Entrepreneurial Higher Education in a global context?

Tim Gore OBE
Demand to triple in a quarter century

Brandenberg et al 2008
“university as a paramount player in a global system increasingly driven by knowledge, information and ideas. 

(Faust 2010)

Blurring boundaries

purpose of the corporation must be redefined as creating shared value,

Porter and Kramer 2010
Whither strategy?

• A retreat from globalisation?
• Social awareness and sensitivity – risk, reputation and complexity
• Frugality and emergent models
Emerging markets are already responding to unwanted funds with capital controls, taxes on capital gains, exchange rate interventions and lower interest rates. The result? More uncertainty in financial markets, greater fragmentation of capital markets, and

**a marked reversal in globalisation**

*Joseph Stiglitz* FT July 18th 2010

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**HSBC**

*The world's local bank*

HSBC plans up to £2bn in savings as it cuts retail arm

*BBC News 11th May 2011*
Glocality

“Adapt to local differences”

“Develop a globally representative talent pool “
CSV

- Value: economic and societal benefits relative to cost
- Joint company and community value creation
- Integral to competing
- Integral to profit maximization

Harvard Business Review

How to Fix Capitalism

The Age of Responsibility

CSR 2.0 and the New DNA of Business

Porter & Kramer HBR 2010
ON THE ATTACK
“LEROY STICK”
As the events of the BP Deepwater Horizon oil spill unfolded, a Twitter account holder posing as an employee in the oil giant’s PR group parodied BP’s corporate response, creating a darkly comic image of venality and incompetence.

Gaines-Ross HBR 2010
The world regards an elite group of six universities as being head and shoulders above the rest, a new global ranking of higher education institutions has found. (Morgan 2011)

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of institutions</th>
<th>Top-ranked institution</th>
<th>Reputation rank</th>
<th>World rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>US</td>
<td>45</td>
<td>Harvard University</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>UK</td>
<td>12</td>
<td>University of Cambridge</td>
<td>3</td>
<td>=6</td>
</tr>
<tr>
<td>Japan</td>
<td>5</td>
<td>University of Tokyo</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>Canada</td>
<td>4</td>
<td>University of Toronto</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Australia</td>
<td>4</td>
<td>University of Melbourne</td>
<td>=45</td>
<td>36</td>
</tr>
<tr>
<td>Germany</td>
<td>4</td>
<td>Ludwig Maximilian University</td>
<td>48</td>
<td>=61</td>
</tr>
<tr>
<td>The Netherlands</td>
<td>4</td>
<td>Delft University of Technology</td>
<td>49</td>
<td>151</td>
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<tr>
<td>Switzerland</td>
<td>3</td>
<td>Swiss Federal Institute of Technology, Zurich</td>
<td>24</td>
<td>=15</td>
</tr>
<tr>
<td>Sweden</td>
<td>3</td>
<td>Karolinska Institute</td>
<td>51-60</td>
<td>=43</td>
</tr>
</tbody>
</table>
Sensitivity and Global know how

Paine  HBR 2010
Professor Brink’s Newcastle taxi test
'Oh they do that borehole. They're going to find us hot water to heat the city'.

THE 12 May 2011
Capabilities Focus
Prioritise performance variables

Can we articulate the three to six capabilities that describe what we do uniquely better than anyone else?

Have we defined

Do all our businesses draw on this superior capabilities system?

Do our organizational structure and operating model support and exploit it?
Competitive positioning

Prioritise investment

“SIA manages its two main assets—planes and people—so that its service is better than rivals’ and its costs are lower”.

SIA spends more than its rivals in key areas:

Buying new aircraft SIA replaces its fleet more frequently than do competitors.

Price per aircraft SIA is usually a showcase customer for aircraft makers, places large orders, and often pays in cash.

Fuel, maintenance, and repair SIA’s operating costs are lower because

...And it spends less, partly as a consequence, on:

Heracleous and Wirtz HBR 2010
“Over the past decade the world’s corporate pecking order has been disturbed by the arrival of a new breed of plucky multinationals from the emerging world.”

*Economist, March 5th 2011*
"New York is the anchor, thus the expansion. We're building Abu Dhabi as part of a circulatory system on six continents. You choose a continent for your next semester as easily as you choose a course. If you're an Indian economist who has an aging mother in Bombay, we can have you in Abu Dhabi where you can go home for a weekend." (Hechinger 2010)
Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education.

