

**Leadership
Foundation**
for Higher Education

ENGAGE

YOUR MAGAZINE FROM THE LEADERSHIP FOUNDATION FOR HIGHER EDUCATION

A NEW DEAL FOR HE: ROUND TABLE DEBATE

THE FIRST REPORT FROM OUR NEW UK-WIDE DISCUSSIONS

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YOUR MAGAZINE FROM THE LEADERSHIP FOUNDATION FOR HIGHER EDUCATION



The publication of this issue of ENGAGE coincides with release of the delayed White Paper on higher education in England. Speculation has been mounting in recent weeks on its content and the extent to which the coalition government's policy will push for greater control or allow for further differentiation. Competition across public and private providers - for places, for student numbers, for funding for research and teaching - and basic survival are the outstanding themes, as commentators pick over the words and interpret them for better or worse.

It is timely then that the first of the Leadership Foundation's series of Round Table events (reported in the centre pages) considered the 'deal' for higher education, prompted by a provocation paper from Professor Sir Peter Scott. What emerged, as Ewart Wooldridge notes at the end of the report, is that key strategic leadership choices made by individual universities will inevitably define the shape of higher education over the next 2-3 years, as we move into an environment where the past can be no guide to the future.

It is also timely that the Distinct project led by Oxford Brookes (see p8) is releasing resources to support higher education institutions consider institutional identity and make decisions on direction and position in the sector. Other articles in this issue describe institutional (Nottingham, p6), departmental (p10) and individual (p13) motivations for distinction and success.

As Andrew Cubie notes (p5), the Leadership Foundation will continue to engage in the debate on the future of higher education across the UK, and provide development to support the varying implications for leadership, governance and management. In addition to the Round Table events, a key opportunity will be the Higher Education Leadership Summit planned for 9 February 2012. Details will be available on our website and newsfeeds soon.

DR LESLY HUXLEY
EDITOR

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ENGAGE

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ROUNDTABLE

SEE CENTRE PAGES

A NEW DEAL FOR HE:
ROUND TABLE DEBATE

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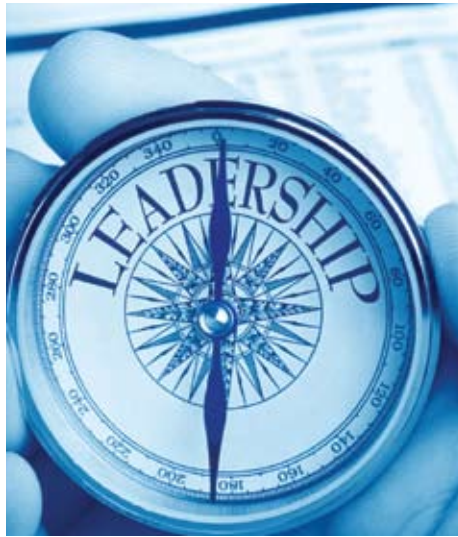
TMP 27: Take a look at what's new

The Leadership Foundation's Top Management Programme (TMP) is now recruiting for its 27th run. TMP is one of the stages of development that many of the future leaders of higher education undertake. The alumni of TMP currently number 498 and of these, 10% are current vice-chancellors.

Over the past few months the programme team has been busy developing new features. The first of these is more flexibility for delegates attending the international week. This includes offering a choice of a European destination or another elsewhere in the world. Delegates are of course free to choose to participate in both. TMP 27's non-European international visit looks set to be to Asia.

The core of the TMP will continue to follow the successful and established format of two weeks of intensive tuition and group work activities. In between these organised meeting weeks, there are also coaching days and facilitated action learning meetings. **E**

The deadline for all completed applications for TMP 27 is Friday 16 September 2011. Full booking information, dates and details: www.lfhe.ac.uk/support/tmp



ILDLP 2012: East or West - Try both!

The Leadership Foundation has announced its International Leadership Development Programme (ILDLP) visits for 2012 to Hong Kong and Chicago. Delegates will meet like-minded peers from the UK and other parts of the world to discuss how they are dealing with global economic, social and political challenges.

The visit to Hong Kong will take place on **25 - 29 March 2012**. This follows on the success of an initial programme this year. Participants will examine how closer relationships are developing between Hong Kong and mainland China through higher education and will explore new possibilities for trans-national education and research partnerships.

The Chicago visit will run from **13 - 17 May 2012**. America's second city is a major industrial and financial hub, with almost 10 million people and over 30 higher education institutions. The Leadership Foundation's first visit to the Midwest will focus on higher education and business partnerships.

