

**Leadership  
Foundation**  
for Higher Education

# ENGAGE

YOUR MAGAZINE FROM THE LEADERSHIP FOUNDATION FOR HIGHER EDUCATION

## EVALUATING LEADERSHIP IMPACT

PAUL GENTLE ON A CAPACITY BUILDING MODEL

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Leadership coaching: does it really add value?

Leading lines: Sara Parkin from Forum for the Future

More women trailblazers needed: an interview with Nirmala Rao

What can we expect? A view from the 1994 group

Calendar of events

## YOUR MAGAZINE FROM THE LEADERSHIP FOUNDATION FOR HIGHER EDUCATION



As we approach 2010, the projected contractions in public spending, coupled with the direction of travel of the 'Higher Ambitions' report, provide impetus for doing more and better with less and on assessing return on investment. As ENGAGE goes to press The Copenhagen Summit provides a focus on sustainability of a different kind. That only a few places remain for our sixth HE Leadership Summit in February perhaps indicates the sector's increased interest in creative, innovative and agile responses to these challenges.

This edition of ENGAGE reflects these concerns, with Sara Parkin's 'Leading Lines' on the need for leadership for sustainability; IN PRACTICE offering practical tools and approaches for impact evaluation of leadership development; news of Westminster's and Leeds' success in the GoodPractice Impact awards; Newcastle's assessment of return on investment in leadership coaching and Paul Mitchell's reflections on

expectations of a new government. In the INTERVIEW, Nirmala Rao points to the positive impact of mentors on her professional development.

What is clear from these and other stories is that, beyond the numbers, individuals can and do make a significant and positive difference: as leaders and facilitators of innovation and change and in the professional development of colleagues. A constructive message to take forward into what promises to be a challenging new year.

With all good wishes for 2010,

**DR LESLY HUXLEY**  
EDITOR

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## IN PRACTICE ISSUE TWENTY TWO

SEE CENTRE PAGES

**EVALUATING LEADERSHIP IMPACT:  
A CAPACITY-BUILDING MODEL**



## Departmental Leadership

The latest report in the Leadership Foundation's Research and Development Series has been published. 'Departmental Leadership of Teaching in Research-intensive Environments' reports on research by Graham Gibbs, University of Oxford and colleagues from the University of Ottawa.

The research presents five case studies, aiming to identify the role, if any, of departmental leadership in creating and supporting 'excellent' teaching. The study finds evidence for nine clusters of leadership activity, which are associated with the support of excellence in teaching. These include establishing credibility and trust; devolving leadership; identifying problems and turning them into opportunities; and involving students. It is noted that few of the activities above are essential in themselves – but that effective leadership of teaching involves different combinations of these characteristics in different contexts. No examples of a head being responsible for bringing about excellence in teaching in a single term of office are found. In some cases this took two to three terms, in others it was only established over decades. This has broad implications in relation to rotating headships, terms of office for departmental heads and the timescales of institutional teaching development initiatives. Other findings relate to planned and emergent change and the involvement of students. **E**

This report, along with all the Leadership Foundation research, is now available to download from our website at [www.lfhe.ac.uk/publications/research](http://www.lfhe.ac.uk/publications/research)



## Funding Opportunities!

Small Development Projects (SDPs) were first launched in 2004 – shortly after the creation of the Leadership Foundation. Over the years they have proven to be very popular – and have introduced a range of innovative activities of benefit to institutions. It is therefore with great pleasure that we invite proposals from member institutions for Small Development Projects 2010. We plan to fund ten projects of up to £10,000 each - bringing the total number of SDPs funded to 50.

The key principles of the SDP scheme are that it supports innovative activities that would not normally attract funding from within an institution and that there is a clear benefit to the wider higher education community to learn from the process and outcomes of the project. **E**

See [www.lfhe.ac.uk/research/smallprojects](http://www.lfhe.ac.uk/research/smallprojects) for details of earlier projects.

Proposals can be submitted between Tuesday 5 January and Friday 5 February 2010 and will normally be assessed by a panel comprised of members of the Leadership Foundation's Membership Advisory Group and Leadership Foundation staff. Full bidding guidelines can be found at [www.lfhe.ac.uk/research/smallprojects](http://www.lfhe.ac.uk/research/smallprojects)

If you would like to discuss your ideas informally please contact Professor Bob Thackwray, Director, Membership and Networks  
**E:** [bob.thackwray@lfhe.ac.uk](mailto:bob.thackwray@lfhe.ac.uk)



## Five Years of Leadership

Our 2008-09 Annual Report has just been published. The report sets out in short snippets and glorious images our impact on the wide ranging agenda of leadership, governance and management with and for higher education institutions.

2008-09 has been a year of both strong achievement and innovation. It was the year that saw us celebrate our fifth anniversary with a lively debate on the topical issue of universities and the markets. We achieved a record membership of 157 higher education institutions in the UK. Income increased on the programmes, consultancy, membership and international side of our activities. There was high demand for the popular Top Management Programme (TMP), with almost two applications for each place; it continues to be seen effectively as a 'rite of passage' towards the highest roles in higher education. For governors, we produced a series of 'Getting to Grips' guides, we established and developed partnerships with many high-profile and exacting higher education networks with whom we are proud to be working.

Copies of the annual report were sent to vice-chancellors/principals, and to all other key stakeholders. **E**

If you would like a hard copy version contact the marketing team at [info@lfhe.ac.uk](mailto:info@lfhe.ac.uk). Alternatively it can be accessed in PDF format on our website at: [www.lfhe.ac.uk/publications](http://www.lfhe.ac.uk/publications)

***“Not everything that is faced can be changed, but nothing can be changed until it is faced.”***

**James Baldwin** American writer (1924 - 1987)

# Leading lines By Sara Parkin

In this occasional feature, we invite a leading figure to consider aspects of higher education. An abridged version appears here; the full version of this and other commentators' Leading Lines will appear on the website at [www.lfhe.ac.uk/publication/leadinglines](http://www.lfhe.ac.uk/publication/leadinglines)



The government's new framework for higher education, 'Higher Ambitions', asks for "intellectual and practical" leadership on sustainability. Now is the time to give it.

In 2008, the UK became the first country to pass targets for reducing greenhouse gas emissions into law. This means reducing greenhouse gas emissions from 2007 levels by at least 20 per cent before 2020 and 76 per cent before 2050.

Scotland has published a pioneering carbon assessment of its draft 2010-11 budget considering direct, indirect and induced emissions. Under education, for example, an increase in student numbers meaning more books is a direct impact, with supplier emissions being indirect. Induced emissions come from increased activity in the economy – shops, lodgings, etc. For every sector, indirect and induced emissions outstrip direct ones by a considerable margin.

There is little evidence that the leadership of any sector has truly grasped the magnitude of what needs to happen within and beyond sector boundaries to achieve these targets. This represents an opportunity for the higher education sector, not only to walk its own talk, but also to seize opportunities for helping others. The scale and speed of change (which may be forced as well as planned) will require a special sort of leadership, both in the sector and from those who graduate from it.

The leadership challenges inherent in climate change and unsustainability in general are frequently classified as 'wicked problems' – intractable, complex and uncertain, with no clear solutions. There may not even be

right or wrong answers, just better or worse alternatives. How many graduates are being equipped to work, live and make choices and decisions in this complex, rapidly changing and increasingly dangerous world?

Whatever the flavour of the next UK government, responsibility for meeting the UK greenhouse gas emission targets will go on being tamped down onto sectors and into geographical regions. It is good news, therefore, that the higher education sector is developing a low-carbon strategy. But this won't be enough. Whatever happens at the Copenhagen climate change talks this December, it will be the ubiquity of sustainability-literate leadership across all sectors and at all levels that will change the game. **E**

**Sara Parkin is a founder director and trustee of Forum for the Future, and came to the end of her term as a board member of the Leadership Foundation in November 2009.**

## York wins leadership development award



**The University of York has won one of the 2009 Times Higher Education Awards, sponsored by the Leadership Foundation.**

The university received the Outstanding Contribution to Leadership Development award, acknowledging the significant investment it has made in providing a holistic approach to properly equipping staff to meet the challenges they face in leadership roles. Historically, the university had little formal provision of leadership and management

development. However, in 2007 a 'Strategic HR' project focused on developing its leadership and management capability. Following extensive consultation, two programmes were introduced: Leadership in Action was delivered internally and aimed at 'middle managers'; the Strategic Leadership Programme was aimed at heads of department, and delivered in partnership with The Work Foundation.

A range of supplementary activities was also introduced to engage with the entire management community, including a cross organisational mentoring programme, an online leadership resource, and 'Bite Size' Management Sessions.

A key component has been to bring academic and support staff together, providing a common framework to explore leadership. Pat Lofthouse, HR director, said: "A significant benefit has been the informal networks that have developed across the academic and support departments. The increased awareness and appreciation of roles and challenges has

resulted in seeking out additional collaboration opportunities and sharing of best practice."

The Strategic Leadership Programme involved outstanding leaders from industry and public life sharing their experiences. Participants worked on Strategic Improvement Ideas which promoted collective leadership and produced proposals for organisational improvements. Trevor Sheldon, deputy vice-chancellor, said: "The Work Foundation was able to bring insights from leadership in many different types of organisation and apply them intelligently and with sensitivity to an academic setting. We discovered that human behaviour and effective leadership styles do not differ that much between organisations or between different parts of the same organisation." **E**

Entries for the Times Higher Education Leadership and Management Awards 2010 are now welcome. The closing date for entries is 29 January 2010. Visit [www.timeshighereducation.co.uk](http://www.timeshighereducation.co.uk) for more information.

