

# PROFESSIONAL CAREERS IN HIGHER EDUCATION: INSTITUTIONAL PERSPECTIVES

JAN SHINE, PAULLUS CONSULTANCY

**Leadership  
Foundation**  
for Higher Education



**AUA**



## Foreword

We are very pleased to endorse Jan Shine's report which was commissioned by the sector Working Group on Professional Careers in Higher Education.

This Report completes the first three stages of our work. The project was originally inspired by the influential Leadership Foundation research by Dr Celia Whitchurch<sup>1</sup> which prompted the group to commission John Lauwerys' report presenting the perceptions of individual professional services staff from various points of the career journey. This new report provides the balancing perspective of institutions through the views for these issues inside universities.

We now invite the sector to engage in debate with the set of issues brought together in this report : professional silos, impact of external appointments, quality of line management support, perception of these roles and the opportunities for career development opportunities.

What is clear is that the professional services workforce in HE has a crucial role to perform in the next few years of critical challenge and change, working with internal academic colleagues and external stakeholders and supporters.

Finally, we offer special thanks to Maureen Skinner, Chair of AUA, for her support to Jan Shine in creating the report. This is a collaborative effort between AHUA, the Leadership Foundation, the AUA, UHR and the OD Network, and we are grateful to all concerned.

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Chair of Professional Careers Steering Group

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<sup>1</sup> Whitchurch, C. (2008). Professional Managers in UK Higher Education: Preparing for Complex Futures Final Report. Research and Development Series. London: Leadership Foundation for Higher Education.

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## **Contents**

	<b>Page No.</b>
<b>1. Introduction</b>	<b>5</b>
<b>2. Methodology</b>	<b>5</b>
<b>2.1 Overview of institutional input to phase two</b>	<b>7</b>
<b>2.2 Questionnaire and follow-up telephone interviews</b>	<b>7</b>
<b>2.3 Other institutional input</b>	<b>7</b>
<b>3. Summary of key findings</b>	<b>8</b>
<b>3.1 Professional silos</b>	<b>10</b>
<b>3.2 External appointments</b>	<b>10</b>
<b>3.3 Support from line managers</b>	<b>10</b>
<b>3.4 How HE professional services roles are presented</b>	<b>11</b>
<b>3.5 Organisational restructuring as a source of career development opportunities</b>	<b>11</b>
<b>3.6 The role of appraisal in career development</b>	<b>12</b>
<b>3.7 The impact of the new grade structures on career development</b>	<b>12</b>
<b>3.8 The impact of the current financial climate on career development</b>	<b>13</b>
<b>4. Benchmarking</b>	<b>13</b>
<b>5. Conclusions</b>	<b>14</b>
<b>6. Recommendations</b>	<b>17</b>
<b>7. References</b>	<b>18</b>
<b>Appendix</b>	
<b>1 List of HEIs represented in phase two</b>	<b>20</b>



## 1. Introduction

This report summarises the second phase of the work of the Sector Working Group on Professional Careers in Higher Education, which comprised a survey of UK higher education institutions. The purpose of the survey was to establish how the issues raised by individual professional services staff as summarised in the first report to the sector in March 2009 are perceived by those within higher education institutions (HEIs) who are responsible for managing them.

The many colleagues who gave their time generously to contribute to the project, including questionnaire respondents, focus group and telephone interview participants along with colleagues at the Leadership Foundation and AHUA who provided administrative support to the project are acknowledged with thanks.

