



The Application of Tichy's Model In Iranian Public Universities

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ABSTRACT

Objective: The purpose of this research was to survey the amount of application and desirability of teaching organization's indices in public universities of Iran. **Methodology:** The paper determines the components of teaching organization in five domains as propounded by Noel Tichy: teachable point of view, ideas, values, emotional energy, and edge. The sample consists of 315 university managers and faculty members who were selected through random multistage cluster sampling. In order to gather the data, a 74 item researcher made questionnaire on the basis of Tichy's teaching organization theory in the form of Likert's 5 point scale with a reliability of 0.87 was utilized. One sample t test and MANOVA were used to analyze the data. **Results:** The results indicated that there were significant differences between the means of actual and ideal components ($P < .0001$). But the examinee's responses regarding desirability in applying the teaching organization components in universities with score mean of 4.25 is much more than the mean criterion. **Conclusion:** The observed revealed that the differences of means regarding all components were significant. Also, significant differences between faculty members and university managers' perceptions were observed ($P < .0001$).

1. Introduction

Higher education globalization phenomenon, establishing shared curriculum in different countries, teacher and student exchange programs, trying to accept foreign students, and competing to get more budget requires Iranian universities to adapt themselves to environmental changes both inside and outside of the country. Such phenomenon also requires adopting new models of leadership and management if universities are to function successfully. The growth and existence of various higher educational institutions, which are active in producing knowledge, reveal the fact that knowledge is no longer monopolized by public universities. But rather, much of the scientific activities and human resource training are conducted out of the public higher educational system. In such conditions, public universities cannot remain indifferent. One way to succeed is to create knowledge, nurture collective intelligence of members, align staff members, energize them and try to satisfy clients. For the first time Senge (1990) discussed the learning organization in his book "The Fifth Discipline". Senge noted that organizations must enhance their knowledge level if they are going to succeed in 1990 and the following decades. To him, it will be done only through learning. He suggested the present bureaucratic control model is not adequate for growth, development and challenges that organizations are facing, but rather organizations must pay attention to factors such as intelligent work power, necessity of knowledge enhancement, and belief in rapidly changing market place, and pay attention to customer needs and satisfaction. In the third millennium, developing human resources go beyond only use of learning organization concept. Many world class organizations have come to believe being a learning organization is not sufficient. To survive in a highly competitive environment, organizations need to become teaching organizations (Tichy and Cohen, 1998). In other words, being a learning organization and creating knowledge don't provide full improvement for organizations, so learning organizations must be changed into teaching organizations. Teaching organization is a concept that for the first time was used by Noel M. Tichy, a professor of organizational behavior and human relation management at the Graduate School of Business Administration, University of Michigan and the director of the University's global leadership program. Tichy & Cohen (2002) provides a very solid picture of what a teaching organization can be and how a leader can become an effective teacher learner.

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2. Materials and methods

2.1 Teaching organization

Reflecting on his own lifetime of teaching in academia and in organizations, Tichy & Cohen (2002) has refined his long – held theoretical framework of integrated technical, political and cultural organizational strategies to focus on new insights into the role of leadership. His findings are influenced to a significant degree by his two year assignment for leadership development in the manager training center at General Electric. Teaching organization is an organization in which everyone is both a teacher and a learner, and teaching and learning is practiced in all the activities of the organization every day. Tichy's work has been written primarily for those key managers who are seeking not only concepts but also practical examples of how they might take effective and direct responsibility for leadership development as a means for achieving sustainable results (Thompson, 1999). Tichy acknowledges the link between his “leadership cycle” framework and the works of other researchers and practitioners throughout his writings. These include especially the phases of successful transitions and transformations by Bridges (1994), the theory of business and framework of internal and external questions by Peter Durcker (1995), the importance of learning through dramatic stories by Gardner (1996), the shaping of leadership and character through childhood experiences by a series of scholars, including Burns (1978) and Gardner (1990), and the capacity of leaders to influence the mindset of others by Bennis (1996).

Tichy's framework aligns closely with the organizational change perspectives of a number of other researchers and practitioners (Thompson, 1999). The distinctive feature of his framework is his emphasis on leaders developing “a teachable point of view” and using that view to develop other leaders. Also Ulrich (1997) presents seven key success factors for major change and a series of assessment questions that can be used by leaders and human resource development professionals. Tichy's building blocks fit several of the success factors and questions expressed by Ulrich. Similarly, Tichy's framework is compatible with Kotter (1996). Eight stages for creating change focus on communications, and attention to ideas, culture, and systems. In contrast with Tichy's balanced perspective of an internal and external focus, Fitz (1997) concludes that the secret to success is to focus internally. Considering Tichy's concept, top leaders of the organizations should use the following indices to establish a teaching organization.