## New programme director for Introduction to Higher Education



The Leadership Foundation is pleased to welcome Kate Tapper as the new programme director of Introduction to Higher Education (IHE). Kate brings a wealth of

experience to this well-established programme. IHE is a three-day residential course aimed at people who have been newly promoted into a management role, or managers who are new to higher education. Kate explained that she plans to ensure that IHE remains the most crucial programme for these new managers to attend at this key point in their career. The programme offers a deep immersion into the

thinking and organisation of the sector and enables participants to really get to grips with the overarching culture of working in higher education today.

Kate is an experienced organisational and staff development practitioner, having worked in a large UK university for many years. As an external consultant to the university sector for the past two years, she has supported individuals, teams, departments and organisations through change and development programmes and shifted working cultures for improved performance. She is a regular conference speaker in the UK and presented in Paris at the Organisation for Economic Co-operation and Development (OECD) conference 'Supporting Success and Productivity: Practical Tips for Making your University a Great Place to Work'. Kate believes

in working in partnership with people in universities to question and challenge the ways things are done and create a working environment that is better for people and better for research, teaching and enterprise.

The Leadership Foundation's programme director Stephanie Marshall said, "We are really looking forward to working with Kate. I know that future delegates will really get the most out of this programme at this important time in their careers." **E**

Kate will be leading the winter 2010 Introduction to Higher Education programme which will take place at the University of Warwick on 20 - 22 January. Full details about the programme and a booking form can be found on the Leadership Foundation website at [www.lfhe.ac.uk/support/introhe](http://www.lfhe.ac.uk/support/introhe)

## Starter for Ten **Deborah Harry, Director of Finance, The University of Northampton**

Deborah qualified as an accountant with Mazars Neville Russell in 1988 and, following a number of finance roles in the retail sector, joined Cranfield School of Management as Financial Controller in 1991, becoming Director of Finance in 1997. At Cranfield she also managed the IT team for a few years and set up their first Fundraising Office in 2005.

Deborah was appointed Director of Finance at The University of Northampton in March 2007 and is principally responsible for financial strategy, managing the Finance and Purchasing teams and chairing the institution's Residences Strategy Board. She is a member of BUFDG and CASE Europe. Deborah is an alumna of TMP 16.



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

If you don't ask, you won't get – be pro-active. In Fundraising, most donors give because they are asked.

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

This is a difficult one. I admire people who achieve things rather than people who are seen to achieve things, and it's not always easy to tell who should get the credit. I suspect that most charismatic leaders have a great team behind them.

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

A shift to judging staff by their outputs (not just inputs) at every level – both academic and professional staff.

### **Who has inspired you most in your working life?**

Professor Leo Murray, who was my boss at Cranfield School of Management. Energetic, enthusiastic, committed and personable, he encouraged me to develop personally and professionally and provided a role model as a businessman in academia.

### **What was the best professional move you made and why?**

In 2003 I carried out some international comparisons which convinced me that donor

support would be essential to competing internationally for the best students and academics. I encouraged the University that I was working for to set up a Fundraising team – three years later they had raised over £5million.

### **What will you remember most about TMP?**

I'll remember the international study tour to Qatar. I hadn't been to the Middle East before and hadn't understood the completely different social paradigms, it was a real eye-opener.

### **What will be the most enduring learning point?**

That universities come in all shapes and sizes; we share some common issues and interests but there is a wide variety of activities and philosophies.

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

We've kept in touch by email. Some have already gone on to greater things – we've recently had the first vice-chancellor appointment.

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

Do as much studying/training as you can before you have children!

### **What one thing would make your job easier?**

Sector standard, internet based self-service student systems – the application process is standard, the Hefce funding rules are standard, why do we have

so many different ways of recording students? Or consistent taxation (VAT, Corporation tax, PAYE and NI) guidance – now there's an idea!

### **Marmite – love it or hate it?**

Love it – I'm vegetarian.

### **Who would you choose to be stranded on a desert island with?**

James Bond.

### **Gordon Ramsey, Jamie Oliver or Nigella Lawson?**

Nigella definitely – those glorious desserts!

### **Tell us a secret about yourself?**

My great-great grandfather was a famous bodybuilder and was in the Guinness Book of Records for the size of his calves (fortunately that gene has thinned out now).

### **If you could get tickets to any event in the world what would it be?**

The original ABBA reunion.

### **Favourite website/blog?**

My browsing history says that at work, it's the Hefce website. At home, it's eBay – I'm not sure if I should admit to that!

### **What is your pet hate?**

Smoking areas outside main doorways or in thoroughfares. **E**

## INTERVIEW

# 'We need more women

**Professor Nirmala Rao arrived from India as an overseas PhD student. Her academic career started at Goldsmiths in 1994, where she became pro-warden in 2005. She joined the School of Oriental and African Studies (SOAS) as vice-principal in 2008. Here she talks to Dr Diane Bebbington, diversity advisor at the Leadership Foundation, about her academic work, the personal challenges of combining a career and family, and the current challenges facing a small institution like SOAS.**



On leaving Professor Nirmala Rao's packed inaugural lecture at the School of Oriental and African Studies (SOAS) one late October evening, many people remarked that they would now see London through different eyes. The lecture, which marked Nirmala's appointment to the post of vice-principal at SOAS, was beguilingly entitled 'Projections of Empire: India and the Imagined Metropolis'. It explored the relationship between India and the British Empire and how Britain had tried to come to terms with, in Nirmala's words, "this strange, exotic subcontinent by viewing it through the prism of classical antiquity". Numerous slides illustrated the way in which imperial power was expressed through monuments, artefacts and buildings in both India and London.

The occasion provided an opportunity to bring together Nirmala's academic expertise and personal experience. "I have been interested in cities, their development and their governance, and this is where I have published in recent years. Coming to SOAS, and faced with the prospect of delivering my inaugural lecture, I realised that I could bring together my interest in cities and my own personal background as an Indian working in and observing London."

Nirmala's latest book, *Cities in Transition*, focuses on growth and change in six cities across three continents – London, Tokyo, Toronto, Berlin, Atlanta and Hyderabad. One of the most enjoyable aspects of researching the book was examining the rapid urbanisation of Hyderabad, Nirmala's home city. "I have seen it change very rapidly over the years, and it is a unique example of a coming together of typically Asian patterns of urbanisation and all their attendant problems, with an approach to urban management that draws directly upon contemporary ideas of good governance and citizen participation." Challenges vary between cities. Threats facing London's global position include economic recession, the growth of competition, and pressures to restrain the bonus culture in the financial sector.

Nirmala is particularly interested in the connections between cities. Tokyo and Toronto have borrowed heavily from London in terms of rethinking their governance structures, while Berlin has the very different problem of unification following the fall of the Berlin Wall. Atlanta has become a 'sprawl city' on account of unrestricted growth – presenting a problem for planners, but a positive development in many ways for Atlanta's inhabitants. The future holds many questions. Will Atlanta be the city of the

future? Will Hyderabad survive in its present form, given rising Indian prosperity? These are no doubt questions with which Nirmala will continue to engage alongside her role in academic management.

Nirmala was educated in both India and Britain. She gained her BA at Delhi University, her MA and MPhil at Jawaharlal Nehru University (JNU) and her PhD at Queen Mary and Westfield College, University of London. She moved to England with her husband, who came here to further his medical career by taking his MRCP. In 1994, Nirmala published her PhD as 'The Making and Unmaking of Local Self-Government' and was immediately offered a lectureship at Goldsmiths.

Nirmala rose rapidly through the ranks at Goldsmiths and within 10 years was promoted from lecturer to professor, then to pro-warden (academic). Two years later she was appointed vice-principal at SOAS. I asked her about her current role and what she felt were the pressing challenges facing the institution.

At SOAS, Nirmala looks after academic developments and all aspects of student experience. It is very different from other institutions in terms of its mix of disciplinary expertise, regional focus and language teaching. A total of 39 languages are taught at SOAS, and therein lies one of its current challenges. Language teaching is very labour intensive and relies to some extent on specialist government funding, which cannot be expected to continue indefinitely. An increasing government focus on science, technology, engineering and mathematics (STEM) subjects disadvantages institutions like SOAS which have their strengths in arts, humanities and

# trailblazers'

social sciences. Nirmala is clear that STEM is vital to reviving the economy, but believes there is a need for different funding mechanisms to ensure the sustainability of arts-based institutions.

SOAS has ambitious growth targets for student numbers, and aims to achieve these by its centennial anniversary in 2016. However, government restrictions on growth mean that SOAS will have to look to increasing the numbers of postgraduates and overseas undergraduates. This has its own dangers in an institution where half the students are already from overseas, making it dependent on foreign markets and a volatile exchange rate. Moreover, the constraints of SOAS's small size make it difficult to compete with larger universities that have the capacity to develop internationally, for example by establishing offshore campuses.