## 2. Methodology

The Working Group determined the project brief, and established a Sub-Group to oversee the second phase of the project. The Sub-Group was chaired by Maureen Skinner, and the full membership of the Sub-Group comprised:

**John Hogan**, Registrar, Newcastle University and Treasurer AUA

**Mike Moore**, Chair of UHR and Director of HR Services,  
University of East London

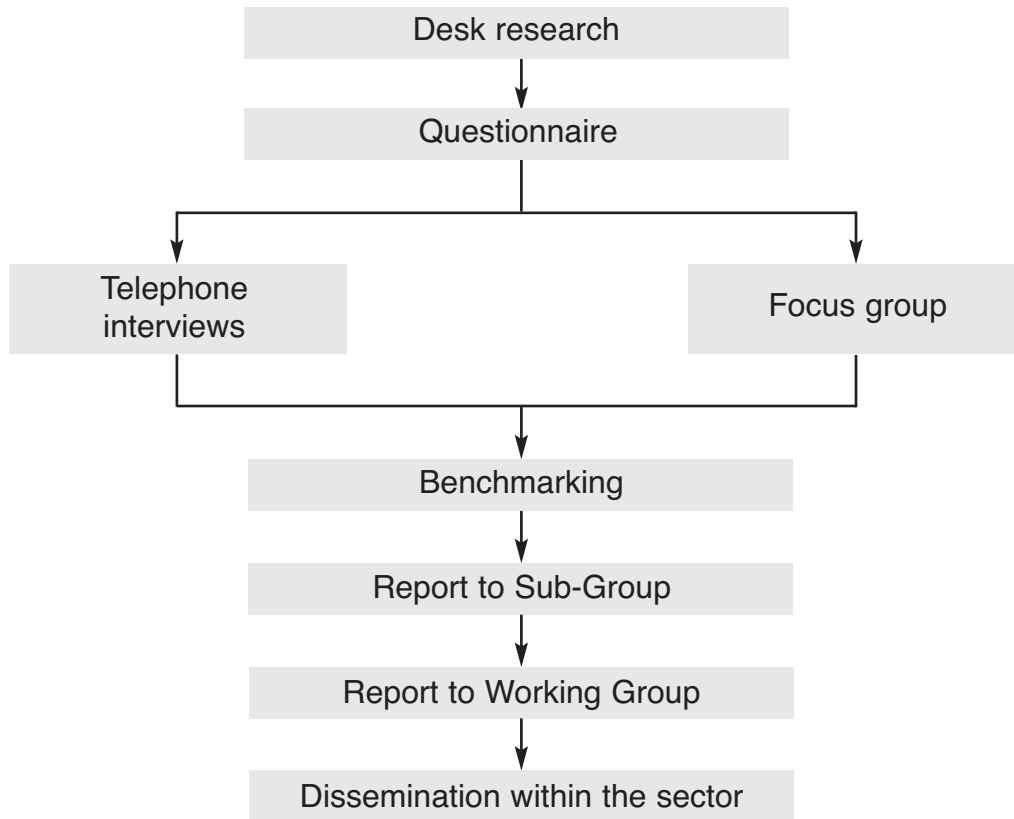
**Maureen Skinner**, Chair of AUA and Registrar, Faculty of Arts,  
Thames Valley University

**Simeon Underwood**, Chair of ARC and Academic Registrar,  
London School of Economics

**Alison Wild**, Chair of AHUA and Pro-Vice-Chancellor (Admin) and University  
Secretary, Liverpool John Moores University

**Ewart Wooldridge**, Chief Executive, Leadership Foundation  
for Higher Education

## Overview of Phase Two



### 2.1 Overview of institutional input to phase two

A total of 45 institutions contributed to phase two of the project (see Appendix 1). The distribution between pre- and post-92 institutions was 23 / 22 respectively with a good mix of larger and smaller institutions. In this sense, the sample group could be argued to be representative of the sector as a whole though 45 institutions represent around 28% of the total number of UK institutions. The interviewees who provided individual perspectives in phase one were drawn from 24 institutions; 15 of those institutions (63%) also contributed to phase two. The various components of the survey are described below.

