NEW EXPECTATIONS AND A SPRINKLING OF STARDUST

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IN PRACTICE: Higher Education Institutions as Change Academies
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Calendar of events
Change is in the air in this issue of ENGAGE. A new In Focus feature highlights latest publications, programmes and website updates. Many articles, including Paul Gentle’s In Practice, relate the impact of change and change management approaches. With 20 pages, this spring issue is also ‘bursting out all over’ with news. Welcome!

DR LESLY HUXLEY
EDITOR
The Leadership Foundation initiated its research activities in 2004/5 and has funded 13 substantial research projects, all of which are now well under way. The research projects will all raise awareness, and give an in-depth analysis, of some current ‘themes’ and issues affecting leaders in higher education.

The first three (pictured above) published under The Leadership Foundation’s research and development series are now available. They are:

1. Higher education leadership of regional and local regeneration partnerships: learning from good practice by Glyn Owen, University of Lincoln & Glyn Owen Associates
2. Professional managers in UK higher education: preparing for complex futures by Celia Whitchurch, King’s College London
3. Leading through time – the management of academic workloads by Peter Barrett and Lucinda Barrett, University of Salford

All three can be accessed via the Leadership Foundation website at www.lfhe.ac.uk/publications/research.html and printed copies are available by emailing helen.goreham@lfhe.ac.uk

The Leadership Foundation has developed a series of one-day seminars for the 2007 summer term. The first of these, Jewel in the Crown: Enhancing the Reputation and Brand of University Schools, Faculties and Departments, has been designed to help those heads of school or department with prominent management and leadership roles, but usually with academic backgrounds, gain a better understanding of reputation management, and discover how marketing and communications tactics can help their School stand out from the crowd.

Jewel in the Crown takes place in London on 24 April 2007 and full details on this and other one-day seminars on Succession Management Strategies for Higher Education Institutions on Thursday 17 May 2007 and Environmental Sustainability on 21 June 2007 can be found at www.lfhe.ac.uk/evt-crs-prog/one/

International Agenda
Details of the Leadership Foundation’s international activity can be found in the new International area of the website at: www.lfhe.ac.uk/international. This includes updates on our annual Canadian study tour organised jointly with CASE Europe, the Sino-UK Leadership Development Network and case studies from our international research.

Staff Development Conference
Readers responsible for staff development will be interested to know that the online booking form for the 2007 Staff Development Conference – Brighton Eclectica, is now live on the website at www.lfhe.ac.uk/membership/sdc2007

‘The hope of a secure and livable world lies with disciplined nonconformists who are dedicated to justice, peace and solidarity.’

Dr Martin Luther King, Jr., 1929 – 1968
American civil rights movement leader and Baptist minister
We are looking for proposals for lively, stimulating and interactive contributions to this year’s Staff Development Conference. Brighton Eclectica, the over-arching theme, acknowledges the range, variety and changing nature of development in UK higher education, as well as the conference’s location in Brighton, the ‘alternative’ capital of England.

Keynotes include Kimberley Hare, well-known for her perspectives on ‘brain-friendly learning’, and an interactive session to close the conference led by Graham Shaw, cartoonist, demonstrating the potential for cartooning in development.

This will be the fourth conference offered in partnership between the Leadership Foundation and the Staff Development Forum. A major focus is Development Connections and we particularly welcome contributions from regional groups and others working collaboratively, as well as those connecting strategy and practice.

Our seaside rendezvous takes place at the Thistle Brighton, a modern hotel built around a spectacular atrium lobby and situated in a premier position on the promenade overlooking the sea, with the craft and designer shops of The Lanes directly behind. The Grand Pier, SeaLife Centre and Brighton Pavilion are all within ten minutes’ walk. So if you want to share experiences, approaches and toolkits, engage with colleagues and promote discussion, complete the proposal form and submit your ideas by 31 March 2007.

Full details of conference themes and types of contribution are available at: www.lfhe.ac.uk/membership/sdc2007/

**Key dates:**
- Proposal deadline: 31 March 2007
- Early bird bookings: 30 June 2007
- Final bookings: 1 September 2007
- Conference: 7-9 November 2007

‘A major focus is Development Connections and we particularly welcome contributions from regional groups and others working collaboratively.’

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**NEWS FROM THE SDF**

Our pilot ILM Level 5 Diploma in Coaching and Mentoring launches this month (March) with a one-day induction workshop at Burleigh Court, Loughborough. The programme is being run in conjunction with the CALM Network. We’re delighted to see what we hope will be the first of a number of accreditation opportunities for staff development practitioners get off the ground.

A new flyer outlining the SDF’s role and ways you can get involved will be published soon. This year will see us focus on some key themes, including our relationships with other groups, the professionalisation of staff development and the brokerage of CPD and networking opportunities for staff development practitioners. These themes were identified using the helpful feedback on possible SDF priorities given by delegates at the Liverpool conference last November.

We will also be working in partnership with the Leadership Foundation for Higher Education once again to shape and deliver the annual Staff Development Conference, which takes place in Brighton in November 2007 (see above). We are also going to be offering an opportunity for those new to staff development to attend an induction day in May or June 2007 alongside a networking event for staff development practitioners to be held in the south of England. The networking event will help bridge the gap between the annual conferences. As well as building contacts and sharing information, both events will also provide an opportunity for participants to contribute to our future plans.

For more information about the SDF visit the website www.staffdevelopment.ac.uk or contact Sandy Wilkie, E: sandy.wilkie@st-andrews.ac.uk
Heather is currently director of the Open University (OU), Wales. She has worked in the OU since 1994 and has been director for the last four years. Before moving to the OU, Heather was a lecturer in French at the University of the West of England (UWE) and spent some time working in further education. Her research area is French theatre.

In her new role, Heather will work closely not only with individual institutions but also the Higher Education Funding Council for Wales (HEFCW) and Higher Education Wales (HEW), in whose offices she will be based.

Heather’s main responsibilities will involve keeping in close touch with the leadership and organisational development needs of Welsh institutions and bringing to their attention opportunities which the Leadership Foundation can make available.

Phil Gummert, chief executive of HEFCW, said: “We are delighted to have someone of the calibre of Heather Graham in this role, and we are looking forward to working closely with her”. Amanda Wilkinson, chief executive of HEW, said: “Heather Graham is very well-known to all vice-chancellors in Wales as she herself has been a member of HEW. We are very pleased that she will be located within our offices. It will ensure that we will be very joined-up in our work in collaboration with the Leadership Foundation”.

Ewart Wooldridge, chief executive of the Leadership Foundation, explained: “We have always had a very strong rapport with stakeholders in Wales, thanks in particular to the very positive steering group chaired by Phil Gummert. Heather’s appointment will enable us to reflect much more closely the specific needs of Welsh institutions”.

Heather Graham said: “I am delighted and privileged to take on this role. My first priority will be to spend a significant amount of time with individual HEIs, listening to their needs and identifying how best the Leadership Foundation can add value for them”.

Dr Graham will also have a key role in linking to other major stakeholders in Wales, such as the Welsh Assembly Government and Public Service Management Wales (PSMW).
NEW EXPECTATIONS AND A SPRINKLING OF STARDUST

Q: WHY SHOULD WE TAKE IT SERIOUSLY?
HEIs want to attract phenomenal people at all levels. A lot has been written about this, but increasing competition for staff, students and funding make it all the more important to clarify the equation of promise/expectation/delivery: people easily become disillusioned if they find that the day-to-day reality doesn’t match the promise. Managing expectations is a key skill. It sounds like jargon, but is true: the commercial sector has known for years that ‘stakeholder engagement’ is crucial.