Talking to Nirmala, one wonders how a woman (and initially an overseas PhD student) has achieved such a successful career in higher education. A major factor has been collegial support: "I stayed just two years at the Policy Studies Institute, working for the Joseph Rowntree Foundation whose chairman, Sir Charles Carter, made it his business to mentor and encourage me. I should stress that I could not do this on my own. Sir Charles – a truly great man who had been the founding vice-chancellor of Lancaster University and an active Quaker – adopted me as his protégé." Sir Charles facilitated Nirmala's transfer to Queen Mary and Westfield College where her next research project gained her her PhD. "Once again, all this would not have been possible but for the unswerving support that I got from my supervisor, Professor Ken Young." She says

she owes a deep debt of gratitude to Ken who continued to be a friend and mentor for many years. "I benefited enormously from his advice, and his experience not just as a social scientist but also as an academic manager. I too have adopted this outlook – that your responsibility to your students does not end when they complete their degree. It is very important for us to continue to support and nurture talent. Women particularly will benefit from this kind of continued guidance and support."

In terms of the move to the UK, Nirmala says that her academic experience at JNU was a rigorous one that prepared her well for the transfer from Indian to British higher education. Another important factor in her career has been the experience she has gained in other public roles as a non-executive director of Ealing NHS Hospital Trust and as a lay member of the Bar Council and the Architects Registration Board.

As regards problems thrown up in the course of her career, Nirmala says that reconciling work in the public and private spheres has not been easy, with the demands of motherhood competing with pressures from her professional work. She feels there is an expectation that one will follow a continuous, unbroken career path. Another issue is mobility. "In order to progress you may have to be mobile, which often can be very difficult for women. I was fortunate that my husband was prepared to relocate from Newcastle to London to make it possible for me to work and keep the family together." She says that, even now, women who take time out to have children fall back several rungs on the career ladder.

How can these problems be overcome? Nirmala's view is that competence as well as

self-belief and confidence are important. There are practical issues, such as accumulating a strong track record and demonstrating commitment. This may necessitate working long hours, travelling – maybe overseas – and working at weekends, all of which may put strains on family life. She says that the under-representation of women in senior management is striking and that they represent a 'reservoir of untapped talent'. "We need more women trailblazers to set the example to others and demonstrate to the governing bodies of their universities that they can do more than 'talk the talk'."

Nirmala's professional development experiences have been few, the notable exception being the Leadership Foundation's Top Management Programme (TMP). A major benefit of the programme has been the ongoing support she receives from her TMP peers. Does she see herself eventually heading a UK university? She wouldn't be drawn on that, but I doubt whether anything will stop Nirmala in her tracks. **E**

You can view Nirmala's inaugural lecture by visiting [www.soas.ac.uk/events](http://www.soas.ac.uk/events) and using the links to Inaugural Lectures and previous events.

## References

Rao, N. (2007). *Cities in Transition: Growth and Change in Six Metropolitan Areas*. Abingdon, Routledge.

Rao, N. (1994). *The Making and Unmaking of Local Self-Government*. Aldershot, Dartmouth.

## PROJECT UPDATES

## Future BME Leaders Development Programme

**LGM project reference:** LGMF-195

**Lead organisation:** Imperial College London

An exciting new development programme for black and minority ethnic (BME) staff aspiring to leadership positions in higher education will begin in early 2010. It is designed to develop leadership strategies that reflect the unique challenges and experiences of BME staff, and to nurture the strengths that participants from minority cultures contribute.

The programme, supported by Hefce's leadership, governance and management fund, will be available to staff in a number of HEIs including Bradford, Greenwich, Imperial College London, Leeds Metropolitan, Loughborough, Oxford and Salford. Two to three participants will attend from each institution, following a formal selection procedure.

The programme will be run by The Diversity Practice Ltd ([www.diversitypractice.com](http://www.diversitypractice.com)) which has already run a highly successful in-house BME leadership programme at Imperial. While some HEIs have addressed the under representation of BME staff at higher levels in the sector by establishing targeted programmes, there remains a general absence of programmes of this type.

The Imperial programme has resulted in many benefits including identifying barriers to progress, supporting participants in finding ways to overcome them, and dispelling the myth that positive action is not needed. The forthcoming programme builds on this, taking it beyond the local situation to national level. By engaging with senior management, there is enhanced opportunity for exploring the experiences of BME staff and reflecting this in mainstreamed in-house programmes. **E**

Contact: **Christine Yates, Imperial College London** **E:** [c.yates@imperial.ac.uk](mailto:c.yates@imperial.ac.uk)

## Greener buildings, more sustainable labs

**LGM project reference:** LGMF-152

**Lead organisation:** University of Bradford

Rising energy prices, tightening regulations, and pressure from students, staff, funding bodies and other stakeholders require universities and colleges to improve their environmental performance even further. The GreenBuild project is helping to achieve these objectives by project managing, with the Association of University Directors of Estates (AUDE), the development of a green building assessment scheme, BREEAM Higher Education. It is also developing an 'S-Lab' (Safe, Successful, Sustainable Laboratories) programme. The project forms part of the University of Bradford based Higher Education Environmental Performance Improvement (HEEPI) initiative.

BREEAM Higher Education was launched in July 2009. Compared with previous BREEAM versions, it takes sector-specific features into account, it has lower assessment costs, and it makes it easier to share experience and plan for the requirements of the scheme. The latter is crucial as achieving good environmental performance at lower lifetime cost, and no increased capital cost, is easiest in the early stages.

BREEAM Higher Education has specialised credits on laboratory energy and environmental performance. HEEPI's benchmarking shows a wide range of performance in practice, so there is considerable scope for improvement. The S-Lab programme of events, guidance and tools shows that this can be achieved without jeopardising safety, and also by supporting other objectives. These include: more creative interaction between researchers; better and more flexible working conditions; facilities that can adapt more rapidly to changing scientific requirements; and greater focus on sustainability issues within the STEM (Science, Technology, Engineering and Mathematics) curriculum. **E**

Contact: **Professor Peter James, HEEPI Co-Director** via **E:** [l.m.hopkinson@bradford.ac.uk](mailto:l.m.hopkinson@bradford.ac.uk). See also [www.goodcampus.org](http://www.goodcampus.org)

## Religious and interfaith literacy

**LGM project reference:** LGMF-146

**Lead organisation:** York St John University

'Religious Literacy Leadership in Higher Education' aims to equip university leaders to respond to the challenges of a multi-faith society. The project recognises that, as places where people of all faiths and none gather to work, research and learn, universities are ideally placed to shape the understanding of public faith, supporting current and future leaders who are literate about the positive role of religion in wider society.

The project is building a network of vice-chancellor 'champions' to develop clear leadership for religious literacy in four main areas: responding to the complexities of equality and diversity provisions (including those about religion and belief); widening participation strategies to make campuses inclusive for people of any faith tradition and none; providing an excellent student experience for people of faith, with sensitivity to religious difference and needs; and supporting good campus relations. A 'champions' event at the House of Lords in January 2010 will consolidate the network and a seminar for vice-chancellors will follow in spring 2010, involving leaders, experts, parliamentarians and senior faith-based practitioners. Further workshop events for university staff in key operational roles will build on these from autumn 2010. **E**

Contact: **Adam Dinham, Goldsmiths, University of London** **E:** [a.dinham@gold.ac.uk](mailto:a.dinham@gold.ac.uk). See also [www.religiousliteracyHE.org](http://www.religiousliteracyHE.org)

## Evaluating leadership impact: a capacity-building model

DR PAUL GENTLE, PROGRAMME DIRECTOR, LEADERSHIP FOUNDATION

Many of the Leadership Foundation's open programmes provide experiential learning over short intensive periods. Programmes such as Senior Strategic Leadership and Head of Department frequently leave participants wishing they could recapture the sense of engagement experienced during the programmes. In particular, they miss the sense of collaborative working and networking which is typically established during a pair of two-day residential modules.

Impact studies of some of the programmes demonstrated that participants often find it more difficult than expected to implement and sustain changes which they had planned during the residential course. Furthermore, they are not always well equipped to monitor and evaluate the ongoing impact of their leadership on their colleagues and the organisational units which they manage.

There was clearly an opportunity to address some of these perceived needs through devising an event, and supporting materials, which were intended to re-engage higher education leaders as practitioners interested in improving the impact of their work.

The account presented here is likely to interest both individual leaders who conceive of themselves as belonging to a growing professional leadership community in higher education, and also staff development practitioners with an interest in enhancing and sustaining the benefits of leadership development interventions – their own, or those provided by the Leadership Foundation.

The toolkit, which was used at a pilot event in July 2009, is described and demonstrated here, along with responses by those who have used it in their own practice since returning to their institutions.

### Background: the problem of not planning for impact

This article tells the story of an attempt to work with voluntary participants from a range of higher education institutions (HEIs) in order to strengthen, at an organisational level, the impact gained from participation by middle and senior managers in the Leadership Foundation's open programmes. These include the Senior Strategic Leadership (SSL), Preparing for Senior Strategic Leadership (PSSL) and Head of Department (HOD) programmes.

An internal Leadership Foundation study (2008) found that very few senior leaders shared their planned actions with colleagues when they returned from programmes. Indeed, many participants felt a sense of embarrassment at having taken part in the programme, due to fears of being associated with activity which might be seen as being either costly or elitist. Only one of 19 interviewees reported having been supported on their return by the HR functions in their university. Many of the remainder said they didn't think their HR

people knew that they had taken part in the programme in the first place.

Another finding from the survey was that programme alumni felt disappointed not to have been engaged subsequently by the Leadership Foundation in any process of ongoing development. In the words of one respondent, "It's almost as if you've done the programme and you've been forgotten."

