

**Leadership  
Foundation**  
for Higher Education

# ENGAGE

YOUR MAGAZINE FROM THE LEADERSHIP FOUNDATION FOR HIGHER EDUCATION

ISSUE TWO | Q1 2005



## UNIVERSITY CHALLENGE

PAM TAYLOR ON CHANGE IN HE

### IN THIS ISSUE:

IN PRACTICE: A cautionary tale

René Carayol on where new ideas are coming from

The Leadership Foundation's work in Scotland

Calendar of development programmes and events



# WELCOME TO THE LEADERSHIP FOUNDATION FOR HIGHER EDUCATION



This second issue of Engage reflects two of the key areas of focus in higher education at present: the challenges facing us from multiple aspects of change globally, nationally and at institutional level; and the value of diversity (in people, in institutions, in cross-sector learning). Phillip Sullivan's 'Cautionary Tale' highlights the potential pitfalls in managing cultural and organisational change, whilst Pam Taylor touches on creative approaches to the pace of change and issues of work-life balance. Her reflections on the value of diversity are picked up in perspectives from other sectors: by René Carayol and the world of business, and Mary Stiasny, from the British Council.

The Leadership Foundation is actively promoting initiatives in both areas as we see from the Governor Development Programme; the diversity initiative and activity in, for example, Scotland. The new Small Development projects are addressing many aspects of change in institutions and the regions. Just three are highlighted in this issue, with more to follow.

Working in partnership with the Leadership Foundation, the Staff Development Forum is taking a lead in developing the programme for the 2005 Staff Development Conference. Its core theme? Not surprisingly, change at multiple levels.

This selection of news and views gives an insight into the energy and creativity needed – and fortunately being generated – for higher education to address the challenges of change. I'd be pleased to hear about your initiatives for future editions of ENGAGE.

A handwritten signature in black ink, appearing to be 'L. Huxley'.

**LESLY HUXLEY**  
EDITOR

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A CAUTIONARY TALE

"The reason we want to recruit young lesbians and gay men, black and minority ethnic people, is not just because we regard them as high quality recruits... ..but because we now recognise that we will not recruit the very best young white heterosexuals, unless the workplace and the role models that we provide for them look like the wider world that they choose to inhabit"

**Ben Summerskill, Chief Executive of Stonewall speaking at the Equality Challenge Unit Annual Reception**

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**Submissions:** We encourage contributions to ENGAGE. Please contact the editor by email. We regret we cannot be responsible for unsolicited manuscripts, photographs or any other material.

**Editorial office:** ENGAGE is produced for the Leadership Foundation for Higher Education by White Space Design, Ipswich. Comments and further information should be sent to the publishing editor [tricia.wombell@leadership-he.com](mailto:tricia.wombell@leadership-he.com) or to the Leadership Foundation for Higher Education, 88 Kingsway, London WC2B 6AA T: 0207 841 2804

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# UPDATE

In the last issue of ENGAGE, we highlighted the formation, with initial support from the Leadership Foundation, of the new **Staff Development Forum** (SDF). Dr Paul Blackmore, SDF Chair, provides an update:

The announcement of the formation of the SDF at the Staff Development Conference in Glasgow generated a great deal of comment – as one would hope. There seems to be wide agreement that the professional development of staff developers should be in the hands of the staff development community. Therefore our main activity has been in the preparation of a bid to the Leadership Foundation for funding to support a Strategic Staff Development Project (SSD).

The project now has three strands:

- The context of Staff Development
- Professional development for Staff Development leadership
- Professional development for Staff Development practitioners

Once approval from the LFHE board is confirmed, we hope to start work in March 2005. I anticipate that we will have some substantial progress to report, for discussion at the Staff Development Conference in November 2005.

The regional staff development groups will be very important to the project in three ways:

- Providing contributions (a request for expressions of interest in the practitioner strand has already been circulated via the LFHE-members email list)
- Offering critiques of project outcomes as work progresses
- Involving colleagues in delivery of CPD (If and when we seek to offer CPD support to colleagues (depending on the project outcomes), it seems highly appropriate to do this on a regional basis)

## THE STAFF DEVELOPMENT CONFERENCE (BRISTOL 2–4 NOVEMBER 2005)

*“Still the best forum for discussing national, regional and institutional issues in staff development”*

*“An opportunity to share my work and have others respond to it”*

Just two quotes from delegate feedback on the 2004 staff development conference. The 2005 Event is a partnership between the Leadership Foundation and the Staff Development Forum, with SDF members well-represented on the programme committee. **Orchestrating Change: Development Challenges in HE** takes place 2–4 November 2005 in Bristol. Its core theme is change

## TASK GROUPS

We would like to explore the possibility of establishing at least two task groups, along the lines of those that UCoSDA sponsored about five years ago, in which a group of professionals in the Staff Development community with particular expertise and interests are brought together to work on a project of major concern, leading to a formal report and a number of associated activities. These would meet over a nine-month period and report within a year. If you have ideas for the focus of a task group, or would like to take part in one, please contact Liz Elvidge (details below).

## SHARING EXPERTISE AND PRACTICE

The SDF may come to be a platform for developing policy at a national level, working with regional groups to enhance networking opportunities and potentially increasing further the influence of regional groups. We are currently developing a website intended to support communication between the SDF and regional groups, and between groups themselves. And of course the Leadership Foundation is not the only national agency with which we would like to foster links. We would like also to work with the HE Academy and Lifelong Learning UK, should it be appropriate. The proposed SSD project will also make it appropriate to work with SEDA.

## NEXT SDF MEETING

HESDA hosted several events in the past at which regional SD representatives came together for a two-day sharing of ideas and activities. The next SDF meeting will be on Tuesday 10th May in Cambridge (and may start on the afternoon of the 9th to share our current activities and experiences, as we previously did at the HESDA meetings. We hope that this will increase the opportunity for informal networking.

## SDF CHAIR

Finally, I will be away during the Spring Term. I am very pleased that Dr Liz Elvidge, as Deputy Chair, will be taking the Chair's role for that period.

and it will feature creative development sessions, keynotes from HE and other sectors and parallel workshop sessions. An earlier start on the first day will allow for more networking opportunities. Full details on the Leadership Foundation Web site and members' mailing list in March. Earlybird booking at discounted rates will close at the end of May.



Dr Paul Blackmore, Director of Centre for Academic Practice, University of Warwick & Ewart Wooldridge at last year's conference

For further information about the Staff Development Forum and its activities, please contact Deputy Chair, Dr Liz Elvidge **E** eme21@cam.ac.uk **T** 01223 765303

## SUPPORTING GOVERNORS

A key element in the strategic plan of the Leadership Foundation for Higher Education is providing support to all members of the governing bodies, councils, and courts (in Scotland) of UK universities and colleges. This initiative is timely, as an important element in the new Governance Code of Practice produced by the Committee of University Chairmen (CUC) is that opportunities for the further development of all members of governing bodies should be provided regularly in accordance with individual needs, and that appropriate financial provision is made by HEIs for such support.

In late October the Leadership Foundation appointed Allan Schofield as the part-time manager of its Governor Development Programme. Allan has extensive experience in the area, and was a member of the study team that produced the recent report for CUC on good practice in governance. A small reference group has also been formed to advise the Programme, composed of senior managers and experienced members of governing bodies.

A programme of events has been produced for 2005 which is largely based on proposals made by the CUC. However, planning for an enlarged programme for 2006 is already underway. Although the details are still under discussion, the 2006 programme is likely to see:

- an expanded programme of seminars and meetings
- the production of guides for governors on the key resource areas for which they are responsible (e.g. finance, audit, etc)
- the growth of services for individual universities or colleges (e.g. running in-house events or advising on establishing internal programmes for governors)
- the running of a “governors’ forum” where topical issues can be discussed
- support for research in governance and the identification of good practice
- the undertaking of relevant international activities through which UK HEIs can learn more about governance in other higher education systems and also share UK practice with them

The Governor Development Programme aims to be as flexible as logistics and finances will allow. This suggests various forms of delivery, including support for local and regional activities. The programme will be systematically client-centered and aims to build an explicit model of partnership with HEIs in extending capacity and sharing good practice.

Programme details will be regularly sent to all governors of UK universities and colleges via the clerk or secretary to each governing body, and will also be available on the Leadership Foundation website. Any governor with views on the development of the future programme, or for further information on the Governor Development Programme contact Sarah Hubbard, Project Officer,  
**E** sarah.hubbard@leadership-he.com  
**T** 020 7841 2803

# A POSITIVE OUTCOME!

## National Organisational Development Group to take lead role in the development of Investors in People for higher education

The national Organisational Development (OD) group, supported by the Leadership Foundation, acted as a key focus group for a review of the Investors in People (IiP) national standard in February, 2004. Colleagues central to the IiP process were interviewed, including Professor Bob Thackwray of the Leadership Foundation. A number of major concerns to higher education were identified and the sector proposed it would wish to:

- encourage Investors in People UK and its delivery network to develop a much fuller understanding of the sector and its future organisational development priorities
- create, and in part manage, a sectoral approach with Investors in People UK
- explore a much greater – and bespoke – use of Internal Review (the institutional self evaluation tool)
- develop a skilled group of sector-based ‘organisational development practitioners’ to act as a key resource in HE focused assessment exercises
- develop a repertoire of self assessment tools and explore the use of other quality improvement process frameworks such as EFQM

The proposals produced a positive outcome, in particular in relation to the issues of sectoral ‘ownership’ and assessor and adviser appropriateness. A revised IiP standard was subsequently launched on 17 November, 2004, and a number of major changes included:

- the appointment of Mr Gary Mathews, a senior IiP manager and active member of the national OD group, as Head of Sector and Large Client Relationships. The new post will lead on the development of IiP UK’s sector strategies, and their integration into IiP’s business plan. Strategies will be formulated and managed by the ‘relevant sector body’ working with the new Head of Sector Relationships. In the case of higher education, the relevant sector body will be the OD group.
- the establishment of a new national assessment service, whose practitioners will have experience in the assessment of large, complex, multi-sited, multi cultural organisations. Current regional providers will continue to be available, giving institutions a degree of choice in the assessment of their operations.