2.2 Teachable point of view

Everyone has points of view, and a wealth of knowledge and experience from which creates assumptions about the world and how it operates. In order to pass that knowledge onto others, leaders must be able to articulate their point of view in ways that people can understand. In other words, they have to develop their point of view into a teachable point of view. (Tichy & Cardwell, 2004)

2.3 Ideas

Great organizations are built on central ideas. By passing ideas to others and teaching others how to develop good ideas, leaders create organizations that are finely tuned delivering success. The ideas provide the answer to where are we going? What are we aiming to accomplish?

2.4 Values

Every organization has values. The values of an organization must be explicit and must support achievement of the ideas. Leaders create, shape and reshape their cultures by consciously developing desired values. These values must be manifested in behaviors that help the organization succeed.

2.5 Emotional energy

Successful leaders have a set of clear beliefs and actions for motivating others to buy into and internalize the values of the organization. Successful leaders are also motivated and they motivate others for change and transitions. Leaders energize others when personally interact with them.

2.6 Edge

Edge is the ability to make difficult yes/no decisions. Demonstrating edge is the most difficult dimension a leader has to do because it requires courage. Leaders are confronted with decisions in two areas: The first revolves around allocating resources and investing in the activities of organizations. The second focuses on removing the people who fail to perform or live the values.

In the present paper, Tichy's model is considered as a new method of developing leaders in organizations within the context of Iranian public universities. It attempts to measure the application of teaching organization in public higher educational systems and to present suitable suggestions for public universities. The results of the study is useful for changing universities into successful teaching institutions. It is also helpful to those managers who are inclined to improve the management of their organizations and to facilitate team building and group work.

2.7 Research hypotheses

In order to tackle the concept of Tichy's model of teaching organization and apply it to Iranian public universities two main hypothesis were developed:

H1. There are significant differences between ideal and actual appraisals of teaching organization components by faculty members and university managers.

H2. There are differences between faculty members and university managers' perceptions about the application of teaching organization components.

2.8 Research Method

A descriptive survey method is applied to measure and describe the faculty member's perceptions regarding the degree of application of teaching organization components and also its desirability at the selected universities. The statistical population of research includes all the tenured faculty members of the universities under Ministry of Science, Research and Technology and also the Ministry of Health and Medical Education in 2009 – 2010 academic year. After estimating the population variance, a sample of 315 was chosen through a random multistage cluster sampling. In order to gather required data, a researcher made questionnaire based on Tichy's theory was developed.

The main core of Tichy's theory includes teachable point of view, ideas, values, emotional energy, and edge which are five components composing teaching organization. The questionnaire is prepared on the basis of the theoretical works and handbooks of Tichy and his colleagues in the form of 74 close – ended test statements. Taking into account the above variables, the extent of application and desirability of teaching organization indices was measured through two separated Likert's 5 degree scales simultaneously. The content validity of the questionnaire was determined by 15 management experts, and its reliability was estimated 0.87 through Cronbach's alpha coefficient. Descriptive statistics such as mean, percentage, and frequency distribution were used to describe the sample, normal distribution of data was tested, and suitable parametric statistics including one sample t test and MANOVA were used to analyze the obtained data.

3. Discussion and results

3.1 Testing H1

Table 1. comparison of university faculty member's actual and ideal scores regarding teaching organization components

Indices	States	Means	SD	Mean Difference	DF	t	Sig.
Teachable point of view	Actual	1.99	0.47	-2.22	314	-62.94	0.0001
	Ideal	4.21	0.40				
Ideas	Actual	2.17	0.50	-2.16	314	-55.16	0.0001
	Ideal	4.33	0.47				
values	Actual	2.16	0.51	-2.10	314	-59.86	0.0001
	Ideal	4.27	0.44				
emotional energy	Actual	2.1	0.45	-2.16	314	-67.18	0.0001
	Ideal	4.26	0.39				
edge	Actual	1.99	0.50	-2.22	314	58.69	0.0001
	Ideal	4.20	0.47				

*Source: Extracted from research findings

according to table 1, Research findings show that according to faculty member's point of view, the differences between the means of teaching organization components regarding the extent of their application and desirability are more than 2, that is, there is a significant difference between the amount of applying the components – teachable point of view, ideas, values, emotional energy and edge – by university top managers and the degree of desirability of these components. In other words, faculty members assess the desirability of indices more than what the top managers are actually applying at present time in the universities. One sample t test was applied to generalize the results to statistical population. The observed t in score means ranges from – 55.16 to – 67. 18. Therefore, as it is shown in the table 1, all differences are significant.

