

**Leadership
Foundation**
for Higher Education

ENGAGE

YOUR MAGAZINE FROM THE LEADERSHIP FOUNDATION FOR HIGHER EDUCATION

ISSUE EIGHT | Q4 2006



HR EVOLUTIONS IN HE

ELSPETH MACARTHUR ON THE CHANGING NATURE OF HR

IN THIS ISSUE:

IN PRACTICE: Balancing workloads: A timely issue

A certain kind of leadership

A fun day at work

Calendar of events

WELCOME TO THE LEADERSHIP FOUNDATION FOR HIGHER EDUCATION



Time flies when you're having fun, or so the saying goes. It seems only a week or so since issue 7 of ENGAGE was published and here we are with issue 8. Time and fun both feature in the report (and photos) of the University of Birmingham's 'Wellbeing Day', a serious message about achieving work-life balance delivered with a light-hearted touch (page 13). Elspeth MacArthur also brings the two together in her reflections on an HR career in HE ("it's been great fun here") and likely changes in the profession in the next five years.

Time is also the focus of this issue of IN PRACTICE (see centre pages), where Peter Barrett and Lucinda Barrett report on the outcomes of their research on workload allocation. Their findings should be of interest to all those involved in leading, managing and supporting academic staff and have wider implications for the work planning of all staff.

Rob Cuthbert's perspective on leadership and complexity (page 12) shared a keynote platform with Mike Brown's more 'structured' worldview at the Staff Development Conference in November. Interestingly, the speakers had more in common than might have been expected. I hope that, like the conference (page 9), you find that this issue of ENGAGE provides an interesting mix of the thought-provoking and less serious. The next issue appears in March 2007. In the meantime, take a leaf out of Birmingham's Wellbeing book and have some fun!

A handwritten signature in black ink, appearing to be 'Lesly Huxley', written over a horizontal line.

DR LESLY HUXLEY
EDITOR

ENGAGE ISSUE 8

FEATURES

06 INTERVIEW

Elspeth MacArthur, director of human resources at the University of Edinburgh, discusses the changing role of HR in HE

10 CAREERS

Paul Mitchell reports on a bespoke leadership programme for registrars

12 VIEWPOINT

Rob Cuthbert, deputy vice-chancellor at the University of the West of England considers the role of uncertainty in leadership

14 PREVIEW

The Leadership Foundation's Dr Mark Jenner explores the values of The Leadership Series

15 REVIEW

Professor R Michael Pittilo, principal and vice-chancellor of the Robert Gordon University, reviews Charles Handy's Understanding Organisations

NEWS

- 04 ■ Sharing the findings from our research programme
■ News from the SDF

- 05 ■ Everything you wish you'd known
■ Regional Networks to support diverse staff groups

- 08 ■ Small Development Projects

- 09 ■ Staff Development Conference
■ Strategic X-Change at the BBC
■ HE Succession Management resource online

- 11 ■ Coaching for LF Fellows

- 13 ■ A fun day at work

16 CALENDAR OF EVENTS

IN PRACTICE ISSUE 10

SEE CENTRE PAGES

BALANCING WORKLOADS:
A TIMELY ISSUE

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

Charles Darwin, 1809 – 1882, Naturalist

ENGAGE

Editor Dr Lesly Huxley, Director, Publications and Organisational Development, lesly.huxley@lfhe.ac.uk
Publishing editor Tricia Wombell, Director of Marketing and Communications, tricia.wombell@lfhe.ac.uk
ENGAGE support team Marc Whittaker, Marketing and Communications Manager, marc.whittaker@lfhe.ac.uk
Louise Taylor, Programme Administrator, louise.taylor@lfhe.ac.uk

Design white-spacedesign.com

Print printconnection@btconnect.com

Next Issue March 2007

Engage ISSN 1752-4016 (Online)

Subscriptions: ENGAGE is a free quarterly magazine for leaders in Higher Education. It is available by e-mailing info@lfhe.ac.uk. You can also call T: 0207 841 2811

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@lfhe.ac.uk or to the Leadership Foundation for Higher Education, 88 Kingsway, London WC2B 6AA T: 0207 841 2804

Reproduction: Copyright Leadership Foundation for Higher Education. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any storage and retrieval system without written permission. Further printed copies of the magazine are available by contacting the editorial office. A portable document file (PDF) is available online at www.lfhe.ac.uk/publications

Disclaimer: The views expressed in this magazine are not necessarily those of the Leadership Foundation for Higher Education.

Charity: The Leadership Foundation for Higher Education is a registered charity – number 1101959

Leadership Foundation for Higher Education
88 Kingsway, London WC2B 6AA T 020 7841 2804 F 020 7681 6219 E info@lfhe.ac.uk
www.lfhe.ac.uk

SHARING THE FINDINGS FROM OUR RESEARCH PROGRAMME

HELEN GOREHAM, RESEARCH OFFICER

After a busy few months, a number of our commissioned research projects are now reaching a stage where their findings are ready to be shared, and their implications analysed across the sector. The Research and Development Series published its first issue in September, with reports based on Celia Whitchurch's examination of the changing roles of professional managers in higher education, and David Llewellyn's investigation into the role and influence of the secretary to the governing body. This is now available to download in PDF from the publications section of our website, <http://www.lfhe.ac.uk/publications/research>

The next consultancy report to be available will be by Glyn Owen, which examines the leadership role of higher education institutions in regeneration partnerships. The report examines ten case studies in which HEIs have taken a leading role, both in planning and managing major regeneration projects. It examines each case study individually, offering an insight into how the partnerships were formed, and what role the higher education institution played within the group. A more detailed look at the lessons which can be drawn

from the leadership experiences of HEIs across all ten studies is also included, and this section draws together themes and ideas which will be valuable to readers who are themselves involved in regeneration partnerships.

Two additional online publications, that will be available shortly, are the final reports from a research study conducted by Professor Peter and Lucinda Barrett. Their research investigated the current picture of, and potential for further development in, workload allocation practices within higher education. More information about the practical implications of this project can be found in this issue of IN PRACTICE.

Other forthcoming publications which will be shared with the sector over the next few months include:

Developing collective leadership capability in higher education: processes, practices and performance by Jonathan Gosling and Richard Bolden, University of Exeter - An investigation into academic leadership capability

in a number of institutions across the UK, using the concept of 'distributed leadership', which assumes that leadership capability is dispersed across various levels and individuals within an organisation.

Effective leadership in higher education: an analysis of the research literature from various sectors by Alan Bryman, University of Leicester - A detailed and thorough examination of research carried out since the mid-1980s, on leadership across various levels of higher education institutions, including academic departments and senior leadership teams. The research concentrates on studies of 'effective' leadership, or those studies which have examined leadership which is linked to performance, results or effectiveness.

Please visit our website for further details www.lfhe.ac.uk/research/projects.

If you have queries, or any feedback about the Leadership Foundation research programme or its contents please contact: Helen Goreham
E: helen.goreham@lfhe.ac.uk
T: 020 7841 2814

NEWS FROM THE SDF



On October 18-19, the Staff Development Forum (SDF) ran a CPD event for staff/organisational developers at Loughborough organised by Claire Bradshaw (Loughborough University) and Sandy Wilkie (University of St Andrews). Day one focused on outputs from the Strategic Staff Development (SSD) Project and Sue Petrie (University of Derby) looked at capability frameworks for leaders and practitioners. Participants then examined a number of potential support mechanisms such as 360 - degree feedback, the use of psychometric tools and action learning sets. The day was rounded off with an input from Steve Collins (CALM Network for Higher Education) on coaching and mentoring tools and techniques. (www.lfhe.ac.uk/research/smallprojects)

Day two of the event involved a coaching and mentoring masterclass with David Megginson,

visiting professor of HRD at Sheffield Hallam. David provided participants with some very useful insights into models and practices, including input on the solutions-focused approach.