It was therefore clear that there was a lost opportunity – **in not preparing participants on programmes to be able to monitor and evaluate the impact of their own leadership on those around them**, the impact of the programmes themselves might be weakened. At the same time, it could also be argued that the **opportunity for participants to continue to engage with one another and with the Leadership Foundation** was not provided as proactively as could have been the case.

In order to increase the impact - and awareness of such impact - of the Leadership Foundation's programmes on individual participants and their institutions, a **toolkit** was designed with the aim of building experience in practitioner-led impact evaluation amongst selected alumni from the SSL, PSSL and HOD programmes. A total of 15 people took part in a 24-hour event aimed at trialling the set of diagnostic instruments and facilitative activities in the toolkit.

By aiming to select at least one institution per country or English region to take part in the trial event, there was recognition of the potential for expanding into a sustainable UK-wide network, or community of practice (Wenger, 1998), of leadership practitioners interested in inquiring into and enhancing their own practice.

### Rationale for the toolkit

Research on the impact of leadership development on participants has shown that realising intended change in the wake of intensive training programmes is unrelated to the degree of satisfaction which participants ascribe to the programmes. The most critical factor lies in the extent to which participants are supported in following up their programmes through engaging collaboratively with those they lead.

An internal Leadership Foundation study (2008) found that very few senior leaders shared their planned actions with colleagues when they returned from programmes. And it could be argued (Baume, 2008) that the impact of evaluation can only fully be realised if processes of monitoring and evaluation are planned and made explicit at the same time as a developmental programme is being planned.

To this end the Evaluating Leadership Impact toolkit was created, to support participants not only in Leadership Foundation programmes but also in the wider sector.

## EVALUATING LEADERSHIP IMPACT: A CAPACITY-BUILDING MODEL

It is argued that strategic leaders are likely to display and model particular characteristics, including personal and professional networking and high-quality personal and interpersonal skills which apply emotional intelligence. The basis for developing these skills and characteristics is to build on self-understanding of management and communication styles, strengths and areas for development, in order to create and nurture working environments in which genuine collaboration is seen as a desired norm.

ILERN (2007) defines three idealised types of leadership which are not mutually exclusive - all overlap, but with distinctive characteristics. The three types are democratic leadership, facilitative leadership and distributed leadership. The toolkit is likely to assist in the development of all three leadership types, but focuses mainly on the areas of overlap between them:

- | Interaction;
- | Learning;
- | Communication.

The toolkit places considerable emphasis on developing **facilitation** and **evaluation** capacities at local level within universities, in order to bring about a sustainable change which is widely owned by participating professionals.

Such change requires a collaborative approach, and one in which 'strategic conversations' (NCSL, 2005a) are vital. These conversations are about negotiating an agreed language to help practitioners examine what they do. Specifically, this language enables participants to:

- | Learn about each others' work;
- | Build collaborative capabilities;
- | Learn how to inquire;
- | Learn how to reflect;
- | Learn how to bring about action related to desired change;
- | Learn how to evaluate each others' work and its impact.

The toolkit aims to ensure that its users are equipped not only to help colleagues develop appropriate competence in participation/learning, but also to become attentive to the indicators that communities of practice are forming.

### The toolkit

The tools themselves have been adapted to suit the context of higher education institutions from a range of publicly available sources, including those offered by agencies in other fields of education, such as school-based settings.

All are designed to raise awareness of team/organisational climates among groups of colleagues (or 'professional learning communities'), or to **facilitate collaborative dialogue** so that it becomes a natural part of group-working processes.

The contents list of the toolkit, shown below, gives a flavour of the range of activities:

- Tool 1:** Collaborative working survey
- Tool 2:** Impact assessment grids
- Tool 3:** Preparing for writing accounts of practice

- Tool 4:** Progress chart
- Tool 5:** Prioritisation matrix – impact and team engagement
- Tool 6:** Simple summative evaluation format
- Tool 7:** Project leadership 'diamond 9' culture card slot
- Tool 8:** How well is the project team learning?
- Tool 9:** Force field analysis
- Tool 10:** Focus groups
- Tool 11:** Fishbowl discussion
- Tool 12:** Photo evaluation
- Tool 13:** Staff outputs

## Designing the trial

The Leaders as Engaged Practitioners trial was designed in order to meet both individual and organisational needs. In terms of the latter, a number of anticipated benefits were identified:

- | **Institutional learning** - self-awareness and reflexivity, in support of institutions becoming stronger as learning organisations;
- | **Institutional capacity-building** - institutions taking more responsibility for a critical approach to developing leadership, in partnership with the Leadership Foundation.

For individuals, the desired outcomes of their involvement in the trial in the longer term were:

- | That leaders with whom the participant has worked would adopt an evidence-based approach to leading and implementing change;
- | That leaders would feel the motivation to contribute their own findings and experience to a bank of practice which has informed, and been informed by, approaches to evaluating the impact of leadership development activity.

### This could involve:

- | Working with colleagues in their institution to establish baselines and success criteria for team capability and working climate, and for performance indicators relating to impact on relevant stakeholders;
- | Promoting the use of tools which support evidence-gathering and analysis (including reflective learning logs, action planning templates, diagnostic tools);
- | Seeking out good practice in leadership development, across their own institution;
- | Seeking regular opportunities to support practitioners to gather evidence, and to be explicit with others about what they are doing, in order to build evaluative capacity more widely in their organisations;
- | Sharing with other participants the learning from their own projects through an action learning set;
- | Producing materials and contributing to Leadership Foundation programme virtual learning environments, so that others can build effective practice in evaluating leadership development impact.

## The role played by action learning

One of the practical aims of the trial was to make it more feasible to capture the learning which derives from informal dialogue between practitioners, with a view to making it explicit and consciously self-aware as a learning conversation. This builds on the notion that informal dialogue can be strengthened when it is facilitated within a framework of action learning and coaching.

A particular emphasis was placed on action learning. This has been identified as a powerful tool, because it:

- Enables distributed leadership;
  - Facilitates collective leadership capacity;
  - Develops and enhances reflective practice;
  - Wins commitment from participants to wider organisational change and learning;
  - Catalyses teamworking;
  - Sustains organisational capability and culture.
- (Gentle, 2010, forthcoming)

The collaborative learning which participants in an action learning set experience is usually very different from other forms of dialogue with which they might be more familiar. The effect can seem almost magical.

In practice, an action learning set session could contain six members (one facilitator and five presenters) and last for around two hours. An agenda might contain:

1. Set opening
2. Presentation and analysis of issues (15 minutes per presenter)
3. Drafting and suggestion of action plans
4. Review of the process of the set meeting handled as a round

Each presenter takes a maximum of three minutes to outline their own project, ending with a key question about an issue they would like to learn more from – for example how to overcome a barrier, understand underlying reasons etc. The remaining time is used for challenging and clarifying questions in an atmosphere of trust, confidentiality and support. Other participants resist the temptation to make suggestions. Ideas for action to be worked on by each presenter/problem owner are put forward during stage 3.

## The trial event

Volunteers from 15 institutions took part in a 24-hour residential developmental event, designed to introduce them to evaluation methodology and to the range of tools available for use in their own contexts. The 'mix' of participants included four professional services leaders, nine academic leaders such as deans and heads of department, and two learning and development specialists.

By the end of the trial event, it was expected that each participant would have:

- Identified and made use of a set of tools for impact evaluation which had been enabled through the Leadership Foundation;
- Established baselines against which to measure the impact of leadership development activity at individual, team and institutional\* levels.

The programme made use of action learning methodology, and aimed to establish the participants as a team. In addition to working with the toolkit itself, a session was also included on the value of bringing an 'appreciative inquiry' approach to evaluation and to planning for change.

## Toolkit demonstration

The approach used to demonstrate the tools involved dividing the participants into groups of three or four, and asking each to choose two of the tools to demonstrate to another small group. This clearly involved understanding how the tool worked, then adapting it and preparing to facilitate its use. The experience of using the tools in this way led to much reflection and feedback.

In evaluating the event, 100% of participants rated the toolkit and its demonstration session as excellent or good:

*"It has provoked me to consider some new approaches I had not previously considered."*

*"Of immediate usefulness- very clear."*

*"The toolkit is a fantastic extension to my leadership skills and will definitely lead to the development of my team as a more effective and supportive unit."*

*"It gave me some good ideas that I intend to use soon with my team."*

## Evaluation

*"The event surpassed my expectations. The unique blend of active exploration of practical leadership tools combined with critical discussion amongst colleagues experiencing similar challenges from different backgrounds was transformational. I plan to put my learning to immediate use."*

However, there were some constraints in the 24-hour structure of the event, meaning that some participants felt that they would have liked more direct experience of the tools themselves.

Asking leaders themselves to be reflective practitioners and take responsibility for evaluation of the impact of their own leadership was welcomed, but some participants also felt that their institutions' HR services could perhaps do more to support processes of gauging and strengthening impact:

*"As a staff developer, I was delighted to have been part of the first group engaging leaders from the Leadership Foundation leadership programmes in evaluating the impact of their development. It would be good if staff developers could work alongside the Leadership Foundation with this programme to help to embed the approach into HEIs."*

There was clearly potential for building on the event to create a community of practice, and to expand this community through offering a similar event to greater numbers of participants in future.

\* 'institutional' is used here to denote a wider organisational grouping, but need not necessarily refer to an entire HEI. Some participants may have preferred to confine their activities to a narrower organisational unit, such as a faculty or department.