These most welcome developments clearly present the higher education sector-and the OD group – with exciting new opportunities and responsibilities for relevant, systematic and professionally driven organisational development.



Left to right TMP Fellows: Dr Philip Harvey, Academic Secretary, University of Exeter; Stephen Kenny, Pro-Vice-Chancellor (Development), Liverpool John Moores University; Professor Susan Price, Pro-Vice-Chancellor (Academic), University of East London; Professor Joyce Hill, Director, Higher Education Equality Challenge Unit; Professor Patricia Peattie, Assistant Principal, Napier University

### THE LEADERSHIP SUMMIT

Following the successful Leadership Summit in December, a report summarising the key insights from the roundtable sessions has been published and can be found on the Leadership Foundation website at [leadership-he.com/news](http://leadership-he.com/news). The keynote speakers at the Summit were Professor Richard Chait of Harvard University and Professor Rachel Gumbi, Vice-Chancellor of the University of Zululand.



Left to right: Leadership Foundation’s Chief Executive Ewart Wooldridge; Professor Rachel Gumbi, Rector and Vice-Chancellor, University of Zululand; Professor Richard Chait, Professor of Higher Education, Harvard University; James Ross, Leadership Foundation’s Chair of the Board.

### LF FELLOWSHIP AWARD CEREMONY

The first 25 LF Fellowships were awarded last month, at a ceremony with guest speaker Lord Chris Patten. The recipients of the awards (up to £40,000 per institution) will be leading change management projects in their university or college. The 2005 LF Fellowships Programme will be considering applications from mid-April 2005: details will be published shortly on the Leadership Foundation website.



Lord Chris Patten and Professor Katherine Perera, formerly Senior Pro-Vice-Chancellor, University of Manchester

### TMP FELLOWS EXPLORE HE IN NYC

Last November saw five TMP Fellows take part in the first Study Tour to New York. Organised by the Leadership Foundation it included visits to CUNY Honors College, New York City; Ramapo College, New Jersey; Fordham University in the Bronx and Purchase College, part of the State University of New York. The US institutions gave their time generously, providing informative exchanges on the challenges and the possible strategies that might be utilised in HE, in either country. “Colleagues on both sides of the pond learnt a great deal from meeting and discussing commonalities and differences.” said TMP Fellow, Susan Price, Pro-Vice-Chancellor (Academic) University of East London.

# UNIVERSITY CHALLENGE:



creating a culture for working with change



**Pam Taylor**, principal of Newman College of Higher Education in Birmingham, gave what was widely fêted as a powerful and inspirational keynote speech on Leading in Higher Education at the Staff Development conference in November 2004. Intrigued and impressed, I sought her out on her home ground to hear more about her vision

for a change culture in UK higher education. Her words offer an interesting and personal insight. More difficult to convey but just as impressive are her obvious energy and her appreciation of the staff and students working alongside her in the quest for a positive change culture.

BY LESLY HUXLEY

**A core theme of your keynote was the need for higher education to create a culture for working with change. Given that change seems to have been HE's byword for at least a decade, why do you feel this is so important now?**

You're right, we've always lived through and worked with change, but the scale and the pace of the changes we're facing now are, I think, unprecedented. We're challenged to change on every front and there's a sense that pace is gathering. There's also a constant debate about what the sector ought to look like. People feel a sense of having to readjust, wondering 'is it only the top 20 institutions that are going to survive?' The recent furore over the closure of some departments has had quite a dramatic impact. People start to wonder whether they're next. It's like a slow invasion of the psyche; the sector is absorbing that uncertainty and yet still has to respond positively to change. I'm aware of how anxious people are about their employment, but flexibility is crucial to survival. We must respond positively and actively to

change in ways which enable HE to continue to make its vital contribution to society.

**In the face of such challenges, do you have a clear view of how people across the institution (and externally) can contribute to a positive culture of change?**

I'm trying to create a culture here where we see change as normal and where we can work to take control of the change. I'm sure it doesn't always feel like that though! We're asking more and more of staff when they're probably working at their most pressured. On the other hand I see people here achieving so much, with year-on-year improvements in quality. Even when they're pushed to the wire, people are coming up with new ideas. But there are mixed messages for staff. Some are urged to increase recruitment, others have to meet tightly controlled targets. It's potentially destabilising. The great shared focus is the quality of the student experience and the way in which we can contribute to the wider community.

For staff at senior levels, a culture for managing change means we talk about challenges ahead as much as we can to enable us to identify and manage risks. We may feel it's tough but at least we know what we're up against. Generally, though, I think we can only move forward in institutions if we are as honest as we can be about the challenges and the parameters we're working within; we also need to be as encouraging and as optimistic as possible so that people know that their work has value.

Change is impacting on the roles of everyone who works in HE; in student support, in library and information services, in IT. Many of those people are key in leading the development of good practice – for example in support for eLearning or students with disabilities – and in challenging existing practice in terms of the resources we offer. I would certainly like to see more development of the growing integration of teams, within and across traditional 'boundaries'. Somebody I was speaking to last week referred to an academic colleague as "one of the non-admin people" because she was tired of being referred to as 'non-academic'. I'd like to see those lines continue to dissolve, with more recognition of the value of different groups of professionals.

Internally, I think we need champions at all levels liberally scattered across the institution who take responsibility for carrying change through. Staff development units are so important in helping people to gain the skills, knowledge and understanding they need to take on ever more demanding jobs. It's also incredibly useful to have external reference points; to have people involved in external activity, events and the broader community. I think that really helps to energise people and enables you to see you're not alone! In a small institution like ours, we bring in external people as change agents, as speakers, and we take

part in benchmarking groups, because all those give a freshness to what we do, a new dynamic.

**Newman is one of the smaller HE institutions in the UK, with 2,000 students and just three heads of school. In the context of achieving a change culture, does this matter?**

I think size does matter in terms of the communicative layers; in a large institution you might have the big picture cascaded down through many smaller units. As principal of a small institution I'm also much closer to the impact of the decisions I make. In some institutions, if a big decision is made on a Monday morning, it might take a week or a month before the full impact is felt across the board. Here, if I make a big decision on a Monday morning, by Tuesday lunchtime I may already have spoken to five or six people about its impact on them and their units. So I live with the outcomes of decision-making in a very face-to-face way. Actually, that can be problematic – people can just walk across to my office so they may feel that they don't have to go through heads of department or committee structures. But unless we use those structures properly we'll chip away at the capacity of, for example, heads of department to deal with challenges. My challenge is to get us to use more formal structures for effecting change without losing the collegiality that is a strength of a small institution.

At Newman, we have to do everything the big institutions have to do, but with fewer resources, so capacity to deal with change is an issue. At the same time I genuinely believe that the support that smaller institutions can give to students is crucial to those students' success. The stories of some of our students are really inspirational. And staff carry out some lively inter-departmental work. A lot of the work that we take for granted, other large HEIs might see as innovative practice.

**"It is not necessarily the strongest of the species that survives, nor the most intelligent, but the one most responsive to change."**

**Charles Darwin**

**Institutions of all sizes seem to be raising the issue of succession planning, of preparing people to take on management and leadership roles in future. How do you think we can encourage people to consider such career paths and what can we do to support them?**

Generally it's important to give everyone the message that it's something to consider, to offer training and, when people are ready to take responsibility, be ready to fan the flames.

When I first began my career as a teacher I vowed I would never be a leader – I loved teaching and was interested in researching how young children learn.

I didn't want a management role. Six years later I was longing for responsibility, I wanted to be able to make things different, to make changes. I suppose that the realisation that I wanted to make changes, that I was looking for the next challenge, came together at various points in my career with managers who encouraged me to do so, to take steps I might not have thought of myself.

We're not very good at career development in HE – if you look at some of the commercial banks or the civil service, there are clear pathways that people can choose. It's something we need to develop in HE, through events that help people think about career options, through case studies of how people have gone from A to Z, and perhaps through the new reward framework. I'm particularly concerned at how we recognise the excellent work done by those lecturers and academic support staff who are really important for the quality of the student experience, but don't want to go into management and leadership roles. Many universities and colleges are really tackling this now.

Diversity is also an issue at senior levels in the sector. All the time you hear people saying they can't access diverse pools of people with the skills for leadership – they probably can, they just don't know how to look. There are some particular issues around gender and career paths. It's terribly easy to go along with the rhetoric, far more difficult actually to do something, but really exciting when you can. Just one example: we have two young women in college, both with young children, both excellent at their jobs, but they found taking on a leadership role plus a full-time teaching load was "killing" them. We worked with them to come up with solutions within certain parameters: one of them now works a 0.6 timetable, whilst the other has created a job share – and that's good staff

development for the other person in that partnership. We ought to be able to provide more of these solutions. It wouldn't work for every role and you always have to balance the needs of the individual and the institution, whilst being fair.