Participant feedback on both days of the CPD event was extremely positive. Colleagues valued the different themed inputs and the opportunity to network with peers. It is this sort of practical activity that the SDF wishes to support and encourage in the future and a number of regional CPD events, seeded by some funding from the SSD Project, are planned.

Examples include an Open Space residential event for members of the North-West Regional Staff Developers Group (January 11-12) and a 'Facilitating Organisational Change' event on Thursday 22 March organised by the Universities

Scotland regional group as an open programme. For details of all forthcoming CPD regional events contact Sandy Wilkie,
E: sandy.wilkie@st-andrews.ac.uk

Also at the Loughborough event, the SDF announced the launch of an ILM level 5 diploma in coaching and mentoring which will be offered to the staff/organisational development community in partnership with the CALM Network and Kingston College. Expressions of interest are being sought for the first cohort of 24 to start in spring 2007.

For further details contact Claire Bradshaw,
E: c.l.bradshaw@boro.ac.uk



EVERYTHING YOU WISH YOU'D KNOWN...

CATHERINE GARNER, LEADERSHIP FOUNDATION, KEY ASSOCIATE

With an alumni body estimated at more than 2,000 throughout its 35-year history, 'An Introduction to Higher Education - A Programme for New Managers and Administrators' is perhaps the most popular training course for university staff in the UK. Run as part of the Leadership Foundation's suite of events programmes and for leaders at all levels (and formerly organised by UCOSDA and HESDA), it is the only course of its kind for staff joining higher education from industry, commerce and other sectors, and it is designed as a fast-track induction to the cultures, systems and processes that can take years to fathom.

The course covers the history and framework of the sector, how it is funded, managed and quality assured, the student experience and core business of research, teaching and enterprise. It looks at how institutions position themselves in both national and global markets and how they respond to the increasing internal and external pressures on

the sector. Delegates also participate in group work and have opportunities for asking questions on any issues relevant to them in their roles, in addition to being offered some very practical tools to support their career development. Clearly the curriculum for a three-day programme is not exhaustive, so reading lists, essential information on funding, finance and quality, as well as other useful information (not least a set of comprehensive acronym translation sheets!) are included in delegate packs.

The course is hosted by the universities of Bristol, Durham and Birmingham and delegates at the most recent event in Bristol indicated that they were "very impressed with the calibre of speakers", which included two vice-chancellors, two deputy vice-chancellors, a former dean, two professors, a marketing director, a head of department and two staff development professionals, as well as senior managers in related organisations, including the

QAA and Hefce. In evaluation feedback, speakers were described as "excellent", "passionate", "enthusiastic", "dynamic", delivering "real cutting edge stuff", "very amusing", "controversial", "realistic". Session leaders are given freedom within the curriculum to offer their own diverse, and sometimes contradictory, views "Valuable to hear a range of speakers with different opinions".

The course provides a chance, very early in a manager's career, to see the bigger picture, before being faced with the tough decisions that senior leaders inevitably have to take. The broad syllabus allows participants to gain a greater understanding of the interrelated roles and strategic implications of the administrative function.

For details of the next Introduction to Higher Education - A Programme for New Managers and Administrators, see the calendar on the back page.

REGIONAL NETWORKS TO SUPPORT DIVERSE STAFF GROUPS

A two-year Leadership Governance and Management (LGM)-funded project, 'Pilot scheme to create a regional network of staff advisory groups, supporting: black minority ethnic, women, disabled and lesbian, gay, bi-sexual and transgender staff', is being led by a team at Liverpool John Moores University. The initiative began in December 2005, with the aim of providing support and guidance to north-west HEIs wanting to set up staff networks. Given the relative novelty of the concept within the sector, the project team has been keen to develop partnerships with a number of local public sector organisations, to find out more about the various models employed as well as identify the critical success factors essential to the development of sustainable and effective networks. To date, this has included consultation with local government agencies, the police, the Probation Service as well as the NHS.

Reflecting on the public sector consultation phase, project facilitator Dr Scott Gaule noted:

"In recent years the idea of employee networks has gained support in a number of public sectors. These organisations have acknowledged a real need to better listen to under-represented sections of staff, in order to create more inclusive workplaces and to better accommodate the diverse realities of their employees and service users. In practical terms, the networks can provide safe, confidential spaces for people to meet and share their experiences, as well as develop new skills and take on additional roles and responsibilities. From an organisational perspective, the public sectors we have been working with have noted that the networks have provided additional 'bottom-up' input and advice at both operational and strategic levels, straddling employment as well as service provision issues."

Over the coming months, the project team will be working closely with the partner HEIs, using the

experiences and lessons learned from the public sector consultation to produce a practical 'toolkit' and to host a number of workshops. Through the public sector consultation, a number of local 'critical friends' with first-hand experience in setting up advisory groups have agreed to provide additional guidance to partner institutes. Given the consortium approach adopted, the project team is keen to develop opportunities for advisory groups to work collaboratively across institutes. To this end, a number of workshops have been hosted with the aim of creating a sustainable virtual network, to act as a platform for dialogue and action.

For further information concerning this initiative, please contact: Dr Scott Gaule, Liverpool John Moores University

E: s.g.gaule@ljmu.ac.uk

T: 0151 2315611

Further details of the project are also available at www.ljmu.ac.uk/EOU/80102.htm

HR EVOLUTIONS



Elspeth MacArthur joined the University of Edinburgh in 1991 as assistant director of personnel, becoming deputy director in 1994 and HR director in 1998. Named 'Human Resource Director of the Year' in the Not for Profit category in the 2003 Aon Human Resource Director of the Year Awards, she has been involved in considerable change in the university, including the devolution of the HR function itself. Last year she became both the first woman and the first HR director from a Scottish institution to be elected as chair of the Universities Personnel Association (UPA), where she is also leading change. She plans to leave the university in early 2007 for pastures new. Here she talks to Dr Lesly Huxley about the changing role of HR in higher education and her plans and hopes for the future.

Q: WHAT DO YOU THINK CHARACTERISES HR IN HE?

HR in HE has had an image problem. When I joined the university from outside the sector, colleagues told me that I was courting professional suicide! The image was old fashioned, behind the times. But we've moved on from the compliance-driven 'Personnel' of the 1970s to become more professionalised. One of the most important things that shapes institutions is the people who are appointed, and the huge range of occupations in universities makes them fascinating to work with. HR's business is right there, but it's also now much more strategic. HR people will always find ways of tapping into how organisations work, providing help and support. HR has an important part to play as the sector becomes more competitive.

One of the interesting things for me has been a recent shift in how vice-chancellors and governing bodies view HR. It creeps up on you rather than being obvious, but looking back that relationship is now quite different, with HR having a greater influence. VCs appointed in the last five years or so are beginning to look to their HR directors as key allies in helping shape the organisation and support change.

Q: WHAT DOES THAT MEAN FOR A DEVOLVED HR FUNCTION LIKE YOURS?

The university reorganised into three colleges and three support groups. It wasn't just a case of redoing the organisation chart, but really changing decision-making and the way we work. It was a significant change which was 'of the moment' and we designed it and committed to it all in five months, with open meetings, lots of consultation, and people also helped and supported each other through change. At the same time, largely by 'happenstance', an almost entirely new top team came in.

And then, of course, we devolved the HR function. I reckon if you want to promote change, you'd better be seen to lead it! Each college now has its own HR function reporting to the head of college, although there's still a small 'head office' function. Setting up the new structure was a challenge and relied a lot on building relationships. I think everyone would say that it's better than before (we did a review last year that supports that), but we could not have done it without other changes in the university's structures. I'm often asked "how do you make sure the colleges do not just become three universities?" Building working relationships and professional channels of communication is really important in avoiding that and we have definitely succeeded.

