

**Leadership
Foundation**
for Higher Education

ENGAGE

YOUR MAGAZINE FROM THE LEADERSHIP FOUNDATION FOR HIGHER EDUCATION

RUNNING UNIVERSITIES IN CHALLENGING TIMES

EWART WOOLDRIDGE REFLECTS ON COPING WITH CHANGE

IN THIS ISSUE:

IN PRACTICE: A double issue covering the impact of Change Academy, and sustainability in higher education

A Hefce approach to continuous improvement - Steve Egan on using the EFQM

People and IT in partnership

Book review: Culture: the final frontier?

Calendar of events

YOUR MAGAZINE FROM THE LEADERSHIP FOUNDATION FOR HIGHER EDUCATION



The start of a new year is usually a time to take stock and in particular to look to the future. As Ewart Wooldridge reflects on page 12, the near-future is likely to hold some significant challenges and change for the higher education sector. Leadership and management development at all levels can help individuals and institutions build their capability; this edition includes a Spring-like bumper crop of two In Practice articles that describe whole-institutional approaches to change in which participation in Change Academy has played a part.

The feature interview with Steve Egan focuses on continuous improvement and various news and other articles shine the spotlight on a wide range of awards, initiatives and partnerships for excellence across the sector. David Baker from GuildHE and Kay Maddox-Daines from

the new University Campus Suffolk give some insights into future considerations for the higher education colleges and newer institutions in the sector. Michelle Pauli reminds us that, whilst an understanding of how technology and information management can make a significant contribution to universities' capacity to respond to and manage change, technology on its own isn't enough; it's the people - and their capabilities - that really matter.

ENGAGE will continue to bring you news and views from around the sector throughout 2009. If you have any you would like to share, please let me know. In the meantime, I wish you all the best for 2009!

DR LESLY HUXLEY
EDITOR

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ENGAGE

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IN PRACTICE
ISSUE EIGHTEEN

SEE CENTRE PAGES

THE IMPACT OF CHANGE ACADEMY

IN PRACTICE
ISSUE NINETEEN

SEE CENTRE PAGES

TOWARDS THE SUSTAINABLE UNIVERSITY



Vision for the future

This has been a year of exceptional activity for the Leadership Foundation across our programmes, our consultancy, our research and other development activities working with key partners nationally and internationally. The 2007-08 Annual Report provides an insight into the work of the Leadership Foundation and its vision for the future.

Highlights of 2007-08 have been the publication of a wide range of research reports that have not only made a positive impact on their own but have also provided opportunities for informing our programmes and our relationship with stakeholders. We have also been testing/developing a number of newly created programmes, including Leading Teaching Teams, Research Team Leadership and our new programme for aspiring medical deans and senior clinical leaders, known as Senior Clinical Academic Leaders (SCAL). Our reputation abroad is growing significantly as we start to develop further possibilities for business and partnerships in countries such as Australia and Malaysia. **E**

Copies of the Annual Report were sent to vice-chancellors and principals, and to all other key stakeholders. If you haven't yet seen a copy and would like to receive a hard copy version do please contact the Leadership Foundation's marketing team at info@lfhe.ac.uk, alternatively it can be accessed in pdf format on the Leadership Foundation website at www.lfhe.ac.uk/publications



Thriving in a Global Future

That the world is getting smaller is no longer a noteworthy headline. But the ways in which it is getting smaller and the implications for higher education's future over the next five to ten years are vital topics for higher education leaders.

On both sides of the Atlantic colleges and universities are facing declining public resources, increasing demand for access and quality, intensified competition both locally and globally, and expanded demands from key stakeholders. Institutions find themselves in increasingly market driven environments competing for domestic and international students, resources and prestige. This environment may well call for new ways of operating, a re-articulation of and re-commitment to key values, and the ability to communicate convincingly success and impact. This seminar will consider the fundamental questions: How does the smaller and flatter world affect US and UK colleges and universities? What are the specific challenges both today and tomorrow for campus leaders?

Approximately 30 chief academic/senior officers from the US and their UK counterparts will meet in Washington DC from 14-16 July 2009 to explore what a future might look like and what it would take to prepare our institutions for it. **E**

If you would like to take part in this seminar please contact nicola.longley@lfhe.ac.uk or call 020 7841 2809.



Leadership and Management Awards 2009

The UK's higher education institutions manage annual budgets worth billions of pounds and employ thousands of people. But the remarkable business and management skills of those running universities are rarely recognised and rewarded.

The Times Higher Education Leadership and Management Awards, sponsored by the Leadership Foundation, seek to rectify this and to celebrate the sector's management and financial acumen. The judges will be looking for outstanding examples of best practice; the awards will recognise achievements in the 2008 calendar year in 16 categories, including top teams in Leadership and Management; Fundraising; HR; Estates; Finance; Marketing/ Communications; ICT; Library; Student Recruitment; Student Accommodation; and also best initiatives in Estates; HR; ICT; Finance; Student Recruitment Campaigns and New Student Residence.

Entries will be accepted between 24 November 2008 and 20 February 2009. Judging will take place in April and May, and the shortlist will be announced in May. The winners will be announced at a dinner at the London Hilton on Park Lane on 9 June 2009. **E**

Visit www.timeshighereducation.co.uk and follow the links to find out how to enter.

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."

John Quincy Adams, 6th president of the USA (1767-1848)

NEWS



staff development forum

As the Staff Development Forum (SDF) celebrates its first five years, now seems a good time to reflect on some recent successes and look forward to where we want to be in 2012.

As a starter for 10, SDF continues to evolve. We have recently welcomed several new regional chairs: Clive Betts (South West/South Wales); Sally Bernham (Midlands Staff Development Partnership); Steve Rathborn/Shobi Warwick (London); and Becky Walker (North East/Yorkshire) and have also elected two new SDF executive team members: Matt Levi (Exeter) as deputy chair and Claire Bradshaw (Loughborough) as deputy secretary.

Reflecting our increased emphasis on developing a team-based approach to tasks, several SDF council members (including Paul Dixon - SDF's North West regional chair - wearing a fetching 'sandwich board') presented various aspects of our work at the Staff Development Conference in Edinburgh. Paul's sandwich board was, in fact, advertising our second Spring Conference - 'Out on the Floor' - the title reflecting both the 'hands on' conference focus and Paul's longstanding

commitment to Northern Soul! The conference (at the Macdonald Hotel and Spa in Manchester from 2-4 April 2009) builds on our successful 2008 spring event and is aimed particularly at newer staff developers.

Showing the growing importance SDF attaches to supporting specific groups of staff, Matt Levi (wearing his HEATeD project manager hat) is particularly keen to work with local staff development groups on ways that HEATeD can support technician staff development. We're similarly keen to develop career/staff development opportunities for administrative staff, as well as explore closer working relations with, for example, MASHEIN (Management of Small Higher Education Institutions Network), as a way of creating synergies across bigger/smaller institutions through a sharing of ideas and practices.

So, looking forward, where do we want to be in 2012? We plan to be a highly credible and financially secure professional association and a key higher education staff development agency, having established productive strategic relationships and partnerships which will

enable us all to better address major cross-cutting issues. Several elements are crucial to our achieving this. We need to:

- push ahead with our business plan, which includes building on foundational work, enhancing our membership and securing a stronger engagement with strategic partners;
- enhance our regional group presence and develop our Special Interest Groups so that they reach into wider constituencies;
- secure further high-profile projects and funding to underpin our strategic ambitions;
- continue to enhance our communications capacity within the broad staff development community, particularly through evolving our web-based services/support.

