

Leadership
Foundation
for Higher Education

ENGAGE

YOUR MAGAZINE FROM THE LEADERSHIP FOUNDATION FOR HIGHER EDUCATION

ISSUE ONE | Q4 2004



MAPPING STRATEGIC DIRECTIONS

BLACKWELL AND BLACKMORE SUGGEST
A WAY FORWARD SEE CENTRE PAGES

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Chief Executive on supporting leadership

LFHE's Small Development Fund: projects announced

Professor Eric Thomas Celebrates TMP

LFHE Calendar of Events

WELCOME TO THE LEADERSHIP FOUNDATION FOR HIGHER EDUCATION



I am very pleased to welcome you to this first issue of ENGAGE, your magazine from the Leadership Foundation (LFHE), on behalf of the editorial team. Here and in subsequent issues, our aim is to feature a mix of perspectives and to showcase applied research and evidence-based practice in leadership and management development through interviews, articles and the IN PRACTICE series. We'll also bring you news of programmes, workshops and other opportunities that support continuous development for individuals, teams and organisations in the sector.

Continuous improvement and change management are recurrent themes in this issue, with some concluding that higher education is already actually quite good at this: note the words of the CEOs of the Leadership Foundation and the Higher Education Academy, and the account of the highly successful Change Academy. HEFCE's Leadership, Governance and Management fund and our own Small Development Projects (also covered in this issue) provide the means for HEIs to explore and address change positively.

ENGAGE is a collaborative effort, and I have to say a special thankyou to Bob Thackwray and Tricia Wombell for their considerable help in bringing this first issue to you. We welcome your feedback on the quality and balance of content and are on the lookout for innovative, exciting and interesting articles in the leadership, management, staff and organisational development arenas.

Please be in touch.

LESLY HUXLEY
EDITOR

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"Leadership is like the abominable snowman whose footprints are everywhere, but is nowhere to be seen"

Warren Bennis, University Professor, Distinguished Professor of Business Administration, University of Southern California

ENGAGE

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DEVELOPING THE RESEARCH AGENDA

by Professor Robin Middlehurst, Director, Strategy and Research

The LFHE has funding to take forward a focused agenda of applied research to support leadership and leadership development in higher education. The Board has approved the following broad topics as the basis for an initial research agenda:

- The future context and shape of leadership, governance and management (LGM) in UK higher education
- Career patterns and selection processes for becoming a leader in higher education
- LGM in practice: evolving roles and specific portfolios (eg leadership for quality teaching leading research; leading strategic partnerships)
- Leadership development, evaluation and impact

The agenda will also seek to address the three underlying themes of the LFHE programme – international dimensions; cross-sectoral comparisons and the promotion of equality and diversity (tackling the current under-representation of women, ethnic minorities and those with disabilities in LGM positions in higher education).

In September, the LFHE placed advertisements in the national press seeking expressions of interest from experienced researchers and consultants to carry out projects in relation to this research agenda with the aim of supporting both small-scale and larger projects (up to a maximum of £200,000). The response to the advertisements has been very impressive in terms both of quantity and quality. It was also very pleasing to note the range of proposals, covering a wide range of relevant topics. At the time of going to press, these proposals were being drawn to the attention of the LFHE's Research Advisory Panel and academic referees.

Although the closing date for receipt of proposals (Friday 29 October) has now passed, the LFHE continues to welcome comments on its initial research agenda and ideas for future projects that are linked to the LFHE's mission and strategy. Comments/ideas should be sent to the LFHE's Director of Strategy and Research, Professor Robin Middlehurst
T: 020 7841 2819; E: robin.middlehurst@leadership-he.com).

STAFF DEVELOPMENT FORUM

The staff development community now has its own national forum. At a meeting in May, chairs and other representatives of regional staff development networks met at the Leadership Foundation to explore ways in which staff developers could work more closely together through a national Staff Development Forum, its membership drawn from existing regional groups in all parts of the UK.

The Forum will enable staff development practitioners to learn from one another, to explore emerging issues, to identify and remedy gaps in provision and to advise the Leadership Foundation on staff development needs. The Forum will play a major role in planning the annual staff developers' conference, formerly the HESDA conference, and it will commission activities for and from the staff development community. The development of support for staff developers' own professional development is likely to be an early project.

A provisional steering group has the task of establishing the Forum. The group is chaired by Dr Paul Blackmore, from University of Warwick, with Dr Liz Elvidge of University of Cambridge as Deputy Chair and Dr Paddy Anstey of University of East Anglia as Secretary.

In strong support throughout, the Leadership Foundation has offered funding for the first two to three years of the Forum. Ewart Wooldridge has pledged the Leadership Foundation's assistance, seeing the Forum as a step in the evolution of an autonomous and self-sufficient staff development community.

CASING THE BIG APPLE

The first TMP Fellows' case study tour to New York takes place this month. The Fellows will be jetting off to the states to visit four HEIs across the city, from both the public and private sections of the US HE sector. As guests of the individual institutions, they will tour campuses in Manhattan, the Bronx and outer regions of New York. They will be meeting each of the Universities' top teams and comparing and contrasting the UK and US HE systems with their hosts. The case study tour has been organised by Professor Sharon McDade of George Washington University and the LFHE Marketing and Communications Unit.



THE NEW LGM FUND

HEFCE's new £10 million "Leadership Governance and Management" (LGM) Fund started receiving applications in July 2004. We talked to Alison Johns, Head of Leadership, Governance and Management at HEFCE, who is responsible for the Fund.



The new LGM Fund succeeds HEFCE's previous Good Management Practice (GMP) programme, which provided £10 million of funding to a total of 74 projects during 2000-04. The GMP programme was very successful and has enabled a great deal of innovative developments in good management practice in the sector. A few examples of the project subjects covered are:

- Implementing the EFQM Excellence model within higher education
- Developing flexible employment options
- Improving the commercialisation of intellectual property
- Benchmarking
- Good practice in managing contract research staff
- Managing electronic libraries
- E-procurement
- Staff development

Visit the GMP website at www.gmp.ac.uk for further details. One of the projects, led by Professors Gus Pennington and Robin Middlehurst, examined leadership and management development within the UK higher education sector; this work was subsequently taken forward by Universities UK and SCOP, culminating with the creation of the Leadership Foundation for Higher Education.

I think it is true to say that the GMP fund was seen to 'punch above its weight' for the size of investment which proved, through evaluation, to provide very good value for money. It was in this context, at a consultation in January 2004, that the LGM fund was conceived. We received near universal support for the fund but we were advised to keep the application process streamlined. We are very conscious of the time it takes to make funding applications but assessors need reasonably detailed information in order to make informed decisions about the use of public funds. We have a two-stage application process. However there are no closing dates for (outline) stage one applications. So an application can be made at any time while funds remain, instead of applicants rushing to meet a deadline.

Stage one applications are made online and assessed promptly, with the outcome usually known by the end of the following month after an application is made. At stage two we ask for a more detailed business case. For applications requesting below £75,000 of funding, we will use a 'fast-track' process. My colleagues Pramod Philip, Tracy Allan, Alistair Townsend and I are very happy to discuss draft applications informally before they are submitted.