My role is fascinating, setting professional standards, leading strategy, pushing things a bit. The heads of HR in colleges contribute to all of that and they make sure it works in their colleges. Their teams shape development priorities and strategies from the colleges, but also draw on the central resource. With staff development, we're trying to get away from a 'we know best' approach, so we will run or support activities particular to a college's needs. Some will want to have some academic leadership or management development, for example, in college, but others will want it cross-university, and there's a place for externally-provided national programmes too. I suspect our involvement with the latter (via the Leadership Foundation or others), will grow.

The senior team and 21 heads of school all have 'big' roles and a lot of power. The top team is seen as 'mission critical' so there has been a focus on them and how they can be supported. But we've taken it on to the next stage with the heads of schools with a 'client led' cluster of activities which they helped us to design and develop, supported with Fellowship funding from the Leadership Foundation. And we are now extending that approach to leaders in significant roles who are not academics.

'With staff development, we're trying to get away from a 'we know best' approach, so we will run or support activities particular to a college's needs.'

IN HE



Q: WHAT WILL HR IN HE LOOK LIKE IN FIVE YEARS' TIME?

One of HE's old-fashioned aspects was the proliferation of staff terms and conditions. The Framework Agreement is changing that. At Edinburgh we had 14 different sets and now we will have two, mainly common but with one or two variations. Instead of all those silos of different categories of staff, we're looking at one body of people. The negotiations have seen a very effective partnership with the trade unions, challenging but effective, and I think we've all learned a lot from the process. This is a real step change, and a real opportunity to build on.

Where next is interesting. The challenge is how to move on with 'normal' processes, how it'll all work after the initial implementation. The changes won't stop, we'll just move into a different phase. There's the challenge of contribution pay, market premia and so on. The Framework Agreement has of necessity been very 'processy', but we now need to move towards a softer agenda, towards organisational development and having a greater impact on organisational strategy. There's another stage of evolution and expansion of what we're seeing now – HR working as a critical part of the senior team but also encouraging and enabling other stakeholders (managers and trade union colleagues too) to own their place in the success of the enterprise.

Q: SO WHY ARE YOU THINKING OF MOVING ON?

It's been great fun here, and a tremendous challenge, but I believe that, particularly in HR jobs, it's important to move roles. Keep it fresh, keep it changing. With implementation of the Framework Agreement well underway I think it's a good time to make a move and let someone else lead the next stage. The 'bones' of the framework are there, although there's still a lot of good and interesting work left to be done. The difficulty for me is that there's nowhere to go in HE after you've been the HR director in Edinburgh – where would you go that could possibly be better or more fun?

Universities are fascinating places to work. You can't rely on stock solutions, you have to be creative. There's no more fascinating or interesting job! Many more people are coming into HR in HE from outside the sector, and it's no longer seen as instant death to your career. We are also seeing people moving into other sectors and that's a healthy sign (I'm thinking about moving into the voluntary sector). I think we forget that we have stories to tell to other sectors, certainly to other public sector organisations. We can learn from them, but it's not just a one-sided conversation. We're getting to the stage where HR's image in HE is almost becoming respectable!

WHAT IS THE UPA?

The Universities Personnel Association is the professional organisation for human resources practitioners in higher education in the UK and Eire. Membership is institutional rather than individual, and over 140 UK and Eire universities and HE colleges subscribe. The UPA gives HR staff access to networking opportunities, shared good practice and professional development activities at regional and national levels. The UPA works with a range of partners (including the Leadership Foundation) and has commissioned both research and practical tools to support HR, including a people management self-assessment tool and an 'HR Benchmarker'.

For its current chair, Elspeth MacArthur, the UPA needs to move – and is moving – into what she calls 'the softer side' of HR and organisational development. The UPA's awards, launched this year, support this with a focus on 'improving people's working lives'. Elspeth leaves her role at the UPA at the end of December 2007. She will be succeeded by Susan Rutherford, director of HR at the University of Liverpool. For more information about the UPA, contact:

Helen Scott, Executive Officer, UPA
E: exec@upa.ac.uk or visit
www.upa.ac.uk

SMALL DEVELOPMENT PROJECTS

The Leadership Foundation for Higher Education has again provided funding to support up to ten small development projects from across the sector. Two of the most recent projects to receive funding are outlined below.

EVALUATING COACHING FOR PROFESSIONAL DEVELOPMENT

Clare Madden, University of Ulster
E: c.madden@ulster.ac.uk

INTRODUCTION

An overarching objective of the University of Ulster staff development unit is to ensure that our services continue to be appropriate and effective in supporting the changing needs of our university. Current trends in our profession indicate that the utilisation of coaching as a development tool can assist this objective. However there are also concerns that investment in coaching initiatives may not necessarily add anticipated value to the organisation. Therefore this project concentrates on evaluating the usefulness of coaching approaches in developing staff.

BENEFITS

For the university – If our belief that coaching approaches enhance the performance of individuals and teams and ultimately add value to the achievement of university objectives is substantiated, then the foundations for developing a coaching culture will already be present. Rather than imposing a model on the university we will have begun the process of developing and promoting our own.

It is expected that the stakeholders working with staff development in this project will experience demonstrable benefits in respect to levels of individual, team and department/faculty performance. These are benefits which will ultimately impact positively on overall university performance. The institution will also benefit from having an informed 'coaching centre' within its staff development unit.

For the staff development unit – Engagement in the project will create a resource of coaching-related knowledge and skills which will inform future staff development activities. It will also inform our practice regarding evaluation.

For other HEIs – It is hoped that we will be able to inform other HE colleagues of the benefits and pitfalls of particular approaches to coaching and share with them approaches to evaluation, including return of investment tools. This may help demonstrate both added value for staff development units and performance improvements in their organisation.

APPROACH

The project aims to:

- 'Develop the developers' by identifying and preparing pilot groups where coaching approaches will be utilised. Pilot groups are likely to include a cohort of senior academics wishing to develop friction management skills and a cohort of middle managers from the information services directorate who wish to use coaching as an approach to improve specific task-related performance. Following discussions with the directorate, this group have requested an accredited approach. As a consequence, an additional outcome for participants will be the Level 3 Institute of Leadership and Management coaching award.

- Identify tools that can be used to evaluate the effectiveness of coaching and initiate any early application requirements.

- Implement coaching approaches.

- Evaluate coaching approaches - information provided from this process will allow us to determine the usefulness of coaching for staff development and inform the next steps regarding the establishment of a coaching culture in our university.

- Review the project against the project initiation document and project plan.

The project is also interested in initiating research into ways to support the introduction of coaching including online and via email.

TAKING THE PULSE OF AN INSTITUTION: ACADEMIC STAFF

Professor Michael Brown, Liverpool John Moores University
E: vc@ljmu.ac.uk

An increasing number of HEIs survey staff on a three-year cycle. This is largely because comprehensive surveys tend to be expensive, produce very large quantities of segmented data, and the results can take quite some time to feed back to staff, discuss, examine for priority, fund for action, carry out and be reviewed for effectiveness.

This project asks the question "What happens in between?" A gap of three years is a long time to wait to find out what staff think. Why not take the pulse of an institution with small groups of staff in between?

A successful trial of the approach has already taken place with office-based support staff. This project, however, involves groups of academic staff at the universities of Salford, Winchester, Chester and Liverpool John Moores to further test the approach, known as 'Taking the Pulse of an Institution'.

This project's approach is different from most surveys in three ways. First, many institutions use external experts. This project is founded in the belief that the people who know more about an institution and how to improve it are its own staff. So in this case academic staff are asked what they believe is important and should be considered for improvement, in an academic department.