## After the event

Before leaving the event, around half of the participants agreed to continue to engage with one another via an action learning set, which has committed to meeting regularly. With ongoing support from Leadership Foundation staff, it may be possible to build on this sense of commitment in order to strengthen the notion of a community of practice with a specific focus on impact.

Participants were asked in the four-month period following the event if they could report on their use of the tools in their practice. Two responses were given - while these were the only responses received, several other participants commented on their intention to use the toolkit in coming months, although they reported other, more urgent demands from within their institutions which put pressure on their time to innovate and reflect.

## Participant 1:

"As I am in learning and development, I've looked at how we might use the toolkit more widely to evaluate the impact of the work that we do within the university. So I have introduced the toolkit to my team and we'll be using it as follows:

- As part of our leadership and management development series to engage the participants in evaluating the impact of their own learning as leaders/managers on their performance and that of their team etc.;
- Generally to use to measure the impact of our work – following up on participants to find out how they have used the learning and what difference it has made. The toolkit has provided us with different ways to capture that information;
- Also to provide us with some good impact evaluation stories to use in our marketing of our work."

"As an example, when introducing the toolkit to my team I started with the familiar problem-solving tool - force field analysis. Whilst they could see how it could be used in its familiar form they had difficulties in seeing how we could use it to evaluate learning and impact. So I talked them through examples and the light went on! Only time will tell how they will use it and what we'll get out of it."

## Participant 2:

"In terms of the tools I must confess I have not been able to use them as fully as I would have liked, mainly due to the fact that we are under a major period of restructuring which is causing a lot of angst and uncertainty and many changes to current team and collaborative groups. The one tool I have used has been the reflective time line although I used this with a group of teachers on a professional development day (rather than staff here at the uni). That said it worked really well and some of the shared insights and reflections created very interesting discussions.

I took the line back a bit further than the three years in the manual and included significant incidences in their lives that had impacted on their decision to go into a career in education and to develop the path they had once there. It was amazing to see not only the degree of commonality (although situations may be different the underlying reasons were very similar) and the sense of comradeship that the task generated."

## Next steps

To find out more about the toolkit, please contact **Paul Gentle**  
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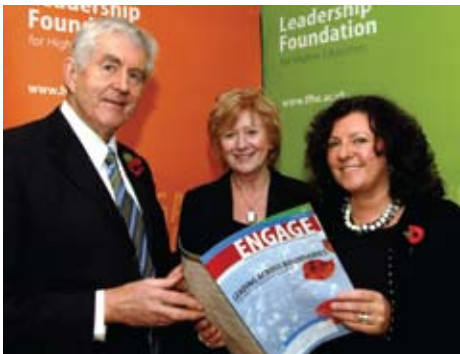
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# Higher education futures: making a positive difference



Staff and organisational developers can and do make a positive difference in developing individuals, teams and their organisations, despite the challenging current contexts and future scenarios for higher education. These were the conclusions of over 120 people who came together in Cardiff 4 - 6 November for the 2009 staff development conference.

Opening the conference, Dr Lesly Huxley (above, right) referred to 'Higher Ambitions', the government report on the future of higher education in England published just two days before, and urged delegates to reflect on the part they play in enabling and supporting their institutions in achieving their aspirations. The Rt Hon. Rhodri Morgan (above, left), first minister of Wales, set out his own vision and strategy for higher education in Wales in a keynote which indicated some considerable challenges ahead.

The major part of the conference programme was dedicated to active participation,

sharing practice and networking. The Staff Development Forum provided a plenary overview of its activity and facilitated discussions through a World Café, poster session and evening 'network lounge'.

Interactive plenaries prompted both reflection and discussion. Professor José Chambers (right, middle) from the University of Winchester invited delegates to consider 'what makes an effective organisational development practitioner?'. Paul Kearns, director of learning and development consultancy PWL, posed the question of whether and how a return on investment in development activity can be measured. Jean Harrison from the University of Westminster and Tom Irvine of the Leadership Foundation offered insights from research and practice on the evaluation of leadership development.

A coaching circle led by Colleen Harding, Bournemouth University, a total of 21 parallel sessions and a marketplace encouraged more networking. In the Pink, a capella group from Oxford University, provided participative entertainment. The conference dinner was this year also host to the announcement and presentation of the GoodPractice Impact Award (see below). **E**

See [www.lfhe.ac.uk/membership/sdcs/sdc2009](http://www.lfhe.ac.uk/membership/sdcs/sdc2009) for presentations from this year's conference. The 2010 conference will be announced in the spring (hold 3-5 November and 10-12 November in your diary!)



## Westminster wins GoodPractice Impact award

The 2009 staff development conference in Cardiff was host to the final judging and presentation of the first GoodPractice Impact Award. Sponsored by online toolkit providers GoodPractice, this unique award recognises, celebrates and rewards outstanding staff development initiatives in higher education that have made a real and positive difference.

The winner, selected from a shortlist of six, was a University of Westminster team led by Jean Harrison (interim director, human resources) and Nick Kapoutzis (leadership and management development manager). The quality of entries was so high that the judges decided also to award a 'highly commended' place to Dr Odette Dewhurst from the University of Leeds.

Westminster's Corporate Services Management Programme aimed to develop management capability, improve performance and enable cultural change that

would allow better employee engagement, and support around 180 managers in delivering particularly challenging aspects of the corporate strategy. The initiative clearly demonstrated impact at individual, corporate services and institutional levels.

Ewart Wooldridge CBE, chief executive of the Leadership Foundation, reflected judges' comments in an overview of all shortlisted entries. The Westminster initiative "demonstrated robust programme design, adopted a really comprehensive approach, involving a very large proportion of the corporate service leaders and managers, deploying a wide range of high-quality development processes, and maintaining the active involvement of the top management team".

The University of Leeds's entry was designed to provide support to researchers new to

grant writing. The judges acknowledged its "needs-driven design, collaborative approach to delivery and demonstrable success in increasing research income in line with the university's strategic aims".

Professor Sue Law, chair of the Staff Development Forum and one of the judging panel, noted that they had been delighted by the considerable number and high quality of entries for this first award, which had made the judging process very difficult. Peter Casebow, chief executive of GoodPractice, said that he was delighted to have sponsored the award and had not envied the judges their task. **E**

Information about the six shortlisted entries is available from the Leadership Foundation website at: [www.lfhe.ac.uk/membership/sdcs/sdc2009/awards](http://www.lfhe.ac.uk/membership/sdcs/sdc2009/awards)

# Leadership coaching – does it really add value?

By Lynne Howlett, Sandra Morson and Tony Stevenson



Sandra Morson, left and Lynne Howlett

**Leadership coaching has been used as a development tool at Newcastle University since 2002, and has a budget of approximately £50,000 per year. Coaching is starting to transform the university, and is evaluated using questionnaires and one-to-one meetings. Although a range of anecdotal case studies and qualitative reports are produced, the real question for us was whether we could measure the impact of coaching on the bottom line.**

A small-scale study which adopted similar methods to a US study on the impact of executive coaching<sup>1</sup> has produced some interesting evidence. Such methods have

limitations - many other factors impact on performance and the bottom line - so a calculation was used that contained a "perceived contribution" element.

The evaluation was based on interviews with a sample of 10 Newcastle University executives. Each participant was interviewed by an experienced, impartial coach, and was asked to identify specific benefits against the following key business drivers: UK teaching income; overseas income; quality of teaching and learning; RAE; research income; third strand income; and engagement.

They all found this easy to do and gave examples of how changes in their behaviour had led to tangible business results. Interviewees were then asked to attempt to quantify the impact of their coaching in financial terms against the business drivers, and give their confidence in the calculation to give a Return on Investment (ROI).

Estimates of over £1 million were capped at £1 million, to eliminate outliers. These estimates were multiplied by the percentage extent to which the interviewees believed coaching had contributed to the outcome, to give an adjusted estimate:

$$\text{ROI} (\%) = \frac{\text{Adjusted estimate} - \text{programme costs}}{\text{Programme costs}}$$

The median return was 64 times the investment, and the mean 72 times.

For example, a research institute director said:

*"The coaching came at a time of massive change - the transition was challenging. There has been a successful increase in research income and third strand income. This has been facilitated by the fact that coaching enabled me to catalyse team working. The coaching came at a time when I had*

*to generate a team spirit among different egos. There has been a £2.4 million annual increase which has happened for a lot of reasons but if we had not got all the academic staff working together it would not have happened. Coaching contributed 20 per cent to this."*

With a programme cost of £3,000, the ROI calculation became:

$$\text{ROI} = \frac{(1,000,000 * 20\%) - 3,000}{3,000} = 66 \text{ times}$$

We found that given an average annual spend of £50,000, the return for one year was £3.2 million. If the benefits are retained for five years (likely to be more) then the gain is £18 million from an annual investment of £50,000. This calculation ignores the time value of money, and there are also other costs (allocation of fixed costs) which have not been included.

In addition to the strategic and financial benefits listed, all interviewees obtained intangible benefits, including: understanding their own leadership styles; improved relationships with staff, colleagues, managers and stakeholders; and improved collaboration and teamwork. We heard examples of reduced conflict, and many spoke of how their new-found confidence in handling conflict and taking risks led to a more collaborative approach, which is so crucial to winning big grants.

