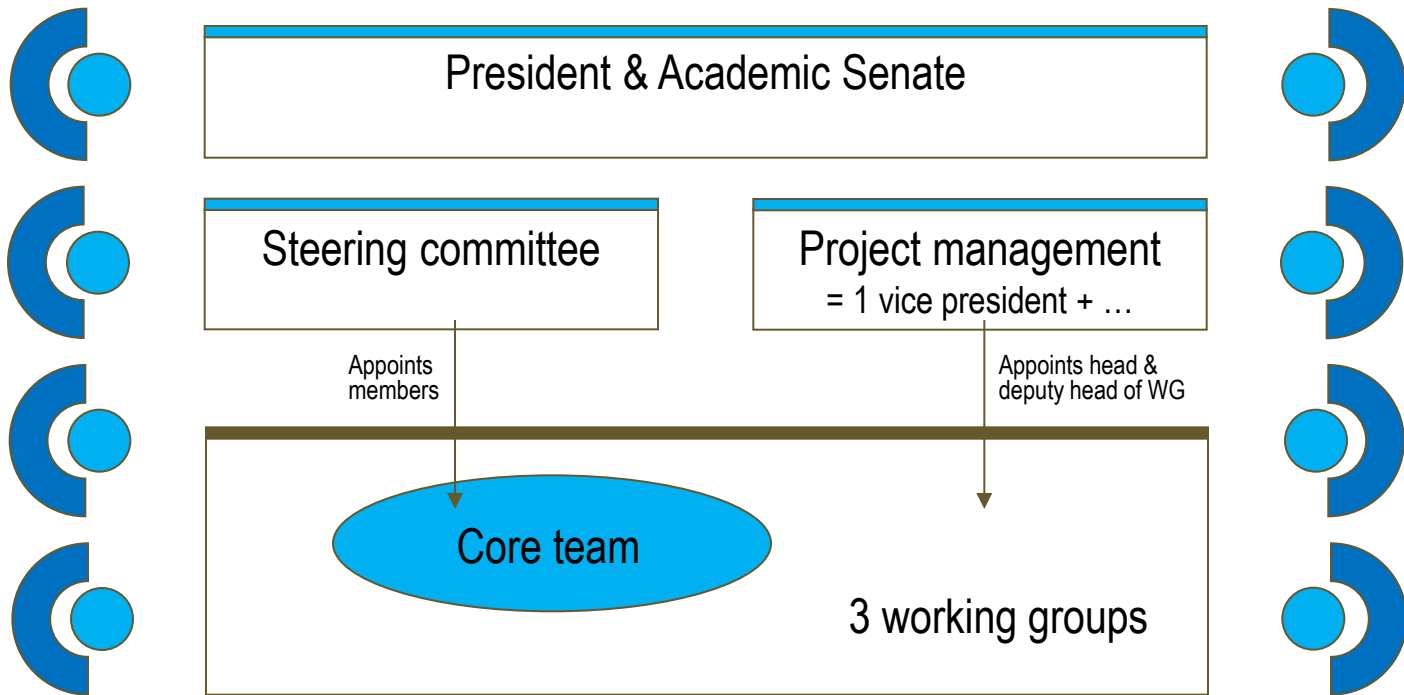
# Strategy Development for a German University