In relation to succession planning, thinking about it, one of the messages that is really important to get across to people considering a management and leadership role is how incredibly interesting it is. Working with people is hard, you can't please everyone and the level of problem-solving is challenging. You must keep learning but leadership is fascinating precisely because it's about working with talented people – it's a great job.

# SMALL DEVELOPMENT PROJECTS

As reported in Issue one, the Leadership Foundation is funding 15 Small Development Projects (SDP). Stuart Hunt, LF Associate, offers a glimpse into three that are underway.

## 'LEADING CHANGE IN HIGHER EDUCATION'

**NW Regional Management Development Conference, 15 and 16 November 2004**

Stuart Hunt

E [sghunt@uclan.ac.uk](mailto:sghunt@uclan.ac.uk)

This conference was intended to foster regional networking between middle managers working in higher education across the north-west. The focus was therefore a little different from the traditional academic or service specialist conferences that those of us in HE might normally attend.

A generous grant from the Leadership Foundation for Higher Education's Small Development Project Fund allowed us to discount heavily the cost of conference participation and over a hundred colleagues, representing a healthy balance of academic and service leaders, attended from across the region.

In addition to networking, we enjoyed keynote addresses which examined external and internal drivers for organisational change, and discussed institutional responses we might adopt. Ewart Wooldridge attended and described the work of the Leadership Foundation; he was then able to answer our many questions about its emerging role within the sector. Twelve workshops addressed a wide variety of initiatives from across the region, covering the themes of organisational and leadership development and a variety of approaches to personal and professional development – in the context of managers responding to and leading the changes highlighted by the keynotes.

Written and verbal feedback suggests that the conference was very well received by most participants. Especially valued was the 'home groups' idea, whereby each participant had an opportunity to discuss and reflect on their individual learning with colleagues in a facilitated meeting at key points during the two days.

A full report to the Leadership Foundation, along with details of our approach to conference design and planning, the conference programme and a more detailed analysis of evaluation data, will be published on the web. It is hoped that our experience will provide useful pointers for other regional groups that may wish to foster their own development network. Our project team is designing two further, albeit smaller, events this year to

continue to foster ongoing links and networking for management and leadership development across the north-west. We will be consulting with our participant group as to their preference, but we think that a single topic would be best for any future event, based possibly around action learning, coaching, mentoring or benchmarking.

## MOSAIC (LEICESTER UNIVERSITY)

John Doidge

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The aim of this project is to design a non-gender-specific development programme consisting of a tutor guide and participant handbook. These materials are now in development and draft copies are due for completion by July 2005. The programme is about developing people's skills and potential, and is based on a commitment to address equal opportunity and diversity issues in a positive way.

The idea is to enable people to use learning experiences outside the structured programme itself as opportunities to gain a clearer identity of self, a clearer perception of values and identity, and a deeper understanding of their latent skills, career aspirations and overall potential.

The project is currently recruiting a project officer to give coherence to project materials development and to ensure accessibility.

## SIGNALLING PROGRESS: DEVELOPING PERFORMANCE INDICATORS (UWIC)

Allison O'Reilly

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Higher education is increasingly expected to be publicly accountable. Each year sees the introduction of further government targets devised with the intention of measuring and ultimately improving performance in higher education institutions (HEIs).

This project aims to devise a practical framework for the implementation of a performance management system in HEIs. The outcome will be the development and dissemination of a toolkit for managers, to enable them to formulate robust performance indicators in the HE sector.

To date, a review of the strategic planning procedure at the University of Wales Institute, Cardiff (UWIC) has led to the development of a set of draft guidelines for the process, including the development of business planning objectives and 'SMART' targets, which have been incorporated into the overall corporate strategic plan.

Research into current performance management theory and practice has begun. One-to-one semi-structured interviews with over 20 senior managers (tier 3 and above) have focused specifically on "performance" and what it means at organisational, school/departmental and individual levels. Discussions have focused on a range of professional activities including recruitment, selection, induction, probation, staff review and appraisal, career development/succession planning, job evaluation and pay and reward.

Data is now in the process of being analysed and outcomes will be further developed through the use of focus groups.

## MAPPING MIDDLE MANAGEMENT PROVISION IN HE: A REQUEST FOR HELP

The University of Oxford's SDP funding will be used to map the extent, nature and content of development provision for middle managers in HE. The first stage of the project will be a "map" characterising existing provision; identifying which external provision best meets which needs, and pointing to any gaps in provision.

The university's Institute for the Advancement for University Learning (IAUL) are currently researching existing provision. If you run a relevant course within your own institution (and have not already responded to IAUL's recent JISC Mail request), could you provide the relevant web address, course flyers or brochures or other details of that provision to [claudia.waldner@learning.ox.ac.uk](mailto:claudia.waldner@learning.ox.ac.uk)

More in future editions...

## FOREWORD

Harry's tale is rare but not unique. It concerns personal and organisational change of relevance to the sector, made poignant with the benefit of hindsight. Leading and managing change in a sensitive and effective way is an issue now and for the future of higher education. This paper offers one way, the ten-step approach, which is likely to find friends in the sector. A challenge is in the final two stages when precious time is needed to determine the effectiveness of change. Scarce though time may be, those who see change through all ten steps should reap the rewards.

Alison Johns



## LEADING AND MANAGING CHANGE. A CAUTIONARY TALE

**Professor Philip Sullivan**

Project Director,  
De Montfort University

Foreword by

**Alison Johns**

Head of Leadership,  
Governance and Management  
HEFCE

## LOOKING BACK

There were no half measures with Harry Ivan; you either hated him or loathed him. At least that is how Harry himself tells the story.

Looking back over recent years he has collected a number of cautionary tales; this one, which Harry calls his 'Christmas Carol' tale, concerns leading and managing change at Wessex University. Most of the text is drawn from video recorded interviews with him.

## HOW IT BEGAN

When appointed some four years ago, Harry set about changing his new department straight away, with enthusiasm and a belief that he was doing the right things. Nowadays, he reflects that his management style was aggressive, with a fondness for highly selective statistics, and that he was very much a McGregor 'theory X' person, believing that staff in higher education are basically work-shy. Academic staff were most affected and researchers whose work did not produce instant funds felt the danger. To say that the department was gripped by a culture of fear would be an understatement.

After one year Harry became ill. Many staff hoped that it was nothing trivial – 'stress' apparently and much deserved. Virtually no one visited him, though those that did insisted that he listened, which was a first-time experience.

During the first weeks of recuperation, looking at newspapers and daytime television, Harry's mind turned towards how he would return to work. He had always meant to read books such as William Massy's 'Honoring the Trust', Jim Collins and Jerry Porras' 'Built to Last', articles about the 'Culture of Quality' at Northwest Missouri State University, key publications by HE councils and agencies and papers by staff working in universities and colleges. Now he had the time. But more important was the time to think and reflect. The road to Damascus was open.

## FOUR YEARS ON

Four years on Harry is firmly a McGregor 'theory Y' person. He believes that people are not the problem. Higher education's processes are the problem and, in particular, how leaders at all levels manage change.

# LEADING AND MANAGING CHANGE. A CAUTIONARY TALE

With the benefit and wisdom of hindsight he now champions ten steps for leading and managing the change process.

These are:

- 1 Understand and respect what is there already.
- 2 Understand why change is needed.
- 3 Understand the options available.
- 4 Consult those affected by the change.
- 5 Plan change with the people it affects.
- 6 Resource change properly.
- 7 Support staff to achieve change.
- 8 Implement change according to plan.
- 9 Measure whether change is working.
- 10 Measure and review the effectiveness of the outcomes of change.

Harry's experience of implementing these steps is discussed below. All ten steps rely on staff involvement from the beginning, so it is no surprise to hear a now much-respected Harry say *"People work well if you treat them well; and if you don't they won't..."* This comment characterises his new-found common sense, though it is still hard for many to take in, given the traumas that had been caused in the past.

## A CAUTIONARY NOTE FROM HARRY

The ten steps described below suit Wessex. But they must not be regarded as prescriptive. One size will not fit all, and other institutions that find the ten-step approach interesting may wish to adjust and change it to suit their culture.

## A NOTE FOR STAFF DEVELOPERS

Four years ago Wessex did not have the leadership and management training programme for senior staff – or for any other level of staff for that matter – that it now has. Some heads of department had backgrounds in research, which did not necessarily qualify them to manage people or educational processes or to make key decisions in a multi-million pound organisation. Yet that is precisely what the university expected of them.

Wessex appeared to assume that course leaders, pro-vice chancellors, heads of divisions, heads of department and so on, could lead and manage without any coordinated training. A top and expensive consultancy had managed the university head of department recruitment process, so what could go wrong?

Leading change can be exciting, rewarding and memorable for all concerned, when done well. But it can so easily go wrong, and a lot did go wrong at Wessex. In some ways, the university deserved what it got. But with patience and much debate the ten steps for managing change properly have subsequently made their mark.

## THE TEN STEPS

### 1 UNDERSTAND AND RESPECT WHAT IS THERE ALREADY.

Virtually without exception staff do everything in their power to be successful, to do a good job, to work in the interest of the institution. The cost of that effort, the setting up of systems and processes, and the cost of making them work year in year out, will be high in staff time and other resources. Sometimes, of course, a department becomes unaligned with what is happening in the institution or the sector, and change is needed. The key is how it is done.

Harry disregarded just about everything that his predecessor had done over nine years, even though many things had worked effectively. He then set about establishing processes that looked remarkably like those of his former institution – a common mistake.