3.2. Testing H2

Table 2. The results of MANOVA regarding differences between means of teaching organization components among faculty members and

managers							
Dependent Variable	Sum of Squares	df	Mean square	F	sig	Partial ETa Squared	Observed Power
Energy	10.35	1	10.35	59.5	0.0001	0.160	1
Ideas	16.46	1	16.46	81.3	0.0001	0.206	1
Values	12.45	1	12.45	56.1	0.0001	0.152	1
Teachable Point of View	13.18	1	13.18	73.7	0.0001	0.191	1
Edge	12.76	1	12.76	61	0.0001	0.163	1

*Source: Extracted from research findings

As it can be seen in table 2, there are significant differences between scores mean of faculty members and top managers in all components of teaching organization ($p < 0.0001$). Therefore, the second hypothesis was confirmed. The means and standard deviations of the components for the two groups are presented in table 3. Top managers and faculty members evaluated differently the present application of these components by university managers. Although the managers' evaluation shows that they are relatively satisfied with their performance, but faculty members stated that they are not quite satisfied with the application of teaching organization components by university managers. The amount of differences is 15 – 20 percent, that is, 15 – 20 percent of score variances are related to differences between the two groups.

Table 3. Mean and standard deviations of five teaching organization components as perceived by faculty member and manager groups

Indices	Mean		Standard Deviation	
	Managers	Faculty Members	Managers	Faculty Members
Energy	2.52	2.02	0.52	0.39
Idea	2.71	2.07	0.50	0.44
Values	2.63	2.08	0.51	0.46
Teachable Point of View	2.46	1.90	0.38	0.42
Edge	2.46	1.90	0.51	0.44

*Source: extracted from research findings

As it can be seen in table 3, there are significant differences between faculty members and university managers' perceptions. The results also indicate score mean of top managers are higher than score means of faculty members regarding all five components of teaching organization. The highest mean of managers' responses is related to "ideas" with 2.71 and lowest mean of faculty member's responses is related to "teachable point of view" and "edge" with 1.90.

The means and standard deviations of five components in both faculty member and manager groups are shown in table 3.

3.3 Discussion

The results show that according to faculty member's responses, top managers of higher educational institutions employ teaching organization indices less than the mean criterion. The least mean (1.99) is related to teachable point of view. The reason is that some leaders and senior managers in Iranian universities have not yet acquired a clear teachable point of view that inspires their policies for the future of universities.

The centralization of higher educational system causes the managers to perform the ministry's policies and instructions. In this case, respondents gave less score to the statement "Training of the staff before appointing them to the new jobs". That indicates leaders pay little attention to teaching new leaders before appointing them. Teachable point of view means that university managers classify, develop and communicate their knowledge and experiences in a way that others can understand. The faculty members feel this need and have assessed its desirability 4.21. They firmly believe the universities need leaders who can convey their knowledge and experiences to others and spend time to discover the capability of university members.

Respondents have assessed the desirability of applying the idea 4.33 from 5. It indicates that faculty members are willing to offer new, clear ideas and

plans in university settings. Faculty members are willing to be involved in administrative, research and instructional decisions. Also it is a responsibility of senior managers to provide opportunities for faculty members to suggest innovative ideas and to support creative members.

The least mean score difference between existing state and ideal state with 2.1 is related to values. Although university managers appreciate existing values, but they must create new values on the basis of the operational aims to bring about changes and develop university goals to achieve an ideal state. They should internalize values in their universities by their statement and functions. Faculty members evaluate desirability of applying values very high with 4.27 score.

Assessing the emotional energy with 2.1 in existing state and 4.25 in ideal state, suggests that managers still don't use necessary energy to motivate organizational members. If managers are motivated and possess energy, they can readily stimulate others and energize them to accomplish their tasks.

Another teaching organization index which has been evaluated less than expected with a mean score of 1.99 is edge. Edge is to make yes/no decisions in critical situations. Respondents have given the highest score to "teaching people how to make tough decisions". That is, they believe managers must place faculty members and staffs in difficult positions to learn how to make tough yes/no decisions.

4. Conclusion

As it is mentioned, the faculty members have highly evaluated the desirability of applying teaching organization indices that give importance to turning universities into teaching universities. Although having teachable point of view, ideas and values are necessary factors for establishing a teaching university, but they are not enough. Emotional energy can direct and move faculty members and staffs toward achieving a teaching university. If university managers are willing to be successful in this ever changing world, they should develop others to be leaders. To achieve this, there is no way unless top managers provide faculty members with a suitable teaching/learning environment and motivate them to teach and learn from each other continuously. According to obtained results from statistical analysis and subjects responses to the questionnaire statements, the following suggestions are offered to build a teaching university:

- University leaders should view leadership development as a strategic priority in their future programs.
- University managers should develop the next generation of leaders by creating teaching cycles in their universities.
- University research and development centers must be set up to train empowered and skilled leaders.
- All the faculty members and staff are potential leaders, so managers must provide learning opportunities for them at all levels.
- University leaders and managers must foster their teachable point of view explicitly and clearly so that every member can understand.
- Leaders must reinforce the spirit of team work in their universities.
- Managers should expose their ideas so that they challenge faculty members and help them to choose their point of view.

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