IN THIS ISSUE:

Unpacking Sustainable Development

Where are the female role models? Diana Warwick on Diversity

Calendar of development programmes and events
This first 2006 issue of ENGAGE highlights some of the major challenges facing HE leaders and managers in the next 12-18 months, and some of the opportunities for addressing them.

Myrt Bradley’s IN PRACTICE is a timely follow-up to the review of organisational development tools in the last issue. She introduces us to Appreciative Enquiry and its potential for developing positive perspectives in managing change as well as its role in evaluation and review – activities high on many peoples’ agendas this year.

Many of us will be planning for and managing the impact of the Framework Agreement in the coming months. A project looking at partnership working between employers and the trades unions offers support and development opportunities for joint working on achieving agreements and implementation.

Baroness Diana Warwick’s reflections on the continuing shortage of women in leadership roles in higher education emphasise the challenges in achieving an appropriate work-life balance and offering diversity of career paths. These themes are carried forward in the report of a Small Development Project on leadership styles for work-life balance led by the Centre for Diversity Policy at Oxford Brookes, the focus of LJMU’s Diversity and Equality conference and news of a Leadership Development Centre approach designed to address ‘the succession challenge’ in higher education.

Finally, Sara Parkin brings the global sustainable development challenge into perspective for individuals and institutions in the sector, with a framework for assessing current practice and planning for the future.
"Knowledge speaks but wisdom listens."

Jimi Hendrix, musician 1942 - 1970
A VIEW FROM SCOTLAND

The Penthouse Suite of the Point Conference Centre in Edinburgh provided the setting for LFHE to feed back on achievements to date. The one-day event had the theme of Organisational Learning and was chaired by Professor Christine Hallet, Principal of the University of Stirling, who is also chair of LFHE Scottish Advisory Group.

With over 60 members of the Scottish HE community in attendance, there was an attentive audience for Anne Sibbald, LFHE director of leadership and diversity to lead a review of achievements to date. Of specific interest was the feedback from the project groups in Scotland, including those on organisational development and pay modernisation and partnership working. The event also saw the launch of the Heads of Department in Scotland Series, which has been devised after close consultation with Scottish HEIs and the support of both the Scottish Funding Council and Universities Scotland.

Professor David Megginson, visiting professor of Human Resources Development (HRD) at Sheffield Hallam, gave the keynote lecture on Leading Organisation Development, which provided the opportunity to hear a view on culture change and coaching. Discussion groups at the end of the session enabled the guests to share with both the LFHE and each other their experiences of the LFHE to date. The general consensus from the room was that the LFHE, guided by the Scottish Advisory Group, is developing exactly the right programmes and opportunities for the Scottish market.

For more information on the projects in Scotland and the Heads of Department in Scotland Series, contact Anne Sibbald by email at anne.sibbald@lfhe.ac.uk

PARTNERSHIP: THE WAY FORWARD FOR HE EMPLOYEE RELATIONS

WHAT IS PARTNERSHIP?

Whilst there is no single definition, partnership working suggests that while trade unions and employers may have different priorities, they work together to reach consensus-based decisions in areas of common interest. Both, therefore, share the philosophy that shared perspectives make for collective ownership of better decisions. Partnership working is used extensively in those parts of the private sector where trade unions are recognised and it has also been used in the civil service and local government. It has been instrumental in helping the NHS to implement its Agenda for Change agreement. There are also some excellent examples from the HE sector.

WHAT IS THE PARTNERSHIP PROJECT?

In order to support the implementation of the Framework Agreement and to improve employee relations in higher education generally, UCEA and the seven unions represented on the Joint Negotiating Committee for Higher Education (Amicus, AUT, EIS, GMB, T&G, NATFHE and UNISON) successfully bid to the HEFCE Leadership, Governance and Management Fund for a project to research and develop partnership working within the sector. The first phase of the project, involving 11 pilot workshops facilitated by Acas and evaluated by the Institute for Employment Studies (IES), was completed last year. A report, including five case studies of the successful use of partnership working in HE, was published in November 2005.

Project evaluation of the first phase indicated that HEIs were at different stages in their development of partnership working, but could all benefit from some external help. Phase two of the project will therefore offer a menu of activities to be delivered by Acas and The Work Foundation. Both organisations have extensive experience of delivering such assistance in both the private and public sectors. Activities will include: the independent facilitation of joint problem-solving meetings - including ‘assisted bargaining’ to help reach agreement on the new pay framework - and training in the skills of joint or partnership working. The Funding Council for Wales has also recently agreed to provide financial support and funding is being actively sought in Scotland.

WHAT IS THE ROLE OF THE LEADERSHIP FOUNDATION FOR HIGHER EDUCATION IN THE PROJECT?

The Leadership Foundation is working with the project to bring the benefits of partnership working to the attention of HE leaders and senior managers. The Leadership Foundation is a key supporter of the project and a member of the steering committee, which also includes UUK, SCOP, the Universities Personnel Association, the seven trade unions and HEFCE.

The funded consultancy will be available from February this year. If your institution is interested in taking advantage of this offer please contact Chris Hall, project officer, at UCEA by email c.hall@ucea.ac.uk or by telephone 020 7383 2444. Further details of the project are also available at www.ucea.ac.uk.
PRINCIPAL INVESTIGATORS

A joint LGM-funded project “Establishing and Meeting the Leadership and Development Needs of Principal Investigators” involving Leicester, Cambridge, Loughborough, UCL, Imperial and LSE has just started. The project will run from February to October 2006 and is guided by a steering committee including representatives from the Leadership Foundation, RCUK, ARMA, UK-HERD and the HEA. The project aims to analyse and build from the results of the national surveys of Research Careers and Research Leadership, provide a template for institutions to use in benchmarking their support to PIs, and provide an example development and support programme for new or inexperienced PIs which will be developed, trialled and evaluated by the consortium institutions.