Nowadays, this would not happen at Wessex. The university now looks very closely at existing practices and structures, with the people involved, and then determines strengths, opportunities for improvement and potential change. This is linked to step 5. In interview, Harry emphasised the word "understand" in this first step and linked it to listening skills.

### 2 UNDERSTAND WHY CHANGE IS NEEDED.

Management specialists would think of this as 'environmental scanning', which is exactly what it is. It is about keeping in touch with what is going on inside the institution within and outside the sector, and making sure that you have facts and quantifiable data, as well as views, to provide an accurate picture. It is more than just reading institutional documents and the THES, or HEFCE, QAA, UUK, DfES literature and other organisations' publications.

If people had challenged the thrust for change at Wessex on a basis of the facts available, much damage would and could have been prevented. That said, it can be hard to challenge a head of department, especially when he is a bully. Nowadays, a reformed Harry has the self-reflecting humility to agree with Northwest Missouri State University's President, Dean Hubbard, who says *"There is a lot of talk about management by fact, but not many people do it."*

### 3 UNDERSTAND THE OPTIONS AVAILABLE.

As in most step processes the success of any one step relies on the completeness of the previous one. This is especially true here. If step 2 has been done in a systematic and analytical way, this third step will be relatively easy. Step 2 should give a picture of the pressures and opportunities, after which a range of options for change will be identified. Wessex then uses a criteria-based decision-making process. First, it identifies the purpose of potential change; and secondly, it agrees the criteria that have to be satisfied to achieve the purpose. Sometimes specific criteria are weighted to help focus discussion, although the university finds that little outweighs full and frank discussion guided by common sense.

A constant criterion is risk. Wessex considers and assesses budgetary, regulatory, ethical, societal, behavioural and other potential risks. As

mentioned in step ten, Harry's failure to assess financial and other risks cost the university dear.

#### 4 CONSULT THOSE AFFECTED BY THE CHANGE.

Essentially this is about clearly communicating the need for change with the people who will be most affected. Face to face this can be time consuming, but an hour spent at this stage will save days later on. Communication of this kind is seldom easy, but it is essential, especially if the changes to be made are difficult.

The choice of method of communication is important. Fire-and-forget blanket emails and intranet notices tend not to bring good results. Committees can take weeks, sometimes with no useful outcome. Straight talking often works best. Harry went through the motions of consultation, but was in fact telling people what he had decided. Having declared his hand, the blue touch-paper was well and truly lit.

#### 5 PLAN CHANGE WITH THE PEOPLE IT AFFECTS.

This is where Harry will tell you that he went spectacularly wrong. During the interview for this section he buried his head in his hands and nearly disappeared beneath the desk. There is a great video clip where a worried sound engineer looks to see if he is ok.

The rationale for planning change with the people it affects is simple. If they are directly and deliberately involved in the change process, potential problems will be minimised at an early stage and self-motivated staff will want to get on with the job. There is a good quote from Jim Collins *"Good to Great"* on this point: *"If you have the right people they will be self-motivated. The key is not to de-motivate them."*

Harry looks back with embarrassment on how he presented his plans as *a fait accompli* and quickly demotivated staff. Staff unions were kept very busy.

#### 6 RESOURCE CHANGE PROPERLY.

A great advantage of the planning step number 5 is that each stage becomes clear, and made clearer if the process is set out in diagrammatic form. The jargon for this is "process mapping", which is probably taught in all business schools, but not used as much as it could be in higher education. The beauty of process mapping is that it reveals the plan in an easily assimilated form and prompts analysis of each stage for appropriateness and resource needs. Under some circumstances costs can spiral out of control; the combination of planning and costing a process at the same time militates against this and should lead to change being resourced properly. Given higher education's current focus on continuous quality improvement the rule should be *"...if you cannot afford it, don't do it"*.

The alternative just-get-on-with-it-and-muddle-through approach to resources can prove to be very expensive, as owners of London domes and Scottish parliaments have discovered.

#### 7 SUPPORT STAFF TO ACHIEVE CHANGE.

In large part this step involves investing in staff to succeed in changed circumstances; underlying this is the psychological support staff need concerning their future. Change inevitably brings with it uncertainties and there is nothing more corrosive than uncertainty. When staff have a clear picture of the future and how it will be achieved, then most things are possible.

Today, Wessex's plans include opportunities for staff development. One of the delights of the university's comprehensive development programme is how staff, especially long-serving staff, have responded to well-planned, well-resourced and focused personal development that meets the needs of a changing university.

#### 8 IMPLEMENT CHANGE ACCORDING TO PLAN.

We stopped the video recording here while Harry confessed that his implementation of change happened under the cover of *"...having a nose for what needs to be done,"* which he freely admits is gobbledegook for making it up as you go along.

Later, the Wessex Business School developed the university's change management planning process based on the ten steps. The process is now part of the university culture, and while the implementation stage is sometimes adjusted to accommodate unforeseen circumstances, the "making it up as you go along" approach and its expensive consequences are definitely things of the past.

#### 9 MEASURE WHETHER CHANGE IS WORKING.

This is straightforward. Think of it as a journey in a car from A to B. The outcome is the safe arrival at B. Throughout the journey the driver can use a range of measures that help predict whether the destination will be reached, such as speed, engine temperature, fuel consumption, and so on. Early cars had few such measures and so predictions were hit and miss. The same applies to all key processes in higher education. There are many things that can be measured to give reassurance that a journey through change is going to be achieved. Higher education often refers to these predictor measures as "formative measures" or "leading indicators".

A key is to concentrate on the small number of measures that matter. HEFCE's Steve Egan advises *"Measure the vital few, the ones that tell you something that you need to know."* Northwest Missouri State University's President, Dean Hubbard, adds reassuringly *"...if a measure is not giving you useful information, get rid of it"*.

Wessex is, for example, changing the way it promotes courses and recruits students. It tracks the number of enquiries per discipline, records attendance at the regular open days, samples satisfaction with open days, and charts geographical distribution of student interest. This is all easy to do and over time builds a picture of whether changes are working.

### 10 MEASURE AND REVIEW THE EFFECTIVENESS OF THE OUTCOMES OF CHANGE.

Measures for outcomes tend to have a bad press in higher education, which is understandable given the vagaries of some league tables. Here, however, the measures are for internal use. Steve Egan's *"the vital few"* advice carries over into these measures or "lagging or trailing indicators" as they are sometimes called.

Whatever change has taken place, its outcome and effectiveness can be measured. In simple terms the change either has or has not achieved the desired result, or something in between. The key issue here is that when the impact of change is measured and reviewed, an institution or department is able to gauge whether it is going forward, going backward or standing still.

These days, the university's staff pay a lot of attention to outcome measures of all kinds. Results are reviewed annually, some quarterly, and staff use the data to inform decisions concerning the main areas of the department's work. For example, staff development, student recruitment and retention, quality assurance, research, leadership, management, financial management, and teaching and learning have all improved over the last three years as a result of decisions informed by quantitative data and facts.

Mostly as a consequence of his back-of-an-envelope approach to calculating financial outcomes, sporadic near-disasters haunted Harry into his second year. His story of how to lose half a million pounds without noticing is a salutary lesson, though not repeated here on request.

### THE FINAL STRAW

As Harry's first year began to draw to a close and as Wessex's VC had given him firm advice on a number of occasions, he moved to a widely used fall-back solution – consultants. Consultants can be excellent when they bring expertise that is not readily available, or when they are able to identify facts and solutions that otherwise would not be seen. Too often, however, an institution misses the glaringly obvious fact that the people who know most about how the organisation works than anyone else, and how to improve it, are its own staff.

The consultants produced a comprehensive and no-expense-spared report which, like some before it, sits on a shelf somewhere.

### AND TODAY?

Today there are no half measures with Harry Ivan; you either like him or like him a lot. He has a reputation for good works, is regarded as a listener, bases his decisions on facts and how people will be affected – and simply cares.

One thing is clear: Wessex University now has a sensitive, effective and well-understood approach to how leaders of all levels manage change. They call it their ten-step approach in honour of Harry. It works.

### Professor Philip Sullivan,

Project Director  
De Montfort University

### ORIGINS OF THIS PAPER

This paper is based on observations and the privilege of access inside many universities and colleges as part of HEFCE's Good Management Practice programme between 2000 and 2004. Harry is an amalgam of people, though many like him do exist. The paper was driven by the blunt fact that higher education is staffed by people at all levels with great qualities, and the observation that they are often managed appallingly, or brilliantly, or something in between. There is actually no reason why all management should not be brilliant. It is simply a matter of leaving egos at the door, trusting people and making things crystal clear – just as Harry did.

### THE AUTHOR

Philip Sullivan is a specialist in self-evaluation for improvement in higher education. His previous papers have concerned the European Foundation for Quality Management (EFQM) Excellence Model in higher education, the EFQM model and the QAA framework, Quality Cards for institutional audits, the measurement of performance and process improvement. His current work concerns on-line tools for management in higher education and the approaches of American universities to self-evaluation.

### FURTHER INFORMATION

For further information concerning this paper, events associated with it, and other Leadership Foundation publications, please contact:

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# DIVERSITY IN HIGHER EDUCATION

BY ANNE SIBBALD, DIRECTOR, LEADERSHIP DEVELOPMENT AND DIVERSITY

The vision of the diversity strategy at the Leadership Foundation is to transform positive rhetoric on equality and diversity into more practical changes within HEIs, resulting in:

- positive recognition of the active promotion of equal opportunities and diversity, and a more open and inclusive culture
- the appointment of leaders at all levels who reflect the composition of the staff, student population and wider society which they serve

In support of its strategic vision and under the auspices of the Advisory Committee, the Leadership Foundation is initiating a number of activities and projects in the HE sector.