Each visit will include no more than 14 participants in order to create the best atmosphere for learning and for establishing sustainable networks. More detailed itineraries for Hong Kong and Chicago will be available in the autumn. **E**

To be the first to know more about ILDP reserve a place by contacting Nicola Longley, International Projects Manager, **E:** nicola.longley@lfhe.ac.uk



Essential Skills: Autumn 2011

The new topics for the Essential Skills events have been confirmed. Essential Skills is our regular programme of one-day or half-day workshops that are designed to enhance key management skills. They take place throughout the year and are highly focused and practical, with learning outcomes linked to improving performance in strategic roles. The topics already planned are: Thinking Environment (12 October); Handling Difficult Conversations (3 November); Essentials of Finance (10 November); Essentials of Marketing (13 March).

In addition to the workshops above we are also in the process of organising topics and dates for the following subject areas: Lean Management; Shared Services; Strategic Use of Technology; Influencing and Negotiating; Talent Management and Bafa Bafa – the intercultural leadership tool.

All the workshops will cover live, real-time work issues against which to benchmark strategies and plan actions arising from the insights and peer network advice and connections made during the day. **E**

For more information visit the Essential Skills section of the website at www.lfhe.ac.uk/support/essential

***“Start where you are with what you have.
Make something of it and never be satisfied.”***

George Washington Carver American scientist, botanist, educator and inventor (1864 - 1943)

NEWS

Developing Higher Education: STRATEGIES FOR THE NEW ERA

Staff Development Conference Leicester
2-3 November 2011



staff development forum

Leadership
Foundation
for Higher Education

The annual Leadership Foundation/Staff Development Forum conference is changing to reflect new higher education contexts. The current pace of change and increasing constraints on time and money signal a move to a **more intense two-day programme**. To ensure topicality of content, the invitation to submit proposals for workshops and other contributions will remain open **until 15 July**.

The broad context for the conference is, however, already known: higher education is entering a new era. The student experience post-Browne is under increasing scrutiny. Across the UK, the nature of higher education and the forms in which it is delivered are being

variously reviewed and redefined. Service to customers of all kinds is higher on our agendas. More effective performance management and engagement with staff and students are very real challenges. All this and the global economic context means doing more – or something different – with less.

We are facing perhaps some of the biggest cultural and conceptual changes in the sector for years, but how change-ready are we? As development professionals, what strategies do we need to help develop higher education for this new era? Should we be looking beyond traditional strategic planning to a more emergent approach?

This two-day conference will give participants opportunities to explore and share the implications of the new era for their own institutions and professional roles. It will explore development approaches that deliver today and address tomorrow's challenges, and emergent development approaches and innovative practice fit for future purpose. Optional pre-conference special interest groups will take place according to demand.

The conference takes place at the Ramada Jarvis Leicester from mid morning 2 November to late afternoon 3 November. For further information and booking details see www.lfhe.ac.uk/membership/sdcs/sdc2011 **E**



Starter for Ten

Professor Elizabeth Treasure is deputy vice-chancellor of Cardiff University, as well as an active researcher, teacher and clinician. Professor Treasure was dean and head of the school of dentistry between 2006 and 2010, providing important leadership in dental teaching, research and patient care. She was also divisional director of the dental division of Cardiff and Vale University Health Board. Professor Treasure's research interests centre on clinical effectiveness, epidemiology and clinical trials. She has been a principal investigator in the last two Adult Dental Health Surveys, has chaired a review of the dental workforce in Wales and acted as scientific advisor to the Department of Health's dental division. In 2006, she was awarded the British Dental Association's John Tomes Medal for scientific eminence and outstanding service to the profession. The award recognised her use of science to influence some of the most important oral health issues in Britain. Elizabeth is an alumna of TMP 22.

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

Never give bad news on a Friday.

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

Heston Blumenthal.

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

A huge increase in workload has led to considerable polarisation of approach. The best are far less dictatorial and more inclusive.

Who has inspired you most in your working life?

Dame Margaret Seward – formerly Chief Dental Officer, editor British Dental Journal, President General Dental Council and many more roles and good friend and mentor.

What was the best professional move you made and why?

Moving to Otago University, New Zealand. It was my route back into higher education but it was great to have the international experience.

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

Gorbachov, Lord Shaftesbury, Jed Bartlett (does he count?), Kate Shepherd (New Zealand suffragist), Rhodri Morgan, Julius Cesaer – an interesting combination and a conversation might just about be possible.

What will you remember most about TMP?

The very different characters – what a privilege to know so many in such depth.

What will be the most enduring learning point?