In HE, you often want people to engage with the organisation over a period of time, rather than offering them isolated products or services. It’s a challenge, but I get very passionate about it because marketing can help people understand what education could do for them, give them opportunities they might not otherwise have, potentially changing their lives. Spin doesn’t do that. You need to sprinkle a bit of stardust that’ll stay with them to make it happen!

There’s something of a shift away from the central marketing unit working in isolation simply because

Rosemary Stamp is director of Stamp Consulting and author of the recently published report ‘Marketing as a Catalyst in higher education: the survey of decision makers in higher education’ (1). She joined Euro RSCG Riley in 1998, leaving as director of the Strategic Consulting Group at the end of 2006. During the past three years, Rosemary has provided strategic support to a number of universities and colleges in the UK, focusing particularly on achieving a change in sector status and positioning. She has also developed and led a range of programmes, including the Leadership Foundation’s ‘Marketing Programme’. Her report highlights that marketing is not yet as engaged as it could be in strategic planning. Here she talks to Dr Lesly Huxley about the sector’s changing expectations of marketing and potential benefits of its greater integration.

References:
1. Marketing as a catalyst in higher education: The survey of decision makers in higher education. Stamp Consulting Ltd, January 2007. Available to download from: www.stampconsulting.co.uk/pdf/Marketing as catalyst in he.pdf

Q: MARKETING IS ALL ABOUT LOGOS ISN’T IT?
Marketing is much maligned, but essentially it’s about communicating what you have to offer, so the people you want to attract, be they students, staff or other stakeholders, can make informed choices. It’s all about matching: knowing who your audience is (or should/could be), identifying what they want, letting that inform what you offer - the right products and services for your ‘market’ - and then describing those in a way that the intended audience will understand. Critically, marketing is also about monitoring and investigation: analysing the market to find out and predict what stakeholders want and need in the future, so that organisations can develop their portfolio of services accordingly.

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There’s something of a shift away from the central marketing unit working in isolation simply because
so much of marketing is bound up with cultural change. An isolated rebranding exercise isn't going to work; the move needs active leadership and endorsement by the senior team, and people at all levels to understand the role they can play in communicating what the institution is all about. It can feel very exciting, people want to feel part of and proud to be part of the organisation and to tell others about it.

Q: EVERYONE WANTS TO BE AT THE TOP TABLE THESE DAYS: WHY SHOULD MARKETING BE THERE?
A good question. Strategic planning requires excellent trend analysis for 20 or more years hence and the marketing director can give guidance on market scoping, both to inform top table decision-making and also to take a brief that they can understand and own and sense-check against what's possible. There's no real ideal, of course, because HEIs come in different sizes and have different structures and functions, but joined-up thinking is needed with planning, marketing, development, alumni offices and so on working together.

The last six or seven years have been quite phenomenal for the sector, revolutionary really, compared to the decades before. Relationships with staff and students have been at the core of this. We've done a lot of future scoping in our reports and briefing papers, and universities still need to be thinking long-term; there's that phrase about planting trees now for your grandchildren to walk in their shadows. HEIs need to be planning moves like chess, giving maximum flexibility for whatever they're faced with in future, and marketing professionals have a part to play in that analysis and preparation. What our report shows is that marketing can sometimes be the scapegoat when, for example, recruitment goes wrong.

Q: IS MARKETING ONLY SOMETHING THAT HAPPENS AT THE TOP THEN?
No, it really needs to be integrated across the organisation, with people at all levels understanding the role of positive communication. Marketing isn't something that should be 'done' to people, but 'with' them. Our report showed that it's also important that marketing is understood more widely within the institution. Around three quarters of our survey respondents felt that the VC and senior management team are most likely to view marketing as integral to corporate objectives, yet it's felt that only around half of academics share this view. Some student cohorts also appear to be disenfranchised from the marketing function. This is worrying as these are two key stakeholder groups who have a central role to play in promoting the organisation to potential colleagues and sponsors.

The basic concepts of understanding and managing expectations are something that individuals in many walks of university life can also use in their day-to-day work. From the marketing for non-marketers workshops, we found that people suddenly understand why others do what they do, how to promote and manage expectations. In any role, it's important to tell your customers what you can't give them as well as what you can, and to give them appropriate information early enough in whatever process they're engaged with so they don't feel they've wasted their time. The same approaches apply in most interactions between people. That stakeholder engagement I talked about earlier is also key. You can't avoid errors in the system completely, but offering forums for concerns to be raised may mean people are more likely to air grievances with you than with the media, and addressing them and being seen to do so could actually enhance your reputation. That isn't something that only happens at the top.

Our report shows that some decision-makers are beginning to have new expectations of the role marketing can play in supporting cultural change and being an integral part of strategic planning. However, the marketing function has some way to go before it's fully integrated in strategic planning. The management of the expectation equation is important in many aspects of university life as well as external marketing, and the longer-term planning horizons mean we need to find a way of sprinkling that stardust too!

FOR MORE INFORMATION
A range of reports and briefing papers are available to download free from: www.stampconsulting.co.uk/stamp-reports.php
Contact Tricia Wombell, Director of Marketing and Communications for details of future marketing development programmes and events. E: tricia.wombell@ifhe.ac.uk
‘STRATEGIC XCHANGE’ AT THE BBC

DAVID SWEENEY, VICE PRINCIPAL (COMMUNICATIONS, ENTERPRISE AND RESEARCH) ROYAL HOLLOWAY, UNIVERSITY OF LONDON, DESCRIBES HIS EXPERIENCES OF A NEW LEADERSHIP DEVELOPMENT PROGRAMME FROM THE LEADERSHIP FOUNDATION

The last issue of ENGAGE described the experience of a group of senior HE staff on a ‘Strategic Xchange’ at the BBC, an opportunity for us to act as consultants in an institution going through a fundamental change. We encountered a group of talented and creative people within the BBC and watched how they were tackling unprecedented technical, cultural and managerial changes. In itself the activity provided a wonderful development opportunity but what could we take away to help us engage with the issues and challenges faced by the HE sector?

Many features of the BBC had a familiar ring to us. At every level we were impressed by the dedication, enthusiasm, commitment and creativity of the staff. Their stories were of the pressure to innovate and be market-leaders but set against a background of established bureaucracy and organisational hurdles. The BBC staff were intensely proud of their own affiliation (BBC Children) and extremely supportive of the leadership of their area while being suspicious of internal limitations to successful technology deployment. All so very familiar - we had our own battle scars.

So what is there to learn? The Greg Dyke era came with a new emphasis on consultation with staff and this was carried through with a series of showcase events run for staff (in the face of inevitable cynicism) as a genuine attempt to harness ideas from all levels. We were challenged about how seriously we took the involvement of our staff in the development of strategy, about truly effective internal communication and about the models of visionary leadership appropriate to institutions where the reputation and financial performance very much depends on creativity and innovation from staff at the sharp end rather than any new management direction.

Our first lesson was therefore about enabling talented people rather than controlling them. If getting the best out of talented staff is about facilitating, encouraging and challenging it was interesting to receive two strong but negative messages from many BBC staff. The John Birt era had involved the extensive use of consultants to provide support to management, perceived as applying external expertise at the expense of internal experience. Greg Dyke’s policy (largely continued by Mark Thompson) of doing away with consultants was clearly popular and had stimulated the staff to take on new challenges. In contrast there was a positive attitude to the mixed economy where many productions are made by commissioning from a vibrant and respected independent sector. Indeed BBC staff seemed very well-adapted to a career path which would involve switching in and out of the independent sector with much less job security.

