ENGAGING WITH LEADERS IN HIGHER EDUCATION

LEADING TEACHING TEAMS

BUILDING ACADEMIC LEADERSHIP CAPACITY

Leadership Foundation for Higher Education
Leading Teaching Teams is offered as an in-house programme. It is designed to develop participants’ skills, capabilities and beliefs as leaders of teaching teams, at a time when they may be new to leadership and may not be line managing the team. The programme is run within your institution, and thereby has the added value of developing a community of leaders who can share and debate issues together.

**PARTICIPANT PROFILE**
The participants will be established lecturers, new lecturers or academic teachers with responsibility for leading academic programmes, courses or modules. Researchers or academics who would like to move into a teaching role will also find this programme both suitable and beneficial.

**FOCUS**
Leading Teaching Teams will enable participants to discover how to build, lead, motivate and support any team, specifically within an applied context of academic teaching. It will enhance participants’ capabilities as academic leaders, and so build their career potential.

The programme is led by facilitators with extensive experience of academic team leadership and a thorough knowledge of the challenges involved in higher education teaching and learning. Moreover the programme will provide the participants with questions and tools to reflect on their own practice, and with a plan for continuing self-development. Consequently, this programme will help prepare participants for the many challenges of building and leading a team of teaching academics.

Institutions can pick from the following days (or configure a day with elements from the following) all of which have all been designed to incorporate a mixture of experiential learning, case studies, discussion and personal reflection.

- **Day A:** Developing your leadership skills
- **Day B:** Building an effective teaching team
- **Day C:** Finance for module and programme leaders
- **Day D:** Leading a high quality module and programme
- **Day E:** Networking with internal and external stakeholders

**BENEFITS FROM PARTICIPATING**

**For the institution**
- Clearer alignment with the university priorities
- Potentially better team morale and motivation
- A network of leaders working together.

**For the team**
- Improved outputs in teaching quality and student satisfaction
- A greater sense of shared endeavour with mutually supportive colleagues
- A reduction in potentially unproductive conflict and misunderstanding across the team.

**For the individual**
- Clear and identifiable team leadership attributes
- An ongoing action plan of personal development.

**COURSE STRUCTURE**
**Pre-course**
Participants will be required to engage with the issues that will be delivered and shared on the programme, and asked to explore what they believe about leaders and leadership. Participants will also be asked to examine their institution and department’s strategic vision for teaching and leadership. Materials and specific questions will be provided prior to the course. Each day is offered separately and can be undertaken in the order that best meets the institution’s or team’s needs.

**Sample content for Day A**
9.20am arrival and registration for a 9.30am start, with a 5pm close.

**Areas covered:**
- What leaders actually do and how they do it
- Different approaches to leadership
- Team activity and review
- Motivating teams and individuals
- Improving communication
- Personal action planning.

**Post-course**
Participants will be strongly encouraged to support one another in implementing their personal action plans, and will be given the opportunity to review their learning and personal vision with a member of the programme team.

**SPECIAL FEATURES OF THE PROGRAMME**
- Use of a variety of well-established diagnostic tools, delivered by accredited facilitators
- Experiential learning techniques
- Delegate-focused
- Case study-based exercises and discussions
- An exploration of the contribution that leaders of teaching teams can make to the institution and the teaching environment
- Facilitators with a good knowledge of UK higher education.
PROGRAMME OVERALL OUTCOME
Participants will develop an understanding of the range and challenge of what is required when leading a teaching-focused team, and they will develop a plan to put this understanding into practice.

PROGRAMME FACILITATORS

Professor Dawn Forman
Programme Director, Leadership Foundation
Dawn works with Paul in delivering Preparing for Senior Strategic Leadership (PSSL) and Senior Strategic Leadership (SSL) and contributes to Top Management Programme (TMP), as well as directing the Governor Development Programme (GDP) and undertaking consultancy assignments on behalf of the Leadership Foundation.
Dawn works on a freelance basis and her assignments include the higher education sector, the NHS, and some voluntary and private-sector organisations. Dawn specialises in executive coaching and consultancy to support executives dealing with significant change projects. She has extensive experience of the higher education sector having been a dean of faculty and professor at two UK HEIs for 12 years and a visiting professor at Hong Kong Polytechnic University. Dawn has also been a governor in both an HEI and an NHS strategic health authority.
Dawn is currently a visiting professor at the University of Chichester, and adjunct professor at both Curtin University (Australia) and Auckland University of Technology (New Zealand). Dawn spends four weeks each year in Australasia working as a consultant with these universities.