The first of these is the piloting of a programme between the University of Warwick and the London School of Economics for BME staff. Focus groups in the two institutions will determine programme content between February and March 2005, and related activities including the use of secondments, action learning sets, mentoring and personal journals will be encouraged. It is hoped that this initiative will run from Summer 2005 to April 2006.

For further information contact

Anne Sibbald, Director, Leadership Development & Diversity  
T 0131 554 8424 E [anne.sibbald@leadership-he.com](mailto:anne.sibbald@leadership-he.com)

Colleagues will be kept up to date on the other initiatives in this programme of diversity events.

## A COLLABORATIVE SCOTTISH DIVERSITY PROJECT

There is a gender imbalance in the management of Scottish colleges and universities. Women in Scottish higher education institutions comprise 38% of all staff, yet only 20% of the most senior staff posts are held by females. In colleges, the respective figures are 60% and 22%. Recent information suggests some progress, yet in many areas (such as high-profile research activity) women are well under-represented.

As a consequence, a collaborative Scottish diversity project, building on the outcomes of a three-year EU research programme analysing gender and management in small to medium-sized enterprises, will be managed and led by Glasgow Caledonian University's Division of Management and the Scottish Leadership Foundation. The Scottish Executive, the Scottish Further Education Unit and the Leadership Foundation will also be involved. The project represents another example of how Scotland works well in partnership with key stakeholders and the outputs should be extremely helpful in underpinning Leadership Foundation work in the area of succession planning.

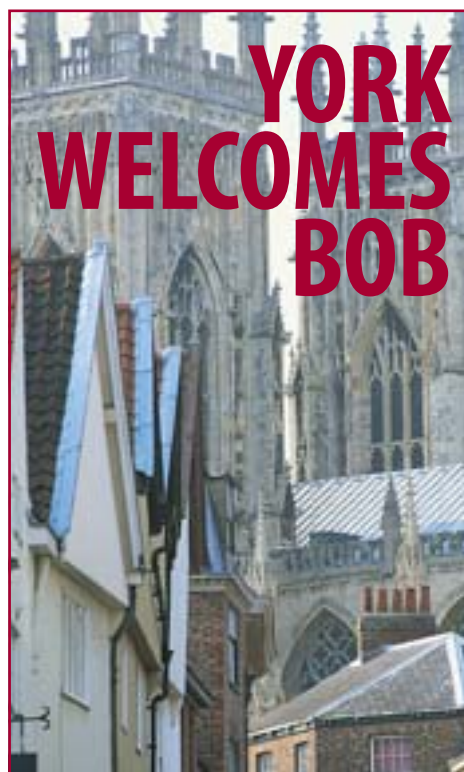
## DEVELOPING GOOD PRACTICE IN EQUALITY AND DIVERSITY

Liverpool John Moores University (JMU) has taken an innovative approach to managing equal opportunities policy and practice. It is to encourage staff to form support and advisory groups across a range of equality issues. There are currently 4 groups composed of the following:

Black and Minority Ethnic Staff (BME); Disabled Staff; Women; Lesbian, Gay, Bisexual and Transgender Staff (LGBT).

Each group is self-selecting and open to any member of staff who identifies themselves as within its remit. Each group has a dual mission, both as a means of peer support for the membership and to influence management and policy development on equality issues. "We feel this person centred approach to policy development will have a real impact on the management of diversity within the institution. It represents a real step forward from current equality practice which is often too legislation driven," said Meriel Box, the JMU's Head of Staff Development.

For further information contact Meriel Box, Head of Centre for Staff Development  
T 0151 231 5552 E [m.box@livjm.ac.uk](mailto:m.box@livjm.ac.uk)



**Bob Thackway has been seconded from the Leadership Foundation for Higher Education to the University of York for six months. Ewart Wooldridge and Sally Neocosmos outline what he'll be doing, and why:**

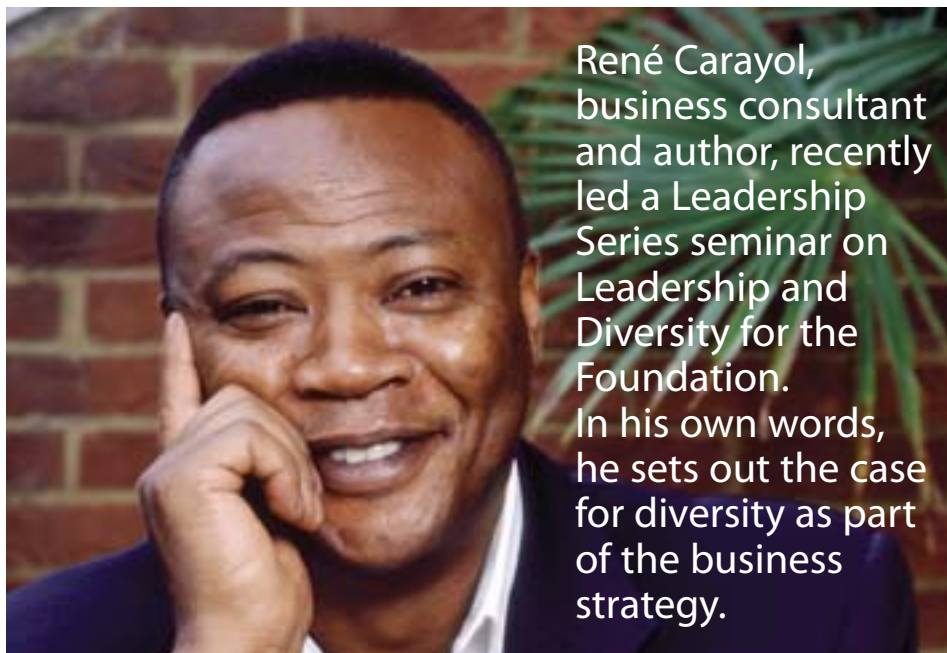
"I was delighted when I was approached by Sally Neocosmos, Registrar, on behalf of the University of York, for Professor Bob Thackway to be seconded on a part-time basis. It is really important that all of us in the Leadership Foundation senior team take advantage of a range of opportunities to engage directly in the real issues of institutions. The part-time nature of Bob's arrangement also ensures that links with our work can be maintained. In addition, it provides opportunities for colleagues from other HEIs to be seconded to us to help fill the gap. Bob's work with York will focus on strategic staff and organisational development, which resonates well with the Leadership Foundation's work – in particular with one of our major projects where we are working with the whole UK staff development community to look at ways of enhancing the strategic and professional contribution of staff developers".

EWART WOOLDRIDGE

"Following a recent review of our approach to staff development at York and of the organisational structures to support this increasingly important area of activity, we needed someone with solid higher education experience and a broad view of the professional field to implement various changes pending the appointment of a new director. Professor Bob Thackway has joined us from the Leadership Foundation for six months and brings with him not only his expertise and experience but also fresh thinking and access to a range of resources; all of which will be invaluable to the university at a time of considerable change."

SALLY NEOCOSMOS

# WHERE ARE THE NEW IDEAS COMING FROM?



René Carayol,  
business consultant  
and author, recently  
led a Leadership  
Series seminar on  
Leadership and  
Diversity for the  
Foundation.  
In his own words,  
he sets out the case  
for diversity as part  
of the business  
strategy.

Whilst researching a story on Reuters I found myself thumbing through Reuters' annual report from a few years back, just before the arrival of the current CEO, Tom Glocer, in 2000.

Seven members of the board of directors; all male, all aged between 50 and 63, all Anglo-Saxon, all middle class, an average length of service of over 27 years! BUT for today's business landscape, 'just' a little too homogenous perhaps? Is this a real issue? You bet! There are far too many of the UK's leading organisations that conform to this outdated and perilous approach to leadership. This 'closed shop' has served to stifle some of the UK's best leadership talent, just because they are different.

In today's fast moving business environment, agile and innovative competition is breathing down the necks of the old, stuffy institutions and ravenously eyeing their lunch. Smart businesses are no longer trying to compete with the same old rules of engagement, they are desperate to be different and unique, and gain a real competitive advantage. By attracting talent from a much wider talent pool, they will bring different views and approaches to provide much needed challenges to the accepted thinking and order.

Having teams drawn from different backgrounds with different experiences and with different attitudes has become the 'greenhouse' for innovation. Putting different ingredients together in the same pot will by definition produce different results – ask any chef. The more diverse the team, the more diverse the thinking, and the more innovative the outcomes become. This makes business sense.

This is not a campaign for equal opportunities or positive discrimination – there can never be anything

positive about discrimination for those discriminated against, no matter how well intentioned! This is about equipping your teams and businesses with as much competitive advantage as possible.

Globalisation has challenged the make up of management teams across all industries. It is no longer acceptable that boards of global or even UK businesses be drawn from the same talent gene pool or indeed the same country. It makes obvious sense that if you are going to grow your business internationally, there should be international thinking and experience present at all levels within the organisation. It is surprising how many organisations have embarked upon foreign acquisition runs with little knowledge or experience of foreign cultures and behaviours. Many of these raids have ended in abject failure. Tesco's rapid international growth has provided rapid learning. After acquiring a significant hypermarket business in Thailand, they superimposed UK management above the local and successful management. The business stalled. Tesco, who are very nimble for such a large business and great learners, put the Thai management back in place, and the business is now going from strength to strength!