This gave us food for thought. We have no similarly respected independent sector and we have been moving towards increased rather than decreased job security with legal and moral pressures against hiring staff on a succession of short-term contracts. On enquiring it appeared that the BBC lives in a different legal world to that presented by HE’s HR departments. The University and College Union’s recent broadside about privatising elements of HE operations was in complete contrast to the view of BBC staff who appreciated the prospects of improved remuneration and increased freedom from spending some time in the private sector. Here was evidence, from a fresh perspective and listening to staff on the ground, that a public-sector body (with much of our ethos) could prosper in a market economy.

The second (and possibly strongest) message from BBC staff was about the inadequacy of their outsourced IT service. Time after time we were told about how the deployment of technology in support of the creative process was hindered by an outsourcing agreement which made insufficient allowance for rapidly changing technology. The IT provider was not a partner but a supplier, primarily driven by financial outcomes. In contrasting the IT facilities in-house (not favourably) to their home broadband connection one member of staff said they were ‘driving the New Media Revolution…from our homes’. We left thinking about how our academics need to be partnered by IT, AV and library staff who catalyse the enterprise and have a common aim of excellence in research and teaching.

New media dominated much of our time at the BBC. Measuring audience is a complex subject but the BBC Children’s websites have more ‘viewers’ than the programmes. Programmes are built around interaction and online activity which stimulates new kinds of entertainment and, core to the BBC mission, new ways of learning. We talked all the time with people whose jobs have been utterly transformed by modern technology developments. Perhaps we only saw the survivors, but we were incredibly impressed by the adaptability and flexibility of staff in the face of new challenges.

We have seen technology deployment in all areas of higher education and many areas of research have also been utterly transformed (or newly developed) through the application of modern technology. However the core learning experience remains largely unaffected. In his weblog, Will Richardson talks about the 10 things we have to ‘unlearn’ before we can move education forward in a systemic way,
notably to embrace ‘personal learning’(1). In his weblog, Martin Weller, Professor of Educational Technology at the Open University, comments on this saying “if I worked in a strategy unit of a university, I’d be asking myself what would education look like if we tried to address these 10 issues”(2) – which was exactly what we were thinking about when looking at how practice has been transformed in the BBC. Weller suggests that in HE “it might lead to more e-learning, with user-determined pacing, subscription models of content, changes in assessment practice, changes in the academic year (a semester doesn’t make much sense in a self-paced world), as well as possible negatives such as difficulties in establishing group work and loss of identity with the immediate cohort”.

In considering why educational practice has been resistant to change Weller concludes that the wider ramifications of these changes are too big for us to contemplate. For example to implement personalisation (an imperative at the BBC) would involve “drastic changes to how academics operate, what students do, how universities are funded and the need to create a whole new educational structure”.

The BBC has largely done that. They have been driven to do that by a market, while we are currently a monopoly although with a limited amount of internal competition. As a generally successful sector there is no immediate imperative for us to change but we can easily identify scenarios where traditional models of education become much less attractive. We argue about the value (as well as cost) of individualised learning pathways in collaborative learning environments. The BBC has managed to transform what it does while largely preserving its reputation and values. The challenge for us was to identify how we could start such a transformation in the face of ‘changes too big for us to contemplate’. That sums up the Strategic Xchange – challenged by seeing what others have achieved.

The next Strategic Xchange will take place later this year will be with the top team of the London Borough of Lewisham and their Chief Executive Barry Quirke.

If you have ideas for an organisation that you think would make a thought provoking and exciting Strategic Xchange visit please contact Sarah Hubbard, Project Officer, E: sarah.hubbard@lfhe.ac.uk

References:

The Leadership Foundation’s international strategy is designed to support institutions’ own efforts ‘to internationalise’. For some universities and colleges internationalisation involves curricular change, for others, the development of new partnerships and centres of academic activity overseas. North America has been a focus for UK collaboration in all areas of academic life for many years, including significant research partnerships and staff and student exchanges. The US is also a major competitor in the field of international student recruitment and in the global ‘race for ranking’. Both the US and Canada can offer models to the UK in areas such as fundraising, services for students and the practice of institutional research. For all these reasons, the Leadership Foundation has identified North America as one region in which to build relationships for mutual benefit.

Early in its history, the Leadership Foundation established an ‘International Reference Network’ with distinguished international members from many regions of the world. The American Council on Education (ACE) was identified by the Leadership Foundation as a valuable US partner, with Dr Madeleine Green, vice president international initiatives, acting as ACE representative. Dr Green is also vice president of the International Association of Universities (IAU). ACE is a veteran in the field of leadership development for higher education; the ACE Fellows Programme (broadly equivalent to the UK’s Top Management Programme (TMP)) is not far short of its half-century and ACE is a pioneer in developing programmes for heads of academic departments and deans. It also has a strong track record in diversity and produces many research and development publications on management and leadership topics of relevance to UK institutional leaders (see www.acenet.edu).

The Leadership Foundation is pursuing three initiatives in North America at present:

A new joint seminar for ACE Fellows’ alumni and their TMP counterparts (both academic and professional service leaders and managers) to exchange practice and experience on a range of topics including fundraising, preparing global citizens, developing quality in mass higher education and building shared governance in HE. TMP Fellows will also be hosting institutional visits for their US colleagues. This event is taking place 29-30 March 2007 in London.

A study visit to four Canadian institutions organised by CASE in partnership with the Leadership Foundation for senior leaders involved in fundraising and related institutional development agendas. This programme is now in its third successful year, with the next visit due to take place in May 2007.

A new three-day event, ‘From Competition to Collaboration: Thriving in a Global Future’ for PVCs and chief academic officers to share strategy and practice in relation to new models of international cooperation. This will take place in Washington DC, 8-10 July 2007.

The Leadership Foundation welcomes feedback on these and other ideas for continuing this ‘transatlantic dialogue’.

Professor Robin Middlehurst, Director, Strategy, Research and international, E: robin.middlehurst@lfhe.ac.uk
THE LEADERSHIP FOUNDATION PROVIDES FUNDING TO INDIVIDUALS IN INSTITUTIONS TO SUPPORT THE DEVELOPMENT OF A LEADERSHIP, GOVERNANCE AND MANAGEMENT CHANGE PROJECT, PARTICULAR TO THEIR UNIVERSITY. THREE OF THE LF FELLOWSHIPS ARE OUTLINED BELOW.

PERFORMANCE THROUGH LEADERSHIP
Barbara Berkeley-Hill, Staff Development Officer, Canterbury Christ Church University
E: bvb1@canterbury.ac.uk

My project is entitled ‘Performance through leadership’, the emphasis being on the interconnection between the two. At Canterbury Christ Church we have rehearsed the ‘competence framework’ debate long and hard and remain convinced that we do not want to end up with some highly complex, mechanistic model of leadership which just becomes the target for the kind of passive resistance at which academics excel. However we fully recognise the need for some kind of framework which articulates the leadership and management capabilities we need now and in the future, the behaviours we wish to encourage, and the underpinning values we feel to be part of our identity. So how do we tread this difficult path?

Drawing on three different networks that I have become involved with during the past year - a network arising from the Organisational Development (OD) Practitioner’s Programme run by Rolfey Park, a national Investors in People network called ‘Beyond the Badge’, and our own OD in HE network supported by the Leadership Foundation – I am using this fellowship to identify what solutions might be out there, and to identify good practice.

Building on this experience from both inside and outside the sector, my fellowship project will help us at Canterbury Christ Church to refine and develop our own leadership framework, pilot two development centres based on the framework, build our internal OD capability, and move our current leadership and management development programme to the next level.

By the end of this year, we want to have laid the foundations for a leadership model which really works for us, resulting in greater engagement of our managers, greater alignment of activity across the university, and, above all, which enables more of our people to give of their best.