Coaching has supported the development of a highly capable leadership body at the university. We now have a pipeline of successors for many key roles at all levels. Of the 10 senior managers interviewed, four have been promoted to more senior university-level leadership roles. Another has moved into a more demanding role to lead a major university strategy. Two have been offered high-profile external secondments, developing

their professional practice. The remaining three, who had engaged with coaching upon appointment, grew into their new roles with confidence and more skill than would have otherwise been the case.

We asked about factors that made the coaching effective. Many spoke about the power of the interview-based 360-degree process and the quality of relationship between the coach and client. Other important factors were commitment to the process and flexibility around meetings. Flexibility meant a schedule of dates that met the needs of the client, but also an agenda that was set by the client with the professional direction of the coach. People were committed because the coaching went where their current needs were - a contrast to some development workshops and generic programmes. Most mentioned that it was helpful to have the coaching spread over a period of months, as this provided time to grow and reflect.

All participants said that they would recommend coaching, and agreed that the process had a high university profile and was seen as a high-level executive development intervention.

Coaching at Newcastle University is a significant investment that clearly has a high financial return. Other specific factors contributing to this scheme's success include:

**Coaches are carefully selected and follow common processes** in setting objectives, the coaching process, administration and evaluation. Clear briefings are provided for each coach, and contact is retained and impact evaluated for each relationship.

**The university provides a high level of organisational support.** Top management give support when required to the coaching

process and set examples as reflective leaders. The VC and all the faculty PVCs are engaged in the 360-degree feedback process.

**Coaching is linked with other HR initiatives** including recruitment, selection, induction, performance development review and development centres. It supports all other leadership development programmes and although the biggest investment is made with senior managers, coaching is available for junior managers and staff.

**All new leaders are required to reflect on their approach to leadership** and how they can develop. They also undergo 360-degree feedback after 12 months in post.

The evaluation exercise found Newcastle University's leadership coaching process was extremely effective at developing the capabilities of high potential performers in key roles, and in helping to facilitate transitions for leaders moving into more senior roles. It was also found to have a significant impact on the achievement of key university objectives and a median financial return of 64 times the original investment. Business and financial leverage from leadership development is probably higher in HEIs given that many staff are not subject to personal development on a regular basis.

It is also worth noting that while the large financial returns described here are in part due to the level of the roles and the project sizes of the leaders interviewed, middle managers at Newcastle have also reported returns of 12 times the initial £2,000 investment, with a contribution of 50 per cent. **E**

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<sup>1</sup>The Manchester Review (USA), 2001, volume 6 number 1

The Leadership Foundation is running a one-day event – **Learning and Development: Assessing and Quantifying the ROI** – on Wednesday 24 February 2010. Visit [www.lfhe.ac.uk/support/essential/returnoninvestment](http://www.lfhe.ac.uk/support/essential/returnoninvestment) for more information.

# What should we expect? 1994 group >

**Paul M. Marshall, executive director of the 1994 Group, sets out the key challenges facing the higher education sector after the 2010 election.**



Paul M. Marshall

**Now that Lord Mandelson has finally published his higher education framework, and with Conservative policy becoming increasingly clear, the mists are starting to lift in my crystal ball to let me see the future of higher education under the next government.**

In short, I foresee that the election in 2010 will bring in five years, whether under Labour or Conservative (and it is likely to be one or the other), which will be the most exciting, dramatic and completely terrifying period that the sector has known for at least 30 years. So close are the two parties that I believe the system which will exist in 2015 will be largely the same, no matter which one wins. For higher education the overall theme will be 'value for money'.

In teaching, to meet ever-increasing expectations from government and the nation, we shall see a new dawn in transparency, quality, and recognition of the essential role of the student experience. Institutions will provide transparent information, advice and guidance on graduate employment prospects which will blast apart the notion that the higher education sector is one giant amorphous mass. The diversity and differentiation of task and mission which underpins the excellence of higher education in the UK will be recognised and celebrated. **It is wrong to expect the taxpayer and the students to invest without a clear return on that investment.**

To ensure research excellence, scarce resources will be carefully allocated to deliver maximum impact. A new system of assessment and funding will build upon acknowledged excellence to usher in a new era, where recognition for the impact of government

investment plays a central role in determining reward (alongside, and tied together with, that excellence). Co-creation of knowledge with businesses and charities, rather than an 'ivory tower' mentality, will become the norm.

**It is wrong to expect the taxpayer and business to invest without a clear return on that investment.**

Alongside these key changes we will see the shape of the sector shift. The next government will: push forward with a system of credit accumulation and transfer, and break down barriers between full-time and part-time study; raise the status of further education; and genuinely provide access to higher education for all, literally at the end of every street. This will challenge the sector to respond and adapt, particularly as existing teaching resources will increasingly be redirected towards STEM (science, technology, engineering and mathematics) subject areas which the government considers will provide the greatest returns for UK plc. The training of postgraduate research students will be restricted on the basis of institutional ability to deliver a sustainable support and training environment. **It is simply wrong to expect the taxpayer and the students to invest without clear evidence of return.**

Finally, a new government will question whether the investment in teaching and research is delivering a system which provides what taxpayers, students and businesses expect. Lord Mandelson's framework itself ominously concludes: "In future, new priorities will be chiefly supported by redistribution of existing funds and leverage of private investment rather than provision of new money". Here, then, there will be tough choices to be made about the use of every income stream, particularly graduate contributions and the focus of research funding.

More will be delivered to students. Researchers will contribute more. The sector will be opened up to increased competition and expand in ways never before experienced. Yet - and this is the economic reality - all of these improvements and radical redesigns will be undertaken not on the basis of an increase in funding, but a likely reduction over at least the first three years of the government.

Hefce's Financial Sustainability Strategy Group, which reported early this year, concluded that the sector was already papering over the cracks in the delivery of the student experience. Their

conclusion was that a 20 per cent increase in funding would be required over the next five years if that process were to continue. Instead of that 20 per cent increase we are all going to experience a cut. Now, HEIs will not accept these cuts lightly, and a lot of work is going on to challenge them, but we must be realistic. These cuts might be mitigated by a future increase in fees, but any additional income will not flow until the last years of the government. Only at that stage would higher education funding start to crawl its way back towards current levels.

Both David Lammy and David Willetts have warned the sector that it has been poor at making its case for investment and that it is possible, indeed likely, that it will suffer as a consequence. But we must all recognise that the financial scenario I have painted does not deliver a sustainable future for higher education. It is right, then, at this most difficult of economic times, that questions regarding, for example, the appropriate level of individual graduate contributions and the focus of research funding must be confronted, debated and answered.

This must be not simply to resolve our immediate crisis, but to deliver a genuine vision for higher education that can be shared by institutions, students, taxpayers and government - not for the next five years but for the foreseeable future. Central to this vision, I believe, are two fundamental guarantees which must be coupled with any increase in graduate contributions. First, a guarantee that a targeted and robust student support system is in place to ensure that no student is unable to attend university because of cost. Second, a commitment from universities to continue to enhance the student experience.

Wes Streeting, president of the NUS, has said that universities should be afraid of active students. We have nothing to fear. It is only through active students working with powerful, representative students' unions, in partnership with universities and government, that we can deliver a sustainable future for higher education and ensure once and for all that the student experience is improved, not simply maintained or the cracks papered over. We must respond to the challenges laid down by the government and the opposition. It is time for us to come together and make our case. **E**

**Paul M. Marshall**

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# Leadership development in small institutions

The Management of Small Higher Education Institutions Network (MASHEIN) runs two leadership development programmes in alternate years, one for academic heads of department/school and one for principals and senior managers. These programmes are tailored to the needs of those working in leadership roles in small institutions, taking particular account of these institutions' distinctive characteristics.

The nine-month programmes are a new initiative, designed to create communities of practice which endure beyond the programme. With their focus on emerging leaders in small HEIs, they support succession planning and encourage a culture of management development.

The specialist nature of most small institutions can be a key influence on their organisation and management. Small staff bases mean that those at the head-of-department or head-of-school level take on more strategic responsibility and have a broader portfolio of responsibility than would be expected at the equivalent level in a larger HEI, while those working at the senior management/principal level retain a greater level of operational responsibility.

The 2009 programme for principals and senior managers was extremely successful, with participants commenting that the course was "excellent" and "very thought-provoking". Alumni are eager to continue their leadership development as a cohort, both independently and with MASHEIN's support.

In 2010, MASHEIN will deliver its second Leadership Development Programme for Academic Heads of Department/School in Small HEIs. It will offer participants the opportunity to examine their roles and leadership styles, consider their strategic understanding and skills in relation to organisational mission, and engage in career planning. **E**

The dates for next year's programme are:  
Module 1: 24 March 2010  
Module 2: 17–19 May 2010  
Module 3: 22 September 2010

For further information about next year's Leadership Development Programme, please contact Becky Bull **E:** r.j.bull@bishopg.ac.uk

## Cathedrals Group launched at inaugural Dearing lecture

The Cathedrals Group, formerly the Council of Church Universities and Colleges, launched the Lord Dearing Memorial Lecture series in November, designed to provide a platform for discussion about the role of religion and spirituality in today's higher education landscape.

The inaugural speech by the Most Reverend Vincent Nichols, Archbishop of Westminster, 'No place for God? Religious faith in higher education today', followed the signing of a memorandum of understanding between the group's 15 members. The memorandum signalled both a rebrand and ambitions for a higher profile for the group, who share a commitment to exploring and recognising the positive role that religion and spirituality has to play in the sector and in society.