If the music on the tape doesn't match the sheet you are reading believe that you might be right.

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

Sadly, no – which reminds me to send the email as we said we would continue.

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

Apply for jobs you want to do and you will enjoy – you never know where you will end up. I trained as a dentist and some of my cohort are still in the same practice as the day they qualified. One said to me, "Why have you had such an interesting life?" Well we had the same qualifications and the jobs were advertised.

What one thing would make your job easier?

Slightly less process allowing for slightly more progress.

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

The constant juggle between domestic and professional life has been amazingly hard. I was widowed years ago and left with two small children. The last has just passed his driving test so the end is in sight. The pressure though of coming out of a Ministerial meeting to find a phone with 13 missed calls from home and a series of every more irate calls from a seven year old saying, 'Mum, the fish are dying.' The only way

to manage this is a quite ruthless assessment of what needs to be done and what doesn't which means I'm pretty good at identifying the quickest way to an effective solution.

Marmite – love it or hate it?

Hate it.

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

Raymond Blanc.

Tell us a secret about yourself?

I can ski the steepest ski runs in the world as long as it's foggy.

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

At the moment any of the events I've applied for London 2012 – my credit card has yet to be debited for anything! I've been looking forward to these since the announcement and it looks as though I'm going to be disappointed.

What can't you live without?

Plumbing!

What would you be if you weren't in higher education?

Probably a health service manager.

Favourite book?

Earthly Powers by Anthony Burgess.

Favourite website/blog?

Varies – at the moment the seismic map of New Zealand is getting a lot of hits from me <http://www.geonet.org.nz/> **E**

Strategic reflections – Rethinking our purpose



Sir Andrew Cubie

Imagine you are beside me as we wait for a lift. We wait long enough for a brief exchange, in which you ask me for my views about the Leadership Foundation in these troubled times. My response is rapid and positive. I consider there are, as never before, opportunities for the Leadership Foundation to support the sector to be truly 'of the sector, for the sector'.

As the lift arrives, I give you the 'elevator pitch', which you will find so named in our recently adopted strategy for 2011-2014:

We are part of higher education – helping university people learn more about leadership. We develop capacity for leadership, governance and management, both for individuals and for groups. We do this through innovation, information, intervention and interaction, nationally and internationally. We invest in thinking and research; we identify relevant and innovative practice and disseminate it; we intervene with development programmes, consultancy advice and coaching; and we engage with our stakeholders. We are a membership organisation – a professional leadership club. We provide safe spaces to discuss the big challenges, to generate learning collaboratively. We give leaders, governors and managers the capability and confidence to achieve transformational change in higher education and develop the best university leadership in the world.

I hope that when we part you are quite clear as to our goals. The need for the Leadership Foundation's services has never been greater. It is our task to rise to this challenge, with a membership organisation addressing in the most cost-effective terms the demands of governing bodies, vice-chancellors and senior management teams with both established and changing programmes.

Our planning period will see across the UK a continuing decline in the proportion of public-purse support for all institutions, intensified debate about academic collaboration, as well as back office function, merger and potential failure of institutions. Leadership through such change is fundamental. In the period to 2014 governors will be challenged as never before - objective assessment of institutional sustainability and consequent strategic choices around positioning, pricing and investment will become critical. The sector has long (and rightly) asserted autonomy for individual institutions, but these will be truly testing times for such independence. Leaders need to respond to such events across institutions.

The elevator pitch is part of a radical review of our purpose. For all of us in leadership roles, how would you respond to the simple question "And what is your job?" The next time you go into a lift with colleagues, try it! **E**

Sir Andrew Cubie is the Chair of the Leadership Foundation for Higher Education

You can see a longer version of this edited article at www.lfhe.ac.uk/publications/leadinglines

New director for Wales

Professor Teresa Rees CBE AcSS has been appointed as the Leadership Foundation's new director for Wales. Her main responsibilities will include keeping in touch with the leadership and organisational development needs of Welsh HEIs, and developing programmes and initiatives for them.

Professor Rees is currently an associate pro-vice-chancellor and professor in the School of Social Sciences at Cardiff University, where she recently completed six years as PVC. She has also chaired two high-profile commissions of inquiry on higher education funding and student support for the Welsh Assembly Government, is a member of council at the University of Glamorgan, and has conducted research on the knowledge economies, learning societies, and women and science.

Speaking about her appointment, Professor Rees said, "I am delighted to have this opportunity to work with the Leadership Foundation and colleagues across Wales to enhance leadership in our higher education institutions. The sector faces some serious challenges, and imaginative and bold leadership drawing on the best training and consultancy from the Leadership Foundation, now and in the future, will be essential."