IMPACT ASSESSMENT – NORTHBURIA’S APPROACH
Clare Curran, Director of Human Resources, Northumbria University
E: clare.curran@northumbria.ac.uk

Impact Assessment (IA) has become a buzzword in the HE sector recently. Various people are talking about it and many different approaches are being taken.

Legislation requires that IAs be undertaken in relation to race. Northumbria University has decided to conduct an IA of all policies, procedures, systems and processes in relation to race, age, disability, gender, sexual orientation and religion or belief.

The Leadership Foundation Fellow for this project is Clare Curran, director of human resources at Northumbria. The university has appointed a development officer, Jayne Hey, who is overseeing and managing the day-to-day project programme.

The primary IA phase has involved familiarisation with relevant legislation, locating and collecting policies for assessment and analysing available data. An e-tool will be used to capture the data which will provide the backbone to the project. This e-tool will be an invaluable element throughout to ensure the university conducts IA in a systematic way.

The secondary IA phase involves consultation with relevant internal and external representatives. Consultation groups will be established for this purpose. A tailored training package will be offered to consultees, which will provide the knowledge and skills necessary for engaging in the process. It is hoped the consultees will form a lasting bond with Northumbria and will be involved in projects in the future.

The concluding phase is full IA. This may involve the creation of new policies and rewriting of others where a need for change is identified. Other activities may be highlighted to support growth in our activities.

As well as enabling Northumbria to carry out their own IA and learn valuable lessons regarding the process, the benefits of this project include an e-tool resource, with training being made available at a minimal cost to the HE sector and other parties.

EVOLVING ACADEMIC CAREER PATHWAYS
Tony Strike, Director of Human Resources, University of Southampton
E: ajs@soton.ac.uk or Kostas Karampelas, Researcher, Centre for Higher Education Management and Policy at Southampton
E: kk1@soton.ac.uk

Changes in society and government policy create demands on the higher education sector which stimulate reform. It is a challenge for present academics to respond effectively to this reform and continue to educate and qualify our future leaders and citizens. In order to achieve those goals it is important for higher education institutions to update their internal staff structures. Like any organisation, it is important that career pathway design in Universities matches strategic direction. This suggests career paths can no longer simply be uniform and linear; the traditional academic ladder from lecturer to professor. The project aims to investigate, analyse and report on the emerging career pathways that arise for academics, along with the choices they offer and their effect on academic work and life.

More specifically, as Kogan, Moses and El-Khawas (1994) reported, academics, even though they may conserve various traditional identities in their work, face tensions of status, reward, motivation and opportunity, which lead to diversification of academic work. It is important to see how academics and higher education institutions balance research, teaching and entrepreneurial duties. It is useful also to examine the level at which promotion criteria or role definitions need to be revised because of these pressures and tensions. These phenomena, along with existing issues regarding gender inequities and the challenges that women face in the academic field, put the current academic work and life.

Kogan, M., Moses, I., & El-Khawas, E. (1994), Staffing Higher Education: Meeting New Challenges, JIP.

For more information about the Leadership Foundation Fellowships please contact: Sarah Hubbard, Project Officer, E: sarah.hubbard@lfhe.ac.uk

www.lfhe.ac.uk/supportteam/fellowship
How does the governing body of a university know how the institution is performing? This is a key question for governors, and the Committee of University Chairmen (CUC) recently issued guidance to members of governing bodies to enable them to answer it.

The Code of Practice for Governance in Higher Education published in 2004 recommended that governing bodies should systematically monitor the performance of their institutions against their strategic plans through the use of key performance indicators.

Andrew Cubie, CUC chair-elect of the Committee of University Chairmen and chair of the Steering Group that produced the guidance report, said:

“So often governors find it difficult to assimilate the mass of management data which is collected around key performance indicators. What we have set out to do is to produce a guide for governing bodies to enable them to decide for themselves what kind of information they need to monitor the performance of their institutions against their strategic plans. The guidance is practical, flexible, and non-prescriptive.”

The guidance identifies two top-level summary indicators (called “super KPIs”):

- institutional sustainability
- academic profile and market position

These are supported by eight other top-level indicators of institutional health, including:

- the student experience
- teaching and learning
- research
- knowledge transfer and relationships
- financial health
- estates and infrastructure
- staff and human resource development
- governance, leadership and management
- institutional projects

There are then suggestions for a range of supporting key performance indicators and self-assessment questions for members of governing bodies. The idea is that each institution will produce for itself a single page summary of institutional performance which would then be monitored on a regular basis by the governing body. The work was supported by the Higher Education Funding Council for England whose chief executive, Professor David Eastwood, commented, “I very much welcome the production of this guide which moves us further in the direction of institutional self-regulation; it will be for individual governing bodies to decide in the context of their own situation and mission how they implement this guidance, which will give further assurance about the high quality of corporate governance in UK universities.”

The full report is available as a PDF from: www.sheffield.ac.uk/cuc/pubs/KPI_Booklet.pdf

For more information, please contact: Dr David Fletcher, Secretary of CUC. E: d.e.fletcher@sheffield.ac.uk

Results from a recent national survey of PIs and a series of focus groups were used to identify the main training, support and development needs of PIs. A key issue that emerged from these consultations was the need for resources that addressed the realities and specialised role of PIs, rather than generic leadership and management issues. The PIs also expressed preference for a ‘one-stop shop’ that gave them easy access to resources on a ‘need to know’ basis.

In October 2006 the project launched a website www.le.ac.uk/researchleader that addresses five key areas:

- leading a research team
- legal and ethical issues
- developing your researchers
- managing a research career
- managing research finances

These provide specific guidance and support on the leadership and management of research within the context of the UK higher education system.

A key feature is the use of case studies, scenarios and quotations provided by real PIs. These ensure the resources focus on, and exemplify, the issues of direct relevance to PIs.

Although the initial nine-month project has now finished, the project team are hoping to secure further funding to continue the development of the resources.

For more information about the project, please contact Dr Jane Wellens, E: jw27@le.ac.uk or visit www.le.ac.uk/researchleader
PROJECT INITIATION
The University of Manchester, like the majority of universities in the UK, has an under-representation of women in senior academic leadership positions (there is less of an imbalance in the university’s administrative directorates). In order to address this issue, the president and vice-chancellor, Professor Alan Gilbert, asked me to initiate and direct a Women in Leadership (WiL) project when I retired, having been senior pro-vice-chancellor for the previous five years.

Initial discussions with female academics confirmed that many different factors contribute to women’s under-representation, including individuals’ career expectations, the effects of working in a male-dominated environment, the need to spend time abroad in order to sustain an international research profile, and the competing demands of care for children and a workplace culture characterised by long hours. In the light of this preliminary analysis, when the project began in February 2005 it had three aims:

- to increase the number of women with the aspiration, knowledge, skills and experience to be able to apply for a senior management post with a chance of success that is equal to their male peers
- to create a working environment in which both men and women feel comfortable
- to remove any identified organisational or procedural barriers to the appointment of women to leadership and management roles.

PROJECT ACTIVITIES
During the past two years the project has provided informal seminars for groups of women academics as well as coaching for individuals. A mentoring scheme has been established in which 32 women at the level of senior lecturer, reader or professor have been matched with male and female professors with substantial experience of leadership and management. A preparation for leadership programme, directed by Professor Stephanie Marshall of the Leadership Foundation and run in collaboration with the WiL project, is now in its third round and has provided leadership development for 45 male and female academics and administrators. A working party has examined aspects of maternity leave and the return to work. Meetings have been held with senior management teams at university, faculty and school level to gain an understanding of obstacles to women’s career progression and to share some of the project’s lessons. Data provided by the university’s equality and diversity unit and the human resources directorate has been analysed to provide benchmarks for later comparison. From these various activities I have produced a report for the president and vice-chancellor with 30 operational recommendations which have been shared with the board of governors, the senior executive team, Senate, the equality and diversity forum, faculties and schools.