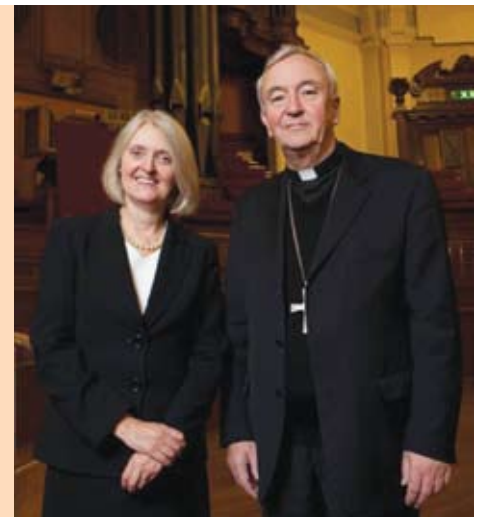
The Cathedrals Group comprises 15 church universities and university colleges in England and Wales that were founded by the Church of England, the Roman Catholic Church or the Methodist Church. Between them, these institutions serve almost 100,000 students. Each of the institutions has programmes in theology and/or religious studies, and most offer religious education programmes for trainee and practising schoolteachers.

These 15 institutions are broad-based providers of a university education which is based on a strong community informed by Christian values, knowledge of the individual student, and a commitment to excellence in learning, teaching and research.

Pamela Taylor, principal of Newman University College Birmingham and chair of the Cathedrals Group, said: "We live in an increasingly diverse, multi-faith society so encouraging dialogue and understanding between people and between different groups, religious or secular, is vital. There is clearly a positive role for religion and faith to play in the higher education sector and we are committed to exploring how this can best be managed in today's environment. Faith is an important component of life for millions of people including many of our students." **E**

The Most Reverend Vincent Nichols' lecture 'No place for God? Religious faith in higher education can be found at [www.lfhe.ac.uk/leadinglines](http://www.lfhe.ac.uk/leadinglines)

Contact: **Elizabeth Green**  
**E:** elizabeth@encore-communications.co.uk



### CATHEDRALS GROUP MEMBERS

University College Plymouth St Mark & St John  
University of Chichester  
Leeds Trinity University College  
University of Gloucestershire  
University of Cumbria  
University of Winchester  
Trinity University College Carmarthen  
St Mary's University College, Twickenham  
Roehampton University  
Liverpool Hope University  
Bishop Grosseteste University College, Lincoln  
Newman University College, Birmingham  
University of Chester  
York St John University  
Canterbury Christ Church University

## New online resource for strategic planning

How does your institution plan and carry out its strategic activities? Is your mission statement a marvel of precision, economy and expression? Have you found clever and effective ways of communicating with staff and engaging them in the process? Perhaps you use technology in innovative ways to facilitate your strategic activities? If you've developed approaches to strategic planning which are effective and which you'd be willing to share with others, we'd like to hear about them as part of JISC infoNet's new Strategy infoKit.

This freely available online resource has been developed in consultation with leaders and managers from the sector and invites others to submit their own experiences. It covers all aspects of strategy planning and implementation, and includes guidance on 'environment scanning' - an assessment of both the internal factors and the external conditions which will have a bearing on the direction and likelihood of success of your activities.

The new Strategy infoKit is based on the often-overlooked premise that planning and implementing strategic activity is something which affects everyone who works within an institution. Of course, members of the senior management team are an obvious and important audience for this resource. They will appreciate the opportunity to reflect on and compare their institution's current approaches and the challenges they face with those outlined within the infoKit. But middle and junior management with responsibility for undertaking strategic operations within faculties, departments and teams will also welcome the practical, hands-on approach taken in the guide and the 'pick and mix' style, packed full of often simple but effective tools and techniques. This aspect was singled out for particular praise by one of the 15 experienced practitioners who helped shape this resource and who praised the way "that the practical philosophy is maintained all the way through". **E**

The Strategy infoKit (including a link to the web form where you can submit your own experiences for potential inclusion in the resource) is available at [www.jiscinfonet.ac.uk/strategy](http://www.jiscinfonet.ac.uk/strategy)

## Fundraising study tour to Canada

The Canadian experience of fundraising represents an especially useful model for UK universities, given the shared history of public funding and the relatively short timescale over which Canadian universities have invested in development programmes.

The Council for Advancement and Support of Education Europe (CASE Europe) will be running its sixth annual tour for senior colleagues from the UK to Canadian Universities. The study tour, supported by the Leadership Foundation, will focus on four leading institutions which all deliver successful high-impact advancement programmes: McMaster University (Hamilton); University of Guelph; University of Toronto; and the University of Waterloo.

Participants will gain access to key players and decision-makers including university presidents (President Peter George of McMaster University and President David Johnston of Waterloo University among them), deans, key volunteers, heads of advancement and their staff.

There will also be discussion with distinguished advancement professionals. The tour will be led by Joanna Motion, vice-president of international operations at CASE who established the first development and alumni office at the University of Melbourne. Also facilitating this year is Krista Slade, executive director of CASE Asia-Pacific who has 20 years' experience in educational advancement, having worked at the University of Toronto (based in Hong Kong and Canada) as well as the University of Melbourne (as senior strategic advisor, advancement to Professor Glyn Davis) before establishing the CASE office in Singapore. CASE Crystal Apple Winning speaker, Lorna Somers, vice-president of the McMaster University Foundation will also be taking part in the discussion.

This is a high-level opportunity for a select senior group, aimed at vice-chancellors and DVCs/PVCs whose portfolio includes development/advancement, and at directors of development. Spaces are strictly limited. **E**

The 2010 Canada Study Tour will run from Monday 3 – Friday 7 May; for more information contact: Joyce Achampong, Head of Events and Conferences, CASE Europe **E:** [achampong@case.org](mailto:achampong@case.org)

## Bookmarks

An occasional feature listing recent publications in print and online relating to leadership, governance and management.



### ***The Question of Morale: Managing Happiness and Unhappiness in University Life.***

David Watson. Open University Press. 2009.

ISBN 978-0335235605 (paperback). Available from **Amazon.co.uk** @ £22.43

Based on historical, sociological and philosophical analysis, this book asks why so much discussion about higher education is structured around real and imagined unhappiness, whether it matters, and if so what we should be doing about it.



### ***Fast Strategy: How Strategic Agility Will Help You Stay Ahead of the Game.***

Yves Doz and Mikko Kosonen. Harlow, Wharton School Publishing. 2007. ISBN 978-0273712442 (hardback).

Available from **Amazon.co.uk** @ £13.79

Drawing on interviews with 150 executives from global companies, the authors analyse the risks successful companies face and demonstrate the three essential capabilities they need to maintain continued growth: strategic sensitivity, resource fluidity and collective commitment.



### ***Custom-Built Leadership.*** **Robin Ryde.**

Basingstoke, Palgrave Macmillan. 2008. ISBN 978 0230202597 (hardback).

Available from **Amazon.co.uk** @ £23.75

This book poses three critical and interrelated questions about leadership – 'How long have I got?' 'How grand is my plan?' and 'How broadly will I lead?' – to help you consider your own response to the challenges you face.



JISC infoNet Strategy infoKit. Available from **www.jiscinfonet.ac.uk/infokits/strategy**

This strategy planning tool offers practical support to those who play an active role in the formulation or implementation of strategic planning processes in their institution.

## The leadership journey: staying the course

“Only very rarely has a person to the same extent as Obama captured the world’s attention and given its people hope for a better future. His diplomacy is founded in the concept that those who are to lead the world must do so on the basis of values and attitudes that are shared by the majority of the world’s population.”

So reads the citation of the Nobel committee for Barack Obama to be awarded the prize for peace. All of us – even his staunchest supporters – were probably somewhat surprised by this news. What had he really achieved as a world leader to deserve it? How could he accept it at the same time as he was contemplating an escalation of the war effort in Afghanistan – and struggling with ratings on his personal leadership back home? Even if we set aside the extreme views of some right-wing TV presenters and Republican politicians in the US, did we not really feel they had come up with their award just two or three years too early?

The Obama phenomenon is not just about the sense of relief that someone with the right values could follow George W. Bush, nor that he was the first black US president. It was about how he had got there, his uplifting journey to the most powerful leadership role in the world via the tough world of front-line community work in the most challenging communities of Chicago, and from very complicated family roots and relationships across many continents.

There are many books about this exceptional journey, but these two probably offer the most revealing insights.

‘Dreams from My Father’ is the autobiographical account of Obama as a young man, asking key questions about his identity and sense of belonging. It was written long before his name was known to most of us. The son of a black African father and a white American mother, Obama recounts an emotional odyssey. He retraces the migration of his mother’s family from Kansas to Hawaii, then to his childhood home in Indonesia. Finally he travels to Kenya, where he confronts many bitter and unpalatable truths about his father’s life, piecing together the story in a number of poignant discussions with his relatives and others who connect him with his roots.

The central section of the book is set in the very different world of Chicago, where he plunged into the tough and often intensely frustrating world of community organisation in the most challenging parts of that city. This was a very alien world for him. Despite the colour of his skin, he was an outsider: a college-educated

single man from Hawaii, who had grown up in a white middle-class family. But this was where he started to discover his identity and learn the streetwise campaigning political skills that would eventually lead him to the White House. When in Kenya, he got into conversation with a history teacher who had known his family well, and she reflected that black Americans were often prone to disappointment when they visited Africa to look for their roots, seeking an elusive authenticity and wholeness that was not to be found.