Demographic trends across the world means any organisation choosing to ignore diversity initiatives will pay a heavy price, whilst the progressive firms will reap the competitive advantage.

*Between 2000 and 2050, the world population will grow by more than three billion, to nine billion, but this 50 percent increase in population will come entirely in Asia, Africa and Latin America, "One hundred million people of European stock [will] vanish from the earth."*

**The Economist**

Discerning customers have forced businesses to become truly customer facing. This means not just understanding but anticipating how your customer thinks and what their future desires and wants are. It is vital that your workforce reflects your customers; otherwise, your customers may start to reflect your workforce. There is much evidence of this thinking within the fast food industry. McDonald's and Pizza Hut's diverse frontline management has enabled them to have restaurant managers who clearly empathise and understand the local clientele. This is obviously very good for business. This positive approach is replicated through all levels of their businesses. All organisations must learn from this basic example.

It is in the field of innovation where diversity really is paying off. It was Intel's first global (and diverse) development team that came up with the company-saving Pentium chip. With the quite outstanding results of the Pentium, all product development teams are now drawn from Intel's global pot and the powerful mixture continues to pay off.

Microsoft has for many years now been admired for its ability to maintain its innovative culture for such a sustained period and still achieve colossal financial returns. Microsoft from early on has had a very strong view on the importance of diversity:

*"We believe that diversity enriches our performance and products... As our workforce evolves to reflect the growing diversity of our communities and global marketplace, our efforts to understand, value and incorporate differences become increasingly important. We focus on diversity to enhance Microsoft's ability to attract, develop and keep the best of the brightest talent and to expand and to reach new markets to achieve the vision of a computer on every desk and in every home running Microsoft software." Microsoft*

When considering Microsoft's unprecedented growth and success, this needs no further explanation. Diversity is a tangible and compelling commercial competitive advantage.

So why has it taken the diversity initiatives so long to penetrate the UK and Europe? Most leading companies still have boards and senior management teams dominated by men drawn from the home country.

The method for embedding diversity into organisations to date is still seriously flawed; there is some movement, but in some cases it has created a 'backlash' when it has not been properly understood. Pushing diversity through 'sheep dip' awareness seminars to uncomprehending and resistant managers without any thought given to the sustained support necessary 'on the job' is a waste of time and resources. This has led to much lip service,

## THE LEADERSHIP SERIES

**The Leadership Series is an on-going programme of high level seminars where senior leaders (Vice-Chancellors and Principals and members of institutional management teams) can engage in open and honest conversation about a current issue or hot topic that are high on their agenda. Each seminar is facilitated by a high-quality speaker who brings unique insights and experience into the conversation. René Carayol's seminar on Leadership and Diversity was preceded by one on Sustainable Development, led by Jonathon Porritt. The remaining seminars in the Leadership Series are as follows:-**

Thursday 17 March  
**BRANDS AND BRAND MANAGEMENT**

with Mhairi McEwan  
Managing Partner, Brand Learning

Brand Learning will facilitate an interactive seminar with a mix theory, examples, case studies and practical tools that can be taken away and applied to the marketing issues being faced in institutions today.

Thursday 19 May  
**CUSTOMER INSIGHT**

with Mhairi McEwan  
Managing Partner, Brand Learning

This seminar will help to access the latest marketing thinking in the area of customer insight. A senior manager from Shell Attraction and Recruitment who is responsible for using marketing principles to attract graduate recruits will also be speaking at this seminar.

Thursday 21 April  
**THE SUCCESSION CHALLENGE**

with Pavita Walker  
Director of Leadership Development,  
Barclays Bank

All progressive organisations have accepted that the only true sustainable method of differentiation is to attract, retain, nurture and develop the best talent available. The battleground has moved back to people, and the best people demand the best leadership. This seminar will provide the chance to look at some of the best and not so brilliant leaders and their teams.

Thursday 23 June  
**BOARD LEADERSHIP AND GOVERNANCE**

with Sir Nicholas Montague  
former Chairman of the Inland Revenue

The recently-retired Chairman of the Inland Revenue (1997-2004) will share his views on strategies and tips for meeting the challenges of leading the Board and corporate governance in times of rapid change.



MHAIRI MCEWAN



PAVITA WALKER



SIR NICHOLAS MONTAGUE

See back pages for Calendar  
visit the [www.leadership-he.com](http://www.leadership-he.com) for more information  
or contact Joanna Shaw E [joanna.shaw@leadership-he.com](mailto:joanna.shaw@leadership-he.com)

which is completely forgotten once the first business crisis occurs.

It is far better to create a climate of reward and recognition for success delivered through diversity in action, with real empowered 'role models'. It is imperative that leaders lead by example and endorse performance management discussions at all levels. Even more powerful is spontaneous recognition of achievements fuelled by diversity. These days, managers, in the main are not bigots. As with all change, guilt and fear are poor levers – this is even more dangerous for diversity initiatives. What managers need help with is knowing what to do. This is delivered by the behaviour, words, recognition and rewards delivered by the leadership of the organisation. The results can be breathtaking!

Lord John Brown, chief executive of BP, leads by example: "My determination is that we should be the company which all the best people want to work for – whatever background, nationality, gender, colour or lifestyle choice."

The final word is with Matt Barrett, chairman of Barclays Bank. He answers the opening challenge "where are the new ideas coming from?" in the most erudite and inspiring manner: "As we break down traditional barriers and look to a global future, diversity has become a business imperative, not a good cause."

Whilst looking through some CVs for an international assignment, a good friend of mine who is a highly experienced US head-hunter was shocked that the CVs from the UK had addresses, school and colleges attended, qualifications, marital status, children, gender and date of birth clearly legible if not emphasised! This was ALL hugely illegal in the US! He was amazed that we still lived with this obvious fuel for bias and discrimination. This information is not only unnecessary at this stage of the selection process, it is highly dangerous.

During the 'troubles' in Northern Ireland, names, addresses and schools attended on an application form or CV gave a huge clue as to the religious denomination of the applicant.

How level is your playing field for talent? Take a stand and remove all the unnecessary information from the CVs and application forms that you receive; you really will have made a difference.

In a world where the world's leading golfer is now black and the world's best-selling rap artist is now white, diversity is no longer theory.

*"One's mind, once stretched by a new idea, never regains its original dimensions"*

**Oliver Wendell Holmes**

# THE LEADERSHIP FOUNDATION

Scottish universities enjoy an excellent reputation for working collaboratively on staff development activities and the launch of the Leadership Foundation for Higher Education in Scotland in June 2004 proved to be no exception.



**ANNE SIBBALD, DIRECTOR,  
LEADERSHIP DEVELOPMENT  
AND DIVERSITY**

Many Scottish HE stakeholders – lay members of court, principals, university secretaries, and HR and SD professionals, along with members of the Funding Councils, the Scottish Executive and the Leadership Foundation Board – participated in this consultative forum in order to focus on the agenda for leadership in Scotland.

In support of the prioritisation of themes for the Scottish agenda, Anne Sibbald, leadership foundation director of Leadership Development

and Diversity with particular responsibility for Scotland, gave a commitment at the launch event to visit all 21 principals of Scottish HEIs prior to Christmas. With the support of Universities Scotland, this was achieved and the results of Anne's discussions contributed substantially to feedback from the audit of current activity in Scottish HEIs which ran from September 2004 through to January 2005.

## AN AUDIT OF CURRENT ACTIVITY

From the UHI based in Inverness, working in a virtual capacity for much of its teaching, to the colleges of art, the academy of music and the ancient universities with their rich histories, through to the more recent Robbins and post-'92 institutions, Scottish HEIs are diverse – in terms of their size, communities served and delivery methods employed.

The purpose of the audit, therefore, was to seek a deeper understanding of what has, and by implication what has not, worked in such diverse institutions in recent times. Jo Cousland, who currently works for the Scottish Leadership Foundation (which serves all public service bodies in Scotland), was appointed to consult with a variety of staff groupings across the range of Scottish HEIs.

As a direct consequence of Jo's consultations, a number of important common themes emerged from the audit process, which principals and their teams were particularly keen to address. At this stage, seven themes for specific projects have been identified, three of which began in January and will run until autumn 2005. (see figure 1 above right).

## EMERGING PROJECT THEMES

### Succession Planning

The succession planning theme was clearly identified as one of the most important issues facing Scottish HEI leadership and received almost universal mention. There was a sense that, as a sector, we ought to be more innovative in this area and that there should be a far greater pool of talent available from which to choose future leaders. Succession planning represents a major focus for work currently under way with the Leadership Foundation, and the Scottish dimension will contribute fully to the overall picture.

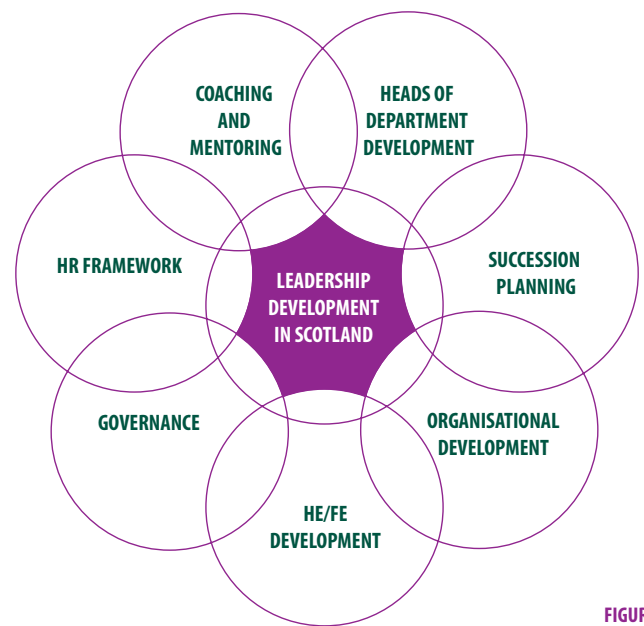


FIGURE 1



# IN SCOTLAND

## Middle Management Development

There has been much mention of a need for senior members of staff with responsibility for leading academic departments, or administrative and support sections, to receive specific skills training and relevant information about the leadership agenda which is particularly pertinent to Scotland. Development in this area of work is underway.