LESSONS LEARNED
The project has taught me a number of things:

Senior academic women in the University of Manchester do not want a separate leadership development programme for women.

For them, the negative connotations include the risk of ghettoisation, the fear that it would be perceived as remedial in some way, a sense that it would be second-best to an open programme, and the loss of the opportunity to learn about leadership alongside male colleagues. Having said that, informal seminars for women where gender-specific experiences can be shared and new contacts made with other women colleagues have been welcomed by many.

For change to happen, there needs to be robust support for the aims of the project from the highest levels of the organisation.

This means not just saying the right things but being willing to have time-honoured practices subjected to scrutiny and, crucially, monitoring the implementation of recommendations. In Manchester, the president and vice-chancellor has undertaken to hold the deans of faculties and the heads of administrative directorates to account for their progress in improving the gender balance within their areas. He, in turn, has been invited by a resolution of the board of governors to provide an update on progress in the implementation of the recommendations of the project. Furthermore, an associate vice-president has been appointed with responsibility solely for equality and diversity, which sends very clear signals right across the institution that the university is serious in its commitment.

It is essential to have good data if management decisions are to be based on sound evidence.

It is not enough to have just snapshots of numbers and percentages of women and men at different grades; it is also necessary to be able to take account of their age, their length of service within the organisation and at each grade, their salary in relation to the averages for their discipline, and so on.
ESTER: OJECT

Change does not happen in a uniform way across a large institution.

It is not productive to try to get all senior managers to become champions of gender equality. Although they will all express enthusiastic support for gender equality - and that is a welcome first step - not everyone is aware of the behavioural and attitudinal changes that they will need to make if the aspiration is to become a reality. A more successful approach is to identify islands of good practice and to seek to build up those islands so that they grow into ever-larger clusters.

Small, cost-free things can make a difference.

Although it is undoubtedly the case that major initiatives, such as providing research support funding for women returning from maternity or adoption leave, are fairly expensive, it is not necessary to delay any action until such funding becomes available. For example, it doesn’t cost anything to include details of maternity and paternity leave schemes in the material sent to job applicants or to mention that the department actively encourages applications from women. Similarly, even a cursory look at an HEI’s programmes of guest lectures, or its list of external examiners, or the names of its honorary graduates or fellows may reveal a quite startling under-representation of women which is not particularly difficult to address once it has become apparent.

Improving the gender balance among academic staff within HEIs must not be left to women alone.

For one thing, there simply aren’t enough women in senior academic posts in many universities to create the necessary critical mass. But, as importantly, many women don’t want to be cast in the role of ‘gender politicians’. It can become wearing always to be the person who points out that a department has no women on its shortlist or a promotions committee has no women on it. When it becomes as common for a man as for a woman to make that point, then change will really have begun. And when the point doesn’t need to be made at all because no one would dream of putting forward all-male lists, then change will be in the process of being embedded.

If universities get gender equality right everyone benefits.

This is partly because the atmosphere in mixed groups is generally more appealing than that in single-sex groups, but it is also because employment practices that enable women to establish a healthy work/life balance are good for men too.

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COACHING FOR DIVERSITY

Sixteen staff working at the London School of Economics and Political Science (LSE) and the University of Warwick recently completed a pilot Coaching for Diversity programme funded by the Leadership Foundation. The programme aimed to support black and minority ethnic staff in their career development.

The programme allowed participants to learn about coaching for the first time. Participants came from a variety of departments and included those in administrative, clerical and technical roles who aspired to further career progression within their respective organisations.

Workshops were held over four days – two at Warwick in June 2006, one at LSE in September, and a final day at Warwick in November. Participants learned how to support someone in a non-directive, non-judgemental relationship that allowed the person being coached to talk through issues of their choice in confidence.

Gizelle Regis from LSE’s HR department commented: “Between workshops we worked in pairs to coach each other. We found this experience very valuable in developing our skills. Also we were able to give each other instant critical feedback which we were able to act upon during our next session.”

Her colleague, Romy Ajodah, added: “One of the aims of the programme was to leave participants with the clear message that diversity is a strength and an asset in the workplace. There certainly was progress in relation to this over the months, with many actively seeking career progression at work. However, a perhaps more unexpected consequence was the degree to which the programme informed changes in our lives outside work and highlighted the interdependence between the two.”

Ragvinder Surana from the Warwick Manufacturing Group said: “The course was very challenging on a personal level but very rewarding.”

Olivia Garcia-Hernandez from Warwick’s academic office said: “The programme allowed me to see alternative ways of carrying out my responsibilities at work and made me aware of my interactions with colleagues...a welcomed and positive input into all aspects of my life.” Her colleague, Manjit Heyer, added: “I hadn’t anticipated that the programme would have such a far-reaching and instant impact on me personally and professionally. I was able to come back into the office and quickly utilise the learning.”

LSE’s Chris Connelley and Warwick’s Bob Thomson, who coordinated the programme, commented that: “Both LSE and Warwick are very grateful to the Leadership Foundation for their support. We hope to help them to share the lessons from this pilot with other higher education institutions.”

A final word from two of the participants, LSE’s Gizelle Regis and Romy Ajodah: “Certainly we felt it was one of the most life-changing courses we have attended.”

Coaching for Diversity delegates from Warwick and LSE
How can we widen participation in higher education? Could 'dual' sector institutions with both further and higher education provision under one roof be part of the answer?

In the UK, and elsewhere, post-school education has been traditionally split into two sectors: 'further' and 'higher' education. Conventional wisdom has it that the two sectors do different things. 'Further' education provides vocational training in practical, work-based skills. 'Higher' education concentrates on developing students with higher order forms of knowledge and the ability to think critically. But do such sharp differences in purpose still exist? Have the boundaries blurred? Additionally, and perhaps more importantly, does such a seamless system as duality offer the best chance to embrace those students who have historically eschewed higher education but who need to be engaged if the global economy's (and society's) thirst for skills and learning is to be satisfied?

The boundaries between the sectors do appear to be increasingly blurred. Universities now offer a growing range of practical, work-based degrees while, in an English context, it is estimated that up to 14% of higher education provision takes place in further education colleges. The two sectors have also worked more closely together as a result of the creation of the two-year foundation degree and other initiatives to promote partnership. Clause 19 of the UK government's new Further Education and Training Bill even proposes that 'high-performing' further education institutions should be allowed to award their own foundation degrees in future. At least at a policy level, the differences between further and higher education appear to be largely bureaucratic rather than socratic.

In spanning conventional sector boundaries, duals pose significant challenges for those working within them with managerial responsibilities at all levels. Funding from the HEFCE Leadership, Governance and Management Fund has made it possible to begin to examine these challenges. The first stage of this work included an international survey of duals to find out how they were handling their often recently acquired new identities.

The boundaries between the sectors do appear to be increasingly blurred. Universities now offer a growing range of practical, work-based degrees while, in an English context, it is estimated that up to 14% of higher education provision takes place in further education colleges. The two sectors have also worked more closely together as a result of the creation of the two-year foundation degree and other initiatives to promote partnership. Clause 19 of the UK government's new Further Education and Training Bill even proposes that 'high-performing' further education institutions should be allowed to award their own foundation degrees in future. At least at a policy level, the differences between further and higher education appear to be largely bureaucratic rather than socratic.