### 2.2 Questionnaire and follow-up telephone interviews

A questionnaire and covering e-mail communication were circulated at the end of September 2009 to HR Directors and Heads of Staff Development of all UK HEIs. The questionnaire gathered information about existing career management practices<sup>2</sup> and sought institutional views on a range of key

issues identified by the interviewees in the first phase of the project as well as other career management related issues identified in the project brief by the Working Group. There was also the opportunity for respondents to provide general comments about professional careers in HE. 36 completed questionnaires were received, representative of 35 UK HEIs (22% response rate). The majority of respondent HEIs (83%) had over 500 professional services staff, with 47% having over 1000. 17 institutions were pre-92 and 18 post-92.

Follow-up telephone interviews with a sample of questionnaire respondents were conducted to explore issues in more depth. Seven interviews were conducted which equates to 20% of respondent institutions. Interviewees were selected on the basis of the content of the questionnaire response and type of institution and every effort was made to achieve a representative sample. The interviews comprised generic questions based around the project brief together with several questions specific to the institutional questionnaire response.

### **2.3 Other institutional input**

As well as the views of HR and Staff Development colleagues, the views of other senior colleagues with staffing strategy responsibilities were sought via telephone interviews and a focus group discussion. Invitations to participate were circulated via AHUA, ARC and UHR. The same questions were used across the telephone interviews and the focus group. Ten colleagues at registrar & secretary level participated in this part of the survey.

## **3. Summary of key findings**

The most frequently occurring career management practices were:

- Informal career support from line managers/peers (94%, with 56% rating this practice as effective or very effective)
- Training for line managers in the skills associated with developing others (94%, with 71% rating this practice as effective or very effective)
- Informal career support from HR or staff development function (89%, with 75% rating this practice as effective or very effective)
- Career review within formal appraisal scheme (86%, with 64% rating this practice as effective or very effective)
- Head hunters engaged to recruit to senior appointments (83%, with 74% rating this practice as effective or very effective)

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<sup>2</sup> The Chartered Institute of Personnel and Development (CIPD) definition of career management was used in the questionnaire: 'Planning and shaping the progression of movement of individuals within an organisation by aligning employee preferences and potential with organisational resourcing needs.' Managing employee careers survey report, 2003

The career management practices that were not prevalent amongst respondent institutions included:

- Graduate trainee programme (14%)
- Formalised succession planning (19%)
- Formal written strategy for career management (22%)
- High potential development programme (28%)

The statements with which the highest percentage of respondents agreed were:

- A clear picture about the nature and expectations of professional services roles is provided in recruitment and induction materials (81%)
- Professional 'silos' can inhibit career progression and people often get 'stuck' (78%)
- Individuals need advice, support and training in how to manage their career (78%)
- Informal mentoring is actively encouraged and supported, eg time for mentoring activities (72%)
- Staff have every opportunity to develop their skills, knowledge and experience to enable them to compete for senior positions (72%)

The statements with which the highest percentage of respondents disagreed were:

- The organisation is releasing the full potential of its professional services staff (53%)
- Career development opportunities are most likely to arise from restructuring within the organisation (44%)
- Staff are encouraged to move around the organisation/the sector to broaden skills, experience and knowledge (44%)
- Staff are encouraged to use the career/personal development resources provided for our students (42%)

There were three statements where respondents were divided in opinion:

- Line managers are encouraged to give sufficient priority to career management activities (28% disagree, 28% neutral, 39% agree)
- HE professional services is promoted as a positive career choice, eg recruitment from our own graduates (28% agree, 39% neutral, 31% disagree)

- More career development opportunities are open to academic and research staff than to professional services staff (39% disagree, 28% neutral, 33% agree)

There were several key themes emerging from the general comments that questionnaire respondents provided:

- **Professional alignment:** respondents highlighted the fact that the majority of professional services staff in specialist areas (for example HR, finance, marketing, IT, estates) identify with their profession rather than with the HE sector
- **Professional silos:** respondents commented on the tendency for specialisation early on in HE careers which works well in terms of developing expertise, but not so well in terms of the need for more flexible deployment of the workforce to meet pan-institutional requirements
- **Career of choice:** respondents reinforced the messages from the first phase report about ‘accidental’ entry into a career in HE and the apparent lack of promotion of HE professional services roles as a positive career choice
- **Skills/career development frameworks:** several respondents mentioned initiatives to develop HEI-specific frameworks to support career development and to enhance interpretation and practice around the new grading structures. Others mentioned the professional behaviours within the AUA CPD Framework

There were many areas explored in the survey where the institutional perspective accorded with the perspectives of the individual members of professional services staff captured in the phase one report. These include:

### 3.1 Professional silos

The results of the survey confirm the findings of the first phase, with 78% of respondents agreeing with the statement *Professional ‘silos’ can inhibit career progression and people often get ‘stuck’*. The majority of participants in the follow-up activities felt that this was the most career limiting factor within the sector.

### 3.2 External appointments

The results of the survey confirm the trend to make external appointments to senior roles, but this is perhaps not as marked as the first phase findings imply, with 42% of questionnaire respondents agreeing with the statement *The majority of senior appointments are filled by external candidates*. This seemed to contradict with the finding that 72% of respondents agreed with the statement *Staff have every opportunity to develop skills/knowledge/experience to enable them to compete for senior positions*, and with 83% reporting that

*HeadHunters* are used to recruit to senior positions. Exploration of this issue prompted wide debate about the underlying issues that have led to the extensive use of head hunters within the sector. Whilst the findings do not conclusively support the view that the majority of senior appointments are filled by external candidates, there are concerns across the sector about the impact current recruitment and selection practices are having on professional careers in higher education.

### **3.3 Support from line managers**

The experience described by some interviewees in the first phase of not having received any career management advice or support from line managers was endorsed by the results of the questionnaire, where 67% of respondents agreed with the statement *Some staff do not receive career management support from their line managers*, and only 39% agreed that *Line managers are encouraged to give sufficient priority to career management activities*. This appears to conflict with other results from the questionnaire. For example, 94% of institutions reported that training in the skills associated with developing others is provided for line managers, and 57% of respondents believe that line managers in their institutions are equipped to have discussions with employees about their development and career progression in the organisation. Participants in follow-up discussions felt that support from line managers was patchy across institutions and very much dependent upon the inclinations and skills of individual managers, and expressed the view that many line managers have development needs in this area. This appears to be exacerbated by the fact that whilst appraisal is becoming increasingly embedded in institutions, particularly for professional services staff, the career development component of appraisal is not widely perceived as an integral part of the process (although 58% of respondents agreed with the statement *All individuals have a career development discussion with their line manager at least once a year*). However, some excellent examples of senior managers as role models and of colleagues who display high level people development skills were quoted.

There were some apparent differences between individual and institutional perspectives. These are explored in more detail below.

### **3.4 How HE professional services roles are presented**

Most interviewees in phase one had found what they considered to be a less-than-clear picture presented by their prospective HEI employer of the nature of the organisation and the career opportunities. The institutional perspective as reported by questionnaire respondents was somewhat different however, with 81% agreeing with the statement *A clear picture about the nature and expectations of professional services roles is provided in recruitment and induction materials*, and 58% of respondents agreeing with the statement *Messages about prospects for career development within the organisation are*

*honest and realistic.* On exploring these issues in the focus group discussion and telephone interviews, a possible explanation for the discrepancy is that at institutional level materials for individual recruitment exercises are of high quality and to a certain extent capture the nature of the role and organisation, but the real issue is a sector-wide issue, namely that outside of the sector there is very little knowledge or image surrounding professional services careers in higher education. As with questionnaire respondents, most of those participating in the follow-up survey activities also commented on the high level of 'accidental' entry into HE which reinforces the point made in the first phase report. So, whilst there may still be room for improvement in the way institutions present specific professional services roles at the recruitment stage, the main issue is a much wider one that links to a strand of work emerging from the CPD Framework LGM project, namely the promotion of HE professional services as a career of choice. The sector appears to be missing out on a whole pool of potential entrants to the workforce; namely its own graduates. From the sample group there was only one exception to this. One institution has been operating a very successful graduate trainee programme for 15 years, recruiting each year from its own graduate cohort.