Secondly, external experts generally produce very thorough surveys, sometimes well-grounded in behavioural science, which can be sound pieces of research in themselves. This project does not claim thoroughness, but it does aspire to:

- common sense
- a one-page survey
- a short turnaround time from survey to results data
- the likelihood that straightforward improvements will be made as a result of the information gained

Thirdly, when compared with comprehensive surveys, the 'Pulse' approach generates a modest amount of statistical data and qualitative information. It concentrates on the questions that Hefce's Steve Egan describes as "the vital few; the ones that tell you something that you need to know". Moreover, as the questions asked are those that staff feel are important, the externally generated survey approach is rather turned on its head.

It was fascinating to see the questions raised by office-based support staff in the first trial. Perhaps subliminally staff were concerned with the vision, mission and values of the institution, but day-to-day they were more concerned about controlling the temperature of their rooms and making a cup of tea without having to fill up the kettle in the toilet. Small things, but on a personal level they make a difference.

By the time that this article goes to print the survey will have been designed and probably circulated with results returned. While the results are confidential to participants, if colleagues in the sector would like a copy of the survey questions and their rationale, please contact the project leader, Michael Brown, at the email address above.

**Leadership
Foundation**
for Higher Education

STAFF DEVELOPMENT CONFERENCE INNOVATION CULTURE PERFORMANCE

LIVERPOOL, 8-10 NOVEMBER 2006



2006 Conference Committee and keynote speakers outside the Liver Building

Epistemological pandemonium; an ANABC approach; speed training; performance management and reward; a Beatles tribute band; high-performing organisations; Laurie Taylor; reflection; poetry, modern art, performance and dance. Just some of what was on offer to more than 160 delegates at this year's joint LFHE/SDF staff development conference in Liverpool.

The five keynotes and more than 40 workshops, seminars, posters and speed-training sessions offered insights to the challenges (and ways of

dealing with them) facing universities and staff developers today. Discussion sessions punctuated the conference, helped by a cabaret layout rather than the traditional theatre style, and led to a mini Open Space session for more informal discussion on the second day.

The epistemological pandemonium came in Rob Cuthbert's presentation on leading in complex organisations (part of a keynote in two halves which he shared with Mike Brown). The ANABC approach focuses on 'Audience Need, Approach, Benefits, Competition' as part of an 'elevator pitch' described by Caroline van den Brul. A last-minute replacement for Sarah Teather MP, Caroline's multimedia keynote was sufficiently inspiring to encourage one delegate to email colleagues 'back home' and tell them to use the approach in preparation for a forthcoming meeting! The creativity continued with a talk on iLab technologies at a reception at Tate Liverpool, workshops on the use of poetry and dance in development and a closing performance by drama students from Liverpool John Moores University on the 'student experience'.

The breadth of content clearly demonstrated the enormous creativity and innovation that staff development professionals are bringing to their many and varied levels of activity. If you missed it, the programme, presentations and related materials are available from the conference website at:
www.lfhe.ac.uk/membership/staffdevelopment/conference2006/

HE SUCCESSION MANAGEMENT RESOURCE ONLINE

The Staff Development Conference also saw the launch of the latest addition to the Leadership Foundation website, a section on succession management. Developed by the succession management project group (for details of membership see Engage issue 5), this is a resource to support planning and developing succession strategies. It sets out to provide examples rather than exemplars of what is most likely to work in the higher education

environment in increasing the size of the pool of future leaders, one of the most challenging areas of the staff development/hr canon. Case studies have been provided by universities (Newcastle University, Imperial College, London and the University of Birmingham) and other organisations (Linklaters, a global law firm, and Ernst & Young, management consultants) that face similar issues in the development of future senior leaders. The website also includes details of other tools and techniques as well as a list of books and web based resources. Visit the website at:
www.lfhe.ac.uk/support/sm/



STRATEGIC X-CHANGE AT THE BBC

DAVID SWEENEY, VICE PRINCIPAL
(COMMUNICATIONS, ENTERPRISE AND RESEARCH)
ROYAL HOLLOWAY, UNIVERSITY OF LONDON

Twelve of us enjoyed a new, exciting and rewarding development experience when visiting BBC Children's for three days in October /November. The challenge and opportunity was to improve our diagnostic and analytical skills on a complex institution which was in another sector, but undergoing changes which certainly have parallels with higher education. Encountering a group of talented and creative people within the BBC and watching how they were tackling unprecedented technical, cultural and managerial changes helped give us real insights into change management techniques in an area where benchmarking and metrics are even more sensitive subjects than with us.

During the three-day visit, we received some theoretical background on organisational analysis and a substantial briefing on the BBC and BBC Children's. We then met (collectively and in small groups) about 30 staff at all levels - questioning, listening, probing and challenging in every session. Working with support from Leadership Foundation facilitators, we put together a consultant's report for the BBC senior management team, which assessed their progress on tackling public sector children's TV in a pan-media and deregulated world. Our analysis and suggestions for improvement were presented to controller Richard Deverell and then to his senior management team.

The staff we met were talented, creative (obviously) and passionate about what they did, while being both nervous and adventurous about the new media world which they are now part of - their website has more 'viewers' than the television programmes, requiring budgets, structures and objectives to change rapidly.

Our advice focused on areas of internal communication, clearly reinforcing some areas of concern which were already appreciated, but identifying some gaps which were perhaps easier for outsiders to see.

The three days were demanding and utterly absorbing. One of the few deficiencies was that we were probably too exhausted after the demands of preparing and making our presentation to fully engage with the issues, techniques and lessons which could transfer to the HE sector. The next edition of Engage will feature some thoughts on the implications of new media for higher education, considering what we might learn from an institution such as the BBC.

DEVELOPING A BESPOKE LEADERS PROGRAMME FOR ACADEMIC REGISTRARS

PAUL MITCHELL OF MEGA MITCHELL CONSULTING REPORTS ON ONE OF THE OUTCOMES OF A RECENT REPORT COMMISSIONED BY THE ACADEMIC REGISTRARS



Whilst no two portfolios are exactly the same, the traditional role of academic registrar includes the leadership and administrative management of a large team responsible for a wide and complex range of student and curricular support services. The centrality of the registry in supporting a high quality 'student experience', particularly in the context of the new tuition fees regime from 2006, has placed yet further emphasis on enhancing the quality of service provided to applicants, students and staff alike.

ARC is a membership organisation comprising the academic registrars (or equivalent) of all UK HEIs. Its purpose is:

- to provide, through its meetings, annual conference, mailing list and website, an information and support network for its membership
- to promote and share best practice in the academic administration of the UK higher education sector
- to engage with key HE stakeholders and provide them with a source of advice, operational knowledge and experience

ARC also operates seven Practitioner Groups for registry staff covering: admissions; administrative systems and processes; assessment; postgraduate education; quality assurance; student records; and subjects allied to medicine.

Earlier this year, the ARC Executive commissioned me to undertake a research project, one strand of which reflected ARC's wish to significantly enhance the level of professional development it could offer to both new and existing members of ARC in managing the change agenda. A key purpose was to gain a deeper understanding of the professional and developmental needs of academic registrars and to review what agencies might be engaged to support a programme of continuing professional development. The research programme included a number of regionally based meetings with groups of academic registrars in England, Scotland and Wales, working to an agenda of key points for enquiry.

Project outcomes were recently presented to the membership at ARC's annual residential conference at the University of Greenwich. The research report shows that there is considerable variation in the amount of professional development available to

academic registrars within institutions. On first appointment, some had access to and were expected to engage in locally provided internal programmes for senior managers within the institution; others had been funded to undertake programmes externally, such as the Top Management Programme provided through the Leadership Foundation. Other colleagues had no locally provided programmes and had to proactively seek out the most appropriate form of support.