*Comprehensive Internationalisation from Concept to action*  
John K Hudzik, NAFSA, 2011
“Over 1,00,000 Students, Students from over 50 Countries study at the Manipal University campus in Manipal. Manipal University also has campuses in Malaysia and Dubai, besides affiliated programs with top universities in the US, UK and Australia”.

(Manipal Group 2011)
A federation of independent Colleges and a number of central bodies

Central Academic Body

in collaboration with
12 Lead Colleges

Product of the collaboration

How the collaboration works
Core capability – curriculum and assessment

Delivery – flexible

We aim to give our students as much choice as possible about how they study. The following diagram summarises the different types of support available:

Core provision by the University of London International Programmes
(Admissions, Syllabus, VLE, Online Library, Study Materials, Assessment, Award, Graduation, Alumni)

Lead College supported learning
Students have access to online study support including a tutor and virtual seminar groups.

Face-to-face support at a local independent teaching institution
Students who prefer the benefits of face-to-face teaching can choose to pay for additional educational support at a local independent teaching institution.

Self-study
Students who prefer the flexibility of being able to study independently, at their own pace, can complete their programme using our study materials and a range of online resources.

Opportunity: student support models
A Global Strategy?
the stress test

• How are your stakeholders ranked?
• What will success look like? What performance variables do you track?
• Do you have a strategy for protecting and building a global reputation?
• Do you have a strategy for social sensitivity wherever you operate?
• Do you have a strategy for building global know how?
• How will the future change the rules of the game?

Adapted from Simons 2010
References


Brandenberg et al (2008). Analysising the Future Market - Target Countries for German HEIs. Gutersloh, Germany, CHE.


Downing, K. (2011) "Rankings bring Asia out of the shadows." University World News Volume, DOI:


Hudzik, J. (2011). Comprehensive Internationalisation, from concept to action, NAFSA.


Olds, K. (2011) "What are international dual and joint degrees?" GlobalHigherEd Volume, DOI:


University World News (2011) "Building of Sino-American university underway." University World News Volume, DOI:
“universities can also be seen as among the most contemporary organisations of our societies”

Mintzberg 2007
Thank you

tim.gore@london.ac.uk
“universities can also be seen as as among the most contemporary organisations of our societies”

Mintzberg 2007

Mintzberg’s analysis of McGill University where he finds: porous boundaries that let environmental forces in every which way; this accompanied by considerable venturing so that strategists and fragmented strategies might be found anywhere; an enormous number of micro changes with relatively little quantum change.
Exporting Education U.S. Schools with Campuses in the Middle East

Bahrain
- Adliya – New York Institute of Technology

Israel
- Ramat Gan – Clark University

Jordan
- Amman – DePaul University

Qatar
- Doha – Carnegie Mellon University
  - Cornell University
  - Georgetown University
  - Northwestern University
  - Texas A&M University
  - Virginia Commonwealth University

UAE
- Abu Dhabi – New York Film Academy
  - New York Institute of Technology
  - New York University (*picked above*)

Dubai – American Intercontinental University
- Boston University School of Dental Medicine
- Harvard Medical International
- Hult International Business School
- Michigan State University
- Rochester Institute of Technology

• Bloomberg Business Week May 27th 2010
## Strategy schools

<table>
<thead>
<tr>
<th>School</th>
<th>Strategy formation as</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design</td>
<td>A process of conception</td>
<td>Prescriptive</td>
</tr>
<tr>
<td>Planning</td>
<td>A formal process</td>
<td></td>
</tr>
<tr>
<td>Positioning</td>
<td>An analytical process</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurial</td>
<td>A visionary process</td>
<td>Descriptive</td>
</tr>
<tr>
<td>Cognitive</td>
<td>A mental process</td>
<td></td>
</tr>
<tr>
<td>Learning</td>
<td>An emergent process</td>
<td></td>
</tr>
<tr>
<td>Power</td>
<td>A process of negotiation</td>
<td></td>
</tr>
<tr>
<td>Cultural</td>
<td>A collective process</td>
<td></td>
</tr>
<tr>
<td>Environmental</td>
<td>A reactive process</td>
<td></td>
</tr>
<tr>
<td>Configuration</td>
<td>A process of transformation</td>
<td>Combinatory</td>
</tr>
</tbody>
</table>

After (Mintzberg, Ahlstrand et al. 1998)