## Organisational Development

There are many interpretations of what is actually meant by 'organisational development' and Scottish HEIs have recognised that each institution is at a different stage in the evolution of the process. There is a sense that collaborating in the collection of materials for a series of case studies may, in the first instance, be a way to kick-start the process of analysing organisational and leadership development activities across institutions.

## CONTINUING TO SHAPE THE SCOTTISH AGENDA

The higher education stakeholder group in Scotland is extensive and diverse and, as a consequence, is able to make a broad and substantial contribution to the Leadership Foundation agenda.

## Advisory Group

This recently appointed group will ensure continuity of links with Scottish higher education institutions, develop business outcomes which result from strategic leadership interventions and monitor the overall impact of Leadership Foundation work in the Scottish sector.

Membership of the group includes the chair Professor Christine Hallet, principal, University of Stirling, a chair of court, a number of strategic academic staff, human resource and staff development professionals, a university secretary and an external consultant. We are also most fortunate to have the secretariat for the group drawn from Universities Scotland.

## Leadership Foundation project coordination

Professor Jim McGoldrick, previously vice-principal of Abertay University and currently chair of an NHS authority, is also assisting in shaping the Leadership Foundation agenda in Scotland and is working as a consultant to forthcoming projects.

## THE BLUE SKIES EVENT – 28 JANUARY

Whilst the LF in Scotland has undertaken an extensive needs audit/analysis, there was a feeling that the results are very concerned with the "here and now" of leadership. The aim of the Blue Skies event was to bring together around 20 folk who are informed about the HE sector and who might envision what 2012 might look like and what we might do to prepare our leaders for the journey.

An exciting and fruitful discussion took place, but there was a consensus that development should commence at a much earlier stage in the academic's or professional's career and that we should aim to expose these future leaders to environments external to HE. Marketing was determined to be an area of need, together with developing and selecting teams; too often leadership is seen to be a solo activity. Moreover, issues around the demography of Scotland in 2012 should play a significant role in developing the profile of the HOD.

"In the UK the term 'leader' or leadership is only used to refer to someone at the top or near to it. What about leadership in the Brownie Pack?"



# AN INSIDE/OUTSIDE VIEW



## Profile:

### PROFESSOR MARY STIASNY

Mary Stiasny is director of education and training at the British Council based in London. The department manages and provides educational programmes (actual and virtual) in the UK and overseas, in schools, colleges and universities; promotes UK education abroad; and fosters partnerships between educational institutions across the world. Mary has been in post for around 16 months, having spent the previous 28 years as an academic, in teacher training and education, and as an academic leader in higher education. She has an MA in comparative education and a PhD in education policy, with a particular focus on vocational education. Her last appointment, before joining the British Council, was as head of the School of Education and Training at Greenwich University.

Mary was looking to join the TMP when a place on the pilot PSL programme became available at the last minute. She joined the sixth TMP cohort some 18 months later in 2004, having not long taken up her appointment with the British Council. She is therefore able to reflect on the two programmes from both an insider's and 'outsider's' perspective.

[1] International Student Mobility. A study commissioned from the Sussex Centre for Migration Research and the Centre for Applied Population Research at the University of Dundee. July 2004. Issues paper 2004/30.

In her current position, Mary is part of the education sector, but also an observer from outside UK higher education. She therefore feels a slight ambiguity in commenting on the key challenges facing us. That said, her experience in the HE sector is recent enough for her to recall particularly the common discourse around finances – the funding of research, tuition fees, concerns universities are expressing about under-funding – and the “whole issue around quality frameworks and the quality regime” with the RAE high on the agenda. The difficulty in recruiting new staff to the teacher training domain is also a concern, and Mary recognises that this applies in other subject areas too. Her work with the British Council gives a new perspective on the issue of overseas student recruitment and how it is closely interwoven with funding, fees and the widening participation agenda and how that is managed.

Mary can identify common concerns and challenges for HE amongst the 110 countries worldwide with which the British Council is engaged. Capacity building is a key challenge for the developing and developed worlds alike. She sees that the challenge in the UK is to maintain standards and quality in the move from elitism to massification. In some African countries the challenge is to build high-quality systems that will bring benefits to the country as a whole when only a small percentage of the population gets as far as HE.

I was curious to hear Mary's views on the much-vaunted 'globalisation' of higher education: she referred to a recent study [1] commissioned by the British Council, HEFCE and others on the mobility of UK students within what has come to be called the 'worldwide market' for higher education. Whilst the report shows a huge amount of movement from country to country and highlights some of the benefits of mobility to the students themselves, it also notes some imbalances. Globally 1.8m students in 2000 were studying outside their country of origin, and this figure is projected to rise to 7.2m by 2025. Relatively speaking, UK student mobility is quite low – whilst we have a higher outward mobility rate than other English-speaking countries such as the US and Australia, it is lower than that of other EU countries.

Mary hears frequent affirmation of the potential of exchange visits and work and study abroad – she welcomes the Leadership Foundation's interest in looking at ways that overseas partnerships and other activities can be used as structured development. This brings us round to talk of the development of today's and tomorrow's leaders and managers in higher education. In post-1992 universities like Greenwich, Mary feels that there is a general acceptance of a stronger managerial culture, and she describes her role as head of school/ faculty as “leader and manager”. In the older universities, this has not been such a strong tradition. Across the sector, Mary acknowledges that leadership and management have

to compete with research and teaching in the same role and that this becomes problematic at a time when leadership and management are in greater demand. Broadly speaking, universities are 'big businesses', and the traditional academic career does little naturally to 'fit' individuals for the purpose of running them. The sector is now beginning to offer help and guidance to individuals looking to make choices around leadership and management roles, with management development programmes and other kinds of support.

Mary is conscious of what she calls “a ‘hunger’” in other countries to find out and learn more about systematic, organised, structured support for leadership and management. She points particularly to the work of the National College for School Leadership and the increasing number and range of delegations from other countries enthusiastic to learn from activity in the UK. An example of this was the series of seminars offered in January 2005 jointly through the British Council and the Leadership Foundation to a delegation of Japanese VCs. The focus was on supporting Japanese universities that are about to be incorporated, and derived from a project initiated by Baroness Blackstone, the then Minister for Higher Education, at a G8 summit in Japan in 2000. Having talked about many other delegations and activities, Mary reflects that leadership and management development are worldwide concerns for higher education and for the education sector in general.

From her inside/outside perspective, Mary is enthusiastic about the potential 'export value' and benefit outside the UK of programmes like PSL and TMP. She also suggests that one or two places could be offered in each cohort to overseas participants as the opportunities afforded for comparative and collaborative activity would be enormously useful for all concerned. Every sector can have a tendency towards isolation, and she feels that the current cross-sector involvement of speakers and visits that help develop an understanding of HE in a wider context could be further enhanced by overseas participation. Personally she found both programmes “excellent, and thoroughly enjoyable”. She found the opportunity to stop, reflect and develop her own skills and understanding of particular benefit, and she sees a need for both generic and broad-ranging programmes as well as more specific skills development. In her case, the financial and budgetary elements of the TMP whetted her appetite and she is now looking for a course that will allow her to pursue this in more depth.

When asked what she finds most rewarding and exciting about a job which obviously enthuses her, her response was unexpected: “I really enjoy management, being a manager and able to apply the leadership and management skills I've developed in various higher education roles to the very different contexts here.”

# WE NEED A READING LIST

*"The President should teach, in however limited a role, **should be a serious reader**; should participate in the intellectual life of the campus; should remain an informed scholar in his own field."*

**Frank Rhodes, *The Creation of the Future*, p.227 (emphasis added)**

One of the more pleasant experiences of the last academic year was working (again) with Bob Burgess, vice-chancellor of the University of Leicester, in leading one of the 'Missenden' seminars. As usual, at the end of the 24-hour programme, the facilitator, Professor John Wakefield asked each of the participants what it was they thought they would take away. One – a university registrar – said that he had made a resolution: "to read more, like the vice-chancellors". As a piece of feedback, I have to confess that this is one which has given me secret pleasure, even if it may not be deserved.

It arose, I think, because both Bob and I had made reference to a number of works in social science and general cultural commentary, which didn't on the face of them immediately 'fit' a higher education development exercise. It also got me thinking, as I prepare to step down as a vice-chancellor, about what I might advise my successor to do during the long holiday he is going to need before diving into this strange, permanently 'on-line', existence.

It's possible, in that context, that a 'reading list' may be just as useful as a seminar (now called a 'master-class') or a residential course (now called a 'change academy'). It would clearly be cheaper. Meanwhile for me personally, while on the job, reading and writing has been one of the chief ways I have found of keeping the tyranny of the moment at bay.