In addition, there was little tailored CPD provision for more experienced academic registrars, although some had opted to pursue more formal award-bearing programmes. A majority of participants in the research project felt very strongly that ARC had a key role to play in professional development and there was considerable interest in learning alongside other colleagues, preferably from similar types of institution.

The report suggested that ARC could facilitate this in a number of ways:

- ARC is well placed to broker a mentoring /buddying system for those academic registrars new to their role. This was strongly supported by the majority of interviewees and is routinely offered only in a relatively small number of institutions. The choice of mentor would be likely to be subject to institutional endorsement, but ARC could nevertheless perform a valuable role in maintaining a register of available mentors and in facilitating arrangements.
- Annual turnover in the number of academic registrars is probably sufficient to justify a bespoke initial programme for new colleagues, jointly with the Leadership Foundation. Bearing in mind that in many cases a new appointee is likely to have had significant experience of only one major registry area, such a programme might comprise:
 - an overview of the content elements of the role eg current external agenda and expectations, registries and the law, quality, student IT systems development, external agencies
 - a personal development strand relating to leadership, managing and developing teams, strategic planning, budget planning and management, collaborative working
 - ARC could actively promote the provision of a bespoke CPD programme for academic registrars with the Leadership Foundation.

ACADEMIC REGISTRARS



ACADEMIC
REGISTRARS
COUNCIL

ACADEMIC REGISTRARS COUNCIL (ARC)

- Its primary purpose would be to develop leadership capacity within the peer group and to seek to address the skills required by academic registrars in managing the change agenda.

Underlying all CPD activities there is a concern to:

- explore the leadership role of the academic registrar in motivating and managing teams
- examine the foreseeable 'big picture' for HE, review the challenges and opportunities facing academic registrars, and assess the changes and developments in individual knowledge and competencies required to meet them
- increase self-knowledge to provide a framework within which each individual can reflect on his/her own needs and plan for their fulfilment
- reflect on the skills and changes academic registrars will also need to develop in their own staff
- develop enhanced networking and ongoing mutual support among group members as a network for further learning

Following discussions between Paul Mitchell and Peter Beardsley (registrar of the University of Surrey and chair of ARC's Professional Development Group) on behalf of ARC with Professor Bob Thackwray of the Leadership Foundation, it was possible to report to the Greenwich conference that:

- a significant element of the leadership and management material available via the Leadership Foundation is suitable for adaptation to a bespoke programme for academic registrars
- agreement has now been reached in principle for a collaborative project between the Leadership Foundation and ARC, first to identify and deliver a one-day launch event covering development for a group of ARC members in November 2006, and second to propose a CPD programme spread over a number of days from 2007 for new and experienced academic registrars
- some infrastructure funding has generously been made available by the Leadership Foundation to move this initiative forward

Contact Paul Mitchell at

E: mega.mitchell@btinternet.com

COACHING FOR LF FELLOWS

BY DR MALCOLM RHODES, PRO VICE-CHANCELLOR (STAFFING AND RESOURCES) AT THE UNIVERSITY OF CHESTER



2006 LF Fellows at the first briefing event

Since its inception in 2004, the Leadership Foundation has focused attention on the importance of effective leadership in determining the success of individual institutions and the wider higher education sector. The award of the second round of Leadership Foundation Fellowships in September 2006 confirms the success of an initiative designed to promote effective leadership, governance and management through innovative projects led by senior leaders or managers who influence strategic development in their institution.

As a previous holder of a Fellowship, the support of the Leadership Foundation enabled me to lead a project within my own institution during 2005 which focused on the development needs of senior staff and the issue of succession planning. The formal post-project evaluation confirmed both its success and its value to the university and to the individual participants - members of the university executive management team. Leading this major change management project also significantly increased my own expertise and understanding of the issues involved in managing the development needs of senior staff, traditionally a sensitive area. The main outcomes of the project are to be published in autumn 2006 as part of a collection edited by the Leadership Foundation's Professor Stephanie Marshall, who supported and contributed to the project throughout the year.

The award of the Leadership Foundation Fellowship and, of course, the associated financial support, allowed the project to be carefully designed, professionally managed and effectively organised on the basis of advice from senior colleagues at the Leadership Foundation and with additional input from external specialist consultants. It is already evident from the 2005 Fellowships that these awards facilitate substantial and important projects in leadership development across the sector which would not be possible on this scale without the support of the Leadership Foundation.

Essential to the projects' success is effective coaching. The 2006 awards have been accompanied by changes to these arrangements for the project leaders. Previously undertaken by external consultants, the Leadership Foundation has now adopted proposals to enable Fellows from the previous year to share their experience and expertise to support new projects. This is an important development in the framework of support for project leaders which will ensure a better understanding of their working context and recognition of internal, institutional pressures.

It will also provide support for legitimate changes in the direction of the project, testing out the reasoning and encouraging innovative problem-solving techniques.

The coach will continue to act as critical friend: supporting; questioning; providing material and guidance; evaluating the learning process; focusing equally on the achievement of the project's objectives and the development of the project leader; encouraging reflection on the process of project management and the difficulties encountered as the project progresses; and steering the Fellow towards the final project evaluation.

I benefited significantly from senior colleagues in the Leadership Foundation who acted in this capacity, generously giving their time, advice and guidance. I am delighted to see the system of Fellowships continuing and to be able to contribute to the new coaching arrangements that will enable the Fellows from the previous year to use their experience and expertise to support future projects in the cause of more effective institutional and sector leadership and management.

For details of the 2006 LF Fellowships visit www.lfhe.ac.uk/supportteam/lffellowship/

A CERTAIN KIND OF LEADERSHIP

ROB CUTHBERT, DEPUTY VICE-CHANCELLOR, UNIVERSITY OF THE WEST OF ENGLAND, BRISTOL



University leaders are arguably predisposed by their professional formation to a rational view of managing that has taken various forms over the years – planning/programming/budgeting systems, zero-base budgeting, EFQM and many more. All these techniques seem like common sense. Be clear about strategic priorities, get people and resources focused on them, develop key performance indicators, and measure how well you are doing. And do the same consistently from the top down to the bottom of the organisation. Who could possibly argue with that?

Well, consider what a university is for. A university exists to help its students learn and to generate new knowledge and understanding through research. The defining characteristic of both activities is that many of the most important outcomes are unpredictable. The fundamental purpose of the university is to generate unpredictable outcomes. Trying to manage by rationally specifying outcomes in advance may not always be the best approach.

It is an open question whether leadership in higher education is different from other kinds of leadership. However we know that universities are beset by uncertainty and ambiguity, and one challenge for leaders is how to manage ambiguity

to make it tolerable for others. Consequently credibility in leadership often depends on the communication of confidence and certainty, which can usually be helped by rationalist analysis of problems. Thinking rationally (to be precise, thinking you ought to think rationally) is a hard habit to break, as it often works. But to deal with ambiguity and uncertainty, rational analysis is sometimes not enough.

Thirty years ago, two leading organisation theorists observed that:

“The logic of bureaucracy is the specification of objectives and technology. The logic of democracy is the organisation of consent. The logic of collective bargaining is the discipline of conflict. The realities of higher education seem to be resistant to all three logics.” (Cohen and March, 1974)

Their answer to this resistance was a different way of thinking about universities, as organisations with three defining characteristics: problematic goals; unclear technology (there is no accepted model of learning which can be said to underlie all educational practice); and fluid participation (individuals choose to participate or not in particular discussions in committees and other decision-making arenas).