Ewart Wooldridge CBE, chief executive of the Leadership Foundation, added that Professor Rees "has personally benefited from the Leadership Foundation, being a 'graduate' of our Top Management Programme and having been awarded a Leadership Foundation Fellowship to embed equality in Cardiff University." Amanda Wilkinson, director of Higher Education Wales, said, "Professor Rees is taking up her role at a time of fundamental change in Welsh higher education. She has worked closely with Higher Education Wales on a variety of issues and is held in high esteem."

Professor Rees takes up her appointment on a part-time basis from September 2011, following the retirement in March of Dr Heather Graham, the Leadership Foundation's first director for Wales. Commenting on Dr Graham's retirement, Ewart Wooldridge said, "Heather has really established the presence of the Leadership Foundation in Wales, energetically engaging with institutions and stakeholders alike. She has placed a particular priority on key issues such as research, governance and the managing of change. We wish her well in her retirement." **E**

To keep up date with our activities in Wales visit: www.lfhe.ac.uk/networks/wales



Professor Teresa Rees promotes Cardiff University on the city's buses

INTERVIEW

A PVC's portfolio: careers,

Professor Karen Cox is pro-vice-chancellor for staffing and the community, and professor in cancer and palliative care, at the University of Nottingham. In conversation with Dr Lesly Huxley, she describes some of the challenges and achievements in her own career development and in her wideranging portfolio.



Professor Karen Cox

The University of Nottingham is an international university, with campuses in Malaysia and China and Nottingham, UK. Karen Cox's portfolio ranges across both local and international arenas; her Nottingham CV reflects the personal energy and drive that enabled her to make the most of career development opportunities on offer. Acknowledging the support she has had from the university and her colleagues throughout her career, she is enthusiastic about her strategic responsibility for people development. She also recognises the challenges of engaging with staff across multiple campuses in different countries and continuing to develop excellent relationships with local communities.

Karen joined the university in 1994 as a research assistant, continuing to work part time as a district nurse with the Nottingham Community NHS Trust, and completed her Cancer Research UK-funded PhD five years later. These were times of considerable change and opportunity in nurse education: Mid-Trent College moved into the university to create the School of Nursing and Midwifery, with 300 staff, 3,000 students and ambitions to expand its research base. After a research visit to the University of Pennsylvania, Karen returned to the school as a lecturer, then senior lecturer, and was awarded a chair and appointed acting head of school in 2002. She continued as head of school until 2007, when she had a year's study leave and also spent a short period of time as visiting professor at Yale before returning to Nottingham as pro vice-chancellor.

Reflecting on her career to date, she notes, "It's been a fantastic opportunity to be part of something that developed and grew over time. The head-of-school post opened up a whole new world in terms of understanding the nature of leadership in a university. I did a King's Fund leadership development programme which was incredibly useful. It focused on leaders in health and was great for networking as well as understanding who you are and the impact you have as a leader. I also found the Top Management Programme (Karen was in the TMP18 cohort) fascinating; it really highlighted that, although we have many shared agendas, the sector is very diverse. I've also always had great mentors internally and externally."

Karen sees her PVC role as "creating an environment enabling people to make the most of their potential". Karen recently led a review of how the university identifies, develops and rewards those in leadership roles. Senior staff salary structures are now more transparent, person specifications have been created, and bespoke development programmes are on offer, complementing specific programmes for women. The university has "accessed development via the King's Fund and the Leadership Foundation, used local and national networks and learning sets and encouraged people to have a mentor; coaching is also available. A lot of people in the organisation have taken on leadership roles who actively want to do so, rather than it just being 'their turn'. The challenge is in making the most of all those skills and experience when the four-year term of office ends. Fortunately Nottingham is a big, comprehensive, international organisation and there are lots of opportunities if you want to take them."

The annual senior management conference allows the senior team to engage in discussion on key strategic themes, while forums held every three months helped develop the university's new 2010-15 strategic plan. Karen acknowledges that communication with 7,000 staff across the UK and Asia is challenging, but believes it important to enable people's voices to be heard. "We're trying to engage the whole of the community, not just senior staff. We used our intranet to gain feedback on early versions of the plan and people have been genuinely interested in contributing. We've also tended to

communities and change

use opportunities arising from the university's normal business and professional development activity. But we've still a long way to go. Setting policy and consulting across different cultures needs to be consistent with how we engage in the UK, but adjustments have to be made to reflect international partners' needs and their local contexts."