### **3.5 Organisational restructuring as a source of career development opportunities**

Many of the interviewees in phase one had found career development opportunities arising from reorganisation, and there was almost a sense that without organisational restructuring their careers may not have developed as far or perhaps not at all. On testing this out in the institutional survey, it was found that 66% of respondents disagreed or were neutral in response to the statement 'Career development opportunities are most likely to arise from restructuring within the organisation'. Further exploration found that whilst restructuring is undoubtedly a good source of career development opportunities, it is by no means the only source. It was felt that the interpretation of 'career development' by the interviewees may have implied career progression, ie promotion opportunities, whereas there are opportunities to develop careers inherent in all our roles and lateral moves are often overlooked as a source of career development. In specialist functions such as HR and finance it is inevitable that opportunities for career progression within the same institution are going to be limited and that restructuring of such areas may be the most likely source of opportunities.

Other findings of note include:

### **3.6 The role of appraisal in career development**

Whilst the majority of participants felt that appraisal is well embedded in professional services areas, they did not believe that it is viewed as contributing to career development. Some report that career development is not always covered as part of annual appraisal, with one institution

discovering via a staff survey that 50% of appraisers are not explicitly covering this aspect in appraisal discussions despite an impressive 96% participation rate across the institution. Some possible explanations across institutions were offered, for example that some individuals are reluctant to talk openly with their line managers about their aspirations and that some managers seek to maintain continuity and stability in their teams. At the other end of the spectrum, one participant felt that appraisal in his institution improves with every round, is fully embedded in institutional practice, is highly effective, and that career development is regarded as both an integral and essential element of the appraisal process.

### **3.7 The impact of the new grade structures on career development**

There were mixed reactions to this question, with some participants not anticipating any impact at all, whilst others had already observed examples of both positive and negative impact of the new grade structures. On the positive side, most agree that the processes are more transparent under the new system. Some felt that the new system was more effective in recognising non-management roles that have significant levels of responsibility and institutional impact. Most of the negative impact reported relates to repercussions from implementation. Overall it appears that many institutions are recognising that having put all their energies thus far into implementation and dealing with those repercussions, they now need to turn their attention to enhancing interpretation and understanding of the new structures. This will inevitably have a positive impact on career development discussions and on personal development planning. The creation of job families and the shift of focus from role grades to skills sets has the potential to foster broader thinking about opportunities for career development, particularly lateral moves to broaden experience and knowledge.

### **3.8 The impact of the current financial climate on career development**

Again, there were mixed reactions to this question. Some participants view the future landscape for HE (and indeed for the public sector more widely) as bleak with inevitable negative impact on the career development prospects for professional services staff. Others see the potential for the current financial climate to bring about wider opportunities for career development for example as a result of restructuring or other major change initiatives. All share concerns that the sector will look first to professional services areas to achieve savings. It is hoped more optimistically that the challenges ahead could provide an ideal opportunity for professional services staff to prove the added value that they bring to HE management.