Such organisations can be characterised as ‘organised anarchies’, in which organisational choices are not made through a rationalist process of identifying a problem: considering the options; analysing the possibilities; assembling the decision-makers; considering the evidence; making a decision and implementing it. The glue of rationality is missing: events are best understood through a “garbage can model of choice” (Cohen, March and Olsen, 1972). Problems, solutions and choice opportunities flow as separate streams, and the organisation can be seen as a ‘garbage can’ in which those streams become mixed up. The coming together of a problem, a choice opportunity and a solution is a random occurrence which gives merely the appearance of rational choice.

Think about it. Many problems do come and go unsolved. Many meetings do take place without decisions being made. And people do offer

solutions without having defined or even identified a problem. To cope in these circumstances, university leaders should be able to shift their orientation away from rationality and certainty, towards instability and ambiguity, as defining features of their world. They do it already, every time they say in jest that managing academics is like ‘herding cats’. We need to take that perspective more seriously. Cohen, March and Olsen’s empirical research suggested their ‘garbage can’ model of choice was a better predictor of university behaviour than a ‘rational’ model. More recently, others have tried to get a handle on uncertainty by using ideas about change through paradox, chaos, complexity and supercomplexity (for an introduction see Cuthbert, 2002, and related resources from the LTSN Imaginative Curriculum Project accessible from the HE Academy website).

Ron Barnett says the typical context of the modern university is “supercomplexity... that form of complexity in which our frameworks for understanding the world are themselves problematic” (Barnett, 2000). Universities should encourage “epistemological pandemonium... openness and even rulelessness in the domain of knowing and understanding”; operational pandemonium is preferable to (futile) rules and regulations. The way to make sense of such a world is to abandon rational assumptions about how universities work. Universities may be committed to reason, but they are not governed by it.

Such ideas still struggle for acceptance in the practice, if not the theory, of leadership. But the general lesson is simply that we cannot be sure how to deal with uncertainty. There is no ‘one best way’ of leading and managing; leaders need to be intellectually flexible enough to apply different ways of thinking to different problems. Certainly we should not always think in terms of organised anarchy and supercomplexity. For many everyday problems we can safely inhabit what Herbert Simon called the “islands of rationality” contained within the less comprehensively rational whole organisation (Simon, 1976).

We need somehow to join up ‘hard’ (rational) thinking and ‘soft’ (anarchy, complexity) thinking in a holistic approach, or set of approaches, to leadership. In rational approaches, alongside the hierarchy of objectives cascaded down through organisational levels, giving targets and performance indicators, there can also in theory be bottom-up participation in objective-setting, to make the organisation responsive to changing circumstances. But in practice top-down objectives sometimes translate into targets which can be subverted to produce the illusion of compliance, or might even induce counter-productive behaviour.

So how in an uncertain world can we encourage people at every level to do the right thing rather than what appears to be right? Not by developing

ever more detailed plans and elaborate blueprints, but by thinking differently - less rationally. One part of the answer is to create short-circuits to strategic thinking at university level. Influence behaviour by appealing to shared values and local ingenuity as well as (or rather than) rational planning and defined objectives. Develop and communicate a simple, meaningful idea of what the university is doing, where it is trying to go, why and how. Don't call it a vision statement, still worse a mission statement. It needs to be short and powerful enough not to need such a label. It needs to be flexible enough to be meaningful to everyone in the university, as a guide to what they personally should do.

Such ideas do not come easily. They may need months, even years of strategic thinking before they can be articulated. In other industries, the best examples are now clichés: how Cunard changed its idea of the business it was in from 'transport' to 'floating hotels', or how Avis, the number two to Hertz in the generic car rental business, described its strategy as 'we try harder'. HE examples are less common or at least less well-known. Perhaps the best example in the UK is the Open University - the whole business defined in the name.

To lead and manage effectively in higher education we must know when to lead and when to manage. Management will often be rational. Leadership means protecting the core values of the university, including a commitment to reason and the pursuit of truth, while accepting the ambiguity of a supercomplex environment. Effective university leaders must embrace the paradox of a life devoted to reason, in an organisation which defies it.

References

Barnett, R (2000). Realizing the university in an age of supercomplexity. Buckingham. Society for Research into Higher Education and Open University Press: p76.

Cohen, MD and March, JG (1974). Leadership and ambiguity: the American college president. New York. McGraw-Hill/Carnegie Commission on Higher Education: p40.

Cohen, MD, March, JG and Olsen, JP (1972). A garbage can model of organisational choice. Administrative Science Quarterly. 17(1): 1-25.

Cuthbert, R (2002). Constructive alignment in the world of institutional management. <http://www.heacademy.ac.uk/resources>

Simon, HA (1976). Administrative Behaviour. 3rd edition. London. Collier Macmillan.

E: rob.cuthbert@uwe.ac.uk

A FUN DAY AT WORK



The University of Birmingham held a 'Wellbeing Day' at the end of July to encourage staff to commit to making one small change to put them on the road to achieving a more balanced lifestyle. Myrt Bradley, Staff Development Adviser, tells us more:

The weather could not have been better, and the event had all the atmosphere of a village fete. A pro-vice-chancellor danced the salsa with a group of colleagues under some trees in one part of Chancellor's Court, while a Buddhist monk led a small group of tired staff in quiet meditation in a shady spot around the corner. The mood was light and relaxed, as people laughed and chatted to colleagues they had not met in ages, while queuing for free samples of 'smoothies' and 100% fruit and vegetable juice near the healthy eating stall in the marquee.

At the University of Birmingham we are taking the whole wellbeing agenda very seriously. As my colleague Tina Suvajac, staff support services manager, who organised the day with me says, "at one point or another most people will feel dissatisfied with the balance between their work and their personal lives, but as more and more people deal with long periods in the car, managing a household, studying, raising one or more children, responding to increasing work and time pressures, and dealing with ageing parents, the days often seem to last long into the night and holidays and leisure time seem to be consumed with the stress of trying to balance all the many responsibilities in your life".

She elaborates further, "More managers are recognising that everyone needs a healthy work-life balance, whatever their age or situation. Heather Paver, the new HR director, has identified workplace wellbeing as a priority

for the HR strategy at the university and has appointed one of her assistant directors, full-time, to lead, coordinate and champion the wellbeing of colleagues."

The Wellbeing Day is the first of what we hope will become an annual event. Many of the 1,500 people who joined in the fun in July have asked what we will do for an encore. We are on the verge of introducing a whole range of university-wide healthy lifestyle activities over the next few years, linking together the resources offered by, for example, the on-site sports centre and Citizens Advice Bureau, catering services and the chaplaincy. We have a splendidly landscaped campus and are thinking up 'cunning plans' to entice staff out of their offices for short walks during lunchtimes.

As I basked in the warm sun last July watching so many people I have worked with over the years here at Birmingham unwind and enjoy themselves, I reflected on what one small change I would make to put me on the road to achieving a more balanced lifestyle. My conclusion? Gently jog up the stairs and forget about the lift.

For more information, please contact:
Myrt Bradley E: m.v.bradley@bham.ac.uk

LEADERSHIP IS A RELATIONSHIP

Dr Mark Jenner, director of leadership programmes, explores how the Leadership Series provides effective skills and techniques to improve the emotional intelligence of HE leaders

HEIs want results: higher rankings, more students, stronger RAE ratings. So how do you achieve these results? One way is through projects and structures, the outpourings of strategy. But without leadership these changes won't work. Leadership is about engaging people, quickening their spirit, making them feel strong and capable, so *they* come up with something that makes a difference. People will only become involved in change to the extent that they believe in the people leading it.

The Leadership Foundation for Higher Education has a database of 360-degree questionnaires which gives a snapshot of the strengths and weaknesses of higher education leaders in general. Leaders are rated highest on capabilities like acting strategically and delivering results, and lowest on getting the best out of people and achieving outcomes through relationships. What connects strategy with results is relationship. Sometimes the relationship is one-to-one; sometimes it is one-to-many.