Applications can cover any subject relating to leadership, governance and management within higher education. HEFCE funded several projects relating to staff development via the previous GMP programme. However with the Leadership Foundation now on-stream, we advise that the Leadership Foundation's portfolio of programmes is considered fully and that they are approached before making a LGM Fund application relating to staff development.

The criteria for applications can be found in our recent publications (reference 2004/26, available from HEFCE's website at www.hefce.ac.uk) which gives full details of the new LGM Fund and the application procedure. Collaboration with other institutions or partners is encouraged to maximise learning and dissemination.

I imagine we will receive some applications that include collaborative partners from outside the higher education sector and perhaps even institutions abroad. Applications from higher education sector representative bodies are welcome, but must be made in conjunction with a HEFCE-funded institution.

At HEFCE we work in close partnership with our colleagues within the higher education sector, who give their time generously to support our work. We want to ensure that the work of the LGM Fund and the Leadership Foundation are complementary. So we were delighted that Ewart Wooldridge of the Leadership Foundation kindly agreed to join the Fund's external advisory panel; we look forward to working together.



SUPPORTING LEADERSHIP

Ewart Wooldridge defines the support of leadership development in HE in a conversation with Lesly Huxley

Ewart Wooldridge is Chief Executive of the Leadership Foundation for Higher Education. Prior to his appointment in January 2004, Ewart was director of CMPS, the government's Centre for Management and Policy Studies (formerly the Civil Service College), at the Cabinet Office.

Before joining the Cabinet Office, he was a chief officer of Hampshire County Council, responsible for lifelong learning, culture, countryside and community services. His previous career has spanned HR and line director positions in the private and public sectors – in engineering, the media (Granada plc and TVS Television), and as director of operations at London's South Bank Arts Centre.

Since the Civil Service College's 'magenta revolution', you've written about the importance of diversity, emotional intelligence and toolkits for change. What lessons have you learned from CMPS to help you shape the work of the Leadership Foundation?

Well, learning from other sectors is one of the Leadership Foundation's cross-cutting themes, and I learned a lot at CMPS that is very relevant. I was the leader of the largest corporate university

in the public sector, and so first and foremost I learned a great deal about leadership during that time.

Secondly, I learned about the importance of diversity, another of the Leadership Foundation's core themes. I'm absolutely committed to having leadership and management teams whose composition reflects their workforce, customers and so on. We made great strides in that area across the civil service; higher education has a long way to go. As for emotional intelligence, well, there are some interesting parallels, for example, between the civil service and higher education. Permanent secretaries aren't that much different to vice-chancellors in some respects – both groups get to the top on the basis of their IQ, and there's nothing wrong with that, that's what the jobs require. But coping with complex organisations and considerable change requires something extra, what's commonly known as emotional intelligence or EQ. It's all about understanding yourself and the effect you have on others, and being sensitive to the people dimension in an organisation.

The last thing I'd see is our running a course specifically on EQ – the key thing is incorporating it in the TMP, for example, or the INSIGHT programme. I'd also expect to see a greater use of techniques to support self-awareness of individuals and teams. 360° appraisal is a

technique being used in some HEIs, although not as much as in other sectors. It's not the only technique, of course – organisational self-awareness is also important. I was very pleased to speak at the recent Mirror of Truth 4 conference at Knowsley Hall, hosted by Liverpool John Moores University – EFQM is a tool that provides a 'mirror' for the whole organisation. Investors in People offers another means of putting a mirror up for an organisation to understand its processes, policies, practices, procedures and, most importantly, their outcomes.

What is the Leadership Foundation's role in supporting higher education through yet another period of considerable change?

Our main role is to support and strengthen leadership, to ensure that those in leadership positions can do their jobs most effectively in a period of great change. We can help by equipping leaders and managers, and not just the leaders of tomorrow but the leaders of today. With governance in our remit (covering both executive and lay governors) we have an opportunity to look at leadership in the widest sense of the word and to distil and share good practice from within the sector and beyond.

We have a three-year programme of applied research, for example, intended to generate some really useful evidence of good practice in a whole range of areas: looking at how leaders lead; the contexts in which they lead; the practical issues of evaluating leadership training; and, of course, research into what we're calling the 'higher education career', and how people are selected for leadership roles.

At a grassroots level, we'll also be able to distil good practice from working with teams engaged in change programmes and, with their consent of course, pass that back to the sector. Then there's the new Leadership Fellows scheme, supporting individuals in management and leadership positions through organisational change initiatives, and building up a network of Fellows who can distil and disseminate good practice. Our governor development programme provides another source of good practice. We've also recently released funding to support a number of small development projects, another way of supporting and working with HEIs in their own development activity at the grassroots level.

In fact, whenever we 'run' something we'll be on the look out for opportunities to capture learning and feed it back through publications like this new quarterly magazine, ENGAGE, the IN PRACTICE series, and occasional papers and reports. There will also be events, like the Staff Development Conference in November this year and the Leadership Summit Tomorrow's Leaders that will bring together people from across higher education and other sectors, including international figures, in December. Proceedings from conferences are another way of capturing knowledge and practice and disseminating them beyond those who attended.

Does academic leadership differ from leadership per se? ... and if so, how?

I think so. I can only speak from my own experience, but they're two different things that need to be in some kind of harmony. Academic leadership is often borderless, not bounded by an institution but by subject. Even within an institution, it's about academic communities rather than traditional organisational structures, about fostering and nurturing rather than offering a sense of direction and vision. Institutional leadership is broadly about an overall sense of direction, a vision for the institution, and creating commitment to that and leading people through change to achieve it.

The challenge in higher education is that the institution's overall direction may not align with the academic one – and maybe it never will. The key to successful leadership of institutions like HEIs is the ability of the person at the top to embrace both, to keep both in focus whilst acknowledging that they'll be divergent at times. I was asked recently how we could expect academics to lead the HEIs of the 21st century – shouldn't we be looking for leaders from 'outside'? My answer was that, whether in the public or private sector, the people who lead have to have a connection with the core purpose of the institution. For HEIs that's learning. You can't rob the senior management team of those people who understand the core processes of the institution. You can't divorce the two – academic and institutional leadership are parallel but very connected processes. That's what makes developing leaders in higher education so interesting.

What opportunities do you see for partnerships and collaborative activities, for example with the Higher Education Academy?

Probably the biggest area of collaboration between the Leadership Foundation and the Academy is in the area of research, and I'm very pleased that Paul Ramsden has agreed to join our small research advisory panel. I'm sure there are other practical ways we can work together, such as the Change Academy, and particularly around support of change processes and actively sharing the outcomes of our activities. Paul and I meet regularly because we each have a place as observers, on the other organisation's board. Essentially I'll be on the lookout for opportunities.

There is also a huge set of opportunities for partnerships with HEIs themselves – a substantial and essential part of our work will be with individual institutions, helping to build leadership capacity on a tailored basis. The challenge is to have enough high quality people working with us who can do that kind of work – it's very labour-intensive. However, there's evidence that people learn best if what they're learning is very close to the reality of the organisation. I think it can then also be evaluated more effectively.