The 'duals'

This withering of conventional boundaries between further and higher education is reflected on an international basis. There are now a growing number of 'dual sector' universities that span conventional boundaries governing post-school education. These 'duals' include institutions in the UK, Australia, New Zealand, Canada and South Africa. They have been created by merger between a university and a further education institution, such as Thames Valley University and Reading College in the UK, or via the redesignation of the activities of a former community college, such as Kwantlen University College in Canada. Arguably, duals may also take the form of existing 'mixed economy' colleges of further and higher education such as those found in England.

In the case of duals created through merger, institutional leaders are faced with the task of bringing together staff from very different professional cultures and often starkly contrasting working practices. Among key decisions, there is a need to consider whether to house further and higher education staff within the same faculties, create a single academic contract and merge the governance structure. There are touchy issues of status here. One question is the extent to which staff of the former further education institution might be encouraged to undertake research and other scholarly activity as part of their workload. Despite the problems, there are more manageable 'wins' including the integration of student and other central support services.

Duals resulting from redesignation of mission are faced with slightly different challenges. While their structures may already be integrated, the dual mission can create friction between academic staff looking to travel in different career directions. Staff development is a priority, as there is a need for faculty to up-skill to take on their redesignated personas. The origins of duals appear to play a
significant role in the way they approach the challenge of duality. Institutions which have become duals through redesignation of title rather than merger tend to have more integrated structures as they have not been faced with the task of bringing together two different post-compulsory education cultures. In these duals the prevailing institutional culture is less challenged. By contrast, duals that have arisen as a result of merger need to fundamentally rethink structures and processes.

In short, duals need to decide the extent to which they will try to integrate their structures, processes, resources and cultures. The possibilities for integration are hindered by the need for managers to navigate often sharply contrasting requirements for quality assurance, funding, and strategic planning imposed by national and provincial governments. Differences in the way the sectors are regulated and funded do not make integration easy. As a result, there is a sense of frustration among duals, especially in the UK and Australia, that while there may be strong rhetorical support among politicians for seamless progression opportunities, government policy often reinforces a sector divide that makes this goal harder to achieve.

A NEW LANGUAGE

Duals do not fit neatly into the existing language of post-compulsory education. They include top international universities such as RMIT in Australia as well as access-based institutions; specialist providers like the University of the Arts London and Writtle College in the UK and more comprehensive universities such as Thames Valley. Duals challenge ingrained dichotomies such as ‘elite’ or ‘access’; ‘research-led’ or ‘teaching-led’. Duals are also tricky to define as many post-compulsory education institutions house at least a small percentage of funded teaching which cuts across the sectors. But perhaps the only really important characteristic of a dual is that it facilitates student progression within the institution between further and higher education programmes. In other words, what matters is that such institutions work from a student’s point of view. They are vertically integrated in terms of curriculum pathways regardless of the extent to which they are horizontally integrated in relation to organisational structure.

THE WAY AHEAD?

In an age of mass participation and lifelong learning there is a logical case for post-compulsory institutions whose mission embraces both further and higher education. The potential of this approach to tertiary education was recognised in the Dearing Report 10 years ago. Duals have subsequently emerged as a new type of post-compulsory institution arguably better placed to widen participation than single sector universities and colleges.

The acid test as to their success, however, will be whether they can successfully create ‘seamless’ pathways for progression. Duals represent a growing and distinct type of modern institution and a much under-researched example of differentiation to meet societal needs on an international basis. In terms of leadership, they are challenging institutions to work in, demanding possession of both the cultural capital and sensitivity to span conventional boundaries. Only time will tell whether this will become the model for the future organisation of post-compulsory education.

This article draws on a paper entitled ‘Scoping the Duals’ presented by the authors at the annual conference of the Society for Research in Higher Education, 12-14 December, 2006.
UCISA TAKING THE LEAD

BY PETER TINSON, EXECUTIVE SECRETARY, UCISA

It is nearly ten years since the Dearing Report (National Committee of Inquiry into Higher Education) recognised the need for members of institutions’ senior management teams to have the expertise to appreciate the impact and application of Information and Communications Technology (ICT) issues, and yet few leadership development programmes include elements on the impact of technology on business. The Staff Development Group of the Universities and Colleges Information Systems Association (UCISA) takes the lead on issues relating to the development needs of ICT staff in institutions. The Group liaises with the other specialist groups to identify training needs, developing or commissioning courses as required.

In 2003 the Hybrid Information Management: Skills for Senior Staff (HIMSSS) project based at Birmingham University, identified that there would be a shortage of suitably qualified personnel within the sector to move into senior posts. UCISA worked together with the Society of College, National and University Libraries (SCONUL), the equivalent organisation in the library sector, the British Library and the Leadership Foundation to commission a programme to address the gap. The Future Leaders programme was first run in 2006 with 21 delegates; the second run of the programme has just started (March 2007). The programme clearly fulfils a requirement in the sector – the second run of the programme was heavily oversubscribed and a lengthy debate was required to select the new cohort.

UCISA and its Staff Development Group face a number of challenges over the next year. A survey of ICT directors’ top concerns noted that a strategic approach to infrastructure ranked highly. Directors were finding that they were having to respond to change rather than being able to plan; the consequences of strategic or marketing commitments were not always appreciated by those making those commitments. UCISA will continue to work with the Leadership Foundation to try to address this gap.

The Group has had a relationship with the Leadership Foundation since its creation, building on a long standing relationship with its predecessors, the Universities’ and Colleges’ Staff Development Agency (UCOSDA) and the Higher Education Staff Development Agency (HESDA). The Introduction to Management and Making Management Work courses, initially commissioned from UCOSDA and now promoted by the Leadership Foundation, are testament to the success of that relationship.

As ICT is now critical to the successful running of any institution, heads of ICT services are in a position to provide leadership in identifying where ICT can make a positive contribution. Equipping those heads of service to meet that leadership challenge is high on UCISA’s agenda and we look to build on our successful relationship with the Leadership Foundation to achieve that aim.

WHAT IS UCISA?

UCISA is a membership organisation that represents ICT service professionals in UK higher education institutions. Its main aims are to promote best practice, through publications, conferences and seminars, and to act as a representative body for the information service departments within HEIs. UCISA engages with all levels of staff within service departments through specialist groups comprising volunteers from institutional staff, with support provided by a full-time staff of five.

Website: www.ucisa.ac.uk

LJMU TOP OF THE CLASS FOR WORK-LIFE BALANCE

Liverpool John Moores University (LJMU) has become the first university in the UK to achieve the Investors in People (IiP) Work-Life Balance Model award.

In his report, the IiP assessor praised LJMU’s flexible and productive working practices, saying that they were “paying dividends to the university in terms of staff loyalty, motivation and focus”.

Professor Michael Brown, LJMU’s vice-chancellor, said:
“Career expectations have changed and financial remuneration is no longer the only motivating factor for most employees. More and more people want more flexible working, whether it’s to look after their children or just recharge their batteries.”

“This award proves that we have successfully developed a coherent and wide-reaching approach. It’s a ‘win-win’ situation for everyone involved – for LJMU as an employer, for our staff and also for our students and other partners.”

The personal, social and organisational costs of the UK’s infamous long hours culture are no longer acceptable, as LJMU’s Director of Personnel, Julie Lloyd explains:

“It’s obvious that the old ways of working are simply not flexible enough to meet the pressures on people’s time, but in order to really challenge the long hours culture, flexible working has to be seen as standard across the organisation, not an add-on to existing full-time models of work.”

Importantly, the university has opted for negotiated flexibility rather than prescriptive guidelines when it comes to putting these policies into practice.