This will include learning objects with case studies covering PIs, managerial and leadership responsibilities (e.g. managing people and performance; employment law; team and project management, managing progression pathways and developing researchers), advice and guidance on coaching and mentoring, advice and guidance on Action Learning Sets facilitation and finally the sharing of effective practice events.

The findings and outputs from this project will be disseminated to the sector via regional staff development consortia, UK-HERD, the Staff Development Forum and Leadership Foundation conferences, and through ARMA, HEA, LFHE, and SEDA publications.

If you would like further information please contact Jane Wellens, Educational Developer (Research) Staff Development Centre, University of Leicester,
T 0116 252 3846/5021 E jw27@le.ac.uk

This project closely links with a major new Leadership Foundation initiative to develop programmes supporting research leadership generally. More details will appear in a future edition of ENGAGE. If you would like further information please contact Dr David Faraday, at the University of Surrey, E d.faraday@evolve-leadteam.co.uk

LIVERPOOL: SDC2006

The 2006 Staff Development Conference takes place in Liverpool (8-10 November 2006) during the city’s preparations for its role as City of Culture in 2008. The 2006 theme for Liverpool’08 is Liverpool Performs, intended to celebrate its “world-beating track record in performance, from the stage to the gallery, and from the football pitch to the boardroom”. SDC2006 picks up on the performance theme and its multiple roles and potential meanings in staff and organisational development, from performance management issues to the use of creative development approaches, including the performing arts.

The conference group will be building suggestions from last year’s conference delegates into the 2006 programme, including space for special interest groups and contributions from other sectors. Plenary sessions will be set out cabaret style to encourage more interaction and we hope to include at least one contribution from the performing arts.

The main conference venue will be the Crowne Plaza Hotel, overlooking the River Mersey and near to the famous Liver Building, with additional accommodation available in the adjacent Thistle Hotel. As last year, there is a discounted early bird fee. Booking and outline programme information will be available shortly from www.lfhe.ac.uk/networks/sdc2006/
In its 30th anniversary reports on gender equality (Sex and Power: who runs Britain? and Then and Now – 30 Years of the Sex Discrimination Act), both published in January 2006, the Equal Opportunities Commission confirmed that some things have changed dramatically. In 1970-1, for instance, 67% of UK higher education students were men; in 2003-4 the number of students had quadrupled and 57% of them were women.

Meanwhile, in 1999, the Bett Report commented that, “The hard evidence available on patterns of employment by gender…suggests that most HE institutions have yet to become model employers as regards equal opportunities.”

Two years later, the Kingsmill Review on Women’s Employment and Pay suggested that the employers’ intentions to establish a single pay spine and address “modernisation issues” were signs of “very promising progress”.

Baroness Diana Warwick is chief executive of Universities UK (UUK), one of the sponsoring bodies of the sector’s reconstituted Equality Challenge Unit. Before becoming chief executive, Diana Warwick was for ten years general secretary of the Association of University Teachers (AUT).

Professionally and personally, Baroness Warwick has a long-established interest in the leadership role of women in our universities.

She acknowledges that here, too, things have been shifting, if very gradually. The number of female vice-chancellors continues steadily, but slowly, to rise. Even when women do reach senior roles, Diana Warwick observes that “they tend to be in the ‘softer’ areas, rather than those regarded as essential to the financial and intellectual survival of the institution…” According to HESA (2005), around 15% of all UK professors are now women, but then the proportion of professors of science, technology and engineering is still only around 9%. In lots of locations across the HE sector, it seems that both the glass ceiling and the sticky floor are workplace hazards still encountered by some members of the workforce.

Diana Warwick sees the gradual shift in the gender imbalance at the very senior levels as a serious problem, which has an impact on the culture of universities as workplaces, on the aspirations of the women employed there and on the universities’ current and future capacity to recruit and retain young women of talent. She feels that the relative shortage of female role models in leadership positions is one disincentive for women who are thinking of entering the higher education professions – and not just because the evidence suggests that there are still substantial barriers in the way of their potential career progression.

Academic work is highly competitive. This sometimes develops into a personal style which can be experienced as bullying. We need to challenge such unacceptable behaviours – but does that get done?

Baroness Warwick acknowledges that the problems encountered in the universities may well be mirrored elsewhere, as suggested in a November 2000 study by Opportunity Now and Catalyst (Breaking the Barriers: Women and Senior Management in the UK), which found that many chief executives failed to recognise the diverse ways in which “an inhospitable culture can manifest itself as a barrier to women’s
development”. Key issues highlighted by the women interviewed for that study were “the exclusion of women from informal networks of communication; personal style differences and a lack of awareness of organisational politics”. Diana Warwick finds echoes here in the universities. “The raison d'être of academics is to question and to challenge. Academic work is highly competitive. This sometimes develops into a personal style which can be experienced as bullying. We need to challenge such unacceptable behaviours – but does that get done?”

However, for Baroness Warwick the shortage of women in leadership roles is not just an issue of equal opportunities for career progression. Echoing Sir Ron Dearing, she believes that higher education “plays a major role in shaping a democratic, civilised, inclusive society”. She suggests that the social significance of our universities is such that they need to embody the current values to which society aspires. “The civic role of universities means that they ought to exemplify the best qualities of our society. Academia cannot isolate itself from its larger social context - ideally universities need to reflect the best of our changing national culture and to be in tune with the regions they serve. They can and should play an integral part in promoting and sustaining the well-being of the communities to which they belong.”

In parallel with the wider recognition of the social and economic role of universities in their regions, as well as nationally and internationally, the networking demands of leadership roles have expanded substantially; these jobs continue to get busier and to be more demanding. “VCs are always so busy, serving on regional bodies, racing out to China, dashing to this meeting or that conference. Ask to see them and you are likely to get an answer such as: ‘There is half an hour at 5pm in three weeks time’. It’s in the nature of the role that most evenings are taken up. Under this kind of pressure they can seem to conform to the stereotype of powerful people with no time for others, when actually the demands of their work mean that they have little or no time for themselves. Either way, women tend to ask themselves: ‘Why would I do that? Why would I put myself in that position?’”