Relationships, of course, can be messy, ambiguous and difficult – in stark contrast to much academic and professional work which is intrinsically challenging, motivating and enjoyable! Choosing to lead means consciously seeking to influence the thoughts, feelings and actions of other people. Your ability to influence (rather than coerce) people – be they colleagues, bosses or other important stakeholders – is a function of how they react to the way you behave.

There are three main types of relationship that are especially important to effective leadership in higher education:

1. INFLUENCING COLLEAGUES – The first relationship is with the people you manage. Effective interpersonal leadership involves shifting relationships not by trying to change the other person but by having the courage and self-awareness to be able to change your own behaviour in the relationship. Neville Webb (*Workshop: Leadership Style and Management Performance*) believes there is no one 'right' way to behave, manage or lead people to achieve a particular successful outcome. However, in certain circumstances people do respond in predictable ways – in a team environment for example, where the group dynamics can be mapped and forecast with some accuracy. Predictable and effective responses can be 'engineered' by a leader who maintains a few consistent and sound principles of engagement, for example: that we treat people the way *they* would like to be treated, not how you think *you* want to be treated that there is always potential for a win/win outcome that we must invest time in people so that we really understand their position, their motivations, their aspirations or their behaviour.

Underpinning effective interpersonal leadership is emotional intelligence, which has two main components: personal competence and social competence. Personal competence involves knowing and being able to regulate one's own internal state; social competence is the ability to intuit others' feelings, needs and concerns and induce a desirable response such as commitment to a goal. According to Karen Gervais (*Workshop: Leading with Impact and Influence*), people's behaviour is driven as much by what they feel as it is by what they think. Understanding these drivers in ourselves and in others, and how they interplay when we interact, is key to personal impact and influence. Learning to pick up on the many different clues that we all too often ignore, and to integrate this insight into the way we engage people, is a differentiator for leadership excellence.

2. BUILDING PARTNERSHIPS AND TRANSFORMING CONFLICT – The second relationship is with colleagues over whom you have little or no direct authority. Creating effective partnerships with people who have different viewpoints or goals can be challenging, particularly when there is anxiety present or emotions are running high. John Mulligan (*Workshop: Transforming Conflict in Senior Teams*) believes that the best leaders welcome conflict as a gateway to clarifying what is important, creating better relationships and harnessing diversity. Most conflict in organisations is hidden and indirect, eats away at energy and morale and distracts from the work of the university. New ways of working with conflict help deal with the powerful emotions apparent when staff speak about what is important to them; help create constructive dialogue about the generative factors such as values, identities and mindsets which drive conflict; provide ways of containing and transforming the friction and tensions that arise when groups of independent, highly committed individuals try to combine their talents in pursuit of challenging goals in a changing HE environment.

3. EXPANDING AND LEVERAGING NETWORKS – The third is the more complex set of relationships you influence across institutional boundaries. Garry Sharp (*Workshop: Networking Skills for Senior Managers*) says networking is a critical part of leadership in the new economy, but for the majority of us it can be the most difficult part and for many it is actually intimidating. Research shows that relying on contacts with whom we have close (work-orientated) relationships is simply not sufficient; nor indeed is developing as many contacts as possible in the hope that one in 100 will pay off. Successful networking is about building and developing effective relationships and establishing a presence in those areas where we are best qualified to add value, whether professionally or personally. To do this requires us to develop clear messages that are robust, memorable and easy for others to communicate.

This year's Leadership Series focuses on the skills of leadership as a relationship and addresses the different forms of relationship at each of the three levels. Each workshop will encourage participants to reflect on their current behaviour, identify who it is they want to influence and why, and suggest some techniques and practices they might adopt to develop more influential relationships. (see box below for dates)

KEY RELATIONSHIPS IN HE LEADERSHIP	LEADERSHIP SERIES WORKSHOP	DATES
1 INFLUENCING COLLEAGUES	Leadership Style and Management Performance (<i>Neville Webb</i>)	7/12/06 and 3/5/07
	Leading with Impact and Influence (<i>Karen Gervais</i>)	23/11/06 and 18/4/07
2 BUILDING PARTNERSHIPS AND TRANSFORMING CONFLICT	Transforming Conflict in Senior Teams (<i>John Mulligan</i>)	25/1/07 and 24/5/07
	Conversations that Generate Results (<i>Trevor Waldoock</i>)	29/3/07
3 EXPANDING AND LEVERAGING NETWORKS	Networking Skills for Senior Managers (<i>Garry Sharp</i>)	15/3/07

For more information on the Leadership Series please visit: www.lfhe.ac.uk/support/leadership/ or contact Dr Mark Jenner, Director, Leadership Programmes E: mark.jenner@lfhe.ac.uk

UNDERSTANDING ORGANISATIONS

I wish I had discovered this book years ago. It has been so popular that it has been reprinted many times and yet, somehow, it had escaped my notice until recently.

In the first edition Handy wrote that there were three occupations for which no training or qualifications were needed – parent, politician and manager. Even now, reading the biographies of the leaders of some of the world's most successful organisations, many eschew formal management training in the belief that leaders are born and that good management is little more than common sense. For the majority of us however, management and leadership development are essential and will help to prevent us from making bad mistakes, encourage us to think differently and creatively and almost certainly save us time in the long run. When the book was first written there were only two MBA programmes in the UK – how thinking on the need for management development has changed.

Few are able to take significant time out of busy schedules to participate in management courses. We rely heavily on reading and even then have to be very selective. I know that if I had read this book earlier there are some things I would have done differently and I may have seen other options to help with the more challenging management tasks.

The book feels particularly relevant because it encourages you to relate topics to your own organisation. It is a mine of useful information for those in positions of leadership seeking to motivate their colleagues, influence, lead, build and manage effective teams and, importantly, develop people and organisations.

There are three parts. The first helps the reader to understand people and organisations and focuses on motivation, leadership, power and influence while the second looks at how this theory can be used to understand the problems found in all organisations. The final part of the book guides the interested reader to further reading and study.

Handy addresses the key challenges that all with leadership responsibilities have to face:

- people – who they should be, how they should be treated, paid and developed
- work – what it should be, how it should be structured and designed
- politics – why they exist, how they are useful and necessary for change
- job of the manager – what it is, what it involves, how it can best be understood
- future of organisations – how they are likely to change in shape, size and nature in the years ahead because of technological advancements and changes to our values and the nature of work

The book is liberally laced with anecdotes and examples. Handy acknowledges that the dilemmas leaders and organisations face are largely unchanged over the years but that the solutions are often transitory, with 'flavours of the month' being hailed as perfect remedies.

Between the covers I found a wealth of ideas that challenged me to think differently and helped me to understand universities better. For example, his descriptions of the four cultures of organisations (power, role, task and person) are particularly useful in understanding different types of universities and the people within them. Universities largely conform to the role culture, or bureaucracy, operating through logic and rationality with strength in their functions and specialties including academic departments, finance, human resources and so on. Interaction between functions is controlled through roles specified through job descriptions and definitions of authority. Individuals are selected for performance of a role.

Within this type of culture, position power is dominant and procedures are major methods of influence. Personal power is frowned upon and expert power is acceptable only in its proper place. There is security and predictability for individuals, and organisations tend to be successful while the external environment is stable. Role cultures are frustrating for power-orientated individuals, the eagerly ambitious or those more concerned with results than method.