So, if you're interested in helping us or simply have some interesting ideas which you think SDF should take on board, then please don't hesitate to contact me. **E**

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What no powerpoint?

Parallel and plenary session presenters rose admirably to this challenge for Narratives of Potential, the fifth Staff Development Conference, run in partnership between the Leadership Foundation and SDF. Creativity knew no bounds with plenty of poetry, puppetry, mime, acting, costume changes, audience participation and, above all, good engaging discussion. Technology did play a part, however: five video episodes of a fictional story of change were available for delegates to view and discuss online before the event, with final live performances by Forum Interactive at unexpected moments during the conference.

Regional staff development groups presented short stories of latest activity and interests throughout conference, illustrated with glove puppets, tug o'war, dream catchers and poems. An intriguing storyline also emerged around the inter-relationships and perceptions of HR, HRD and organisational development in the keynotes

by Sheila Gupta, chair of Universities Personnel Association (UPA) and HR



SDC08 regional group presentations

director at the University of Edinburgh, April McMahon, Edinburgh's vice-principal and Julie Lowe from Spire Healthcare. Caroline van den Brul (Creativity by Design) and Donald Smith (Scottish Storytelling Centre) showed how narrative used in differing ways can play a part in our work and social lives.

Plenary sessions were particularly interactive and inclusive, from the introductory networking session 'Gone Fishin'', through the Conversation/World Café on the second day to a final 'future visioning' event to close. In conference 'optivote' rankings and anecdotal feedback suggest this was one of the most useful and enjoyable conferences of the last five years. Delegates are currently being

asked for further feedback via an online questionnaire. The next annual Staff Development Conference takes place 4-6 November 2009, in Cardiff. **E**



SDC08 regional group presentations

Creating leaders of the future

Just a small challenge but one which inspired this year's December conference in Cardiff which is sponsored by the Leadership Foundation and organised in partnership with the Welsh Higher Education Staff Development Network (WHESDN).

Speakers were Professor Gareth Jones, fellow of the London Business School and co-author of several books including 'Why Should Anyone be led by You?'; Susan Rutherford, director of HR at the University of Liverpool and Professor Bob Thackwray, director, membership and

organisational development at the Leadership Foundation.

All three speakers looked at the importance of authenticity and of reflection on what those being led might want or need; the embedding of leadership in context and the need to conform 'enough' to be effective in the institution while not endangering innovation and the value of risk. Other questions addressed included: What is leadership? How and when do you identify potential and then develop it to the advantage of both individual and institution? How do you excite people to exceptional performance? How can aspirations and limited resources be reconciled? And above all: How can all this be achieved against an ever shifting environment?

The morning's presentations inspired some animated discussions; the first in the form of a conversation café, the second offering delegates the opportunity to focus on how they might implement some of the ideas in their own institutions.

Underpinning much of the debate was the consideration of how those ideas could be instrumental in taking forward the planned Pan Wales Leadership and Management Development Project currently being scoped to provide a coherent resource for HEIs in the future. **E**

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Starter for Ten



Nirmala Rao took her first degree in Economics (Hons) from Delhi University in 1979, and subsequently received her MA and MPhil from Jawaharlal Nehru University, New Delhi. She came to the UK in the late 1980s and was awarded her PhD by the University of London in 1993. She joined Goldsmiths, University of London, the following year as lecturer in politics, where she progressed to a personal chair in 2002. In 2005 Nirmala was appointed as pro-warden (academic) to be Goldsmiths' lead on academic affairs. In August 2008 she took up the post of vice-principal (learning & teaching) at the School of Oriental and African Studies (SOAS). Nirmala was a delegate on the Leadership Foundation's TMP13.

What is the best piece of management/ leadership advice you have ever been given?

You don't have to run after every ball that is rolled at you.

Who would you most like to have worked with/for?

I work – I hope happily and constructively – with anyone. I'm delighted with my present role.

What is the biggest change you have seen in management/leadership approaches?

I think the task of leadership in higher

education has been transformed – and made considerably more difficult – by the rise of procedural regulation. It demands new skills and aptitudes that have displaced the purely inspirational styles that some past leaders possessed. I don't necessarily lament it. It's just different.

Who has inspired you most in your working life?

My mentor, Sir Charles Carter, the foundation vice-chancellor of Lancaster University and chairman of the Joseph Rowntree Foundation at the time I worked for him. I was inspired by his wisdom, kindness and gentleness (he was a Quaker) combined with his humane vision and firmness of purpose.

What was the best professional move you made and why?

Coming to SOAS, of course! - For its combination of academic distinctiveness and vibrancy, and the challenges it poses.

Which six leaders, past or present, would you invite to a dinner party and why?

Ken Livingstone (to swap London gossip) and Nicolas Sarkozy (but only if he brings Carla). Omar Sharif for his charm (or Malcolm Grant if Omar can't make it). I'd invite Amitabh Bachan to add a bit of charisma, William Hague for his wit and erudition and Margaret Thatcher - to keep the others in order.

What will you remember most about TMP?

Comradeship – working together on tasks with delightful colleagues.

What will be the most enduring learning point?

I learned that I should always keep the broader picture in view, and not let issues of detail cloud the perspective and vision.

Have you continued to meet/engage with your TMP Fellows?

A core group of us meet regularly on an

informal basis to share experiences and update one another on the progress on our projects, and generally give mutual support. It's immensely precious to me.

What piece of advice would you give to someone starting off their career?

I'd counsel them that learning is lifelong – that the journey, not the arrival, matters.

What one thing would make your job easier?

A greater openness to new ideas, and a greater degree of trust in leadership, on the part of those who have to see necessary changes through.

What's been your biggest professional challenge and how did you overcome it?

Coming to a new country and raising young children while striving to establish myself as a successful academic was a continuing challenge in the early stages. I learned time management skills from that, along with the ability to keep focused. The biggest challenges are yet to come – I'll let you know!

The pentathlon or the modern pentathlon?

Eh?

Marmite – love it or hate it?

Marmite?! I won't allow it in the house!

Fish and Chips or Foie Gras?

I'm a South Indian vegetarian – what is 'fish and chips'? And the other? I dare not ask.

New York or New Malden?

If New Malden only had the buzz and pizzazz of New York....

The Beatles or The Stones?

Beatles.

Hans Christian Anderson or J K Rowling?

HCA rather than JKR. **E**

A Hefce approach to continuous

Ten years ago the Higher Education Funding Council for England (Hefce) began to look at itself in order to improve. Then, as now, one of a number of approaches used was the European Foundation for Quality Management (EFQM) model. In 2008 the Foundation awarded Hefce a five star 'Recognised for Excellence' rating for good practice in all areas of operations. HEFCE, along with a number of higher education institutions, demonstrates the value of using the EFQM to help organisations develop and thrive. How this was achieved is described by Steve Egan, Hefce deputy chief executive, in discussion with Professor Philip Sullivan.



Philip: When did the Council first use the model and why?