## 4. Benchmarking

The summary of existing career management practice compiled as a result of the questionnaire responses has been compared with the CIPD Managing Employee Careers Survey Report, 2003. There are some important differences between the two surveys to note when interpreting the benchmarking exercise:

- The CIPD survey relates to career management practices affecting all categories of staff whereas the HE survey relates to career management practices for professional services staff only
- The CIPD survey was conducted 6 years prior to the HE survey
- The sample size for the CIPD survey was 700 organisations spanning all sectors, (though the highest percentage response rate was from public sector organisations [28%]), whereas the sample size for the HE survey was 35 organisations (ie the institutional responses to the questionnaire)

Despite these differences, the benchmarking is a useful exercise to align career management practices in HE with those across other sectors. The highlights are:

The career management practices where the HE sector appears to be more active than other sectors are:

- Career counselling by trained individuals (+36%)
- Formal career coaching/mentoring (+19%)
- Informal career support from HR/staff development function (+12%)
- Career development resources available on organisational websites (+12%)

The areas where the HE sector appears to be less active than other sectors are:

- Formalised succession planning (-40%)
- Graduate trainee programmes (-36%)
- Career moves managed by the organisation (-27%)
- High potential development programmes (-19%)

The following are observations about these results and are based on discussions during the course of this survey. There appears to be some degree of discomfort within the sector about career management practices such as high potential development programmes and career moves managed at institutional level. This discomfort may be linked to the overall values and ethos of the sector. As one participant put it '*we struggled with the notion of investing in just a few of our staff; we did not feel we could justify it and decided not to go down the route of a high potential development programme*'. The higher level of specialist career counselling activity in

the sector is not surprising as every institution has trained specialists in this area, and the higher level of informal career support provided by HR and staff development functions probably reflects the way HR operates in higher education. The area that is perhaps more difficult to interpret is the low number of institutions engaging in formalised succession planning. This question was worded differently in the two surveys; in the HE survey institutions were asked whether 'formalised succession planning' exists in their institution, whereas in the CIPD survey the term 'succession planning' was used. It may be that respondents in the CIPD survey included more informal succession planning in their responses and this may have contributed to the marked difference between HE and CIPD in the benchmarking exercise (19% to 59%). However, it is nonetheless of concern that only seven out of 45 institutions report having formalised succession planning. It appears that where succession planning exists in the sector, it tends to be ad hoc and informal or fairly low key as part of broader risk assessment and again some level of discomfort with the notion of 'grooming' individuals for higher level roles may be part of the issue.

## 5. Conclusions

Overall, the survey was welcomed by respondents and viewed as a positive contribution to professionalisation of the professional services in higher education that will enhance the gradual erosion of the traditional boundaries between academic and professional services identified in Celia Whitchurch's earlier research<sup>3</sup>. This is seen as a really significant step forwards in the sector and many participants commented on the priority that vice-chancellors are placing on these issues. Respondents also welcomed the opportunity that dissemination of the results of this survey will provide to open up debate about professional careers in higher education and to share good practice within the sector.

Clearly, as in the first phase, some caution needs to be applied in drawing conclusions and making recommendations based upon responses from 28% of the higher education institutions in the UK. One important point is that there will be examples of good career management practice that the survey has failed to capture. However, having said that the quality of input to the survey was extremely high and it achieved a good mix of different types of institutions that could be argued to be representative of the diversity of the sector. Some overall conclusions are therefore offered with these factors in mind.

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<sup>3</sup> Whitchurch, C. (2008). Professional Managers in UK Higher Education: Preparing for Complex Futures Final Report. Research and Development Series. London: Leadership Foundation for Higher Education

The issue that prompted by far the most debate was that of professional silos. Colleagues feel very strongly that the move towards having a higher number of professional roles where expertise and specialist qualifications are essential requirements of the person specification is inhibiting career progression. One of the key questions is how does HE compare to other sectors in this respect. Participants believed that in other sectors moving up through a professional silo would not prevent career progression, and that it was common practice for professional functional heads to be appointed to board-level roles or their equivalent in other areas of the public sector. This prompted many participants to question what is so very different about HE that could justify the difference in approach. It may be that some review of recruitment and selection practice for senior professional services roles may be required to establish why it is difficult for those progressing their careers through specialist professional functions to compete with external candidates for senior management roles. It is not likely that professional silos will diminish in future, if anything the number of professional silos is likely to increase in line with the increases in complexity and regulatory requirements within the sector.