Even if aspiring and successful women in the mid-career phase are not discouraged by the work-life balance challenges that seem now to be inevitable in the most senior roles, they may well decide that the outright pursuit of personal ambition is not for them. “I always feel that women hate admitting to ambition and don’t recognise their talents as confidently as men do.”

In a sector where it can sometimes seem as if the demand is “to be excellent in everything - to be world-class as well as fostering widening participation, to be entrepreneurial, as well as student-focused…”; Diana Warwick wonders if we have as yet fully recognised and tackled effectively women’s mentoring needs. It seems to her that each university needs to continue explicitly to explore the implications, for both women and men, of its organisational culture and its prevalent management and leadership styles. “We need to attend to the perception as well as the practice – the invisible as well as the visible. It isn’t any good for us if higher education is perceived as being a male-dominated culture. We need to encourage as much new blood and as many of the sharpest minds as we can to work in our universities.”

ROLE MODELS?

“...women hate admitting to ambition and don’t recognise their talents as confidently as men do.”
SMALL DEVELOPMENT PROJECTS

The LFHE is currently supporting 14 projects across UK HEIs which tackle specific learning and development issues in institutions and provide rich material for dissemination across the sector. This feature continues our series of updates on the projects and their emerging learning points for leadership and organisational development in HE. Contact project leads or LFHE Associate, Stuart Hunt, stuart.hunt@lfhe.ac.uk, for more details on these and our other Small Development Projects.

EVALUATING THE EFFECTIVENESS OF LEARNING IN THE CALM NETWORK
Professor Ewan Ferlie, Royal Holloway University of London
E ewan.ferlie@rhul.ac.uk

Most senior academic managers trying to cope with the ever-growing pressures of research, teaching and administration would probably characterise their organisation as an example of an extreme ‘task-centred culture’. In this type of culture, people spend most of their time on the task with little time for people issues. Another distinctive feature of higher education culture is its political, even Machiavellian, nature. Thus it is no surprise that workload issues, stress and time management, and political with a small ‘p’ issues are a common focus for problem-solving discussions between associates and participants in the CALM Network for Higher Education – a joint venture between Steve Collins, and St George’s University of London.

The vision is to spread Coaching, Action Learning and Mentoring (CALM) in higher education. And the Network’s rhetoric about creating “oases of CALM” for reflection, and creating opportunities for simple, but effective learning seems to resonate with senior managers who feel overwhelmed by task pressures. The CALM Network has provided over 300 hours of coaching, action learning and mentoring for senior managers in higher education institutions in the London area since its launch in March 2005.

The School of Management, Royal Holloway University of London has been commissioned by the Leadership Foundation for Higher Education to work with CALM associates (coaches, mentors, and action learning set facilitators) and participants to evaluate the effectiveness of learning in the Network. The objectives of the study are to:

1. develop useful frameworks and criteria to illuminate future research into the impact of action learning cycles on organisational development and leadership
2. map progress and change in order to make an overall evaluation of the impact of the programme on the learning of individual participants
3. provide continuing formative evaluation of the CALM network in order to facilitate adjustments and improvements to the support given to participants
4. contribute to the continuing professional development of associates by helping them to reflect on and evaluate their own practice

Our initial evaluation report, including a scoping study for further research, will be published in January 2006, with plans for a dissemination event in central London in April.

INTEGRATING PROFESSIONAL GROUPS
David Williams, Bournemouth University
E dwilliam@bournemouth.ac.uk

The Integrating Professional Groups (IPG) project aims to bring together staff who develop and support student placements – often home-based field workers – with colleagues whose main interest is knowledge transfer. Historically, the establishment of each group has been driven by separate reporting structures and different organisational needs.

Key aims of the project are to:
1. Create new organisational capacity by linking staff groups which are currently separate in order to promote new opportunities for third-stream funding and placements
2. Develop individual leadership and management skills to enable staff who are often neglected in respect of staff development activities to play an enhanced role in the organisation
3. Actively encourage a culture of organisational learning and reflection for staff who, particularly in the case of those staff who are home workers, are at risk of becoming disconnected from the main body and activities of the university

Set in the context of wider organisational change, the project is structured around a range of mutually reinforcing experiences to bring staff from the separate groups together, and thereby begin to develop a new, inter-professional, team.

Major features of the project include:

- the development of leadership and management skills for team leaders responsible for each of the currently separate networks
- the provision of further opportunities for these staff, who hold key positions within the university, to broaden their professional focus.

The project is now nearing the end of its initial period of operation and a detailed assessment of the intended outcomes is being undertaken. These will be available for dissemination early in 2006.

DATE FOR YOUR DIARY


A conference arises from the Leadership Foundation’s Small Development Project. The target audience includes HE senior managers, academics, practitioners and students as well as employers and policy-makers.

This conference will provide the opportunity to identify and champion existing good practice, explore how leaders at all levels within an organisation can drive change, consider the barriers to change in organisations and to develop realistic strategies to overcome them. The event will also discuss how to deliver a real impact on practice, both in educational and employment establishments and look at the business case and legislative compliance issues around equality and diversity.

For further information or to discuss any aspect of the conference, please contact Naseem Anwar, Senior Adviser, Equality and Policy Development, Liverpool John Moores University
E n.anwar@ljmu.ac.uk
T 0151 231 3188 or visit the event website at www.ljmu.ac.uk/conferences/73123.htm

Applications are now welcome for the next round of Small Development Projects, visit www.lfhe.ac.uk/leadchange/smallprojects/
THE SUCCESSION CHALLENGE: LFHE LEADERSHIP DEVELOPMENT CENTRES

Increasing the size of the pool of future leaders is a critical challenge facing higher education. But, for a variety of reasons, leadership roles and leadership careers have not proved especially attractive to people who enter academia for other reasons. The Leadership Foundation for Higher Education is therefore working with a group of staff developers to look at how to build a succession pipeline that increases the flow of leaders into key institutional roles.