Steve: It seems a long time ago, ten years. We needed to understand our priorities for organisational improvement. We had lots going on and could run in all directions and achieve little if not careful. A colleague found EFQM and we started to use it. It gave us specific things to help Hefce become better. We liked the model and liked the improvements.

Philip: In the wrong hands EFQM is complex. How did you keep it simple?

Steve: There is a tension in the model. You can go to a level of detail which is not needed. At the beginning 16 people self-assessed in one and a half days. It was not a huge time investment for the return, though you have to be careful with models and use them sensibly.

Philip: How did you overcome scepticism?

Steve: Actually that was easy to deal with. We shared the staff's concern about trying to do too much. Some people find the idea of evaluating against anything which uses quantitative data quite difficult. But if the model is used intelligently scepticism is overcome.

Philip: What unexpected benefits did you see?

Steve: Interesting things happened. For example I noticed people changed the tone of their emails. One concern from the self-assessment was the style of emails. They could be more courteous; the way it would be if we spoke one-to-one. Almost immediately that changed.

Philip: How were staff assured they were not under a spotlight?

Steve: We treated EFQM as formative rather than summative assessment. We used it to help Hefce learn, reflect, evaluate what we were doing and tried to improve. In order to do that you must have a culture of support.

Philip: How did you keep it going?

Steve: We embedded the principles in our corporate approaches. They are consistent with our style of management and values. Interestingly, we do not use the word 'values', we use 'behaviours' to describe what we expect of each other. That way we kept it going.

Philip: Was target setting a problem?

Steve: We have quantitative, process and qualitative targets, quantitative assessments of people's perceptions of Hefce, staff surveys with statistical analysis and so on. It is how targets are used and discussed with colleagues

which are important. If used stupidly, people will be alienated, but when used intelligently colleagues see the value.

Philip: Why is the model's use limited in higher education?

Steve: There are different reasons in different institutions. Those most successful at using the approach probably have a systems-based view of the world. It is a busy life running an institution and some people remain unconvinced that the model can offer value. I suspect what will happen is those institutions able to demonstrate added value will be seen as something others would want to emulate.

Philip: Benefits for the sector?

Steve: The principle of self-assessment and self-regulation is a good one. It protects institutional autonomy and offers the prospect of a reduced amount of regulatory scrutiny. Hefce has adopted that stance and made significant reductions in the burden placed on institutions, but not at the cost of stakeholder confidence.

Philip: What prompted the target of 'Recognised for Excellence'?

Steve: We thought it sensible to have some external validation of where we stood relative to others and needed to prove we were serious about improvement.

Philip: How much effort was needed?

Steve: Quite a lot, especially with the award document. It has proved to be quite useful in giving people a good idea of what we are about and the approaches we take.

improvement

Philip: EFQM assesses leadership. Was this a problem?

Steve: It depends on attitude. If we are to learn, the basic starting point is humility. Saying we are not perfect at some things is not a sign of weakness, it is a sign of strength. We did not find it a problem.

Philip: What is the view of staff unions?

Steve: We have excellent relationships with our staff union. They have been supportive and positive. Staff are pretty much all we have. All we produce is the consequence of their creativity, expertise and their ability to form positive relationships with our stakeholders. These are welcome messages for unions.

Philip: Assessment is useful, but only if it is followed up?

Steve: Follow up is important, it is easy to come up with lots of ideas and then they just stay there. Whenever we produce ideas from an evaluation we establish priorities. The things we must do go into team plans, individual objectives; and we follow up and review.

Philip: How did staff react to the five-star rating?

Steve: It was terrific. Staff were proud of the achievement. We had a party, which is not a common thing; maybe we should do that more often.

Philip: What next?

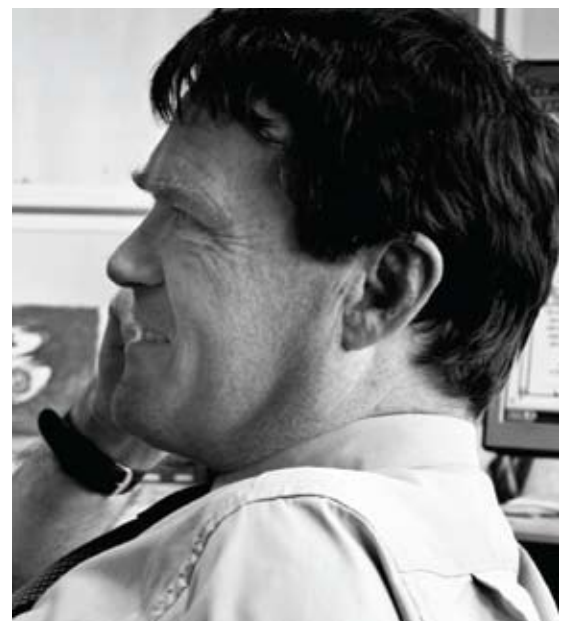
Steve: We will implement the improvement actions and decide in about six months whether to take EFQM to the next level, which we are probably inclined to do. **E**

EFQM is just one of a number of approaches to continuous improvement. Nevertheless, with continued use Hefce is likely to achieve a full Excellence Award within three years and will remain a beacon for the sector.

Professor Philip Sullivan is a Projects Director at De Montfort University, Leicester. His work in the sector mainly concerns organisational self-evaluation for improvement.

To receive the full interview with high resolution video clips on DVD, please email your postal address to psullivan@dmu.ac.uk. There is no charge.

Low resolution clips can be viewed on the Leadership Foundation LF-Connect page at www.lfhe.ac.uk/membership/lfconnect/



LEADERSHIP, GOVERNANCE AND MANAGEMENT FUND

Hefce and the Leadership Foundation are working in partnership to invest in improving leadership, governance and management in higher education through the LGM Fund. In this edition we feature updates on two LGM projects.

Enhancing institutional governance and accountability through more effective internal audit

Project reference: LGMF-075

Lead institution: University of Birmingham

The Council of Higher Education Internal Auditors (CHEIA) was formed 17 years ago with the aim of improving professional development and expertise in the higher education sector. Since its creation, CHEIA has been led by a small team who between them have delivered most of the objectives.

The further development and longer term sustainability of CHEIA required more focused input, which led to the Leadership, Governance and Management (LGM) fund bid in 2006.

A development officer was appointed in 2007 on a three-year contract and at the end of the first year has made inroads into CHEIA's overall aims. The officer is managed by a member of the executive and based at the University of Birmingham. She has been involved in organising the annual conferences (a centrepiece of CHEIA's activity) and has set up a database of contacts and members. Importantly a range of audit-related training courses has been set up at venues in the north and south of the country. A totally redesigned website is now in the latter stages of completion and will be launched soon. This will improve communication with members as well as being a reference point for web browsing.

CHEIA is increasing its profile nationally with publications in professional journals, as well as having representation on some important bodies in the sector. **E**

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Mapping the role of academic registrar

Project reference: LGMF-145

Lead institution: King's College, London

This collaborative study, sponsored by members of the Academic Registrars' Council (ARC) and other sector representatives, had three principle aims:

- to map the current and emerging areas of responsibility of academic registrars (ARs) in HEIs, in the context of expectations relating to quality of delivery of the student experience;
- to identify the skill sets and subject knowledge required of ARs to interpret and deliver the change agenda;
- to share the outputs across the sector to help shape recruitment, career development and succession planning.