Dr Paul Gentle
Programme Director, Leadership Foundation
Paul is programme director for three key open programmes: Head of Department (HoD), Preparing for Senior Strategic Leadership (PSSL) and Senior Strategic Leadership (SSL), with a remit to expand capacity over the next four years. He is also the lead contact for the Leadership Foundation in south-west England, where he is based.
In 2001 he was appointed dean of international education at University College Plymouth St Mark and St John (Marjon). His responsibilities also included the role of director of regional affairs, enabling Paul to take a lead in building capacity in engaging academic staff in activity with business and the community.
A Leadership Foundation Fellowship in 2005 provided the funding for a series of activities designed to boost organisational learning at Marjon, including an internal Change Academy event. Prior to Marjon Paul spent 11 years at the University of Central Lancashire, where he was head of the Department of Languages and International Studies, and faculty project development manager.
Paul holds a doctorate in Education, based on using action learning sets to support organisational cultures at middle-management level in higher education. He is passionately committed to working with universities to build internal capacity for evaluating the impact of their leadership development activity.

Stuart Hunt
Regional Co-ordinator and Associate, Leadership Foundation
Until 2005, Stuart worked as the management development manager at the University of Central Lancashire, leading on a number of significant organisational change and leadership development initiatives across the university. He has been an associate of the Leadership Foundation since from its inception in 2004, and is the Leadership Foundation regional co-ordinator for north-west England and Northern Ireland.
Stuart works as a consultant, coach and facilitator, mainly across the UK higher education sector, and specialises in team, organisation and leadership development. He is especially interested in cultural change across organisations, and the transition of individuals as they become effective leaders.

Gwen Wileman
Associate, Leadership Foundation
Until 2009, Gwen was director of HR at De Montfort University, a post she held for eight years. She led a team of 45 people providing HR, leadership development, academic professional development, training and occupational health, safety and wellbeing services.
Prior to this, Gwen held HR director and leadership development roles in the NHS and UK Post Office, including a senior consultancy role at their National Leadership College. In addition, she was an academic at Leicester Business School. She brings extensive experience of organisational and leadership development, change and people management in three very culturally diverse organisations. Gwen has a particular knowledge and interest in the higher education sector, its culture and associated people management challenges.
Gwen has successfully coached many senior managers and directors, both formally and informally, in universities, the NHS and UK Post Office businesses.

Ginnie Willis
Director, Leadership Development, Scotland, Leadership Foundation
Ginnie Willis joined the Leadership Foundation in September 2007, following nine years as director of training and development at the University of Aberdeen and in the financial services sector, Ginnie is well-versed in the nuances of the Scottish higher educational sector and accustomed to working across diverse organisations at all levels. While her professional interests are leadership and management development, her various roles have covered diversity and equal opportunities, organisation development and the implementation and management of change. Her role at the Leadership Foundation has enabled her to work with senior managers, faculty and departmental teams and individuals across Scotland and elsewhere in the UK as consultant, facilitator and programme director.

For more information, and to enquire about running Leading Teaching Teams programme at your institution, please contact:

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www.lfhe.ac.uk/supportteam/inhouseleadership
What they say about Leading Teaching Teams:

“The facilitator was excellent and brought knowledge and flexibility that made the course so worthwhile.”

“Excellent course and content.”

“Empowering and inspirational I would very much have benefited from this programme much earlier in my academic career.”

“Thoroughly enjoyed the company and the opportunity to share ideas and reflect.”

“Certainly felt inspired and empowered!”

“Good combination of interactive work and input; varied and well-paced, well targeted.”