An important outcome of the group’s work has been the design of a Leadership Development Centre (LDC). The LDC is a two-day programme for people who may be seen by their institution as having the potential for a leadership role, or who are interested in exploring their own motivation and aptitude for such a career.

The Succession Management Process

The second Leadership Summit took place at the end of January. With a focus on the leadership challenges that globalisation and internationalisation bring to institutions and their leaders, it featured guest speakers and participants from around the world. These included Professor Dr Najma Najam, vice-chancellor of the only women’s university in Pakistan; Dr Jamil Salmi of the World Bank; Professor Aklagpa Sawyer of the Association of African Universities; Susan D’Antoni of UNESCO; Richard Yelland of the OECD; Professor Ingrid Moses, a former vice-chancellor, and the newly appointed chancellor of the University of Pittsburgh; Professor Gong Ke of Tsinghua University, Beijing; Professor Luc Weber of the University of Geneva; Professor Jairam Reddy of the United Nations University, Amman; Professor Ron McCaffer of the British University in Egypt and Dr Madeleine Green of the American Council on Education. The Leadership Summit was opened by Bill Rammell, the Minister for Higher Education and the main guest speaker was The Lord Stevenson of Coddenham, chairman of HBOS, former chairman of Pearson’s, the publishers, and the chancellor of University of the Arts London. Lucy Hodges, the education correspondent of the Independent, chaired the discussions throughout the main day of the event.

Leadership Summit 2006 provided the opportunity for UK HEIs to hear different interpretations of internationalisation and its challenges, and how different nations are preparing for the challenges or changes that are taking place. The international issue is high on the strategic priorities of many HEIs and this year’s summit was an opportunity for UK HEIs to see how they are perceived by other parts of the world.

The Leadership Summit 2006 workgroup presentations, and the pre-event briefing paper ‘The Leadership and Development Challenges of Globalisation and Internationalisation’ can be found on the website at www.lfhe.ac.uk/engaging/summit/summit2006/
Sara Parkin co-founded Forum for the Future in 1996, and has been an independent campaigner, writer and broadcaster on environmental and sustainable development issues for over 35 years. She designed the Forum's acclaimed Leadership for Sustainable Development Masters course and established its key partnerships and work programmes with the post-school education sector. Sara is a member of the Board of the Leadership Foundation for Higher Education and also sits on the boards of the Environment Agency and the Natural Environment Research Council.

**Q: What is meant by the terms Sustainable Development and Sustainability Literacy?**

There is a lot of fog surrounding the meaning of Sustainable Development, but it’s a fairly simple concept. It’s about progressing towards a sustainable way of life. Essentially sustainable means the capacity to continue long-term, and development is a pathway for human progress. It does require us to pursue our economic, social and environmental goals, all at the same time, however, and the devil is in the detail of that at-the-same-timeliness. As with the concepts underpinning many organisational development processes, it’s not something to be bolted on, but needs to be joined up and integrated in everything we do as individuals or organisations.

Sustainability literacy simply means having the knowledge and understanding to be able to decide and act in a way that contributes toward making life more sustainable. Higher education has a key role to play in developing that capacity amongst its own staff and its students who will have an impact on future socio-economic development.

**Q: Some might think of sustainability as about eco-friendly buildings and ethical purchases, and therefore assume that it’s the Bursar’s job, not theirs, to be interested in sustainable development.**

Well, the environment of course is very important, the bricks and mortar of universities as much as the wider, global issues of climate change. But sustainable development is ultimately about human beings and changing behaviour. Creating a new path for our continuing development will be necessary to achieve practical sustainability objectives like reducing pollution, but it also means you can grow all sorts of social and human capital without impinging on the environment. And that takes us back to discussions about the purpose of education and the growth of people.

Universities are in a prime position to influence and support society, to produce future engineers, accountants and other professionals who are sustainability literate. They are also run like any businesses that can avoid having have a major adverse affect on the environment and people, using energy well for example and building inspiring learning spaces and methods. Sustainability literacy is all part of being a complete person, rather like IT literacy; and of course here’s more interest now in what being a ‘complete graduate’ means in terms of successful citizens as well as employees. A Guardian Poll recently showed that 60% of students really care about social and environmental issues, so sustainable development policies can be good positioning for a university. Of course that doesn’t mean abandoning everything else, the academic disciplines, but making sustainability a core part of all our teaching, learning and research. That has implications, though, for ensuring there is sufficient capacity amongst

<table>
<thead>
<tr>
<th>Stocks of Resources/capital</th>
<th>As a business?</th>
<th>As a place of learning &amp; research?</th>
<th>As a key member of the community?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NATURAL</strong> (environment)</td>
<td>1. Use fewer resources more efficiently</td>
<td>2. Develop the new economy which is low in use of carbon</td>
<td>3. Conserve, enhance the local environment</td>
</tr>
<tr>
<td><strong>HUMAN</strong></td>
<td>4. Attract and keep good staff</td>
<td>5. Provide good student experience</td>
<td>6. Promote lifelong learning</td>
</tr>
<tr>
<td><strong>SOCIAL</strong></td>
<td>7. Provide good governance, management</td>
<td>8. Anticipate future markets for graduates</td>
<td>9. Respond to other policy agendas</td>
</tr>
<tr>
<td><strong>FINANCIAL</strong></td>
<td>13. Ethical investment and pensions</td>
<td>14. Transfer knowledge internationally and regionally</td>
<td>15. Modernise risk management and procuremen</td>
</tr>
</tbody>
</table>