Culture is important, regardless of geography: "You have to 'tap into' the culture of a place to effect change and put support in place where change is actually happening. We try to engage staff and use the intranet or other ways of feeding in their ideas; there were lots of contributions to our savings and efficiency campaign recently. People understood that this was about sustainability for the long term without losing jobs. We have had some restructuring, but not any wholesale loss of staff."

Karen's portfolio also covers access, widening participation, community relations and HR. She is particularly pleased at the progress made in attracting low-income undergraduate students. "In 2005 they represented 17% of the student body. In 2010 the figure was just under 23%. The trend is in the right direction, but there's a lot of work to do to sustain and increase that. Partnership working has a big part to play."

In the last decade in particular, the university has focused on the international agenda. But, as Karen points out, "We haven't ignored our local roots. We recognise that we also need to engage with the city and county. Nottingham is

economically and socially vibrant, and many of our staff – as well as students – live locally and make a contribution to the community." The university's parkland and lakeside environment is open to the public and is the site of an annual open campus event – this year called MayFest – where "academic schools showcase their work alongside community groups, and friends, local people and alumni can all find out what we're doing".

The Lakeside Arts Centre provides another focus for bringing campus and community together. Karen notes that, "We're very conscious of our stewardship and the need to make both space and cultural heritage more accessible." That stewardship will see the university museum move to a new arts quarter at the west entrance to the campus, co-located with cafes, galleries, exhibition space and a theatre. For Karen, public engagement is a 'right thing' for higher education institutions to do.

I ask Karen about the priorities in her portfolio for the future. "In terms of HR, we're making sure we recruit the very best; Nottingham is an attractive place to work, but we need to make sure we retain people and provide an enabling environment where they are supported and rewarded appropriately. It's a challenge when there is a squeeze on funding, pay and pensions, but it's crucial, as is growing our own talent from undergraduates to postgraduates. We also want to say very clearly that we are and want to remain a university which is comprehensive. We want to be clear that we

will continue to offer education and research across all disciplines, and that students gain access to a world-class environment in which they can develop and learn. Supporting access is another priority."

Karen acknowledges that stewardship of the university and ensuring its sustainability is "a massive agenda" and that it is "important that there is a senior team signed up to the vision and which can commit to it. But that's why you have a team, leading on particular parts but sharing collective responsibility."

And what of Karen's own career when her current term of office ends in a year? "I've thoroughly enjoyed doing this, it's been a revelation. One of the interesting things, I found, when I became PVC, was being handed a portfolio that's very different to the familiarity of your subject and the related policies you have as a head of school. It's a challenging role, but it's also fascinating. I can see lots of other opportunities here and I'd like to continue to make a contribution. I'm fortunate to have been able to keep up with my research and I'm interested in what's going on in my school. So, short-term, I want to continue to benefit from being in this role, and then see what happens. I have had the good fortune to work with great colleagues and great teams, and I'm looking forward to more of that." **E**

"We want to be clear that we will continue to offer education and research across all disciplines, and that students gain access to a world-wide environment in which they can develop and learn."

Professor Karen Cox

PROJECT UPDATE

Distinctively different



The Distinct project is a Hefce-funded Leading Transformational Change (LTC) initiative to help universities identify and communicate what makes them distinctive. Its mission is to support the sustainable financial health and global reputation of the higher education sector. By developing and communicating a clearer, more objective understanding of what is distinctive about their institutions, universities will be in a stronger position to attract the students, partners and employees that are essential to their future.

Oxford Brookes University is leading on this project, and is working in partnership with Bournemouth University and the University of Bradford. The twin strands of the project are researching good practice, both within and outside the sector, and developing cogent materials to encourage takeup of the findings.

Lessons from the research

Research to date has included a literature review, desk research, and interviews with leaders of organisations outside the higher education sector. A key finding has been that the nature of distinctiveness is unlikely to be found in the data that is used to rank and measure the sector. In almost every case, although there is a difference between the highest and the lowest on any of these measures, most institutions differ from each other by negligible amounts.

As in the commercial world, it's not what you do but how you do it that makes the difference. For a university, that is about a complex interaction of the people, the place, the experience and the connections that an institution represents. This complexity can make it difficult for an institution to find a way to express what makes it special. And, it has to be said, a review of the mission statements of HEIs reflects this – we find most using a combination of the same key words, generally reflecting the core purpose of the ideal HEI rather than a distinctive statement.