So here, for what it's worth, are my ten top recommendations. They aren't in order of importance. I certainly don't agree with everything they say (how, for example, could Alison Wolf be so precise and perceptive about vocational and further education and so lazily uninformed and prejudiced about higher education?). There's no pure 'management' here: the closest thing is Donald Kennedy's wonderful series of reflections on his time at Stanford (in a genre – the cashiered or superannuated university leader's parting shots – which it's very hard to bring off; another rare, although relatively conservative, success is Frank Rhodes' *The Creation of the Future* [Cornell University Press, 2001]). But they do each say something about the world in which we operate, the problems it poses, and the possibilities it opens up.

## THE WATSON LIST

Ahier, J, Beck, J, and Moore, R (2002). *Graduate Citizens?* Issues of citizenship and higher education. Routledge Falmer.

Bamforth, Iain (2003). *The Body in the Library: a literary history of modern medicine*. Verso Books.

Edwards, Michael (2004). *Civil Society*. Polity.

Florida, Richard (2002). *The Rise of the Creative Class, and how it's transforming work leisure, community and creative life*. Basic Books.

Kay, John (2003). *The Truth about Markets: their genius, their limits, their follies*. Allen Lane.

Kennedy, Donald (1997). *Academic Duty*. Harvard University Press.

Mount, Ferdinand (2004). *Mind the Gap: the new class divide in Britain*. Short Books.

Sennett, Richard (2003). *Respect: the formation of character in an age of inequality*. Allen Lane.

Schuller, Tom, Preston, John, Hammond, Cathie, Brassett-Grundy, Angela and Bynner, John (2004). *The Benefits of Learning: the impact of education on health, family life and social capital*. RoutledgeFalmer.

Wolf, Alison (2002). *Does Education Matter? Myths about education and economic growth*. Penguin.

I recently bumped into Sir Howard Newby at the British Academy (as one does), and asked him what his list would be. He generously gave it to me on the back of the diary sheet he had been given by his office. So I now know what the HEFCE CEO does all day.

Some of the items have a similar resonance, although I think his list might be more fun on the beach. Lodge is an inspired choice, and almost any one of the campus novels would do. My favourite passage is the episode in *Nice Work* when Robyn demonstrates to her industrial 'pair' that he's really a teacher. My own contemporary fictional tip would be Tom Wolfe's wonderfully over the top campus novel, *I am Charlotte Simmons* (Jonathan Cape, 2004): a kind of 'bonfire of the vanity of the Ivy League' that should be required reading for all of those politicians and commentators who suggest this is where we should go. On the 'classic' side, I'd be more inclined to recommend Marcus Aurelius, *Meditations* (Penguin, 1964), than Machiavelli, with the latter's temptations for the self-styled celebrity vice-chancellor. Meanwhile, I'm intrigued that we have both gone for Sennett, and I wish I had thought of Nye. Howard's list goes as follows:

## THE NEWBY LIST

Cornford, FM (1953). *Microcosmographia Academia*. Bodley Head.

Collins, Jim (2001). *Good to Great*. Random House Business Books.

Fukuyama, Francis (1996). *Trust: the social virtues and the creation of prosperity*. Free Press.

Kuhn, Thomas (1970). *The Structure of Scientific Revolutions*. University of Chicago Press.

Lodge, David (reprinted 2004). *Changing Places: a tale of two campuses*. Penguin.

Lurie, Alison (1996). *Imaginary Friends*. Heinemann.

Machiavelli, Niccolo (1998). *The Prince*. Cambridge University Press.

Nye, Joseph (2004). *Soft Power: the means to success in world politics*. PublicAffairs.

Power, Michael (1999). *The Audit Society: rituals of verification*. Oxford University Press.

Sennett, Richard, and Cobb, Jonathan (1988). *The Hidden Injuries of Class*. Random House.



Professor Sir David Watson is a historian and has been vice-chancellor of the University of Brighton since 1990. He retires from this post in September 2005 when he will take up a new chair in higher education management at the Institute of Education, University of London.



# CALENDAR OF EVENTS

## THE LEADERSHIP SERIES

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

### Brands and Brand Management

Mhairi McEwan, Managing Partner, Brand Learning  
Date: 17 March 2005  
Venue: Energy Clinic, Shoreditch  
Price: £150

### The Succession Challenge

Pavita Walker, Director of Organisation & Leadership Development, Barclays Bank  
Date: 21 April 2005  
Venue: Energy Clinic, Shoreditch  
Price: £150

### Customer Insight

Mhairi McEwan, Managing Partner, Brand Learning  
Date: 19 May 2005  
Venue: Energy Clinic, Shoreditch  
Price: £150

### Board Leadership and Governance

Sir Nicholas Montagu, Chairman (retired 2004), Inland Revenue  
Date: 23 June 2005  
Venue: Energy Clinic, Shoreditch  
Price: £150

### To reserve a place contact

Joanna Shaw  
Marketing and Communications Manager  
T: 020 7841 2811  
E: Joanna.shaw@leadership-he.com

## TOMORROW'S LEADERS

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

### TOP MANAGEMENT PROGRAMME

A personal and professional development programme for those operating at the most strategic levels in HEIs. 17 days over five months.

#### TMP9

Orientation: 9 December 2005

#### Week 1

- Strategic Leadership & Change: 9 – 14 January 2006
- Action Learning: 7 February 2006
- Coaching: 2 or 3 March 2006 (either)

#### Week 2

- International Visit: 3 – 7 April 2006
- Action Learning: 10 May 2006

#### Week 3

- Strategic Leadership & Change: 5 – 9 June 2006
- Application deadline: Friday 15 April 2005

#### TMP10

Orientation: 20 January 2006

#### Week 1

- Strategic Leadership & Change: 13 – 17 February 2006
- Action Learning: 14 March 2006
- Coaching: 11 or 12 April 2006 (either)

#### Week 2

- International Visit: 8 – 12 May 2006
- Action Learning: 6 June 2006

#### Week 3

- Strategic Leadership & Change: 3 – 8 July 2006
- Application deadline: Friday 13 May 2005

#### Venues for TMP 9 & 10:

- Week 1: Elvetham Conference Centre, Hartley Wintney, Hampshire
- Week 2: International Visit
- Week 3: Dalmahoy Hotel, nr Edinburgh

Price: £10,500

## SENIOR STRATEGIC LEADERSHIP PROGRAMME

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

### SSL1

- Module 1: 19 – 21 September 2005
- Module 2: 15 – 16 November 2005

### SSL2

- Module 1: 6 – 8 March 2006
- Module 2: 25 – 26 April 2006

Venue: York Marriott

Price: £3,900.00

## PREPARING FOR STRATEGIC LEADERSHIP

A five day programme over three months for senior managers preparing for strategic roles in higher education. The programme is delivered through a mixture of individual diagnostics, keynote speakers, case study analysis through action learning sets, and individual work-based projects. It is targeted at Deans of Faculty, Heads of School and above.

### PSL 6

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

Venue: York Marriott

Price: £3,200

Application deadline: Tuesday 26 April 2005

## GOVERNOR DEVELOPMENT PROGRAMME

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

### SEMINARS FOR NEW GOVERNORS

#### Key Aspects of Governance in Higher Education

Date: 12 April 2005

Venue: The Conference Centre, Church House, Westminster

#### The Role of the Governing Body in Measuring Performance and Managing Risk

Date: 1 5 June 2005

Venue: The Conference Centre, Church House, Westminster

Price: £275 (per seminar)

## GOOD GOVERNANCE SEMINARS

The aim of these events will be to foster ownership of the new CUC guide for Governors, the associated CUC Code of Practice, and to promote discussion of the CHEMS report into good practice in key areas of governance.

- Bristol: 15 April 2005
- Cardiff: 20 April 2005
- London: 10 May 2005
- Manchester: 13 May 2005
- Leeds: 8 June 2005
- Belfast: 2 June 2005
- Edinburgh: 22 June 2005

Price: £125 (per seminar)

For a booking form or to reserve a place on Tomorrow's Leaders or the Governor Development Programme events please contact

Lara Faulkner  
Programme Support Co-ordinator  
T: 020 7841 2822  
E: lara.faulkner@leadership-he.com

## STRATEGIC COLLABORATION DEVELOPMENT PROGRAMME (SCDP)

These programmes are designed for those involved in the development of strategic alliances, partnerships or joint ventures with other universities, research bodies, public sector or business organisations.

### Programme 1

#### Research Based Collaboration

Orientation: 10 June 2005  
Workshop 1: 14 – 15 July 2005  
Action Learning: 13 September 2005  
Workshop 2: 11 – 12 October 2005

### Programme 2

#### Business and Community Based Collaboration

Orientation: 6 October 2005  
Workshop 1: 8 – 9 November 2005  
Action Learning: 29 November 2005  
Workshop 2: 6 – 7 December 2005

### Venues for programmes 1 & 2:

Orientation: Reubens Hotel, London  
Workshop 1: Elvetham Conference Centre, Hartley Wintney, Hampshire  
Workshop 2: [tbc]

Price: £3,250 (per programme)

Application deadline: Friday 15 April 2005

### Contact

Professor Tom Kenne  
Programme Director  
T: 01483 283040  
E: tkennie@rammore.co.uk

## STAFF DEVELOPMENT CONFERENCE

The leading staff development event of the year will have as its core theme change. In addition to creative development sessions there will be keynotes from HE and guest speakers from other sectors and a range of parallel workshop sessions.

### Orchestrating Change: Development Challenges in HE

Date: 2 – 4 November 2005  
Venue: Bristol  
Prices: £470 Early-bird booking up to 31 May 2005  
£495 June to November 2005

Full details will be available by the end of the month.