Figure 1 The above is adapted from Forum for the Future’s Sustainable Development Grid for universities. See reference [3:p11] for the full version of the grid, including examples for each of the areas mentioned.
academics, amongst leaders and managers in higher education, to build it in to normal practice rather than treating it as a separate and too often isolated subject. We’re now seeing pressure building; in 1992, 170 governments signed up to sustainable development as an overarching policy objective. This year, the Chancellor has set five themes for measuring performance and framing future expenditure for the next comprehensive spending review, including climate and resource productivity.[1] The DFES is about to launch its second sustainable development action plan, and all other departments and their agencies are under obligation to do so too. The research councils’ Science and Society programme is being used as a strong driver there, as is the inter-council trans-disciplinary research route. Government response is driven by scientific evidence of negative trends in the environment, and in the degradation and intransigence of poverty in the UK and globally, all of which suggest we have to act quite urgently.

Q: What, practically then, can be done to promote sustainability literacy?

Well, the Leadership Foundation and others could introduce sustainability literacy into their programmes to help develop capacity in leaders and managers. Forum for the Future is, with Defra, setting up partnerships with professional bodies to see how they can integrate sustainable development and sustainability literacy in their programmes and standards. Sustainability Management systems are compatible with existing Organisational Development tools. Investors in People, for example, is obviously very much about building human capital; the balanced scorecard covers all of an organisation’s operations, EFQM has a weighting of impact on society.

There are also some basic tools that HEIs and other organisations can use to promote thinking about sustainable development. We worked with 18 HEIs over three years, exploring how sustainable development could be integrated across their operations. The resulting guides for HEIs[2] build on our underlying framework, so we looked at universities as buildings, as providers of learning and research and as members of a community. The Guides includes a matrix (see figure 1) for self-assessment to stimulate debate (rather than a checklist that can often be an excuse for not thinking). It’s not just talking about a sustainable university, but what a university can contribute to the social challenge of sustainability. It’s exciting for staff and students, seeing how they can contribute to that. The guides are hugely popular even 2 years after the project ended, 10,000 copies of the final report were downloaded last year for example.

Just like other businesses, universities are going to have to look at long-term markets. HEIs are producers of graduates and of research ideas; they need to think what types of graduates and knowledge will be needed 10 or so years from now and make investments up front, in teaching and research. Some HEIs are doing just that.

We are setting up new higher education partnerships right now, probably with no more than ten institutions who want to take sustainable development right through their operations, so far Belfast, Cardiff, and Manchester have joined.

It’s heartening that, after 40 years promoting sustainable development, I can finally see some momentum, but we need to get ahead of the game rather than chasing behind. We know what to do, and the evidence is that we have to move faster than we are now.

REFERENCES:
1 The 2007 Comprehensive Spending Review. The Treasury. www.hmtreasury.gov.uk/spending_review/spend_csr07/spend_csr07_index.cfm
2 A variety of reports and guides for HEIs is available at: www.forumforthefuture.org.uk/publications/directory.aspx?classid=245

WORK-LIFE BALANCE

Simonetta Manfredi, Oxford Brookes University
E smanfredi@brookes.ac.uk
Dr Liz Doherty, Sheffield Hallam University
E L.Doherty@shu.ac.uk

Research undertaken by Oxford Brookes University and others shows that the attitudes of line managers are crucial to the success of work-life balance policies and practices. Managers can be either important innovators in leading and diffusing good practice or major barriers to it. But what kind of beliefs and behaviours drive good practice and innovation? The purpose of this action research project was to investigate whether there are identifiable leadership and management styles that facilitate a culture for flexible working.

Analysis of qualitative data collected through semi-structured interviews with employees, their immediate line managers and their line manager’s manager, showed how leadership styles and attitudes filter down management levels and influence working practices. The data collection process itself was used as a form of staff development intervention to encourage participants to reflect on their leadership and management styles and to involve them in the process of creating a more flexible working environment.

The project’s findings indicate a strong correlation between managers whose style appears to be consultative and supportive of work-life balance and some of the leadership qualities identified by Beverly Alimo-Metcalfe in her model of ‘nearby’ transformational leadership (2005). These qualities are associated with ‘valuing individuals’; ‘enabling’; ‘developing staff potential, acting with integrity and consistency’; ‘being accessible’ and ‘in touch’, ‘being decisive’ and ‘prepared to take risks’.

A number of project case studies, based on the interview ‘triads’, have been developed for use in leadership and management training. Together with other details of the project, these studies are presented in a report which can be downloaded from the Centre for Diversity Policy Research website www.brookes.ac.uk/business/research/cdpr

REFERENCES
In 2003, HEFCE initiated the Sino-UK Leadership Development Network project. The overall objective of this initiative is to contribute to the development of partnerships between leading HEIs in China and the UK, for the dissemination of good practice in HE management and leadership.

The project was supported by the China Education Association for International Exchange, the Ministry of Education (Beijing), HEFCE, the British Council, Universities UK and the Department for Education and Skills and resulted in 11 vice-presidents of Chinese universities exchanging with their UK counterparts.

My exchange partner was Professor Shinong Wu from Xiamen University, which is located in Fujian Province opposite Taiwan, and my project focused on university-business interactions. Specifically I was interested in how Chinese universities encouraged innovation and entrepreneurship among their faculty and students, how technology was transferred into the marketplace and what were the opportunities for international incubation. As China was expected at that time to become the second largest economy in the world by 2020, I was very excited by the prospect of visiting the country and learning more about its universities. I must admit that even knowing about China's predicted economic growth, I was still under the illusion that perhaps technology transfer in Chinese universities was not as advanced as in the UK. This expectation evolved from my experience on a recent mission to Japan, funded by the South East England Development Agency (SEEDA), which indicated that UK universities were ahead of their Japanese counterparts in working with business. This was definitely not the case in the Chinese institutions I visited.