With the person culture, the individual is paramount. The structure exists for the people within it and can be found in barristers' chambers, architects' practices and in General Practitioners' practices. Few organisations can exist with this sort of culture and need objectives that take priority over individual employees. Sometimes there are overlaps across the cultures. Universities include some staff, perhaps a very distinguished academic, who tolerate the role culture but are essentially person-orientated using the organisation as a base to build a career, albeit usually with benefit to the organisation. Such individuals can be difficult to manage. I know that if I had thought more about the above and the cultural sensitivities I would have found it easier to bring about effective change in some situations.

Kurt Lewin (1890-1947) famously said that there was nothing so practical as good theory. For those of us without a grounding in organisational theory this book will certainly provide a foundation and challenge us to think and do things differently.



PROFESSOR R MICHAEL PITTILO

Professor Mike Pittilo is principal and vice-chancellor of The Robert Gordon University, Aberdeen. Previously he has been a dean at Kingston University and St George's Hospital Medical School (University of London) and pro-vice-chancellor at the University of Hertfordshire. He has experience of a range of national roles particularly related to healthcare. Currently he holds non-executive directorships with Scottish Enterprise (Grampian) and the Scottish Traditional Skills Training Centre and is a trustee of the Prince's Foundation for Integrated Health. He is a member of the Universities Scotland Executive and chairs the Learning and Teaching Committee. He was particularly pleased to be invited to chair the Strategic Staff Development Steering Group for the Leadership Foundation. (Mike is a keen photographer, mountain walker and clay pigeon shot and enjoys reading and cinema.)



UNDERSTANDING ORGANISATIONS

Charles Handy
 Publisher Penguin Books Limited
 First Published 1976
 Fourth Edition 1993, reprinted with a new Foreword and Introduction 1999
 ISBN 0140156038
 Price £10.99 from Amazon (Note latest edition ISBN 0141017740 3 March 2005)

CALENDAR OF EVENTS

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 HEI's

TMP 14 **Application Deadline:** Friday 30 March 2007
Orientation: Friday 21 September 2007
Venue: TBC

WEEK 1
Venue: TBC

- **Strategic Leadership & Change:** Monday 8 – Friday 12 October 2007
- **Action Learning:** Tuesday 13 November 2007
- **Coaching:** (Either) Tuesday 4 or Wednesday 5 December 2007

WEEK 2

Venue: UK venue TBC and International venue TBC

- **International Visit:** Tuesday 30 October – Friday 2 November 2007
- **Action Learning:** Tuesday 27 November 2007

WEEK 3

Venue: TBC

- **Strategic Leadership & Change:** Monday 14 – Friday 18 April 2008

Price: £11,500* (fee may be subject to change once location of International week is confirmed)

TMP ANNUAL ALUMNI EVENT

For past participants of the TMP programme, the 2007 annual alumni event will provide the chance to spend time with the alumni of the American Council on Education programme, in addition to the opportunity to meet participants from other TMP cohorts and take part in sessions that update the TMP experience

Date: Thursday 28 March – Friday 29 March 2007
Venue: Novotel London Greenwich
Price: £395 - 2 days, dinner & overnight accommodation
£250 - 2 days, dinner (excludes overnight accommodation)

SENIOR STRATEGIC LEADERSHIP PROGRAMME

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

SSL4 **Application Deadline:** Friday 19 January 2007

Module 1:

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

Module 2:

- **Personal Impact Analysis:** Monday 23 – Wednesday 25 April 2007

Venue: York Marriott Hotel, Tadcaster Road, York YO24 1QQ
Price: £4,250

PREPARING FOR SENIOR STRATEGIC LEADERSHIP

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

PSSL4 **Application Deadline:** Friday 30 March 2007

Module 1:

- **Unpacking Strategic Leadership:** Monday 14 – Wednesday 16 May 2007

Module 2:

- **Strategic Leadership in Action:** Monday 2 – Tuesday 3 July 2007

Venue: York Marriott Hotel, Tadcaster Road, York YO24 1QQ
Price: £3,500

HEAD OF DEPARTMENT PROGRAMME

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

HOD4 **Application Deadline:** Friday 12 January 2007

Module 1: Monday 12 – Wednesday 14 March 2007

Module 2: Monday 4 – Wednesday 6 June 2007

Venue: York Marriott Hotel, Tadcaster Road, York YO24 1QQ
Price: £2,800

AN INTRODUCTION TO HIGHER EDUCATION

The programme for managers and administrators new to higher education provides practical insight into the workings of the sector.

Dates: Tuesday 6 – Thursday 8 February 2007
Venues: University of Birmingham Conference Park
Price: £525

Dates: Wednesday 28 – Friday 30 March 2007
Venues: Collingwood College, Durham University
Price: £525

HIGHER EDUCATION BUSINESS SIMULATOR

Through the creation of the virtual 'University of Eastchurch' participants are taken through the issues and dilemmas of running a successful HEI.

Dates: Wednesday 9 - Thursday 10 May 2007
Venues: Uplands, High Wycombe, Buckinghamshire
Price: Special launch price of £1,250

RESEARCH TEAM LEADERSHIP

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

RTL2
Date: Thursday 25 – Friday 26 January 2007
Venues: Aston Business School, Aston University, Birmingham
Price: £995

RTL3
Date: Thursday 17 – Friday 18 May 2007
Venues: London venue, TBC
Price: £995

LEADERSHIP DEVELOPMENT CENTRES

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

Dates: Thursday 8 – Friday 9 February 2007
Thursday 29 – Friday 30 March 2007
Venues: Uplands, High Wycombe, Buckinghamshire
Price: £1,250

GOVERNOR DEVELOPMENT PROGRAMME

A series of development and networking events for Governors and Chairs of Governors in HEI's

Key Challenges for Governors
Date: Thursday 18 January 2007
Venue: British Medical Association, Tavistock Square, London
Price: £350

Joint Workshop for Chairs of Governing Bodies and Vice-Chancellors/Principals

Date: Thursday 15 – Friday 16 March 2007
Venue: National School of Government, Sunningdale Park, Ascot
Price: £1,500 per pair
For more information contact sarah.hubbard@lfhe.ac.uk

Ensuring Financial Health: The Role of Governors

Date: Tuesday 29 March 2007
Venue: Church House Conference Centre, Westminster, London
Price: £350

Developments in Estate and Infrastructure: A Briefing for Governors

Date: Tuesday 24 April 2007
Venue: Church House Conference Centre, Westminster, London
Price: £350

Strategy and Measuring Performance: The Role of Governors

Date: Friday 15 May 2007
Venue: Church House Conference Centre, Westminster, London
Price: £350

THE LEADERSHIP SERIES

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

Transforming Conflict in Senior Teams

Date: Thursday 25 January 2007, 10am – 5pm
Venue: Bonhill House, London, EC2A 4BA
Price: £325

Essentials of Finance for HE Leaders

Date: Thursday 8 February 2007, 10am – 5pm
Venue: Bonhill House, London, EC2A 4BA
Price: £325

Leading Strategy with Implementation in Mind

Date: Thursday 15 February 2007, 10am – 5pm
Venue: Bonhill House, London, EC2A 4BA
Price: £325

Conversations that Generate Results

Date: Thursday 29 March 2007, 10am – 5pm
Venue: Bonhill House, London, EC2A 4BA
Price: £325

Leading with Impact and Influence

Date: Thursday 18 April 2007, 10am – 5pm
Venue: Bonhill House, London, EC2A 4BA
Price: £325

Leading with Style and Management Performance

Date: Thursday 3 May 2007, 10am – 5pm
Venue: Bonhill House, London, EC2A 4BA
Price: £325

A further 4 workshops take place in May and June 2007 details can be found at www.lfhe.ac.uk/support/leadership

For more information or to reserve a place, please contact: Erin Evans T 020 7841 2822

E erin.evans@lfhe.ac.uk

or Melissa Scuteri T 020 7841 2707

E melissa.scuteri@lfhe.ac.uk

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