Based on the themes emerging from the research to date, we propose that in order to take the journey towards a distinctive institutional identity, universities will need to ensure they understand and participate in the following areas: understanding the wider context for higher education, and why distinctiveness is particularly relevant now; influencing others within the institution who will need to take part in becoming distinctive; asking the right questions of the institution to be certain what the distinctive identity really is; analysing who the key audiences are and what they think, know and want; making potentially difficult decisions in deciding what is and isn't in the institution's distinctive offer; delivering effective and inspiring leadership throughout a period of self-assessment and distinctive positioning; ensuring that existing students, staff and partners understand and participate in the distinctive identity that has been decided on; and going public with this identity to everyone who might wish to associate themselves with the institution.

How to get involved

Professionals across the sector are warmly invited to engage with the project and share experience, opinions and feedback. The best place to start is the project website, which holds our growing toolkit of resources to support you in the activities and development required to identify and communicate your institution's distinctive identity. Along with thought pieces to inspire reflection on how distinctiveness works in the setting of your institution, you can browse our resources, created specifically for the higher education context. For example, we piloted the Mission Statement Exercise at the Leadership Foundation conference in January; as a result, it has already been used at executive level within the sector. The findings on good practice from our work with the Action Learning Set approach, tailored to enable the sharing of learning at the institutional level, are also available for you to use.

If you wish to join the debate on distinctiveness, and hear from your colleagues across higher education, there are several ways in which the project is connecting with the sector. You are welcome to visit our website (where you can also find our email address), join our LinkedIn group and, if it works for you, follow us on Twitter.

The project will also be presenting its findings at conferences and other events throughout the next year. These events are listed on the project website. If you have an event at which you would like Distinct to have a presence, please do get in touch with the project team. The project team will be in place until summer 2012. The Distinct website will remain available to the sector for a further two years. We look forward to working with you. [E](#)

Dr Anne Gwinnett, Director of Corporate Affairs at Oxford Brookes University and Distinct project sponsor



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A NEW DEAL FOR HE: ROUNDTABLE DEBATE



The first in a series of nationwide round table discussions hosted by the Leadership Foundation took place in spring 2011. The aim is to create a safe space for debate, under the strictest interpretation of the Chatham House rule, to reflect on issues that go well beyond the immediacies of political discourse such as the white paper on English higher education and funding models. Further round table discussions are being planned in the devolved administrations. Here we summarise some of the key points from the first event, which took place in England and brought together leaders from across the sector.

Informing the discussion

The first round table event was informed by a provocation paper, 'All change, slow change, no change?', prepared by Professor Sir Peter Scott, professor of higher education studies at the Institute of Education, University of London and previously vice-chancellor of Kingston University. The paper culminated in a series of issues and questions which served to trigger discussion (see below).

Trigger issues and questions

Paradigm shift or more of the same? The Browne report acted as a catalyst to the coalition government's current proposals. Are these likely to lead (as Lord Browne has claimed) to a 'paradigm shift' in higher education and the rejection of the largely publicly funded and regulated system that has grown up since the 1960s? Alternatively, will these proposals be 'absorbed' by the system, leading only to limited changes in its ethos, structure and organisation? Is it merely substituting public funding channelled through students (student vouchers) for public funding channelled through higher education institutions (HEIs)?

Mass or elite? Since the 1960s, the standard assumption has been that all reasonable forms of student demand should, as far as possible, be satisfied by providing the necessary additional capacity. Given rising levels of achievement and aspirations in schools and the increasing demand for graduate-level skills in a knowledge economy, is it feasible to return to an earlier, more restricted, system of higher education?

Diversity, differentiation, autonomy? In what ways is the current higher education system lacking in diversity? Is diversity evident or lacking in categories of institution, patterns of courses and awards, types of student, compatibility with employment and social needs or in other ways? Would a more formally differentiated system of higher education, with more distinctive types of institution, be more or less able to respond to social needs and market demands than a system composed of autonomous institutions able to determine their own strategies?

Implications of higher fees: Are higher fees more likely to:

- Promote market responsiveness by forcing institutions to be more attentive to student demands (and can these be distinguished from student needs?);
- Stimulate the development of non-standard forms of higher education and encourage private providers to enter the higher education market;
- Enable institutions to consolidate their existing positions by providing a more reliable and generous stream of funding than existing Hefce grants?

If higher fees lead to a significant increase in the level of institutional distress (and potentially institutional failures), should the government and Hefce seek to mitigate these consequences – or should they positively encourage mergers and acquisitions and, in the last resort, allow institutions to be closed?

THE FIRST REPORT FROM NEW NEW UK-WIDE EXCHANGES



The discussion

Discussion at this first round table event developed around two broad strands:

- The longer-term implications of the coalition government's plans for institutional behaviour, market responsiveness, student demand and expectations and the diversity of the higher education sector;
- The implications for leadership, management and governance in terms of institutional strategy, leadership style, competition and collaborative behaviour.