First established in 1921, Xiamen University has a beautiful campus overlooking the ocean on the outskirts of Xiamen. I was conscious that time was short and hence during my two-week stay I managed to visit Xiamen’s Torch Hi-Tech Development Park, Shanghai University and its technology transfer laboratories, Fudan University and incubator, Ningbo Hi-Tech Park and the Cultural and Education Section of the British Consulate General in Shanghai. I learned a lot about technology transfer and saw numerous incubator facilities; I was impressed by the level of commitment and enthusiasm of staff and students for entrepreneurship, which was very apparent when giving lectures to hundreds of students - they always appeared to end with endless questions and offers of help! My overall impression was one of admiration for the way Chinese universities have seemingly successfully incorporated third-stream funding activities into their core business of teaching and research. The transfer of knowledge into business in Chinese HEIs is, however, not totally seamless, as spin-out and start-up companies often survived through sheer tenacity and good luck with little to no commercialisation, help or guidance. I found little in the way of commercialisation support, which strikes me as an opportunity for UK universities to form strategic alliances with both universities and incubators/innovation centres in order to exchange good practice and make knowledge transfer connections.

During my visits to China I also had the opportunity to meet with colleagues in the Consulate General and British Council who were very enthusiastic about the programme and eager to be of assistance. In general, however, few UK institutions contacted them prior to visits to China. Furthermore, when Chinese institutions or businesses contacted them for partnership or...
business possibilities within the UK, consulate colleagues had to rely either on established contacts or individual university websites. I subsequently decided to extend my Sino-UK project to include a mapping exercise of university research strengths in south east England. This endeavour was readily supported by SEEDA with the eventual intention to aggregate the data gathered into a regional and national resource.

In parallel, a network of primary and secondary contacts for business and research has been created to provide direct contact details for enquiries from businesses and other universities both nationally and internationally. The current mapping exercise is provisionally titled The Research Excellence Data Directory (www.researchexcellence.org) and it is hoped that users such as the Consulate General, the British Council and UK Trade and Investment (UKTI) will utilise this web-based directory to gain a better understanding of the knowledge base available to business in the south east region. The long-term objective is to extend the directory to include all UK HEIs. Data in the directory could be used to analyse the regional picture of university research strengths, where they align with emerging technology needs and the gaps that may need to be addressed at a regional level.

I found the whole experience to date both stimulating and rewarding and I await with eager anticipation my next visit to China this April, as I have been invited by Xiamen University to participate in their 85th anniversary.

If you would like further information the Sino-UK Leadership Development Programme, please contact Professor Robin Middlehurst, Director, Research and Strategy, Leadership Foundation E robin.middlehurst@lfhe.ac.uk

### SINO-UK LEADERSHIP DEVELOPMENT PROGRAMME – LIST OF PARTICIPANTS 2005-2006

<table>
<thead>
<tr>
<th>UK HEIs</th>
<th>PARTICIPANTS</th>
<th>CHINESE HEIs</th>
<th>PARTICIPANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exeter University</td>
<td>Professor Janice Kay, Deputy Vice-Chancellor</td>
<td>Jilin University</td>
<td>Professor Dong Deming, Assistant to President</td>
</tr>
<tr>
<td>Glasgow University</td>
<td>Professor Andrea Nolan, Vice-Principal</td>
<td>Sichuan University</td>
<td>Sun Weiguo, Vice-President</td>
</tr>
<tr>
<td>University of Liverpool</td>
<td>Professor Kelvin Everest, Pro-Vice-Chancellor</td>
<td>Wuhan University of Technology</td>
<td>Professor Liu Zuyuan, Executive Assistant to President</td>
</tr>
<tr>
<td>University of Greenwich</td>
<td>Professor Les Johnson, Director of Business School</td>
<td>Central University of Finance and Economics</td>
<td>Professor Li Junsheng, Vice-President</td>
</tr>
<tr>
<td>Loughborough University</td>
<td>Professor Terence Kavanagh, Dean of Faculty of Social Sciences</td>
<td>Northwest University</td>
<td>Professor Sun Yong, President</td>
</tr>
<tr>
<td>University of Salford</td>
<td>Ms. Jane Hanstock, Pro-Vice-Chancellor</td>
<td>Capital Normal University</td>
<td>Professor Liu Xincheng, Vice-President</td>
</tr>
<tr>
<td>University of Sheffield</td>
<td>Professor Geoff Tomlinson, Pro-Vice-Chancellor</td>
<td>Wuhan University</td>
<td>Professor Huang Jin, Vice-President</td>
</tr>
<tr>
<td>Coventry University</td>
<td>Professor John Latham, Pro-Vice-Chancellor</td>
<td>Tsingdao University</td>
<td>Professor Xia Linhua, President</td>
</tr>
<tr>
<td>Robert Gordon University</td>
<td>Professor Ian Pirie, Dean of Design &amp; Technology</td>
<td>Anhui University of Technology</td>
<td>Professor Li Jiaxin, Assistant to President</td>
</tr>
<tr>
<td>University of Glamorgan</td>
<td>Professor Richard Neale, Head of School, Technology</td>
<td>Beijing Institute of Technology</td>
<td>Professor Sun Fengchun, Vice-President</td>
</tr>
<tr>
<td>Harper Adams University College</td>
<td>Professor Brian Revell, Dean of External Liaison</td>
<td>Inner Mongolia Agriculture University</td>
<td>Professor Hou Xianzhi, Vice-President</td>
</tr>
<tr>
<td>Royal Veterinary College</td>
<td>Professor Colin Howard, Vice-Principal</td>
<td>Central China Agricultural University</td>
<td>Professor Gong Yanzhang, Vice-Dean</td>
</tr>
<tr>
<td>King’s College London</td>
<td>Professor Phil Whitfield, Vice-Principal</td>
<td>Nankai University</td>
<td>Professor Xu Jingjun, Assistant President</td>
</tr>
<tr>
<td>Sheffield Hallam University</td>
<td>Professor Philip Garrahan, Pro-Vice-Chancellor</td>
<td>North China University of Technology</td>
<td>Professor Li Zhengxi, Vice-President</td>
</tr>
</tbody>
</table>
Whilst it would be hard to claim that it has brought us medicine, irrigation, roads or a fresh water system, the Joint Information Systems Committee (JISC) has done more for us than is often recognised, particularly beyond the information and communications technology (ICT) domain. In its 13-year history, JISC has brought us reliable, high-speed networks, massive investment in ICT development in education, a whole host of useful online resources and advisory services and has mapped out operational and strategic frameworks. The last two years in particular have seen JISC also engaging with an increasing range of strategic partners, cross-institutional challenges and issues of organisational development. Andy Dyson, JISC’s Management and Leadership Programme Director, explains why.