Pro-vice-chancellor and university secretary, Alison Wild, who has overall executive responsibility for all staff in the administration area, explained that LJMU is committed to “negotiating specific solutions for employees based on their own individual circumstances while also making sure that overall the system is fair to everyone.”

“The award isn’t the end of our commitment to flexible working. We’re in for the long haul and there’s still much to be done to ensure that everyone working at LJMU can achieve a work-life balance.”
CELEBRATING SUCCESSFUL STRATEGIC STAFF DEVELOPMENT

The Strategic Staff Development project was run in three linked themes over a 16-month period and benefited from significant funding from the Leadership Foundation for Higher Education.

In the presence of senior representatives from the Higher Education Academy (HEA), Higher Education Funding Council for England (HEFCE), Leadership Foundation, Staff Development Forum (SDF), Staff and Educational Development Association (SEDA), and Universities Personnel Association (UPA), the September 2006 launch event celebrated the successful completion of the Leadership Foundation funding period and the fact that the project had delivered far more than was originally proposed. Activities from the project will continue under the auspices of the SDF. The main outcomes and potential benefits of the project are reviewed by the three theme leaders:

Professor Paul Blackmore, theme 1 - ‘Promoting the strategic positioning and alignment of staff development in institutions’

Senior leaders know that the capabilities of their staff, individually and collectively, are their most vital assets, yet staff development has not always been a priority for universities. Theme 1 aims to raise the profile of capability development and to offer ways of exploring and improving it. The report, Developing Capability in the University, offers a highly practical analysis of the decisions that have to be taken about how to organise for development to take place and how to fund it. It outlines the many ways in which development is supported in universities. Eighteen international case studies from the UK, US, Australia and South Africa illustrate the immense variety in practice. It identifies the many key points at which decisions can influence the ways in which development happens, dealing with development for: teaching and learning; research; leadership and management. This report will be sent to senior leaders in all HEIs, as a way of stimulating discussion and aiding review.

It is hoped that theme 1 will prompt debate about development and how it is organised in universities, as well as on the identities and interconnections of the various development communities. The intention is not to produce uniformity but to ensure that development provision is fit for its purposes, however those are defined.

Dr Andy Wilson, theme 2 - ‘Defining and supporting the strategic leadership role’

Strategic staff development (SD) is about more than just alignment with institutional aims. Institutions don’t know enough about the SD area to be able to direct SD precisely and they have much less understanding than SD leaders of the emerging issues in the area. So strategic SD is about aligning and positioning. Aligning the SD unit’s activities with the institution’s aims will promote the achievement of those aims. Proper positioning will enable the SD leader to help the institution deal with new issues. Doing this in a sustained way requires discipline and support. These can be helped by some of the tools discussed in the outputs and by a series of support mechanisms provided initially by the project. These include: 360 degree diagnosticts; the theme’s strategic SD leadership capability framework; action learning; coaching; and mentoring.

Dr Paddy Anstey, theme 3 - ‘Defining and supporting the SD practitioner role’

Besides a list of regional events to support networking and professional development (PD) within the SD community, theme 3 outputs are a Survey of Practitioners and a Practitioners’ Handbook. The Handbook recognises that not all aspire to leadership and that many practitioners simply want to pursue excellence within their specialisation. It therefore encourages networking and PD, provides a glossary of acronyms, and introduces appropriate strategic elements. Regional PD events will continue with the encouragement of the SDF, which is also building coaching and mentoring capabilities to support the community. The importance for the sector and our institutions is the fact that more SD practitioners now recognise the strategic nature of the role.

The range of project outputs can be accessed at: www.lfhe.ac.uk/networks/ssdp.html and www.staffdevelopment.ac.uk/projects/

Left to right, Dr Paddy Anstey, University of East Anglia, Professor Paul Blackmore, Coventry University, Professor Michael Pittilo, The Robert Gordon University, Dr Andy Wilson Loughborough University and Dr Richard Dales, Coventry University.
‘MANAGING THE UNIVERSITY COMMUNITY’

PROFESSOR TOM KENNIE REPORTS ON THE RECENT EUROPEAN SEMINAR ON HUMAN RESOURCE DEVELOPMENT (HRD)

The Leadership Foundation for Higher Education is building networks with other regions and countries as part of its international support for UK institutions and the HE sector. The European University Association (EUA), with more than 500 European university members and Rectors’ Conferences in 46 countries is an important European partner. Lesley Wilson, secretary general of EUA is a member of the Leadership Foundation’s International Reference Group.

In 2006, the EUA won a bid to the European Commission to offer a European programme of leadership development in partnership with the Leadership Foundation and the Centre for Science and Research Management (ZWM), Germany. The two-year project has involved the delivery of three Europe-wide seminars:

- ‘University Leadership in an International Context’ (June 2006)
- ‘Performance Indicators’ (November 2006)
- ‘Human Resource Development’ (January 2007)

Each seminar has been jointly advertised by the EUA and Leadership Foundation and has included participants from across Europe. The recent HRD seminar in Milan attracted more than 60 participants from 23 countries, including the UK. This EUA project will also produce a publication, ‘Managing the University Community: Exploring Good Practice’, with case studies and articles on topics such as change management, research management, fundraising, human resource development and internationalisation, drawing on EUA’s work with European universities.

With its focus on the role of HRD in implementing change in universities, the Milan seminar offered an opportunity to feature the UK’s work in the field of staff and leadership development. Participants included rectors and vice-rectors, senior university administrators and HR professionals. Day one included institutional case studies (from Sweden, Italy, Germany, Serbia and Slovakia) followed by group discussions to share practice on the dilemmas and issues raised.

The Swedish case was particularly inspiring. The former rector of Lulea University of Technology described the large leadership development programme that she had led over three years (with an investment of 0.9% of the annual budget) in support of a new strategy to develop ‘The Creative University’. The programme involved individual and organisational leadership development with the purpose of stimulating change, using a Gestalt-based methodology that focused on actual experience and work-based tasks at department, unit and board levels.

I facilitated day two with Robin Middlehurst. After outlining examples of the UK’s approach to HRD, they offered a series of interactive sessions to enable participants to sample and discuss some of the HRD tools available in the UK or used by the Leadership Foundation in its programmes. Both institution-level and individual-focused tools were chosen, including extracts from the people management and self-assessment tool developed by the UPA and a strategic HRD audit tool and role analysis tool for heads of department developed by Ranmore Consulting. Highlights of the seminar included the energy and excitement generated by the topic, the innovation and creativity evident in countries beyond the UK and the desire for collaboration with UK institutions and the Leadership Foundation. The materials and cases from this seminar will be available shortly on the EUA website at www.EUA.be

Copies of the publication ‘Managing the University Community: Exploring Good Practice’ are available from the Leadership Foundation’s marketing office contact info@lfhe.ac.uk

The Leadership Foundation welcomes ideas for new collaborations with European HE institutions and associations.

Contact Professor Robin Middlehurst
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The Robert Gordon University in Aberdeen (RGU) was recently re-accredited by Investors in People (IiP), following an external review in November 2006. RGU has a long association with IiP, and was first accredited in 1995 - at the time only the second university in the UK to achieve this.

The recent re-accreditation is to the revised IIP standard introduced in early 2005, making RGU one of very few UK universities to achieve this so far.

“The revised standard places more emphasis on leadership and management practice” says Neville Browne, the RGU manager of organisational development.

“We knew this would require us to make changes, but in doing so we stuck to our philosophy of using the IIP standard as a measure of our progress, in effect shaping and developing the ‘RGU way’, rather than making changes just to meet the standard. At our last review in 2005, the assessor feedback gave us clear insight into how we needed to improve, and over the past year we have worked hard on both process and cultural changes. Needless to say, we’re delighted with the outcome – but we need to keep on improving.”