Additional benefits were perceived as:

- enhancing the capacity of ARC as a professional organisation in serving the needs of its members;
- providing a framework for the professional development of both ARs and also for senior registry staff aspiring to the role of AR.

The work plan has included:

- a questionnaire to the full ARC membership;
- a series of focus groups with ARC members and other key stakeholders in the sector.

Dissemination activity to date has included:

- presentation of key findings at ARC's 2008 Conference;
- sharing of outcomes with ARC's Professional Development Committee, to support professional development activity;
- role profiles made available to ARC members to facilitate communication;
- further collaboration on professional development planning with the Leadership Foundation for Higher Education. **E**

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SMALL DEVELOPMENT PROJECT

The Leadership Foundation has once again provided funding for ten small development projects of up to £15,000. Here is an update on a recently-funded project.

Professorial leadership: identifying, recognising and leveraging the organisational capacity of the professoriate

Almost 10 per cent of academic staff in UK universities now hold a professorial title. However, while the criteria for becoming a professor is often a focus of attention, there has been little research about what it

means to be a professor. This project seeks to analyse, recognise and develop good practice in utilising the leadership skills of the professoriate for the organisational development of higher education institutions (HEIs).

An online survey and interviews are aimed at helping to establish how professors conceive their own role as leaders. This work will be supplemented by an analysis of how HEIs currently communicate their expectations

via job and role descriptions for professors. Preliminary survey results suggest that there is a mismatch between professors' perceptions of their role and of institutional expectations. They also feel their expertise is under-utilised by universities. **E**

To find out more, to share a professorial role description or contribute to the online survey, please contact:

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Excellence Rewarded

Liverpool John Moores University (LJMU) has won the prestigious UK Excellence Award 2008 organised by the British Quality Foundation (BQF); becoming the first university in Europe to be a full award winner under the EFQM Business Excellence framework.

LJMU received the award in recognition of the university's outstanding performance and competitive business positioning. Vice-chancellor and chief executive Professor Michael Brown received the award on behalf of LJMU, which was presented by HRH The Princess Royal, the BQF's patron, at a ceremony at the Hilton, Park Lane in London on October 14.

The university began an intensive programme to develop its leadership and management system using the EFQM Excellence Model in 2002. They took the courageous decision to apply the model to the whole university, but to do so in a way that was appropriate to the culture of the organisation.

"We don't talk about the Excellence Model in day-to-day activity but apply it very practically in ways relevant to what we are trying to achieve as a university – building excellence into our core business" says Paul Evans, LJMU's director of business excellence. Paul acknowledges that an element of LJMU's



Mike Fairey, BQF President; HRH the Princess Royal; Professor Michael Brown, LJMU Vice-Chancellor. SykesPhotographic.com

success was supported by his own Leadership Foundation Fellowship project 'Management by Processes and Fact', awarded in 2005. "What many people outside of higher education don't realise is that universities are very complicated businesses – using the Excellence Model has helped us to make sense of that complexity; and my Fellowship project made a contribution to that."

There are many business award schemes, but few if any have the rigour of the UK Excellence Awards. The university prepared a 75-page application document that was assessed and later verified by a team of six assessors, who spent a week at the university interviewing

upwards of 100 people in individual and focus group situations.

Professor Brown said: "We are delighted to have achieved a UK Excellence Award at our first submission attempt. Business excellence underpins everything that we do and that's why LJMU has been able to evolve into an exciting, forward-thinking, and commercially-aware university operating at the heart of Liverpool."

"This award is real encouragement to all our staff who have been brave enough to adopt a new way of running a university and been prepared to challenge the status quo." **E**

GuildHE and the education debate

Preparing for the GuildHE annual conference this November, we had anticipated that the different strands in the Department for Innovation, Universities and Skills (DIUS) Debate on the Future of Higher Education would be well-rehearsed by the time we met. Instead, the director general for higher education provided us with a personal briefing, just as Debate responses appeared on the DIUS website.

We wanted to make sure that our own submission to the Debate was recognised. Our conference was a chance to review members' key messages in the light of the significant changes in economic context. We were concerned about recent comments on 'institutional mergers', and remain seeking government confirmation of real commitment to institutional differentiation, parity of esteem and diversity of institution and delivery - to match a diverse student need.

From the wide range of contributions to the Debate we considered what we should be securing for the long term, while thinking about short and medium term actions which will drive toward those ends. GuildHE members have been taken by Christine King's ideas about the funding of part-time education; we know that the burden of long-term debt is not one those from widening participation backgrounds are keen to take on, so the rethinking of student funding becomes a more urgent action.

Recent events have been an even stronger wake-up call regarding the global integration of our society, and the call for internationalisation is crucial – a hunter-gatherer attitude must be exchanged for mutual respect and sustainable trading. GuildHE members recognise it is time to adapt our global information society further and grow ideas that sustain an enriched world. **E**

Professor David Baker is chair of GuildHE and principal of UCP Marjon in Plymouth

PERSPECTIVE

People and IT in partnership

by Michelle Pauli

Higher education is at the cusp of change in its relationship with technology. Over the last 30 years we have moved from an era in which information technology (IT) in universities was a specialist function, somewhat distanced from the organisation's strategy and disconnected from management, to a world in which technology is ubiquitous, integral to the delivery of education and an enabler of innovation.

In his response to the debate on higher education¹ initiated by John Denham, Sir Ron Cooke, chair of the Joint Information Systems Committee (JISC)², recognises that UK higher education enjoys a world-class infrastructure for information and communications technology. However, he also highlighted a critical gap in its ability to fully exploit this infrastructure: the need for more effective leadership, at all levels.

For universities to derive maximum value from technology and manage related change effectively, the IT-literate and business-literate are both needed to inform and deliver institutional strategy. Responsibility for the understanding and management of technology within and across institutions can no longer be seen as the sole preserve of the IT department. Learning in higher education is undergoing a digital transformation. Virtual learning environments (VLEs) are commonplace, e-portfolios are becoming standard, and iTunes U is delivering lectures direct to students' computers and iPods. Technology is also at the heart of a profound change in student expectations of their learning experience. The first 'Google generation' of so-called digital natives is making its way through the education system and is now reaching PhD level. Today's students expect IT to be an integral, and seamless, part of their learning, and this presents new and major challenges to institutions. With these changing expectations, awareness and understanding of the potential of technology to transform teaching, learning and research has to feed into strategic thinking at the very top and throughout the institution.

This in itself presents challenges. There is a legacy of underinvestment in IT in institutions which is only now being addressed. Critically,

management models may not reflect the changing status of technology; there are gaps in skills and understanding that may hamper the building of effective relationships – relationships between people and IT and how they can work together, in partnership, to realise the potential of technology in this new digital era.

These challenges provided the focus for a recent conference organised by Cardiff University, the Leadership Foundation and JISC. 'Building the University of the Future: people and IT in partnership' offered some inspiring examples of how, throughout higher education, relationships are being built to overcome these barriers.

Within institutions, the relationship between the head of IT and the senior management team was identified as key. Early findings from a JISC/Leadership Foundation study on the integration of technology into institutional corporate strategy suggest that responsibility for and ownership of information technology and its integration in corporate strategic thinking raise important leadership issues at all levels. By and large, Directors of IT operate only one or two steps below the senior team in most institutions. However, there is variation in the way that they perceive their role, and if they are business-literate as well as technology-focused.