The following is a summary of the discussion around the trigger questions, reflecting these two strands.

Longer-term implications

Will coalition government implementation of the Browne report generate a radical shift in the sector?

The truth is that at this stage no one really knows. At the time of writing, the white paper on English higher education is still not published. The debate around it and what it might contain is quite wide-ranging. In discussion, the general view was that we may be quite surprised by the forces unleashed by the Browne formula, as many institutions may increasingly see the new regime as an opportunity rather than a threat. Such a shift will only take place if institutions adapt and change their own core behaviours, strategies and structures, rather than embracing the new funding processes without significantly changing the way they behave.

Traditionally universities might be considered to be relatively risk-averse, and their natural state would almost certainly be to attempt to 'ride out' the new regime without making any fundamental changes to the way they operate or relate to other institutions. However, the view of round

table participants was that we were already seeing institutions engaging in new kinds of 'market thinking', focusing to a much greater extent on how to attract and retain students and staff in quite innovative ways. This market focus and increased competition for students and funding may drive many institutions away from traditional inertia to more radical change.

How do we respond to the increasing demand for higher education? Should there be a cap on demand? How are institutions preparing themselves for any changes to patterns of demand?

For most at the event, it was axiomatic that a knowledge-based economy such as the UK's should be associated with the continuous expansion of the higher education system and an increase in the number of graduates to deliver the higher skills necessary for our economy and our society. Participants did, however, feel that it would be a hugely short-sighted approach if the new fees system ended up permanently capping the number of graduates and inhibiting sector growth and its impact on the economy.

Looking at the effect on academic offerings within specific institutions, it was anticipated that the ways in which prospective students made decisions and choices about their own engagement with higher education would change, probably quite significantly after the new phase regime is embedded. Changes to these student behaviour patterns (which have been relatively stable in the past) represented a challenge to higher education providers seeking to plan for the future. Providers would be less certain of the level of demand, particularly for the less vocational courses. The key questions that were raised included:

- On what information will prospective students base decisions about which institution to attend (price? location? reputation? student satisfaction? research success?) and where will they find this information?
- Will demand for particular courses change significantly? Many are predicting increased interest in vocational courses. Will this mean less demand for other courses – and what will this mean for other disciplines?
- Will students be less willing to pay the 'rack price' for their fourth or fifth choice of institution? And what incentives will institutions be able to offer to attract these students?
- How might changes to the above affect the current perceived hierarchy (and brand perception) of UK institutions?

It will be increasingly valuable for HEIs to track patterns of choices made by the students of the future at an earlier stage in their educational journey, to give them advance warning and some time to prepare for any potential changes in demand. This could be achieved, for example, by engaging more systematically with schools and sixth form colleges, understanding the plans of different business sectors, recruitment at local, national and international levels, and so on.

The response of further education colleges, private providers and international institutions to the changes in UK higher education, and to any developments in student choice and demand, will also have an impact. If alternative providers of education are seen as offering a

good 'deal' to prospective students then they may present increased competition to traditional higher education providers.

How price sensitive is higher education?

Discussion around the table suggested that, for traditional full-time, undergraduate students coming from the middle classes, the market may not be price-sensitive - these potential students will feel they have to attend a university anyway (to gain the skills required for future employment and because of the lifestyle factors of the 'graduate society'). For students from other backgrounds, price could well be more of an issue - although it is possible they will be prepared to pay the price - in the future - for a university education today.

Higher fees are likely to affect different providers in different ways. Among institutions which have an intake which is skewed towards under-represented groups, for example, there is a real worry that these numbers will begin to fall because of the higher debt individuals will incur (even though in the long term higher education might be more 'affordable' for these groups in terms of low up-front costs). Institutions in areas with low living costs expect to have increased demand for their offerings, and many are predicting that a greater number of students will apply to local institutions so that they can remain living at home, thereby saving further costs.



Key issues for sector leaders

Ideology, ethics and morality

Participants questioned how sector leaders can lead an institution through significant changes when they feel philosophically or morally uncomfortable with those changes. One of the issues related to this is the current public perception - and also perception within an institution - of the values of the senior management group. This is going to be a challenge over the next two to three years. Leaders will be taking positions which are at odds with values they have stood for in the past because they are obliged to do the best for their institutions. Some will be planning their retirement from the sector. Others will be identifying real opportunities for fundamental changes in the culture, structure and focus of their institution.