## Structure of stakeholders and committees



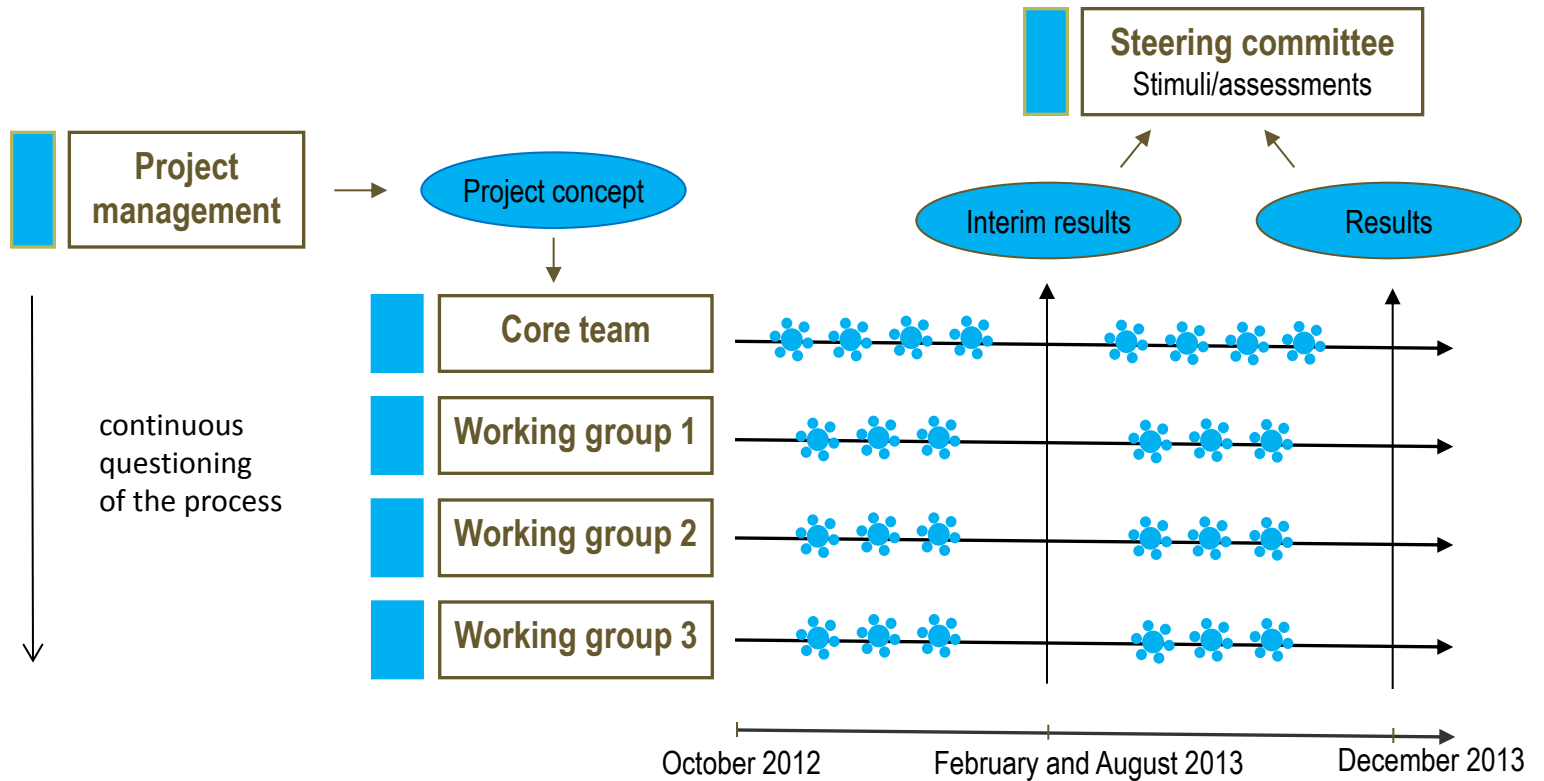
# Strategy Development for a German University

## Structure of stakeholders and committees



# Strategy Development for a German University

## The process sequence



# Strategy Development for a German University

Results: Consensus & Satisfaction

Objectives/ Goals

Research

Education

Recruiting & HR Development

Strategic capability/ governance

+

Clear & transparent rules for university management (top-down & bottom-up processes)

Values

Self-concept / image

Interaction with ourselves & others

Governance & leadership

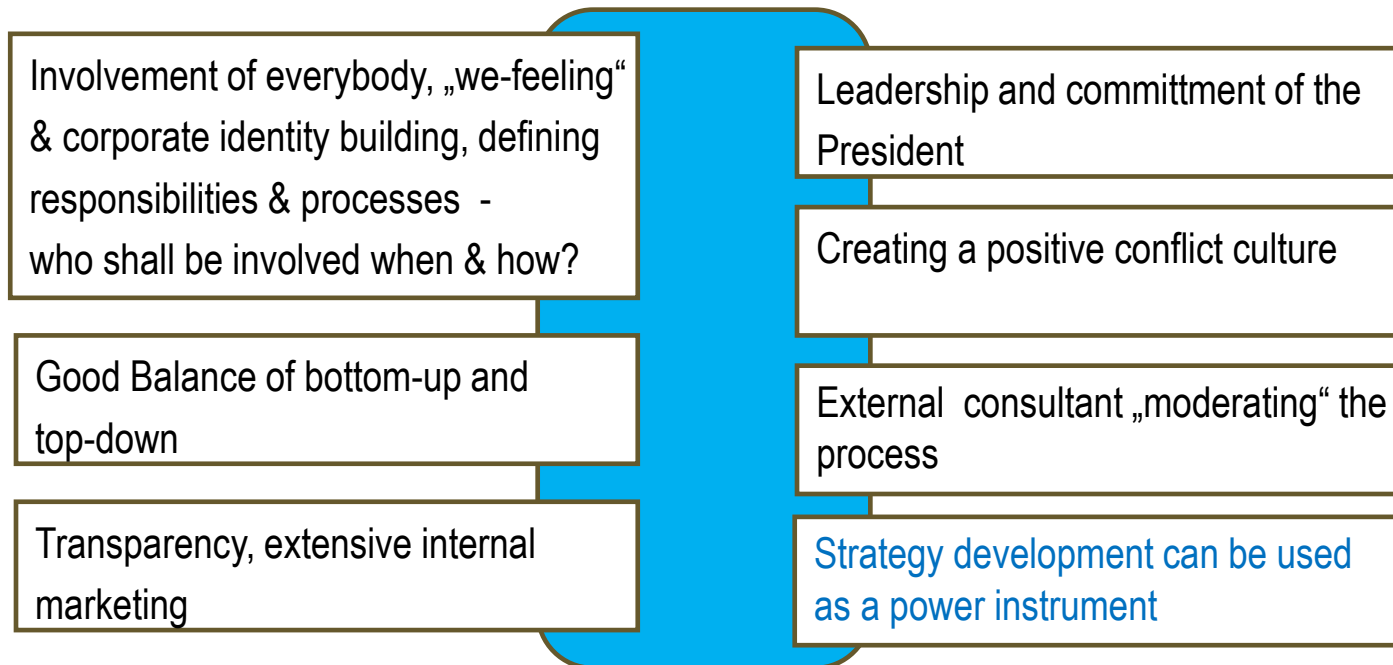
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Permanent reflection & further development of the strategy and governance