“Our approach to re-accreditation, in the light of the revised standard, was to do an internal audit, testing where we thought we were versus the standard and then to get an external assessor to do a mock audit,” says Neville. “We learned a huge amount from this, and it guided us as to where the main focus areas needed to be. At the same time we raised awareness of the process to make sure people understood why we are accredited. Our approach was to avoid setting up IIP teams, and measure more ‘the way we are’. It seems to have worked for us.”
LORD OF THE FLIES: NOVEL LEADERSHIP GUIDANCE

For career guidance, William Golding’s first novel might not seem an obvious choice. As E M Forster wrote, the story ‘begins like a Ballantyne yarn, but ends grimly otherwise.’ Yet since I first read it at school, the tragedy and provocation of Lord of the Flies (which Forster went on to note) have combined with its moral and allegorical symbolism to produce a profound and lasting effect on me.

Like many boys of my generation, I thrilled to the classic Victorian adventure stories. Just as with Robert Louis Stevenson’s Treasure Island, R M Ballantyne’s The Coral Island was a clear choice for a boy growing up in Edinburgh: Ballantyne (like Stevenson) was an Edinburgh novelist, and his story of boys stranded on a desert island was required reading. At the time I first read it, the implied racism and unrealistic portrayal of survival against the odds did not outweigh the exotic excitement The Coral Island gave me; but Lord of the Flies was to change all that.

William Golding read Ballantyne’s story as he was growing up, and wrote his novel as an indirect reaction to it. By the time I was at secondary school, Lord of the Flies had become a set text for most first- or second-year English classes. That the work is still a fixture on many secondary school reading lists is testament to its enduring importance. It was obvious to me, reading the story as a teenager, that Golding knew exactly what boys are like; he had, after all, written the book while teaching at Bishop Wordsworth’s, a Church of England grammar school for boys in Salisbury. Much has been written, of course, about the morally dark tone of the story, of the way Golding responds to Ballantyne’s naïve and paternalistic idea of muscular Christianity; of his examination of the nature of human fragility and the ambiguity of civilisation. When I was first introduced to Golding, I was more struck by the vivid realism, the ambiguity of civilisation. When I was first introduced to Golding, I was more struck by the vivid realism, the ambiguity of civilisation.

Beyond the actual and physical struggle for leadership (and mastery), Golding’s book addresses the inherent complications of leading, and of leading successfully. Through the disintegration of the boys’ untried and precarious civilization, we learn to value the sense of ‘mission’; in the case of Lord of the Flies, it is the mere act of keeping the fire going that becomes both all-important and, quite literally, all-consuming. Yet we may take our own, contemporary example from that mission. The need for clear lines of communication - of information flowing up and instruction cascading down - is adroitly demonstrated.

From the chaos of the world Golding describes comes a lesson in practical and moral order, which, whether we accept it or not, we shrink from at our peril. The immutable inscrutability of a Nature inimical to the human condition is one which highlights our individual need to be respected, appreciated, and valued.
CALENDAR OF EVENTS

TOMORROW’S LEADERS
Leadership development programmes structured to meet the development needs of senior leaders at different levels within higher education.

SENIOR STRATEGIC LEADERSHIP PROGRAMME
An intensive 6-day programme that provides the practical skills and principles for those already operating at a senior level in key positions.


PREPARING FOR SENIOR STRATEGIC LEADERSHIP
PSSL is a 5-day programme to prepare those new in post as academic and administrative leaders to play a senior cross-institutional strategic role in higher education.

PSSL4 Application Deadline: Friday 30 March 2007 Module 1: Unpacking Strategic Leadership: Monday 2 – Tuesday 3 July 2007 Venue: York Marriott Hotel, Tadcaster Road, York YO24 1QQ Price: £3,300


HEAD OF DEPARTMENT PROGRAMME
HOD is a 6-day programme for those who are holding head of department posts in academic, administrative or professional services environments.


HEAD OF DEPARTMENT SERIES IN SCOTLAND
This programme has been developed specifically for Heads of academic and service departments within Scottish HEIs.


AN INTRODUCTION TO HIGHER EDUCATION: A PROGRAMME FOR NEW MANAGERS & ADMINISTRATORS
A three day programme giving professional managers new to higher education an insight into the workings of the sector.

Date: Wednesday 28 – Friday 30 March 2007 Venue: Collingwood College, Durham University Price: £525 for member institutions

RESEARCH TEAM LEADERSHIP
This is a two-day programme for research team leaders, and is designed to enhance and develop the participant's leadership skills. Research Team Leadership has been designed by and is delivered by experienced former research team leaders.

RTL4 Date: Thursday 5 – Friday 6 July 2007 Venue: Aston Business School, Aston University, Birmingham Price: £995

GOVERNOR DEVELOPMENT PROGRAMME
A series of development and networking events for Governors and Chairs of Governors in HEIs.

Developments in Estate and Infrastructure: A Briefing for Governors Date: Tuesday 24 April 2007 Venue: Church House Conference Centre, Westminster, London Price: £350


Meeting for Clerks and Secretaries of Governing Bodies Date: Thursday 14 June 2007 Venue: Central London Price: FREE


A full list of 2007 Governor Development Programme events can be found at www.lfhe.ac.uk/governance

THE LEADERSHIP SERIES
This programme of one-day workshops has been prepared to give senior managers a short and focused introduction to a series of subjects essential to effective leadership.

Conversations that Generate Results Date: Thursday 29 March 2007, 10am – 5pm Venue: 76 Portland Place, London W1B 1NT Price: £325

Leadership Style and Management Performance Date: Thursday 3 May 2007, 10am – 5pm Venue: 76 Portland Place, London W1B 1NT Price: £325

Leading Complex Change Date: Thursday 10 May 2007, 10am – 5pm Venue: Park Plaza Cardinal, CF10 3AL Price: £325

Transforming Conflict in Senior Teams Date: Thursday 24 May 2007, 10am – 5pm Venue: 76 Portland Place, London W1B 1NT Price: £325

Leadership with Impact and Influence Date: Thursday 7 June 2007, 10am – 5pm Venue: 76 Portland Place, London W1B 1NT Price: £325

ESSAYS OF FINANCE FOR HE LEADERS
Date: Thursday 14 June 2007, 10am – 5pm Venue: 76 Portland Place, London W1B 1NT Price: £325

A 2007 UPDATE OF LEARNING FROM AMERICA
One-day presentation on the performance excellence of Northwest Missouri State University.

Each day will begin at 11am and end at 4pm

Date: Friday 11 May 2007 Venue: The University of West of England Price: £150

Date: Thursday 17 May 2007 Venue: The University of Leicester Price: £150

Date: Monday 21 May 2007 Venue: Higher Education Academy York Price: £150

Date: Thursday 24 May 2007 Venue: The University of London Price: £150

OTHER EVENTS
Jewel in the Crown – Enhancing the Brand of University Schools, Faculties and Departments
Date: Thursday 26 April 2007, 9.15am – 5pm Venue: Holborn Bars (De Vere Venues), 138 -142 Holborn, London. EC1N 2NQ Price: £325

Brighton Eclectica: Staff Development Conference 2007 Development Connections: People/Organisations/Regions
Date: Wednesday 7 – Friday 9 November 2007 Venue: Thistle Brighton Hotel Early Bird Members Price: £575 (booking deadline of 30 June 2007) Full Members Price: £625 (booking deadline of 1 September 2007)

For more information or to reserve a place, please contact:
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Full details of all programmes and seminars, with booking forms are also available online at www.lfhe.ac.uk

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