Then there are international links; we want to forge strong links with key institutions in the United States, elsewhere in Europe, perhaps the Far East, to make sure that there is a strong international dimension to everything we do.

The other key area where we're already making progress is in developing formal partnerships with professional associations, and I'd like to mention three: the British Universities Finance Directors Group (BUFDG), the Universities Personnel Association (UPA); and the staff and organisational development networks. We've agreed on joint delivery of BUFDDG's own development programmes and are working with the UPA on an HR directors' programme. I also inherited from HESDA a very positive relationship with the staff development network, which we're helping to consolidate into a new Staff Development Forum.

The strongest message I can give to readers is one of collaboration. We're a small team, a virtual organisation, and we can only succeed in delivery through partnerships with others, with HEIs, with the Higher Education Academy, and with key associates and consultants. That's vital to our success. We need to be flexible and engage with the right people at the right time with the right products.

PICTURE CAPTION: Ewart Wooldridge, front row third from right, with a group of Japanese and British Vice-Chancellors, on a UK-Japanese Exchange trip to Tokyo, which took place during the summer. The trip was organised by HEFCE and covered all aspects of senior leadership. Also in the picture are Professor Sir David Watson, University of Brighton, Professor Bob Boucher of Sheffield University and Sir Howard Newby of HEFCE. A group of HE leaders from Japan will be in Britain in early 2005 for whom the LFHE will be providing Masterclasses.

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Hertfordshire's VC Professor Tim Wilson, Linda Bryant and the Internal Review team. Also in the picture is the Leadership Foundation's Professor Bob Thackwray who acted as consultant throughout.

HERTFORDSHIRE SUCCESS!

Against a backdrop of re-structuring, the University of Hertfordshire achieved a successful Investors in People Review in Spring 2004. This was a significant achievement, not least because the University had also decided to adopt the Internal Review (IR) approach to the review, a form of institutional self-evaluation.

Ten internal reviewers from academic and central administrative areas went through a highly intensive development process and were charged with the tasks of conducting interviews, facilitating focus groups and collecting documentary evidence. The IR team then produced an assessment report with recommendations for the area of the University they had reviewed. Each Internal Reviewer is also involved in supporting the reviewed area in implementing action plans for further improvement.

In recognition of the achievement and to say heartfelt thanks and well done for the commitment and hard work of the IR team, Vice Chancellor Professor Tim Wilson held a celebratory dinner.

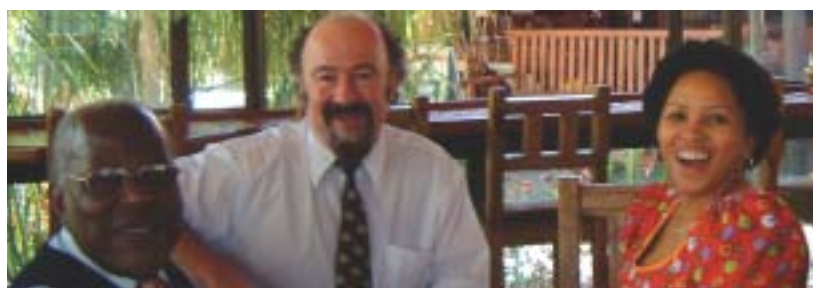
The VC commented that, even though he had been initially sceptical about IR, he was now sure that the step the University had taken was the right one:

"The benefits of Internal Review include: the cross-fertilisation of good practice; a very thorough review as to how we have retained the standard; identification of how we need to develop in the future; and valuable skill development for a small team of internal reviewers".

These positive outcomes have led to the University deciding to run a rolling three year IR programme – all areas of the University being reviewed within that period. This will not only help to ensure that the principles of Investors in People are kept in the forefront of managers' minds, it will also maximise the cross-fertilisation and sharing of good practice.

Anyone wanting to hear more about the University of Hertfordshire's experience of Internal Review can contact Linda Bryant, the Head of Staff Development E: L.Bryant@herts.ac.uk; T: 01707 284044. If you want to learn more about Internal Review contact Bob Thackwray T: 01582 467396; E: bob.thackwray@leadership-he.com.

Professor Barnabas Otaala, Director of the Unit for Improving Teaching and Learning and Chair of the HIV/Aids Task Force of the University of Namibia (UNAM), and Ms Leonorah Khatyile, Deputy Director of Education, British Council, SA, with Prof Bob Thackwray (centre) of the Leadership Foundation. Bob was delivering a BC sponsored programme, Enhancement of Leadership in Higher Education, to senior staff at UNAM. Prof Otaala will be visiting the UK in May 2005 to speak at the meeting of the LF supported national Organisational Development Group.



SMALL DEVELOPMENT PROJECTS

The Leadership Foundation has just concluded project selection after the first round of bidding against its Small Development Fund. Of 30 applications, ten were successful and a further ten, on the recommendation of the selection panel, are to be reconsidered. We hope that around fifteen projects will be sponsored in all.

The first ten successful projects include:

- Evaluation of the impact of the Coaching, Action Learning and Mentoring (CALM) network
- An eLearning approach to support governance and diversity issues
- A study to assess the range and effectiveness of current development provision for middle managers
- A national conference on equality and diversity
- A North West of England regional conference for middle managers to launch further networked development
- Creation of HE specific personal development programmes for men and women, that will borrow from the successful Springboard and Navigator programmes
- Development of performance management indicators
- A study on the use made by managers of staff feedback in considering organisational development
- Further research on Action Learning

Further details and contacts will be available at www.leadership-he.com shortly, and the teams will showcase the outcomes at the 2005 Leadership Foundation Staff Development Conference.

For more information on Small Development Projects contact Stuart Hunt, Leadership Foundation Associate, Publications and Membership T: 01772 892326

Leadership
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IN PRACTICE

ENGAGING WITH LEADERS IN HIGHER EDUCATION

ISSUE THREE | 2004

HOW CAN STAFF DEVELOPMENT BECOME STRATEGIC?

Dr Paul Blackmore,

Director, Centre for Academic Practice,
University of Warwick

Richard Blackwell,

Regional Advisor,
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BACKGROUND

Higher education institutions are under greater pressure to respond to many inter-related changes in their environment, including those prompted by government policy, and to be more productive than ever before. The increased demands made on staff have been widely noted, and felt by the staff themselves. It follows that it is more important than ever to support staff in their work.

In the UK, central government has been convinced of the importance of staff development and has provided very substantial funding. For a number of years this has been concentrated in educational development – support for teaching. There have been many funding initiatives since the late 1980s, and support bodies have been established, most recently the Higher Education Academy. The record of government investment is impressive when compared with other systems in Europe, Australia, the US or Canada.

Institutions themselves have responded to the availability of funding, and there is now substantial educational development support provision within most institutions. All HEIs now have learning and teaching strategies. Interestingly, this has come about through the offer of Teaching Quality Enhancement Funding, receipt of which was conditional upon production of a strategy.