There is a fundamental question to raise – if professional silos are indeed here to stay, then the focus needs to shift to finding ways to embrace them, to encourage cross-boundary working to meet business needs and to use them to support rather than inhibit the career development of professional services staff. Perhaps the focus of staff development activity needs to shift towards developing a wider range of opportunities, formal and informal, to gain insight at institutional and sector level. However, the benefits for both individuals and institutions of broadening perspectives and fostering cross-boundary working may need to be articulated and communicated more clearly. There were some excellent suggestions for offering a greater range of opportunities to professional services staff to enable them to broaden their perspectives and gain wider appreciation of other areas of the professional services. Anecdotal evidence from the survey suggests that there is a thirst for such opportunities amongst some professional services staff. Many participants highlighted external secondments as an excellent way of achieving this, and there are links to the current Intersect project.

The number of HE-specific professional bodies and membership of non-HE specific professional associations is also likely to increase as professional silos increase, so the suggestion of reviewing the role of professional bodies and associations in supporting professional services career development seems worthy of further consideration. It is an interesting thought that when this report is published and disseminated within the sector, it is most likely that many different professional bodies will consider it independently.

The other area that prompted wide debate was that of appointments to senior professional services roles. There is perceived to be a trend towards external appointments. The major issue of concern is around the employment of head hunters and how this is interpreted by potential internal candidates. There is sufficient anecdotal evidence to confirm that internal candidates are put off by the use of head hunters. At the point that the use of head hunters is announced, some professional services staff are interpreting this as a clear signal from the institution that they are not encouraged or expected to apply. From the anecdotal evidence it would appear that in some cases this interpretation is accurate, but in the absence of any discussion with individuals they are left to fathom this out for themselves. This raises some questions around transparency and openness in recruitment and selection practice. Many examples were given where excellent internal candidates had not applied for what would seem an obvious career move, for example from a deputy director role to a director role within the same specialist profession. So, it is possible that rather than the engagement of head hunters having the stated desired outcome of testing excellent internal candidates against the market, this practice is de-motivating existing staff and institutions could be missing out on excellent candidates.

There were some excellent examples of working in partnership with other organisations both within and without the sector to maximise opportunities for supporting career development. This, however, does not seem common practice based upon the survey. The sector may be missing opportunities for collaboration, particularly between institutions in the same locale. At a time when efficiency savings are high on the agenda it would appear that a review of this area would be timely. An example given by one institution of collaboration between several large public sector employers (including two HEIs) in one city was particularly inspiring.

Whilst not surprising, the findings relating to appraisal are of some concern. In most institutions appraisal is in practice the only career management process that is offered to all staff which provides the opportunity for regular career dialogue between employee and employer. There is a difference in the way respondents answered the questionnaire and the findings of the follow-up activities. 86% of questionnaire respondents reported that career review within formal appraisal takes place, whilst the majority of institutional representatives participating in follow-up discussions are telling us that the career development aspect of appraisal is far from fully embedded. This is perhaps all the more noteworthy in light of the fact that the main emphasis of many HE appraisal schemes is on the developmental side rather than the performance management side. One explanation could be that there is a difference between practice being in place and its perceived value, quality and impact on people's careers. From the benchmarking exercise we can see that a higher number of HE respondents rated career review within formal appraisal as effective than the respondents to the CIPD survey (61% to 53%). However, there is a marked difference in the number of HE respondents rating this practice as very

effective as compared to CIPD respondents (3% to 22%). As many participants pointed out, the effectiveness of appraisal depends upon how proactive the individual is, how well outcomes are followed up, and upon the skills and attitude of the appraiser. The other key point, of course, is that individuals are ultimately responsible for their own development and need to be proactive in identifying, creating and taking advantage of career development opportunities. However, it is acknowledged that in order to do so, individuals need advice, support and training in how to manage their career (78% of respondents agreed with this statement), yet only 35% of respondent institutions provide career workshops or careers courses. Bearing in mind what we already know of the likely landscape for higher education and the public sector more widely in the future, there is no doubt that cost-effective staff development methods will be of greater importance. For example, identifying opportunities that already exist within everyday work activities to enhance skills, knowledge and experience. Many institutions may be overlooking such opportunities, for example it is noted that only 28% of respondent institutions encourage their staff to make use of the career planning and development resources available to students.