Richard Wolffe’s book ‘Renegade: The Making of Barack Obama’ covers the journey to the White House, but also provides an objective commentary on the territory covered by ‘Dreams from My Father’. It likewise emphasises the crucial educational nature of the Chicago experience, the impact of his wife Michelle, and the tenacity he developed as a campaigning politician. As Wolffe says about the Chicago phase, “in community organising in Chicago, Obama found his racial identity, a political worldview, a sense of faith and a church, and ultimately a wife”.

For me, the crucial concept here is the leadership journey – the capacity to be in there for the long haul, in a world where commentators of every kind are just waiting for the moments of temporary failure or setback as the opportunity to condemn, and hence undermine irrevocably. We somehow need to move on from this short-termist view of leaders. Followers look to their leaders for much more – to espouse the right values, energy, hope, and offer challenge and support – rather than a simple recitation of perfectly formed deliverables.

Obama offers us that prospect in his values and vision, but will the short-term merchants undermine him too soon? This vision of leadership brings to mind Nelson Mandela’s vision of leadership at the end of ‘The Long Walk to Freedom’ because it conveys that sense of a journey – a long haul – and leadership through inner personal values. As in Jim Collins’s Level 5 leader in ‘Good to Great’, we see that blend of personal humility, extraordinary professional will and subjugating ego to the greater good. I suppose I hope that this is the kind of thing people will eventually say about Barack Obama and that, in time, the Nobel peace prize committee will be proved right in their judgment. **E**

**Ewart Wooldridge** CBE is the chief executive of the Leadership Foundation.

**E:** [ewart.wooldridge@lfhe.ac.uk](mailto:ewart.wooldridge@lfhe.ac.uk)



**EWART WOOLDRIDGE, CBE**

As the founding chief executive of the Leadership Foundation, Ewart has engaged in an intensive dialogue with institutions across the UK, creating the framework for the portfolio of new programmes. He has held HR and line director positions in the private sector and in local and central government. As a Chief Officer of Hampshire County Council and Chief Executive of the Civil Service College, he has wide experience in organisational development consultancy, team facilitating, executive coaching and teaching in leadership and organisational change.



### **DREAMS FROM MY FATHER: A STORY OF RACE AND INHERITANCE**

BY BARACK OBAMA

**Publisher:** Canongate Books Ltd (8 June 2008)

**Format:** Paperback, 464 pages

**ISBN-13:** 978-1847670946

**Price:** From £4.49 at [Amazon.co.uk](http://Amazon.co.uk)

### **RENEGADE: THE MAKING OF BARACK OBAMA**

BY RICHARD WOLFFE

**Publisher:** Virgin Books (24 August 2009)

**Format:** Hardback, 368 pages

**ISBN-13:** 978-1905264872

**Price:** From £10.76 at [Amazon.co.uk](http://Amazon.co.uk)

### References

Mandela, N. (1994). *Long Walk to Freedom: The Autobiography of Nelson Mandela*. Little, Brown & Company. (Reviewed in Engage 15, autumn 2008.)

Collins, J. (2001). *Good to Great: Why Some Companies Make the Leap... and Others Don't*. Random House Business Books.

# CALENDAR OF EVENTS

## TOMORROW'S LEADERS

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

## SENIOR STRATEGIC LEADERSHIP

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

### SSL11 Application Deadline:

Friday 23 April 2010

#### Module 1: The Reality of Leading Change

Monday 10 - Thursday 13 May 2010

#### Module 2: Personal Impact Analysis

Monday 28 - Wednesday 30 June 2010

Venue: York Marriott Hotel, York YO24 1QQ

Price: £4,500

## PREPARING FOR SENIOR STRATEGIC LEADERSHIP

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

### PSSL11 Application Deadline:

Friday 22 January 2010

#### Module 1: Unpacking Strategic Leadership

Monday 8 - Thursday 11 February 2010

#### Module 2: Strategic Leadership in Action

Monday 19 - Wednesday 21 April 2010

Venue: York Marriott Hotel, York YO24 1QQ

Price: £3,600

## HEAD OF DEPARTMENT

HoD is a six-day programme for those who are holding head of department posts in academic, administrative or professional services environments

### HOD10 Application Deadline:

Friday 30 April 2010

Module 1: Tuesday 18 - Wednesday 19 May 2010

Module 2: Tuesday 22 - Wednesday 23 June 2010

Venue: Central Birmingham TBC

Price: £3,050

## HEARTLANDS

A short flexible support programme for those who prefer not to spend too much time away from the office/class. Participants will focus on managing performance and understanding power and the use of emotional influence. The programme will also include separate, specifically developed, breakout sessions:

**Professional Heartlands:** For higher education managers in an administrative or professional services role, for example HR, finance, estates, marketing, knowledge, IS/IT or student support services

**Academic Heartlands:** For higher education managers in an academic head of department role

### Cohort 1 Module 1

Dates: Monday 25 - Wednesday 27 January 2010

Venue: DeVere Wychwood Park, Crewe CW2 5GP

Price: £1,600

## INTRODUCTION TO HIGHER EDUCATION

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

### Winter Application Deadline:

Monday 18 January 2010

Dates: Wednesday 20 - Friday 22 January 2010

Venue: University of Warwick Conference Park, Coventry CV4 7AL

Price: £635

### Spring Application Deadline:

Friday 19 February 2010

Dates: Wednesday 24 - Friday 26 March 2010

Venue: Durham Marriott Royal County Hotel, Durham NE3 5WY

Price: £635

## RESEARCH TEAM LEADERSHIP

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

### RTL13

Dates: Thursday 13 - Friday 14 May 2010

Venue: Aston Business School, Birmingham B4 7ET

Price: £1,045

## 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

### LTT5

Dates: Wednesday 16 - Thursday 17 June 2010

Venue: York TBC

Price: £950

## FUTURE LEADERS

Providing a unique opportunity for experienced professional Information Services (IS) staff, (typically covering library, ICT and related activities) to deepen their understanding, leadership ability, and develop their potential. FLP is aimed at those individuals who aspire to a strategic role within IS and who have proven management experience.

### FLP5 Application Deadline:

Friday 8 January 2010

Module 1: Tuesday 23 - Friday 26 March 2010

Module 2: Wednesday 14 - Friday 16 July 2010

Module 3: Wednesday 10 - Friday 12 November 2010

**Capstone Day:**

Tuesday 15 March 2011

Venue: The Møller Centre, Cambridge CB3 0DE

**Action Learning Days:**

Wednesday 12 May 2010

Wednesday 8 September 2010

TBC - January 2011

Venues: To be agreed with sets

Price: £6,990

## ESSENTIAL SKILLS

One/two-day practical leadership events focusing on contemporary and challenging topics and issues facing higher education

### The Marketing Programme

Date: Wednesday 24 February 2010

Venue: Central London TBC

Price: £405

### Excellence in Higher Education Estates

Date: Wednesday 3 - Thursday 4 March 2010

Venue: Manchester Airport Marriott Hotel

Price: £560

### Finance: Facing the Future

Date: Tuesday 16 - Wednesday 17 March 2010

Venue: York Marriott Hotel, York YO24 1QQ

Price: £995

### Essentials of Finance

Date: Thursday 29 April 2010

Venue: Central London TBC

Price: £405

## Learning and Development: Assessing and Quantifying the ROI

Date: Wednesday 24 February 2010

Venue: Central London TBC

Price: £195

## LEADING YOUR TECHNICAL TEAM

LYTT provides an opportunity for updating on issues of importance to supervisory/managerial technical staff from both academic and service areas, as well as examining a range of basic management/leadership skills and techniques with a particular emphasis on technical teams

### LYTT Application Deadline:

Friday 26 February 2010

Dates: Wednesday 14 - Friday 16 April 2010

Venue: Stirling Management Centre, Stirling FK9 4LA

Price: £715

## GOVERNOR DEVELOPMENT PROGRAMME

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

### Governing in a Downturn

Date: Thursday 25 February 2010

Venue: Central London TBC

Price: £370

### Current Issues for Remuneration Committees

Date: Thursday 4 March 2010

Venue: Central London TBC

Price: £370

### Academic Quality and Student Experience

Date: Thursday 11 March 2010

Venue: Birmingham TBC

Price: £370

### Ensuring Financial Health - The Role of Governors

Date: Thursday 25 March 2010

Venue: Central London TBC

Price: £370

A full list of Governor Development Programme events can be found at [www.lfhe.ac.uk/governance/events](http://www.lfhe.ac.uk/governance/events)

## CONFERENCES

### LGM Projects Conference 2010

#### Leading Transformational Change

Date: Wednesday 27 January 2010

Venue: Royal College of Surgeons, London WC2A 3PE

Early Bird: £195 (up to Friday 8 January 2010)

Price: £250

### Higher Education Leadership Summit Leading in the Agile University: innovation, creativity, technology

Date: Thursday 11 February 2010

Venue: Grand Connaught Rooms, London WC2

Early Bird: £295 (up to Monday 11 January 2010)

Price: £365

For more information or to book a place please contact

Melissa Scuteri T: 020 7849 6906

E: [melissa.scuteri@lfhe.ac.uk](mailto:melissa.scuteri@lfhe.ac.uk)

Full details of all programmes and seminars, with booking forms, are also available online at [www.lfhe.ac.uk](http://www.lfhe.ac.uk)

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