The history of other aspects of staff development is in some ways similar. In the main, pre-1992 UK institutions had very small and peripheral staff development functions until recent years. The situation in post-1992 institutions was a little different, since they were in part influenced by their location within local government before 1992. In the last few years there has been substantial growth in staff development provision, funded largely by central government human resources initiatives. Again, strategic plans have been required as a condition of funding. The establishment of the Leadership Foundation for Higher Education and of a Leadership, Governance and Management Fund provide a national focus for staff development in relation to leadership and management.

It may be argued that institutions always wanted to do more to develop their staff, and that it was the availability of external funding that enabled it. However, there is no evidence that the richer institutions were more active in staff development than others before central government began to provide earmarked funding. This leads one to the conclusion that much staff development activity is in effect externally driven and funded, and that institutions do not 'naturally' see staff development as a high priority. Institutions themselves have been slow to see the importance of staff development in helping them meet their strategic aims.

PROBLEMS AND DEFINITIONS

So how can staff development be used more strategically; what are the problems and solutions; and what are the messages for institutions, for academic departments and for staff developers?

Attempting to define strategic staff development reveals the problematic nature of the concept, and suggests some difficulties in making progress in this field. To begin with, 'staff development' has no settled and agreed meaning, and there are other, often overlapping, terms. I use it here as a very broad term, meaning development for all groups and categories of staff in all their work roles, throughout their working lives. It thus subsumes:

- 'educational development', to do with teaching and learning
- 'academic development', to do with the whole role of faculty
- 'organisational development' to do with the working practices of the organisation as a whole, and of units within it

Staff development has been defined as "... the institutional policies, programmes and procedures which facilitate and

support staff so that they may fully serve their own and their institution's needs" (Webb, 1996). This seems a usefully inclusive definition, which draws attention to the tensions between individual and institutional needs.

The term 'development' is not without problems. Webb roots it in positivist notions of advancement, through the application of scientific rationality, to some improved state. Thus a rational organisation works in an organised way to better its practice. It also has patronising overtones. In its customary interpretation, it is the staff who are developed through the institution's provision. Many developers are themselves uncomfortable with the term, as a recent survey shows (Fraser, 2001). Behind these surface problems of terminology, therefore, are more substantial matters concerning the nature and purposes of higher education – how we conceptualise organisations and the ways they work, and how we view processes of change. There is also an ethical dimension, as has been pointed out: "Who develops whom, in what ways and on what authority?" (Harvey and Knight, 1996). One might also add "and for what purpose?"

APPROACHES TO ORGANISATIONAL LEARNING

Further complexity arises from the range of approaches to organisational learning. Four are summarised below, together with comment on their strengths and limitations.

There is an extensive literature on strategic human resource development (SHRD), an approach focusing on creating a learning culture through a close and two-way relationship between staff development and corporate strategy. The 'ideal' position is one where staff development:

- is about organisational change and is closely tied to organisational goals
- is supported by senior managers
- has developed strategies and plans
- is in strategic partnership with human resource management (HRM)
- is influential in developing organisational culture and engages in evaluation for cost-effectiveness

There are obvious problems with such a rationalist view. First of all, development is assumed to be definable, with an end-point, rather than emergent (Lee, 2001; McGoldrick et al, 2001). There is still a degree of ambivalence in academics' relationships with senior managers and with line managers in higher education, and this is a significant factor in the political 'placing' of staff development (Blackmore and Wilson, 2004). Finally, a recent international study of chief executives in HE suggested that they were more concerned with vision, broad values and goals than with traditional corporate planning and control. All of this suggests that a conventional SHRD model is a useful way of viewing organisational development, but one with significant limitations.

The relationship between staff development and HRM (or the personnel function) is problematic, because of the traditional low status of HR (Elton, 1995), the unattractiveness of a close link with 'management' (D'Andrea and Gosling, 2001), and differences in academic and administrative cultures (McInnis, 1998). The difficulty of the relationship is indicated by the immense diversity in the ways universities organise themselves. In some, staff development is increasingly integrated into the personnel function, a trend supported by the availability of HR funding, which has encouraged a more 'strategic' HR approach. This has been seen in some institutions as a reason for subsuming staff development within personnel, and in others for reviewing and improving a 'loose-coupled' relationship.

In other institutions, some very significant aspects of staff development, particularly educational development, are distant from personnel, and have become academicised. Nevertheless, even those staff developers who deal only with academic staff can no longer afford to be unaware of HR issues. Motivating staff to take teaching seriously requires that attention be paid to recognition and reward. Casualisation and the use of contract staff means that many teaching staff will relate differently to their work and to their department. The increasing emphasis on organisational development which, in practical terms, may mean the encouragement of teamwork, suggests that all staff need to be taken into account, not only academic staff.

Whilst an SHRD model is concerned to create a strong learning culture, it does so in a rational and planned way. However, knowledge-based organisations have been claimed to be characterised by "non-standardisation; creativity; high dependence on individuals; and complex problem-solving" (Sveiby, 1992). The extensive literature on learning organisations sees learning as being much more complex and unpredictable. The organisation "facilitates the learning of its individual members and continually transforms itself" (Tann, 1995). It moves beyond 'single loop learning', which is concerned with improvements within an existing paradigm, and into 'double loop learning', where the assumptions of the paradigm are questioned. It may even be appropriate to engage in 'triple loop learning', which might involve a radical questioning of the principles of the organisation.

Duke has applied these learning organisation ideas to universities. He portrays staff development that "will support learning on the job and in teams through work. It will provide mentoring, formal training, and reflective evaluative review and planning" (awayday-type activities) which allow learning and tacit knowledge to be identified, shared and extended in pursuit of the university's objectives (Duke, 2002). James has outlined a grassroots approach to staff development, focusing on the expertise embedded in local 'theories-in-use', and finding ways of facilitating inquiry-based collaborative examination by staff (James, 1997). The advantages of such a 'grounded' approach include relevance to individuals' concerns and the development of staff members' capacity to develop themselves. There are potential disadvantages: it is not always clear how individual learning will lead to organisational learning; and uncomfortable issues may be avoided. It may be difficult to admit failure in an organisation that is not prepared to acknowledge it as an opportunity for learning rather than for

criticism, particularly in an audit culture, promoted by extensive external inspection, where failure may be driven underground.

Some have argued that the most effective form of learning in a context takes place as a result of 'legitimate peripheral participation' in communities of practice (Lave and Wenger, 1991). The focus is upon groups with shared values and ways of working. Knowledge is tacit and widely distributed. This situated learning fits well with faculty identification with discipline (Henkel, 2000), with disciplinary cultures (Becher and Trowler, 2003) and with the expressed preference for informal learning (Becher, 1999).

There are problems with the approach. It cannot be assumed that 'the way we do things here' is the right or best way. It also assumes that entry to a community is possible. However, often an academic community excludes many of those non-academic staff who need to work in close conjunction with academic colleagues, but who are not formally seen as members of the university or of the department. A counter-argument may be that the deliberate fostering of inclusive communities of practice may be a means of encouraging teams to develop across traditional divides.