Building on discussions during the course of this survey, it seems that systems and processes by themselves are unlikely to deliver effective career management. Such systems and processes need to evolve within an organisational culture that nurtures, develops and empowers people to be the best they can be regardless of their career aspirations. One where people are open about what is valued in the institution and one where individuals are judged by the value they place on developing the people around them as well as themselves.

## **6. Recommendations**

The following recommendations are offered:

- That the Leadership Foundation/AHUA gather evidence about the number of external and internal appointments to senior professional services roles in the last 3-5 years and capture some career pathway case studies of those who have been appointed from within the sector
- That the project 'piggyback' on to the LGM CPD framework implementation project to offer pilot institutions the opportunity to review their career management practices. This could lead to the development of some resources for institutional career management 'audit' for wider dissemination within the sector.
- That exemplars of existing good practice be gathered, particularly in the areas of career management practice where the sector is less active, for example succession planning, graduate training programmes and high potential development programmes

- That consideration be given to how the final report is disseminated and discussed within the sector to optimise opportunities for cross-boundary debate
- That the following questions about the role of professional associations be highlighted when the final report is disseminated:
  - How can professional associations within higher education work more closely together to best support the career development of professional services staff?
  - Do existing networks and relationships between professional bodies provide sufficient opportunity for cross-boundary thinking and working?

**Jan Shine**  
**Paullus Consultancy**

**March 2010**

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## Appendix 1

List of HEIs represented in phase two	
Anglia Ruskin University	Northumbria University
Aston University	Oxford Brookes University
University of Bath	Queen's University Belfast
Bath Spa University	Robert Gordon University (2 responses)
University of Birmingham	Roehampton University
Cardiff University	Royal Veterinary College, University of London
University of Central Lancashire	School of Pharmacy, University of London
City University	St George's, University of London
Cranfield University	University of Sheffield
University for the Creative Arts	University Campus Suffolk
University of Cumbria	University of Sussex
University of Dundee	Swansea University
University of East London	Teesside University
University of Edinburgh	Trinity College, Dublin
Herriot-Watt University	University of Warwick
Kingston University	University of the West of England
University of Leeds	University of the West of Scotland
University of Limerick	University of Westminster
University of Lincoln	University of Winchester
University of Manchester	University of Wolverhampton
Manchester Metropolitan University	Writtle College
Newcastle University	University of York
University of Northampton	



AHUA is the representative body for senior University managers (typically Registrars, Chief Operating Officers, Heads of Administration) in the United Kingdom and Ireland.

AHUA:

- brings together members to exchange information, share experience and learn from one another and invited experts;
- represents the collective views of members on key issues and policies to the higher education (sector, government and other stakeholders);
- assists in the development of colleagues who aim to fill senior roles in higher education administration.

[www.ahua.ac.uk](http://www.ahua.ac.uk)



AUA exists to advance and promote the professional recognition and development of all who work in professional services roles in higher education. AUA is an inclusive membership-led professional body for all those interested in advancing their career in higher education. There are around 4,000 AUA members nationally and internationally based in universities and higher education colleges as well as higher education related bodies such as Universities UK and the funding councils.

[www.aua.ac.uk](http://www.aua.ac.uk)



Universities Human Resources

Universities HR is the professional organisation for Human Resources professionals in higher education in the UK, providing networking and development opportunities for the HR community, and representing HR in and beyond the sector.

[www.uhr.ac.uk](http://www.uhr.ac.uk)