Martyn Harrow, director of information services at Cardiff University, highlights just how vital the mindset of top technical managers is to leading a successful IT strategy in the 21st century. "Have a game plan for success, invest in your own and your team's development and, above all, recognise that the people factor is everything," he urges. "We need to learn about the people dynamic that is essential for success. It can be hard to take management on a journey to feel confident about IT. You have to guide your organisation through this fast-changing world." If technology experts get the relationships right, he believes, they can have an influence beyond the IT agenda.

While relationships within universities are clearly crucial, in a globalised world, collaboration across institutions and in the

wider community is increasingly important. It is what Ted Dodds, chief information officer and associate vice-president of IT at the University of British Columbia, Canada, calls "leverage" – combining our resources with those of others for a common purpose. He also highlights the potential of community source software to bring institutions together to create products of interest, allied to the higher education community's real understanding of what it means to be "open".

A more radical leverage option for universities, which are more used to competing against each other for students, is to collaborate to form centres of competence in key areas to create focus and mass. This is happening in the Netherlands, where three Dutch universities of technology have formed a federation, 3TU, with the aim of strengthening their positions in research and education. They now run five joint master's programmes. As Paul Rullman, vice-president of Delft University of Technology, explains, it is not a merger but a platform for collaboration. The process, which was originally criticised by the government and industry, is now widely hailed as a success. According to Rullman, the cultural challenges the plan faced, in the form of the traditional competition between the universities, were overcome by three factors: a common IT infrastructure; the enthusiasm of the participants; and the leadership from the top. The role of leadership, concludes Rullman, is to "communicate confidence and vision; understand technology; support painful IT decisions; give clear directions to the future; organise quick wins; and not to be afraid!"

Could we see this kind of leadership and collaboration in the UK? As ever, technological advancement will rest on people in partnership – the human factor. As Rullman wryly says of the Dutch initiative, "it's all built on relationships. You can have initiatives but then you have to have dinner and talk about it." **E**

Michelle Pauli is deputy editor of www.guardian.co.uk/books, the Guardian's award-winning website, and a freelance writer and editor specialising in e-communications.

1. www.dius.gov.uk/policy/he-debate.html

2. JISC. The body that supports the innovative use of technology in UK higher and further education.

New programme for vice-chancellors from Pakistan

The Leadership Foundation welcomed 13 vice-chancellors from Pakistan for the first run of a new 10 day top level programme.

The main aim of the programme was to enable the group to study how UK universities are governed, managed and led so as to enable the vice-chancellors to review and reform aspects of their universities in Pakistan.

The Putteridge Bury campus of the University of Bedfordshire was the venue for the classroom element of the programme and the group visited the Universities of Cranfield and Hertfordshire to see how their strategies were put into practice. The group was most impressed by the sharp focus and the outward-facing cultures of both institutions.

A British Council country focus event which coincided with the visit attracted around 100 staff from UK HEIs who were keen to meet the group, receive a first-hand briefing and explore collaborative opportunities.

Memoranda of understanding designed to achieve long-term relations between the institutions in Pakistan and HEIs in the UK were signed. The deputy high commissioner of the Pakistan High Commission in London was the guest of honour at a formal dinner to conclude the programme. The Leadership Foundation has been asked to host a second group from Pakistan in March 2009 and to provide support for the implementation of the vice-chancellors' action plans in Pakistan. **E**



Vice-chancellors from Pakistan with Mr Ken Lawson, Manager of Coating Services, in the High Temperature Coatings research unit at Cranfield University.

Coventry wins top leadership award

Leadership at Coventry University has been highlighted as a shining example to others. The university was recently awarded the Outstanding Contribution to Leadership Development title, sponsored by the Leadership Foundation, at the 2008 Times Higher Education Awards. Coventry saw off fierce competition from London School of Economics, Middlesex, Newcastle, Bradford and Central Lancashire universities to clinch the top prize.

Coventry's Leadership Development Programme was set up in 2006 to address the needs of senior managers following a period of restructuring, and now has 110 members across the university. Since then it has delivered significant results, directly supporting the achievement of the university strategy as well as producing dramatic increases in staff satisfaction ratings.

Ann Mroz, the editor of Times Higher Education, said: "Coventry's forward-looking approach to leadership development has ensured that its reputation will continue to grow within the sector. Their Leadership Development Programme sets an example in cross-functionality to other institutions, and strikes a superb balance between management-led vision and self-development."

The programme sets out by aligning individual and organisational development needs. From there, participants set a course to build their own capability, while tackling a set of real organisational challenges that are identified as critical to the delivery of strategic goals. The result has seen a leap in collaborative working, the opening of cross-functional communication gates and action to address issues and seize opportunities.

To achieve this, the programme has a mix of traditional and groundbreaking interventions which are woven together by their focus on strategic challenges.

Coventry University has developed a framework for leadership development that can deliver outstanding results and high levels of satisfaction, energy and motivation.

The process is replicable in organisations from all sectors, and can be tailored to drive change in a way that is appropriate to the context, culture and challenges faced today and in the future. **E**

For more information contact:

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THE Awards 2009 will be launching in the first week of March, and entries will be collected until June 15.



Ewart Wooldridge, Chief Executive of the Leadership Foundation with Coventry University's Donna Kendall, Director of HR, Rebecca King, Management Development Advisor and Mark Holton, Head of Organisational Development and Learning plus Melanie Duck, events assistant for TSL.

Running Universities in Challenging Times



Ewart Wooldridge CBE, chief executive of the Leadership Foundation reflects on the issues emerging from 'Coping with Change', a recent conference of the Leadership Foundation's PVC/DVC Network.

"Getting staff to go the extra mile for you means that you have to get two things working in tandem: seeking their alignment with what the organisation is trying to achieve and engaging with them effectively."

This was one of the compelling messages from David Macleod, author of the change management book 'The Extra Mile'¹ who addressed the well attended PVC/DVC Network conference on 'Running universities in challenging times'. He also spoke of building up the reservoir of goodwill that was the source of energy and commitment during change.

Much of this is easier said than done, given the complexity of university structures, the network of communities that they constitute, and a culture that will react instinctively against overt managerialism. Nonetheless, participants tended to agree that there was an

intensification of change, both as a result of the longer-term competitive pressures facing higher education over the next five years, and from short-term issues arising from the worldwide financial meltdown.

At the same event, Simon Atwell, finance director of the University of Salford told the story of turning round the financial position of his institution. Critical to that process were absolute transparency, honesty about the state of the finances, and the total agreement of the senior team.

This PVC/DVC Network event had been planned well in advance of the current international finance crisis because its main purpose was to respond to the already known pressures over the next 5-10 years of:

- increased competition, in the UK and internationally;
- the consequent need for HEI's to seek much clearer differentiation and distinctiveness;
- high pay, pension and utility costs;
- the prospect of demographic downturn in the 18-24 age range from 2010-20;
- the potential gradual reduction in the growth in international students for HEIs as alternatives become available for them closer to home;
- prospect of a reduction in the proportion of public funding.

Suggested actions identified at the event included:

- start a fresh process of scenario planning now;
- challenge assumptions in existing strategic plans;
- learn from lessons from other sectors;
- engage middle levels of leadership and management;
- engage in conversation generally across the institution.