MESSAGES FOR SENIOR STAFF

Staff development can make an important contribution to organisational development and learning at institutional, departmental and individual levels. However, this is unlikely to happen without clear senior staff support. It is also important to appoint able staff developers, and to give them access to senior levels of discussion and decision-making. Staff developers who are unaware of strategic aims are unlikely to be able to work strategically. Those who are unaware of how decisions are discussed and made are unlikely to be able to contribute effectively to the organisation's thinking.

Staff development is likely to be most effective if it is defined broadly, including both formal and informal approaches, and working at institutional, departmental and individual levels.

There is a wide range of possible structures and roles. They are usually products of history, institutional politics or sometimes a response to external pressures, such as concern over teaching quality in the UK. In practice a wide range of arrangements seem to work. One key decision is whether to deal with all staff together or separately. In some institutions a 'whole staff' approach is favoured. Unified approaches fit well with a 'lifelong learning' movement that suggests staff need to be flexible, capable of learning, self-directed and continually developing. It is also helpful when financial and other pressures require greater reliance on teamwork to deliver more with limited resources. It reflects the fact that other categories of staff are increasingly doing 'academic' work and boundaries are blurring. However, development for academic staff is often dealt with separately. Such provision may focus on all roles or it may focus entirely on teaching.

In loosely coupled systems, organisational positioning may not matter as much as one might assume, and there will be space for some of the tensions inherent in staff development to be managed, through individuals and groups shaping their roles in relation to

their context. However, in tightly coupled systems where staff development is seen as being an agent for top-down change, there are likely to be tensions. One area of difficulty will be in the relationship between staff in general and staff developers. Another will be in the difficulty that some staff developers may find in uncritically implementing such an agenda. The factors that are most likely to encourage an effective staff development function include: offering sufficient autonomy so that developers are able to act and be seen to act independently of the host; offering visible and sustained support from academic leadership; and having a head of staff development in place who is trusted and respected.

MESSAGES FOR HEADS OF DEPARTMENT

The community-of-practice literature draws attention to the situated, informal learning that is part of everyday life. The head therefore has a particular responsibility to create opportunities for learning, and to support communities of practice, since the main site of learning is in the department. This is an attractive message. It means that staff development can take forms that are more acceptable to staff than the traditional one of sending them away on an external course. Instead, awaydays and other methods of exploring current and possible practice are used. Relatively simple devices can ensure that some of the departments' processes lead to the sharing of best ideas. At the same time it is important to beware of the notion that communities of practice always know best. A willingness to consider ideas from elsewhere is important, and this implies effective networking with other departments in the institution and beyond.

MESSAGES FOR PROFESSIONAL STAFF DEVELOPERS

There is evidence that some staff development is being taken more seriously, but that there is not enough, it is often not as effective as it might be, and it needs to be done better. Therefore staff developers must engage with academic leaders' priorities. This identification with management might be uncomfortable, but there is no other way to have influence. It does not mean slavish obedience, for although there is certainly a more managerial culture and a more 'tightly coupled' view of management, management is highly political, often with a soft focus. There is plenty of scope to be influential in shaping policy, although the extent will depend on the nature of the organisation. Organisational change will be a key and continuous theme for strategic staff development in future. Staff developers must understand change, since development requires change and is fundamental to the activity. The staff development function must have the ability to operate at this level if it is to engage with a leadership agenda.

The approach to change that is taken will be shaped by the way the organisation is conceptualised. Organisations are often viewed as machines, and development is rooted in a positivist, rationalist tradition. We are seeing an increase in this approach to management in higher education, driven to an extent by central government policy. When staff development fails it may be because it has accepted this inadequate model of organisation and change. In fact, organisational life is highly complex, change is difficult, results uncertain. We must therefore guard against hyper-rationality, and linear or classic project management approaches are not likely to be successful. So being strategic does not mean that one must adopt a

mechanistic model of organisation or a simplistic conception of change. More contextual approaches may be more appropriate, although for some audiences change may have to be represented in a more positivist form.

Staff developers need to work at a number of levels and to use a range of approaches – top down, bottom up and middle out. Historically, staff development has concentrated on supporting individual staff. However, when the site for learning shifts to the department, the role for staff developers is one of consultancy and support for internal learning activities. It may also be one of challenging received wisdom, to prompt 'double loop' learning. Staff developers need to develop close relationships with heads of department, since the latter have a key role in facilitating learning. Staff developers may also seek to bring communities of practice into being, by bringing together groups of people whose interests coincide, or should do so. They may also help to ensure the lateral spread of good practice across the institution.

Academic work is increasingly professionalised, in the sense of requiring formal preparation and accreditation. Teaching and learning is already well on the way to being professionalised, and leadership and management will make a similar journey over the next few years. Inevitably, attention will focus on staff developers' own credentials, particularly if more is to be required of them. It is in staff developers' own interests to establish a secure base for their own professionalism.

(This article draws on Rethinking Strategic Staff Development, in Blackwell, R and Blackmore, P (2003) Towards Strategic Staff Development in Higher Education, Buckingham: SRHE/OUP. It represents the views of the authors and not necessarily those of the organisations for which they currently work or have previously worked).

If you would like to discuss contributions to future editions of IN PRACTICE, please contact the editor at lesly.huxley@leadership-he.com.

More copies of IN PRACTICE are available from info@leadership-he.com

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CHANGE ACADEMY

A FUSION OF CHANGE MANAGEMENT, TEAM BUILDING AND ORGANISATIONAL LEARNING
EWART WOOLDRIDGE

"I have been energised and enthused"; "Far more powerful than I expected it to be". These are two of the many positive comments by participants in our "Change Academy" run jointly with the Higher Education Academy.

"I have been energised and enthused"

I felt very privileged to be present and witness some of the most exciting leadership and organisational development processes I have seen in my career. The four-day "Change Academy" was based on a leading edge model developed by the American Association for Higher Education, and took place in Edinburgh, serving institutions across the UK.

The concept is simple (even if its delivery is demanding!). Sixteen teams of four or more members – selected from competitive applications – from separate HE institutions had the opportunity to work intensively on real-life projects over the four days, supported by a range of facilitating and creative processes. The change topics covered a wide range – teaching and learning, strategic planning, eLearning, transformational and cultural change and partnership development. HEIs involved covered the full spectrum of types of institution, and were drawn from across the UK. Typically a team would have a horizontal slice of the management – a PVC, Head of Department, a Head of Services, Director of HR or Staff Development. In two cases, a student was part of the team.

So, what was it actually like? The overriding impression was an enormous sense of buzz and a

real determination to engage with the projects. The individual team sessions were all conducted in separate spaces, offering complete privacy and confidentiality. For some HEIs, the temptation was to devote almost all their time in this mode, particularly if there were real pressures to deliver back at their HEI the following week. Teams had access to facilitators for these separate sessions and made good use of them.