“The all-pervasive nature of ICT and its growing importance to institutional strategies means that JISC is now reaching beyond its traditional audience. IT no longer sits in certain departments, but is found throughout the organisation.

“The all-pervasive nature of ICT and its growing importance to institutional strategies means that JISC is now reaching beyond its traditional audience. IT no longer sits in certain departments, but is found throughout the organisation.

REFERENCES
THINKING ABOUT COMPETITION BETWEEN UNIVERSITIES

Partially by discipline and partially by natural inclination I’ve been drawn to models and frameworks that help me to make sense of the world. As a result, my very early forays into university management were unsettling, as empirical case studies, experience, incomplete data and common sense seemed to underpin much of what was happening. After a while I started to get used to and even enjoy the flexibility offered by such uncertainty and was pleased to find that when ‘push came to shove’ the combination of information, intuition and judgment worked rather well. However, I still remain on the lookout for models and frameworks on which to position my own thoughts.

At one time I was heavily involved with various operational aspects of the RAE and it was, therefore, with some relief that I found a framework that could help me. When Ewart Wooldridge asked if I would write for ENGAGE, the book that sprang to mind contained that framework: The Competitive Advantage of Nations by Michael Porter.

17 December 1992 held one of those ‘JFK moments’ for me. Direct government funding for universities had been divided into ‘T’ and ‘R’ and the 1992 RAE results, published on that day, were to drive ‘R’. From then on very serious inter-university competition was with us and I was left wondering why some universities were home to a large number of departments that were successful at research? The answer seemed to lie in an exploration of what gave a department competitive advantage and how universities helped to develop that competitive advantage.

At the time there was much comment on the characteristics of research-successful departments in their institutional context. These included: history, location, vision, mission, management, organisation, wealth, reputation, research strength, stakeholder range, size, staff profile, student profile and culture.

Such characteristics are intercorrelated, multifaceted and difficult to measure and seemed to provide little scope for the development of a framework of departmental competition. It was at this point that I stumbled (in a colleague’s office) upon Michael Porter’s hefty book. He had set out to describe and understand the competitive advantage of firms in industries that compete within a nation. At its core the framework has four major components, one at each corner of a diagrammatic diamond. Factor conditions are measures of a university’s ability to provide those factors of research production that enable a department to compete. These can be basic factors inherited by the university (eg city desirability) or advanced factors that have been developed by investment (eg excellent laboratories) and are typically outside the short-term control of the university. Most factor conditions are related to the financial profile of the university and this is fixed, to a first approximation, by historical circumstance and system lags.

Demand conditions are measures of demand for a department’s research and can be seen in a department’s success at publishing research and attracting both funding and people to undertake research. Related and supporting departments are measures of university research strength; specifically the presence of those related and research-successful departments that can act as role models and research collaborators. Departmental strategy, structure and rivalry are measures of conditions that determine how a department is organised and managed and includes a wide range of factors from the time available for research to the outlets for departmental publications; while rivalry refers to the degree of competitive pressure exerted by other departments in a given discipline.

Not only does this provide a conceptual framework but it can be quantified. Typically, around two-thirds of the variability in a firm’s performance may be accounted for, and much the same sort of result is found for departments.

Several purpose-built models of inter-university competition have emerged, as I was to learn when attending the Leadership Foundation for Higher Education’s TMP a few years ago. However, few have the conceptual simplicity of the framework ‘borrowed’ from Michael Porter.

Publisher: Macmillan  
Price: £25  
ISBN: 0-333-73642-7
**CALENDAR OF EVENTS**

Full details of all programmes and more can be found on the Leadership Foundation website at www.lfhe.ac.uk

---

**TOMORROW'S LEADERS**

Leadership development programmes structured to meet the development needs of senior leaders at different levels within higher education

**TOP MANAGEMENT PROGRAMME**

A personal and professional development programme for those operating at the most strategic levels in HEIs.

**TMP 12**

Application Deadline: 30 June 2006

Orirentation: 19 January 2007

Venue: Central London venue TBC

Week 1

Venue: South East England venue TBC

- Strategic Leadership & Change: 19-23 February 2007
- Action Learning: 13 March 2007
- Coaching: 3 or 4 April 2007 (either)

Week 2

Venue: Central London and Brussels venues TBC

- International Visit: 24-27 April 2007
- Action Learning: 22 May 2007

Week 3

Venue: Edinburgh venue TBC

- Strategic Leadership & Change: 18-22 June 2007

Price: £11,500

**SENIOR STRATEGIC LEADERSHIP PROGRAMME**

An intensive 5-day programme that provides the practical skills and principles for those already operating at a senior level in key positions.