There are so many theories of change management around that it is impossible to offer one recipe for dealing with current challenges. However, if you can only choose one I would opt for John Kotter's eight steps for transforming organisations²:

1. Establish a sense of urgency.
2. Form a powerful 'guiding coalition' at all levels of those who will champion and lead the change.
3. Create a compelling vision.
4. Communicate the vision again and again... and again.
5. Empower and delegate to others to act on the vision.
6. Plan for and create short term wins and sensible milestone achievements.
7. Consolidate these improvements as change is implemented.
8. Embed new arrangements by making connections between new behaviours and successes.

What Kotter is trying to fix is the tendency of organisations to have a grand vision and analysis of the need for change, and then failing to turn it into action – something that universities can so often excel at! His approach is to establish momentum and to create a culture where change actually happens. Good leadership is about turning a vision into action, not just articulating it well. **E**

One key outcome of the autumn PVC/DVC Network event will be the creation of a new **PVC/DVC Learning Network** specifically focused on the issues of running universities in challenging times. 18 PVCs immediately signed up after the network meeting and it will involve a combination of an e-relationship (with a research based briefing service from the Leadership Foundation) and occasional face-to-face meetings. Issues already tabled include:

- income diversification in recession;
- international recruitment versus internationalisation;
- reviewing the academic portfolio;
- improving business processes.

If any PVC or DVC would like to join the learning network (which is open to all Leadership Foundation members), please contact:

Ewart Wooldridge

E: ewart.wooldridge@lfhe.ac.uk

1. Macleod, D. (2007). *The Extra Mile: How to Engage People to win*. Financial Times/ Prentice Hall

2. Kotter, J. (1996). *Leading Change*. Harvard Business School Press

TMP 16 visits Qatar

During November a UK delegation of participants on the Top Management Programme (TMP) had a short four-day visit to Qatar, undertaken as part of the overall theme of 'Leading in an International Context'.

The main purpose of the international visit, part of the second week of TMP, is to provide first-hand experience of leading the delivery of transnational higher education and gain a more detailed understanding of the opportunities, risks and due diligence issues associated with international higher education. Participants obtain an improved sense of how UK higher education is perceived by other countries and gain a greater awareness of how our main competitors operate. It is important to understand the ways in which other countries are reforming their higher education systems and how they view the role of international education in contributing to the delivery of their national agendas.

The visit to Qatar followed earlier briefings for participants from UK Trade and Investment (UKTI) and the Higher Education International Unit in London to set the visit in the wider context of the cross-cultural, political, economic and social issues associated with internationalisation in higher education.

Qatar is a small country with an overall population of some 1.5 million (of which Qataris comprise approximately 200,000).

The Qataris enjoy the highest GDP per head in the world. Notwithstanding the vast gas reserves the country possesses, the current Emir started a process of diversifying the economy to become more 'knowledge-based'. As part of this it has been agreed to invest 2.8% of its GDP in research and development activities.

The group visited the stunning 'Education City' on the outskirts of Doha. Visits were hosted by the deans of three of the six campuses occupied by major US universities. The group gained insights into the work of Texas A&M, Carnegie Mellon and Weill Cornell Medical College. They were also briefed on the strategies of the Qatar Foundation which is responsible for the development of Education City. With generous resources and a long-term vision the institutions were able to concentrate on the development of high quality provision, albeit for relatively few students at present.

The group also visited the futuristic Qatar Science and Technology Park. Some UK multinational companies have already taken space and it was intended that universities will collaborate on R&D projects to enable Qatar to become the knowledge hub of the Gulf. Some UK universities have already entered into agreements with Qatar.

The group was invited to discuss research, teaching and learning and enterprise strategies with members of the senior team at the state-



run Qatar University, and was offered further insights into the running of a transnational enterprise through a presentation from the CEO of the College of the North Atlantic, a Canadian community college responsible for the delivery of further education in the country. Senior British Council staff also provided a useful overview of developments and opportunities in the wider region.

The visit ended with a briefing from HM Ambassador John Hawkins, who also hosted a reception and lunch in his residence during which the opportunities for UK HEIs were discussed, along with effective ways of doing business with the country. **E**

Applications are now welcome for TMP19 and TMP20. See the back page of ENGAGE for dates or visit www.lfhe.ac.uk/support/tmp/

Tom Irvine – New Director of Consultancy



Tom Irvine joins the Leadership Foundation for Higher Education as director of consultancy to take forward our important work, supporting senior team development, coaching for vice-chancellors/principals and other senior leaders in the sector, and leadership development consultancy support to individual HEIs.

Tom is one of the country's most experienced facilitators of leadership development. He has held senior level leadership development positions in both the private and public sectors, giving him a unique perspective into the development of the country's most senior leaders.

Tom has held senior positions in two other public sector leadership development organisations; as director of leadership at the Leadership Centre for Local Government and as a director at the National College for School Learning.

Tom's leadership and management development experience really began to take shape in the early 1990s when he spent four years working at the Confederation of British Industry (CBI) Education Foundation in London. In this role he developed and delivered major programmes of leadership and management development for senior education leaders based on the approaches of major companies such as Rank Xerox, Marks & Spencer and Digital Equipment Company.

Tom then took up the post of group training and development manager for NatWest Bank. In this national role in a major blue chip

company with 90,000 employees he was responsible for developing the company's major programmes of leadership and management development.

Tom originally trained as a teacher of mathematics, taking up his first teaching post in 1979 in Possilpark, an inner city area of Glasgow. Tom left the classroom in 1987 when he was head of mathematics in an outer London secondary school. He then served for four years as assistant county education officer in Suffolk local education authority (LEA) with responsibility for the teacher in-service training scheme for Suffolk's 6,000 teachers and lecturers, before moving to his role at the CBI. His leadership development work began in 1997 whilst working for Suffolk LEA, facilitating leadership programmes for head teachers and college principals. **E**

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PREVIEW

University Campus Suffolk – Now open for business

By Kay Maddox-Daines

Kay joined University Campus Suffolk (UCS), two months prior to its opening on August 1 2007, tasked with setting up the corporate development function. Prior to this she worked in further education with a focus on project management, equality and diversity and corporate development. Previously Kay spent seven years working in the private sector with GEC, BAE and Pirelli with a focus on management and organisational development.

University Campus Suffolk (UCS) opened its doors formally on August 1 2007. We are one of the newest higher education institutions in the UK with just over 300 staff and about 3,000 students. UCS is a modern approach to higher education, with centres in Bury St Edmunds, Great Yarmouth, Lowestoft and Otley, complementing the major new campus developments in the Ipswich Education Quarter. The UCS model aims to support and encourage the Suffolk population (683,736; 2001 census) who previously had to move to other counties in order to continue their higher education. Around 42% of the Suffolk population lives in rural areas where the transport infrastructure can make travelling between towns and villages problematic. UCS aims to make higher education accessible to everyone living in the county.