Most teams also got a lot out of the plenary sessions which punctuated the team sessions. Topics covered included team skills, creativity and change management. All were conducted in a highly participative way. The most exciting sessions occurred where teams set up a stall by flip charts describing their project challenges and dilemmas, and literally traded and exchanged ideas! Who said that HEIs could not collaborate on organisational development?!

"Far more powerful than I expected it to be"

The final feature to mention was the environment. It needed to be of high quality, and how could we have improved on it? We used the Dalmahoy Hotel in the hills outside Edinburgh, with superb facilities for relaxation (not that they were used much!) and the best weather of the summer.

It was a great experience in collaboration and we owe a lot to the input from our own Anne Sibbald of the LF both in the design and delivery – as well as Brenda Smith and Norman Jackson of the HEA, and many others. I'm sure it will be repeated – in response to demand.

TOP OF YOUR AGENDA

The Leadership Series is a programme of high-level seminars for Vice-Chancellors. Each of the seminars focuses on a leadership issue or challenge that Vice-Chancellors have told us is at the top of their agenda.

We have already successfully piloted two seminars – Dealing with Government and Managing Large-Scale Construction Projects. We are now planning a series of six events starting in January 2005. Topics for this new Leadership Series will include Leadership and Diversity, Sustainable Development, Customer Insight, Talent Management and Branding and Brand Management. Each seminar will be led by someone who has a distinctive, challenging and uniquely informed perspective on the subject.



The real value of the series is the creation of an open and safe environment where participants can make sense of the subject in the light of their own personal experiences and institutional contexts. Knowledge and understanding is created in the moment through dialogue. The ambition of the Leadership Series is that participants will leave each seminar with new insight and new understanding that they can immediately put to practical use.

MARK JENNER
DIRECTOR, LEADERSHIP PROGRAMMES

Dates for next run of The Leadership Series can be found in the Calender on the back cover of this magazine.

QUALITY, SUPPORT AND RECOGNITION

Professor Paul Ramsden talks about his vision for the HE Academy with Lesly Huxley and Bob Thackwray

Professor Paul Ramsden is Chief Executive of the Higher Education Academy, the organisation created to support quality enhancement and the student experience in higher education throughout the United Kingdom. His career has combined an academic record in the field of teaching, learning and policy studies in higher education with successful experience in university management and leadership. He was formerly Pro-Vice-Chancellor (Teaching and Learning) at the University of Sydney and is a visiting professor at the Institute of Education, University of London.

Paul, in your book 'Learning to Lead in Higher Education' you quote Whitehead's view that "It is the business of the future to be dangerous" and note that "... the greatest challenge for universities is to ensure that their academic leaders can step confidently into that future".

Tell us about your vision for the Higher Education Academy ... and what you intend to do that's dangerous, that will ensure that confidence.

Ah, well, this is exactly what the Higher Education Academy is all about, enabling staff and students to address the future – whatever that is – with confidence. That's not just a role for the Academy, of course. Ours isn't an agenda of domination; we have to work in partnership with other national organisations like the Leadership Foundation and develop relationships with institutions. Part of how we help develop confidence must be by working closely with managers, academics and administrators, in order to develop people professionally and ensure they have the skills and knowledge they need.

It's important to emphasise the message that we're not about regulation and quality assurance, but all about quality enhancement, support and recognition. This isn't about telling people what is good teaching practice, but about what paths can contribute to successful student experiences. Institutions will have different aims and therefore different student expectations, so we need to work with institutions to identify what the important differences are.

The vision I have is ambitious. The big picture is about generating enthusiastic conviction among people, providing evidence-based practice and developing empathy with stakeholders. We're also shifting away from our predecessor organisations' focus on teaching and learning (only) and looking to enhance the student experience as a whole, to include, for example, library staff, counsellors, learning technologists and academic support staff.

What is the Higher Education Academy's role in supporting the sector through yet another period of considerable change?

I think we have to recognise how much is already effective in institutions and use that knowledge to advise on national policy. We have a role in providing evidence-based approaches to decision-making relating to the student experience, in getting a sense of key external pressures and taking a proactive role with government.

We want to identify what the important things for the Academy are in terms of changing contexts; that's part of the consultation process with the sector in developing our plans. With partial deregulation of fees and other external contexts and drivers, the quality of the student experience is increasingly important – students expect high quality services. I believe it's the institution's responsibility to ensure that a quality student experience is provided.

It's worth saying that internationalisation offers great opportunities; institutions need to recognise international competition and need to address it. We'll want to build on benchmarking practice, with informal and formal groups of peer institutions that recognise diversity but have shared aims and comparators amongst their peer group. We need to help institutions choose an approach that fits what they're trying to do for students and staff. I also envisage establishing a network of, for example, pro-vice-chancellors with responsibility for learning and teaching, to allow the sharing of good practice, and identify the administrative functions and services, structures and systems to support teaching and learning.

The Academy is about helping good become excellent, and helping to determine how best to administer, manage, support and provide systems to enable that.

As I said, a lot is already known about achieving good student experiences, but there's a lot more out there to find out in order to develop effective mechanisms to improve the student experience. I'd personally like to see more research in higher education – not necessarily by the Academy, that's not really our role, but in partnership with existing research centres. We don't know what's best, but we do and will have access to the sort of experience that can help, and we can help to share that experience across the sector. It's down to institutions, though, to lead and manage change in appropriate ways for them.

Does academic leadership differ from leadership per se? ... and if so, how?

I'm not someone who believes that people who lead and manage in higher education are different from those in other organisations – there's a lot of overlap and the more institutions engage with business and internationalisation, the closer they come to other organisations. All the same, there is something very special about higher education and that's why people come into the sector. My personal feeling is that it is very dangerous to assume you can simply apply generic concepts about leadership and management to colleges and universities because of the collegial environment.

The key challenge is the balance between the managerial approach and collegiality. As a leader, what's also important is the capacity to know how much to manage and how much to leave to other people.

We also have to recognise the diversity of higher education institutions and that difference is embodied in partnership and collegiality. The capacity to solve problems, to think creatively, is a huge resource in HEIs. If you look at some of the most successful universities across the world, they are extremely collegial. We have to be very careful not to undermine that collegiality; it's very important for the student experience, for improving services. We actually have something to give to other sectors. In today's knowledge economy, higher education is informing the management of industry.

Effective leadership and management in HEIs is really important for the development of the confidence we were talking about earlier. That's also why it's so important for the Leadership Foundation and the Academy to work in collaboration with each other and with institutions.

How do you think these partnerships and collaborative activities will work?

The Leadership Foundation has to be one of our key partners. How we develop that partnership and articulate it is a priority. We need to define our respective roles, identify common interests and audiences and develop joint activities and programmes. The Change Academy is one such current example; another was the joint LTSN generic centre and HESDA Bologna Seminar in April this year. The Change Academy looks like being very successful, and may lead to an ongoing programme of summer academies.

We could also look to develop joint activities around professional development, particularly at department and faculty levels, identifying appropriate programmes of support for academic leadership. There's little point in our ploughing our own separate furrows strategically or operationally where there are strong common interests and needs. We also need to look at similar agreements with other organisations like the JISC (for eLearning and ICT), the Sector Skills Council for Lifelong Learning for standards, and the QAA for quality enhancement. There could also clearly be benefits in making joint approaches to government with policy advice, where there's a common policy interest.