**SSL3**

Application Deadline: 4 August 2006

Module 1:


Venue: York Marriott Hotel, Tadcaster Road, York YO24 1QQ

Price: £4,250

Module 2:


Venue: York Marriott Hotel, Tadcaster Road, York YO24 1QQ

Price: £4,250

**SSL4**

Application Deadline: 19 January 2007

Module 1:

- The Reality of Leading Change: 5 – 7 March 2007

Venue: York Marriott Hotel, Tadcaster Road, York YO24 1QQ

Price: £4,250

Module 2:


Venue: York Marriott Hotel, Tadcaster Road, York YO24 1QQ

Price: £4,250

**PREPARING FOR SENIOR STRATEGIC LEADERSHIP**

PSSL is a 5-day programme over 3-4 months for those about to take up, or new in post as academic and administrative leaders (eg Deans of Faculty, Heads of School, Heads of Administrative Departments). It is designed to engage and assist those facing the challenges of the strategic leadership planning and change agenda. Its focus is on preparation for a senior cross-institutional strategic role in higher education.

**PSSL3**

Application Deadline: 20 October 2006

Module 1:

- Unpacking Strategic Leadership: 4 – 6 December 2006
- Strategic Leadership in Action: 5 – 6 February 2007

Venue: York Marriott Hotel, Tadcaster Road, York YO24 1QQ

Price: £3,500

Module 2:

- Strategic Leadership in Action: 5 – 6 February 2007

Venue: York Marriott Hotel, Tadcaster Road, York YO24 1QQ

Price: £3,500

**PSSL4**

Application Deadline: Friday 30 March 2007

Module 1:

- Unpacking Strategic Leadership: 14-16 May 2007
- Strategic Leadership in Action: 2-3 July 2007

Venue: York Marriott Hotel, Tadcaster Road, York YO24 1QQ

Price: £3,500

Module 2:

- Strategic Leadership in Action: 2-3 July 2007

Venue: York Marriott Hotel, Tadcaster Road, York YO24 1QQ

Price: £3,500

**HEAD OF DEPARTMENT PROGRAMME**

HOD is a six-month programme involving 4 contact days and one-to-one feedback and 3 action learning sets, for those who are holding head of department posts in academic, administrative or professional services environments.

**HOD3**

Application Deadline: 25 August 2006

Module 1: 9 – 11 October 2006

Module 2: 3 – 5 January 2007

Venue: York Marriott Hotel, Tadcaster Road, York YO241QQ

Price: £2,800

**HOD4**

Application Deadline: 24 November 2006

Module 1: 12 – 14 March 2007

Module 2: 4 – 6 June 2007

Venue: York Marriott Hotel, Tadcaster Road, York YO241QQ

Price: £2,800

**HEADS OF DEPARTMENT SERIES IN SCOTLAND**

This new programme supported by the Scottish Funding Council and Universities Scotland has been developed specifically for Heads of academic and service departments within Scottish HEIs.

**Series 1**

Application Deadline: 3 March 2006

Residential: Monday 27 –Thursday 28th March

Action Learning: Tuesday 25 April 2006

Managing People Seminar led by Donald Beaton, Director of Personnel, University of Warwick. Tuesday 13 June 2006

Venue: Edinburgh Conference Centre

Price: £1,300

**LEADERSHIP DEVELOPMENT CENTRES**

The Leadership Development Centres have been designed to help academics and professional staff explore and deepen their understanding of their leadership abilities and potential. These two-day events are aimed at individuals who may be considering a leadership career within Higher Education. Future dates include:

- 20 – 21 April 2006
- 11 - 12 May 2006
- 8 – 9 June 2006
- 13-14 July 2006

Venue: South East England venue TBC

Price: Special launch price of £1,250

**THE LEADERSHIP SERIES**

An ongoing programme of high level seminars for senior managers to engage in open and honest conversation about current issues and hot topics that are high on their agenda.

**Essentials of Finance**

Date: Thursday 23 March 2006, 10am – 5pm

Venue: The Law Society, London

Price: £325 (LFHE Members), £425 (non LFHE Members)

**Leading Complex Change**

Date: Thursday 27 April 2006, 10am – 5pm

Venue: Edinburgh Conference Centre

Price: £325 (LFHE Members), £425 (non LFHE Members)

**An Audience with Patricia Hodgson**

Date: Thursday 4 May 2006, 1 – 5pm

Venue: The Law Society, London

Price: £225 (LFHE Members), £325 (non LFHE Members)

**Open Seminar – On an international theme**

Date: Thursday 11 May 2006, 1 - 5pm

Venue: Manchester Conference Centre

Price: £225 (LFHE Members), £325 (non LFHE Members)

**Creating a Coaching Culture**

Date: Thursday 18 May 2006, 1 – 5pm

Venue: Edinburgh Conference Centre

Price: £225 (LFHE Members), £325 (non LFHE Members)

**DEVELOPING STRATEGY WITH IMPLEMENTATION IN MIND**

Date: Wednesday 7 June 2006, 10am – 5pm

Venue: Manchester Conference Centre

Price: £225 (LFHE Members), £325 (non LFHE Members)

**GOVERNOR DEVELOPMENT PROGRAMME**

A series of development and networking events for Governors and Chairs of Governors in HEIs

**Introduction to Finance, Audit, Risk and Estates**

Date: 23 March 2006

Venue: British Medical Association, London

Price: £95

**Strategy and Measuring Performance**

Date: 24 May 2006

Venue: British Medical Association, London

Price: £95

**Encouraging Institutional Collaboration (evening event)**

Date: 25 May 2006

Venue: Capita Centre, Edinburgh

Price: £95

**Workshop for Chairs of Finance Committees and Finance Directors**

Date: 16 June 2006

Venue: British Medical Association, London

Price: £95

---

For more information or to reserve a place please contact

Danya Chaikei

T 020 7841 2823

E danya.chaikei@lfhe.ac.uk

Chikodi Nwaiwu

T 020 7841 2707

E chikodi.nwaiwu@lfhe.ac.uk

Full details of all programmes and seminars, with booking forms are also available online at www.lfhe.ac.uk