In addition to the main campus in Ipswich and the five centres across the region, UCS, with a number of partners, is developing a network of smaller centres. These Learning and Enterprise Access Points (LEAPS) will be developed throughout the region and the first phase opened in March 2008. LEAPS have been designed to support a range of requests, from people requiring support with basic numeracy and literacy to those with higher degrees wishing to embark on a PhD. The key theme is about making UCS accessible to all. UCS degrees are jointly accredited by the Universities of East Anglia and Essex and employability is at the core of all its courses. UCS offers courses in the areas of arts, business, health and wellbeing, social sciences and sciences.

Ipswich Campus opened its landmark Waterfront building in September 2008 and students are now able to enjoy two state-of-the-art 140-seat lecture theatres, a fully equipped learning resource centre, a popular café run by the Students' Union and a number of flexible learning and social spaces. Plans are currently being made for the second phase of developments at University Quays further down the Ipswich waterfront. This site will host further student accommodation and academic and social spaces.

The Vision

The UCS value set is aligned with the vision. We will be: student-led in our planning; employment-led in curriculum development; accessible in our approach to teaching and learning and flexible in our processes and procedures.

Addressing the Challenges

Encouraging staff to identify with a university rather than a higher education department in a further education college has been a challenge. Over 75% of UCS staff have transferred to UCS (via TUPE¹) from Suffolk College where they provided higher education within a largely further education environment. For many staff, initial changes were largely virtual. During the first year, pending the completion of the waterfront building, they continued to teach many of the same students in the same buildings.



Kay Maddox-Daines, HR Manager (Corporate Development) and Sarah Meelan, director of human resources at UCS

Corporate development activity was pivotal in addressing these challenges. A bespoke programme was developed for managers built around a competency framework which includes knowledge and behaviours in: performance and people management; communication; equality and diversity; commercial awareness; customer service; financial/resource/information management and management of self. The framework is used in the annual staff appraisal review process. The framework is used in the annual staff appraisal review process.

All managers also have the opportunity to be supported through the UCS mentoring programme. UCS has teamed up with Ipswich Borough Council in the delivery of its mentoring support and, following training, UCS mentors work with Council mentees and vice versa. In addition to individual development, this provides managers with the opportunity to share ideas and to benchmark local practices.

Scholarly activity forms a large part of the UCS corporate development programme and is

instrumental in changing the organisational culture from a further education to a higher education mindset. Sessions include action learning, managing difficult situations in teaching, multiple intelligences and learning styles, supervising master's dissertations, writing for academic publication, aligning learning outcomes, putting the learning into e-learning, and many more.

The scholarly programme is further supported by a range of courses in equality and diversity, sustainability, personal development, health and safety and ICT/ILT. New academic staff are also offered support in the form of a mentor. Considerable effort has been put into supporting staff who were moved to the new Waterfront building. Change management has been coordinated by human resources in close liaison with a number of change champions from relevant areas. Regular communication via the UCS intranet system has kept staff informed of building progress and the potential teething problems to be dealt with prior to the physical move.

Feedback on progress

A staff survey was undertaken in May 2008 to gain feedback on the working life of UCS members of staff and discover how the pace of change has been received. Just under 60% of staff completed the survey questionnaire. The results indicated very different experiences, with our Health, Wellbeing and Science faculty seemingly more content than our Arts, Business and Social Science faculty.

Focus groups were arranged to explore the reasons for this differentiation and UCS now has a detailed improvement action plan in place with a strong focus on communication and consultation. We will survey staff again in two years' time to identify how things have improved.

There is still much to be done. Just under 40% of UCS staff are still teaching in old buildings while we await completion of phase 2 of the campus development, which is planned to open in 2010. Maintaining staff morale is a key challenge and UCS aims to ensure all staff are able to work in the new building at certain times, whether this be to teach or to hot desk. UCS is now starting to think about phase 3 of its development and the challenges that this will bring. Watch this space! **E**

¹TUPE stands for the Transfer of Undertakings (Protection of Employment) Regulations, 2006.

Culture: The final frontier?

When I was asked to write about 'leadership' or 'governance', or about a book I had found relevant to my working life, I found my thoughts turning to the subject of organisational culture.

There are vast numbers of books on organisational structure, empowerment and strategy, as well as the indispensable 'how to be a good manager in ten minutes'. Yet there are few about the most important and difficult management issue - the creation and sustenance of an appropriate organisational culture.

As I earned money during student vacations in furniture factories, steel works and offices, I witnessed the way in which contrasting cultures in otherwise similar organisations delivered very different outcomes. I never fully understood why they were so different; but I could see that the right culture is a critical factor in delivering positive outcomes for everyone.

When I arrived at Liverpool John Moores University, it was immediately clear that I needed to invest in developing the newly-appointed senior leadership team, and in particular to inculcate a spirit of corporate teamwork the like of which I had never experienced in higher education before. I had the good fortune to encounter Senn Delaney, a UK-based American company specialising in the practical development of organisational culture. We hired them to work with the whole leadership team including me, and the late John Clayton was the inspiring facilitator who made it all work. John enhanced the work and life understanding of everyone at LJMU who took part; many colleagues found the experience profoundly life-changing.

Over just a few weeks, I saw the leadership team not only being transformed, but enjoying the process. Comfortingly, the process reinforced the broad leadership approaches I had already adopted instinctively, but also added critical components that I had not considered, and helped systemise and organise them in my mind.

The book that describes this transformational approach is *Winning Teams - Winning Cultures* by Larry Senn and Jim Hart. Without personal experience of the Senn Delaney process, I suspect I might have found the reading hard going. But the critical components of the approach are not difficult - just the

determination and dedication to work always within the desired culture. As the book says: "Every organisation has a definable culture; the only question is, does it shape you, or do you shape it?"

The key concepts we learned as a team are worth reflecting on and reading about further. They are:

- the "shadow of the leader";
- culture and integrity;
- managing energy levels and moods;
- listening - "being here now";
- aligning strategy, structure and culture;
- sustaining the culture;
- 360° appraisal against the values.

Of these, the most important in my view is the "shadow of the leader". This is a simple idea, but the most personally demanding one. The leadership (and all members of the leadership) must deliver and demonstrate the required cultural behaviour consistently at all times. After all, if the leadership does not live the values of the organisation at all times, how can it expect others to?

The book puts it this way: "I would submit to you that it is unnatural for you to come in late and for your people to come in early. I think that it is unnatural for you to be dishonest and your people to be honest. I think that it is unnatural for you not to handle your finances well and then expect your people to handle theirs well. In all these simple things, I think that you have to set the standard."

Or as the US author James Baldwin wrote: "Children have never been very good at listening to their elders, but they have never failed to imitate them". Put more simply, it is a question of 'do as you want others to do', combined with 'noblesse oblige'.

Finally, the need to check on effectiveness through 360° feedback is an effective and rewarding tool. As Robert Burns said: "O wad some power the giftie give us to see oursel's as others see us".

Revisiting this book brought back fond memories of the initial leadership development work that we undertook together at Liverpool John Moores University. It may be of interest to others. **E**



PROFESSOR MICHAEL BROWN

A chartered physicist and chartered engineer, Professor Michael Brown CBE, vice-chancellor of Liverpool John Moores University (LJMU) in 2000. He received the CBE in 2007 for services to higher education and to the communities of Liverpool.

He is chairman of the Liverpool Everyman and Playhouse Theatres Trust and was chairman of the Strategy Committee of Merseyside Objective One Funding.