We are at a very timely point to progress these discussions before our respective and operational plans solidify too much. It's important to keep communication channels at various levels open, and communication regular and frequent. We're driven by principles rather than just pragmatism – our key message to senior staff and staff developers is: we're all in the same business of enhancing the student experience, the professionalisation of staff and the improvement of teaching and learning.



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"It is the business of the future to be dangerous" said Alfred North Whitehead; the greatest challenge for universities is to ensure that their academic leaders can step confidently into that future. (Ramsden, 1998:11)



Eric Thomas celebrates the Top Management Programme

The highly successful Top Management Programme (TMP) is now in its fifth year offering personal and professional development for strategic leaders from across the higher education sector. After their programme, participants become members of the growing and influential TMP Fellows network.

TMP is one of three programmes in the Leadership Foundation's Tomorrow's Leaders portfolio, alongside INSIGHT and Preparing for Strategic Leadership. In this series, we invite former programme participants to share their current perspectives on three issues:

- 1 What are the challenges facing the higher education sector?
- 2 What are the challenges for the development of HE leaders and managers?
- 3 How do programmes like TMP help prepare tomorrow's leaders?

PERSPECTIVE:

As VC of a research-intensive, pre-1992 institution, Eric believes that the key challenges facing the sector include: how to sustain excellence in undergraduate education whilst increasing the volume, focus and funding of research (critical mass versus the need for an enquiry-led environment); and the marketisation of higher education.

From his perspective, it seems that institutional leaders are now having to function very differently to the HE sector of 10-15 years ago. Higher Education is big business; HEIs are getting bigger and have to operate in a market environment. Institutional leaders have to try to engage with large and complex organisations with thousands of staff and students; articulating the university's future in that context is difficult enough. At a personal level, the traditional techniques which allow deans, for example, to 'tap into' everything going on on the ground have to be relinquished: "walking the talk is no longer remotely an option". Measuring personal performance is also more difficult, with feedback loops less direct.

Leaders and managers across the board are increasingly having to 'patrol' a growing and complex number of interfaces (the NHS, local and national government, the city and region, local and national business etc). Professional organisations are also playing a growing part in setting academic agendas, for example in fields such as education, engineering, physics and chemistry. One of the biggest leadership challenges is dealing successfully with such complexity in what is essentially a consensual, collegiate environment. In some other walks of life, managers are asked to take strategic decisions, prioritise and 'say no' to colleagues quite early in their careers; Eric believes it is vital that academic colleagues are also prepared early for this kind of role. He acknowledges that this can be difficult when, for example, even deans are still in some sense seen as representational, as referees in the academic playing field.

Succession planning, or 'feeding the pipeline' as Eric puts it, is a key element of academic leadership and management

development in higher education. Part of that is dissemination – making early-career academics aware of pathways to senior positions and encouraging an understanding of leadership. As Eric says, "One question I really hate is, 'how does it feel to have gone into administration?'" Giving the sector freedom and licence to lead is important; we shouldn't be embarrassed by wanting to lead.

Programmes like the TMP are important components in what has to be a diverse menu of leadership and management development for both academic and support functions. Eric feels that support services actually have development programmes "much better sorted", although career paths often then lead out of the organisation, whereas academics can pursue a route to senior leadership roles within the same domain. In either case, investment in 'the pipeline' is where Eric sees the greatest potential for return. He reflects on a scheme he initiated at Southampton where individuals with 'serious leadership potential' were nominated by heads of department to follow a year-long, externally-facilitated programme at a cost, in 1998, of £35k. Whilst this represents a significant investment, the risks of not investing could potentially be much, much higher.

The 'diverse menu', for Eric, has to include both experience and understanding of leading in the sector (it's naïve to think that generic leadership skills can be transferred from other sectors) and an understanding of HE in broader contexts (having opportunities to hear what, for example, business thinks of the sector).

At a personal level, Eric found TMP very valuable during the early stages of an institutional leadership role. "It provided much of the toolkit needed to lead in HE, gave knowledge about HE in its broadest sense, and offered a 'fabulous insight' through action learning sets that helped develop a real respect for and understanding of the aims and objectives across a very diverse range of HEIs. It was a very positive experience for me."

"Giving the sector freedom and licence to lead is important"

A DIVERSE MENU FOR LEADERSHIP AND MANAGEMENT DEVELOPMENT

Profile:

PROFESSOR ERIC THOMAS

Eric Thomas is Vice-Chancellor of the University of Bristol. He was appointed in 2001 and followed a traditional academic route to the role, having previously been Dean of the Faculty of Medicine, Health and Biological Sciences at the University of Southampton. A professor in obstetrics and gynaecology since 1991, he was made head of Southampton's School of Medicine by the age of 42, in 1995.

A flier for the TMP2 programme caught Eric's eye whilst Dean of Medicine at Southampton. His application was well-timed – he joined the 2001 cohort shortly after being offered the VC post at Bristol. With his Southampton obligations winding down, he was able to attend the whole programme and now speaks on institutional leadership on the current runs of TMP.

The deadline for applications to the next run of TMP is 26 November 2004. To receive a brochure and application form please contact Joanna Shaw, Marketing and Communications Manager, E: joanna.shaw@leadership-he.com or visit our website at www.leadership-he.com

TMP8 Orientation	20 May 2005	WEEK 2	
WEEK 1		European Visit	20-23 Sept 2005
Strategic Leadership & Change	20-24 Jun 2005	Action Learning	18 Oct 2005
Action Learning	12 Jul 2005	WEEK 3	
Coaching	6 or 7 Sep 2005	Strategic Leadership & Change	21-25 Nov 2005

PREPARING FOR STRATEGIC LEADERSHIP

Professor Stephanie Marshall, LFHE's Director, Programme Development, talks about refining the programme

CONTEXT

Higher Education Institutions are changing faster and more fundamentally than ever, placing a growing premium on the skills and resourcefulness of their leaders. Every autumn, many highly intelligent, well-skilled individuals find themselves in a senior position in higher education (for example, as Dean, or administrative head) with varying degrees of preparation for the role. Some institutions have done well to ensure that these staff have had some form of training, from in-house induction programmes to external Leadership Development Programmes at Harvard or the London Business School, but some staff are offered little in the way of support. The Leadership Foundation for Higher Education recognises this group of staff as a critical constituency for whom it should be providing a highly rigorous, well-benchmarked developmental programme, capable of making a real impact in terms of delivering the bottom line, not only on the individual, but also the organisation and, ultimately, the HE sector.

BACKGROUND

In 2003, the Higher Education Staff Development Agency (HESDA), in collaboration with the Scottish Leadership Foundation and Leading Coaches, developed a new and innovative programme Preparing for Strategic Leadership (PSL) specifically designed to meet the needs of senior managers preparing for strategic roles in Higher Education. With HESDA's portfolio of programmes being subsumed into that of the Leadership Foundation, a review of the PSL programme was initiated, to inform the future of the programme. The review looked at 'where are we now?' (the pilot and second two cohorts completed, one programme with module 2 yet to be completed); 'where do we want to be?' ('best in class', not just within the UK but globally) and 'how do we get there?' (the big question!).