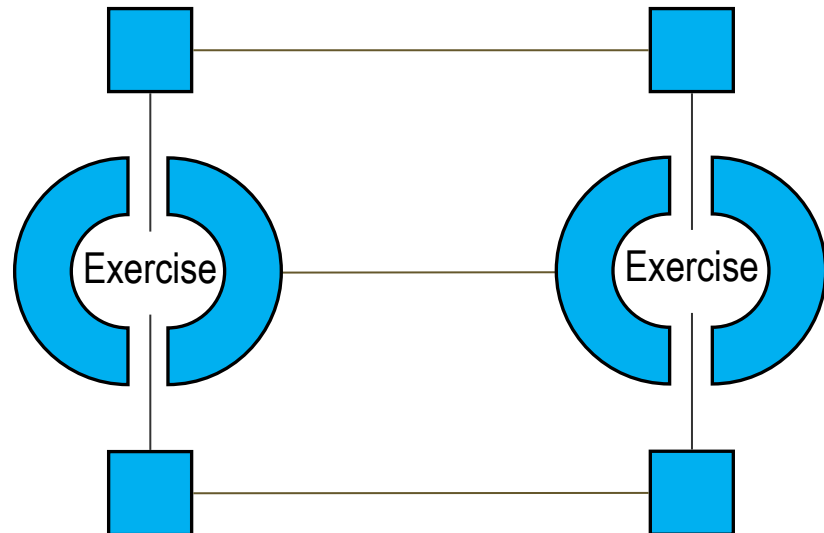
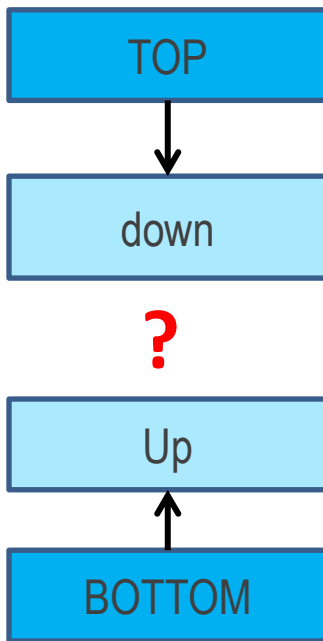
# Strategy Development for a German University

## Success factors



# Triggering off a strategy development for a university

Who needs to be „on board“ – before the start and for the first period? (15 Min Exercise)  
Take your universities as examples!



# Take Home Messages (Strategic) University Management

Central to University Management is the development of a strategy

- It is important to think well in advance who shall be “on board” before & during the process of developing a strategy
- Balance of top-down & bottom-up mechanisms is important
- The strategy development process has to be managed on various levels
- Leadership & project management are essential
- Commitment of involved actors is necessary (first of all: of the president)
- Communication is crucial

# (Strategic) University Management

## Further Possible Case Studies/ Exercises

- How to develop an internationalization strategy?
- How to use rankings for university management?
- How to evaluate the efficiency of university management?
- How to secure quality management?
- How to implement effective feedback-mechanisms?
- Etc. etc.



## Part 2

# Meta Trial Module “University Management” IV. Visions for Senior URAs in Japan



## Visions for Senior URAs in Japan

- What would Senior URAs be in the future?
- What could Senior URAs deliver in the broader context of university management?
- Which responsibilities could and should Senior URAs have?
- Which skills/ experiences should Senior URAs have?



# Visions for Senior URAs in Japan

- ✓ **Flexible training modules for**
  - **Management knowledge** (e.g. strategic management, empirical methods of science management, evaluation & quality management)
  - **Specialization knowledge** (e.g. technology transfer, internationalization)
  - **Soft skills** (e.g. leadership and cooperation in scientific organizations, (intercultural) communication)
  
- ✓ **Methodology**
  - Focus is NOT on “theoretical” knowledge, but on gaining “practical sensitivity”
  - Lectures, seminars, case studies, group work
  - Individual coaching, group coaching
  - Internships & exchange in Japan and abroad is important, build up your network!

## Part 3

# Feedback & Discussion





# Feedback & Discussion



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