LJMU is the only university in Europe ever to win a business award under the EFQM framework (UK Excellence Award 2008 – BQF)



WINNING TEAMS – WINNING CULTURES BY LARRY SENN AND JIM HART

Publisher:
Leadership Press; 1 edition (10 Jan 2006)

Format: Paperback

ISBN-10: 0963601849
ISBN-13: 978-0963601841

Price: From £7.25 at amazon.co.uk

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 HEIs

- TMP19** **Nomination Deadline:**
Friday 30 January 2009
Orientation: Friday 19 June 2009
Venue: Holborn Bars, London. EC1N 2NQ
Week 1: **Strategic Leadership and Change**
Monday 6 - Friday 10 July 2009
Venue: Horsley Park, Surrey. KT24 6DU
Action Learning: Tuesday 15 September 2009
Coaching: Monday 12 October or
Tuesday 13 October 2009
Week 2: **International Visit**
Monday 2 - Friday 6 November 2009 (The dates may be subject to change as they are dependent upon the location of the international visit)
Action Learning: Tuesday 8 December 2009
Week 3: **Strategic Leadership: Finance, People and Top Team Issues**
Monday 11 - Friday 15 January 2010
Venue: Marriott Hotel & Country Club, Dalmahoy, Edinburgh, EH27 8EB
Price: £13,500

- TMP20** **Nomination Deadline:**
Tuesday 31 March 2009
Orientation: Friday 11 September 2009
Week 1: **Strategic Leadership and Change**
Monday 5 - Friday 9 October 2009
Action Learning: Tuesday 17 November 2009
Coaching: Tuesday 15 December or
Wednesday 16 December 2009
Week 2: **International Visit**
Sunday 24 - Friday 29 January 2010 (The dates may be subject to change as they are dependent upon the location of the international visit)
Action Learning: Tuesday 2 March 2010
Week 3: **Strategic Leadership: Finance, People and Top Team Issues**
Monday 19 - Friday 23 April 2010
Venues: TBC
Price: TBC

SENIOR STRATEGIC LEADERSHIP PROGRAMME

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

- SSL8** **Application Deadline:**
Monday 2 February 2009
Module 1: **The Reality of Leading Change**
Monday 9 - Thursday 12 March 2009
Module 2: **Personal Impact Analysis**
Monday 20 - Wednesday 22 April 2009
Venue: York Marriott Hotel, York. YO24 1QQ
Price: £4,800

PREPARING FOR SENIOR STRATEGIC LEADERSHIP

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

- PSSL8** **Application Deadline:**
Friday 27 March 2009
Module 1: **Unpacking Strategic Leadership**
Wednesday 6 - Friday 8 May 2009
Module 2: **Strategic Leadership in Action**
Monday 22 - Wednesday 24 June 2009
Venue: York Marriott Hotel, York. YO24 1QQ
Price: £3,950

HEADS OF DEPARTMENT SERIES IN SCOTLAND

This programme has been developed specifically for heads of academic and service departments within Scottish HEIs

- Series 7** **Application Deadline:**
Wednesday 18 March 2009
Residential Module:
Dates: Thursday 14 - Friday 15 May 2009
Venue: MacDonald Houstoun House Hotel, Edinburgh West EH52 6JS
Action Learning Day:
Date: Thursday 11 June 2009
Venue: To be determined by the groups
Working with people:
Date: Thursday 4 June 2009
Venue: The Merchants' Hall, Edinburgh
Price: £1,400

AN INTRODUCTION TO HIGHER EDUCATION: A PROGRAMME FOR NEW MANAGERS AND ADMINISTRATORS

A three-day programme giving professional managers new to higher education an insight into the workings of the sector

- Spring** **Application Deadline:**
Friday 6 March 2009
Dates: Wednesday 25 - Friday 27 March 2009
Venue: Collingwood College, Durham. DH1 3LT
Price: £625

HOLBORN SERIES

One-day practical leadership workshops focusing on the contemporary and challenging topics and issues facing higher education

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Dates: Wednesday 4 March 2009
Venue: Holborn Bars, London. EC1N 2NQ
Price: £400

- Essentials of Finance for Higher Education Leaders**
Dates: Monday 23 April 2009
Venue: Bonhill House, London. EC2A 4BX
Price: £400

- Leading and Managing in Conflict - Resolution and Mediation**
Dates: Thursday 30 April 2009
Venue: The Law Society, London. WC2A 1PL
Price: £400

- Leading and Managing Talent - Maintaining Engagement**
Dates: Thursday 11 June 2009
Venue: The Law Society, London. WC2A 1PL
Price: £400

RESEARCH TEAM LEADERSHIP

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

- RTL12**
Dates: Thursday 14 - Friday 15 May 2009
Venue: Aston Business School, Birmingham, B4 7ET
Price: £1,025

LEADING TEACHING TEAMS

LTT is a two-day course, designed to develop the leadership skills of teaching leaders. Participants will discover how to build and lead a teaching team, motivate and support individual team members and develop their role as a communicator.

- LTT4**
Dates: Monday 18 - Tuesday 19 May 2009
Venue: York Marriott Hotel, York. YO24 1QQ
Price: £1,025

KNOWLEDGE EXCHANGE PROGRAMME

This Knowledge Exchange Programme is a new and innovative response to the development needs of a range of high-level professionals in higher education and partner organisations, charged with driving knowledge exchange, innovation and enterprise development and employer engagement.

- KEP1** **Application Deadline:**
Friday 16 January 2009
Module 1: **The personal foundation of leadership: Self-awareness and developmental processes**
Dates: Tuesday 21 - Friday 24 April 2009
Module 2: **Understanding and leading the key stakeholders: raising your game**
Dates: Wednesday 8 - Friday 10 July 2009
Module 3: **The institutional challenges: strategic leadership and culture change**
Dates: Wednesday 4 - Friday 6 November 2009
Capstone Day:
Date: Friday 9 April 2010
Venues: TBC
Price: £7,750

GOVERNOR DEVELOPMENT PROGRAMME

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

- Ensuring Financial Health - The Role of Governors**
Date: Thursday 26 March 2009
Venue: BMA House, London. WC1H 9JP
Price: £365

Strategy and Measuring Performance: The Role of Governors

- Date:* Thursday 21 May 2009
Venue: BMA House, London. WC1H 9JP
Price: £365

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

CONFERENCES

- Leading Transformational Change: Leadership, Governance and Management Projects Conference**
A Leadership Foundation / Hefce joint event
Date: Wednesday 28 January 2009
Venue: Savoy Place, London. WC2R 0BL
Price: £200

OTHER EVENTS/INTERNATIONAL

- Leadership Summit 2009: What is an Effective and High Performing Governing Body in Higher Education? A Leadership Foundation / CUC partnership event**
Date: Thursday 12 February 2009
Venue: RCOG, 27 Sussex Place, London. NW1 4RG
Price: £365

Canada Study Tour 2009

This 5-day event aims to build an understanding of how development and fundraising are integral to delivering institutional strategy.

- Dates:* Monday 11 - Friday 15 May 2009
Venue: Toronto/Southern Ontario, Canada
Price: £TBC

For more information or to book a place please contact

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Kyra Spinlove T: 020 7841 2707
E: kyra.spinlove@lfhe.ac.uk

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

Your institution must be a member of the Leadership Foundation for the members' prices to apply.