METHODOLOGY

A traditional approach to strategic planning was undertaken: the strategy was to determine what the appropriate shape, form and pedagogy of PSL should be to ensure it was 'best in class' and capable of making a real impact in terms of participants' ability to develop into highly effective leaders capable of impacting on the bottom line in their HEIs. The strengths, weaknesses, opportunities and threats of the current programme were assessed alongside one-to-one discussions with all the participants on PSL(2) and PSL(3). These one-to-one interviews will continue with those enrolled on PSL 4 – 6. To date, 40 interviews have been conducted. The key additional question asked of these individuals included: 'What would success on this programme look like to you?' Concurrently, a STEEPLE analysis helped to map out the range of external drivers that needed to be taken into account when designing possible ways forward. Environmental scanning led to honing in on a number of clearly exceptional programmes which might provide some

ideas as to how to ensure the programme was able to meet the diverse needs of this group of senior HE leaders, particularly in ensuring that the programme was able to offer the appropriate level of challenge, stretch and stimulus. These included, for example, the International Master's Program in Practicing Management offered by a group including McGill (Canada) and Lancaster (UK); the portfolio of senior leadership programmes offered by the Cabinet Office and the NHS. The results of the review generated a wealth of rich data which is already shaping the future modules of the programme.

FINDINGS

The findings concurred with a number of recently researched international reports, which highlight the importance of:

Stretch – senior leaders need to consider what is meant by the term 'strategic leadership', what the attributes are of a highly effective strategic leader and how they can 'stretch' themselves to become just such a being. Additionally, many programme participants will have some basic strategic planning tools, but not nearly enough to cope with contingencies, new challenges, etc. As being a strategic leader can be tough, with results not always happening as planned, participants need to engage with a range of scenarios which stretch and challenge them to respond to a range of unpredictable pressures.

Action learning sets – senior leaders often feel isolated; action learning sets provide a 'safe' and confidential environment within which a range of issues can be explored. Action learning sets provide the opportunity to continually link theory and concepts to participants' own practice, thus connecting the individual's development to organisational development.

Theory into practice – senior leaders require a framework of theory and concepts against which they can benchmark their own practice, and this dynamic is an important part of the pedagogy of effective leadership development which will make an impact on both the individual and the sponsoring organisation.

Flexibility – senior leaders need 'space' in which to explore concepts, engage with others across the sector and to link theory to practice, thus any developmental programme that is truly responsive to strategic leaders' needs will allow sufficient time for exploration of ideas. This requires, basically, semi-structured group work, as and when required, demonstrating responsiveness to participants' needs.

The existing contact-time framework comprises a three-day module followed by a two-day module four months' later. The review suggests that, in order to incorporate participants' requirements and give enough time to address properly the range of issues around which they needed input on and support, the proposed enhancement to the existing programme could not fit within the existing framework. The next three cohorts of PSL (to be offered in the first half of 2005) will retain this format, but from September 2005, PSL will be 'rebadged' Preparing for Senior Strategic Leadership (PSSL) and will be a nine day programme, offered over three three-day modules.

WHAT NEXT

The format for PSL 4-6 has been refined. The programme will be enhanced in a number of distinct ways. Visit our website www.leadership-he.com for more information. Dates for the next runs of the PSL programme can be found on the calendar on the back page.



– IS IT POSSIBLE?

"Senior leaders need 'space' in which to explore concepts, engage with others across the sector and to link theory to practice"

CALENDAR OF EVENTS

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One-off leadership events of 2-3 hours duration for Pro Vice-Chancellors and above.

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Price: £150

■ Leadership and Diversity

René Carayol MBE, Broadcaster, Author and Corporate Advisor
Date: 17 February 2005
Venue: RUSI, Whitehall, London SW1A 2ET
Price: £150

■ Brands and Brand Management

Mhairi McEwan, Managing Partner, Brand Learning.
Date: 17 March 2005
Venue: RUSI, Whitehall, London SW1A 2ET
Price: £150

■ The Succession Challenge

Pavita Walker, Director of Organisation & Leadership Development, Barclays Bank.
Date: 21 April 2005
Venue: RUSI, Whitehall, London SW1A 2ET
Price: £150

■ Customer Insight

Mhairi McEwan, Managing Partner, Brand Learning
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TOMORROW'S LEADERS

A suite of 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. 17 days over 5 months.
Application deadline: Friday 26 November 2004.

TMP8 Orientation: 20 May 2005

Week 1

- Strategic Leadership & Change: 20 – 24 June 2005
- Action Learning: 12 July 2005
- Coaching: 6 or 7 September 2005 (either)

Week 2

- (European Visit): 20 – 23 September 2005
- Action Learning: 18 October 2005

Week 3

- Strategic Leadership & Change': 21 – 25 November 2005

Price: £10,150

Contact

Programme Directors
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Professor Robin Middlehurst,
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PREPARING FOR STRATEGIC LEADERSHIP

A five day programme over 5 or 6 months for senior managers preparing for strategic roles in higher education, through a mixture of individual diagnostics, keynote speakers, case study analysis through action learning sets, and sessions on tools and techniques. It is targeted at Deans of Faculty, Heads of School and above.

PSL 4

- Module 1: 'Unpacking Strategic Leadership' 1 – 3 February 2005
- Module 2: 'Strategic Leadership in Action' 9 – 10 May 2005

Price: £3,200

PSL 5

- Module 1: 'Unpacking Strategic Leadership' 8 – 10 March 2005
- Module 2: 'Strategic Leadership in Action' 20 – 21 June 2005

Price: £3,200

PSL 6

- Module 1: 'Unpacking Strategic Leadership' 17 – 19 May 2005
- Module 2: 'Strategic Leadership in Action' 18 – 19 July 2005

Price: £3,200

Contact

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INSIGHT

A personal development programme (PDP) designed to increase self-awareness in changing/complex organisations, through a mixture of individual diagnostics, one-to-one feedback, action learning sets, and residential workshops to address personal development plans and continuous improvement. It is targeted at managers of academic and support units in HEIs. 5 days over six months.

INSIGHT 2

- Introductory workshop 1 February 2005
- Residential workshops addressing PDPs 9 – 10 June 2005
- Residential workshop: 'Where to next?' 21 July 2005

Price: £2,800

INSIGHT 3

- Introductory workshop 18 May 2005
- Residential workshops addressing PDPs 28 – 29 September 2005
- Residential workshop: 'Where to next?' 22 November 2005

Price: £2,800

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GOVERNOR DEVELOPMENT PROGRAMME

A series of development and networking events, with supporting website for Governors and Chairs of Governors in HEIs.

- January 2005 – Start of new 'Governor Development Programme series of seminars and workshops for members of University Governing Bodies'. (For further information see www.leadership-he.com)

Price: £275 per seminar

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