It was also recognised that the dynamic of student expectations has changed from three years ago. There are opportunities to invest comprehensively in the student experience to create a new sense of alignment between staff and students. Much rests on the moral authority of the vice-chancellor; realigning the student experience potentially offers a leadership opportunity. However, if in 18 months' time that change has not gone well, the dynamic will change again. Participants concluded that, for sector leaders, this is an 'odd period' of opportunities and threats.

Clusters and collaborations: new patterns, fresh choices

Participants were clear that higher education needed to be open to new forms and structures, both within the sector and beyond. New markets are not necessarily UK-based. This raises questions around the partnerships institutions already have overseas, for example in the validation of partnerships and franchises, and around making these more substantial. Further questions raised included: how can opportunities be linked to, where is there money to invest beyond the UK? How can the group ownership concept be taken further, rather than limiting it to the UK? How can it be extended beyond universities to encompass wider occupational groups? Only in the context of a holding company can the sector start exploring new forms of shared services and breaking down barriers.

Communications: internal

Participants acknowledged that this is a critical time to be profoundly open and honest with staff about participating in a period of great change.

They questioned whose loyalty and allegiance needed to be kept. As higher education moves into a more market-oriented, price-responsive system, it still needs to be a valued public service which people stand up to defend; not just the staff, but the wider public, who are ignored at our peril. It is worth looking across at other sectors - such as the health service, where public opinion has had an impact on the nature and pace of the reform agenda.

Communications: external

The sector needs to work hard to re-engage with the public. There is more to be done to articulate where the unique value of higher education lies. Some parts of the system are very well understood, others not. To articulate how value is added is enormously important. The sector is not terribly good at any expression of value-added, as distinct from the absolute achievements of the system. How does a widening-participation institution add value? How can the public be persuaded that they should continue to fund this?

Universities are not perceived by the general public to be terribly well run. Yet, which businesses in the UK can say that they deliver their business at half the cost of others anywhere else in the world? UK higher education has a fantastic story to tell, and this could not have been achieved without good leadership and management. We don't sell ourselves well enough.

The discussion referred to a survey¹ which said that 90% of mothers from all social classes want their children to go to university; participants felt that the sector needs to capitalise on this. There has been 'anecdotal warfare' against the sector, with politicians hearing about 'unnecessary' blue skies research from constituents and from businesses. As sector leaders and managers, we should be rolling out a new leadership

narrative, telling the story clearly. The sector needs to explain how important the university is to the community, rather than either hiding its light under a bushel or keeping a low profile to avoid conflict with staff, unions or students.

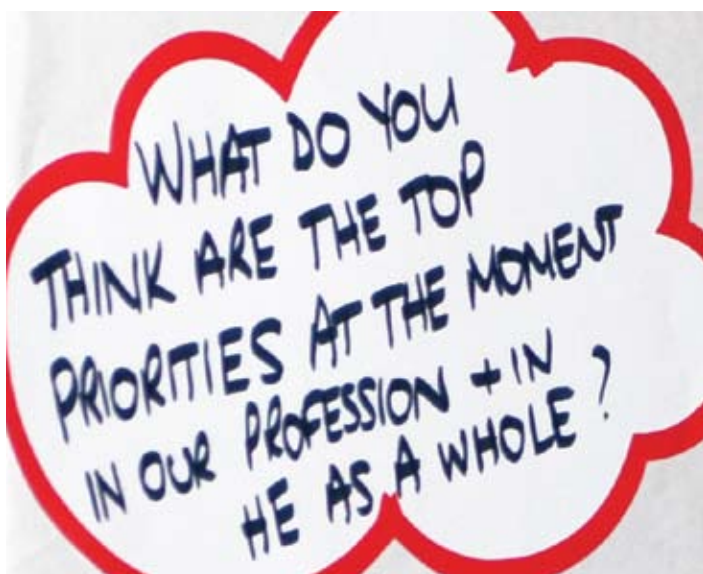
Management of 'the story', what people say to each other about the sector, is crucial. But we are not particularly good as a sector at developing and managing positive narratives.

Mission and identity

Discussion suggested that the sector needs to revisit the questions of 'what are we?' and 'who are we for?' Government is confused about whether we are private, public or mixed. There are many conflicts of identity emerging. Refocusing could be specific to a single geographical area or could involve many international partners.

Given that the basic product of higher education is still going to be graduates and research, there is a huge job to be done in articulating what each provider is offering. Leaders need to be clear about what they want their students and other members of the institution to hold on to. Communicating mission and identity is a considerable job for sector leaders.

The issue of social legitimacy of organisations and how that might change is important. There is still a major public investment in higher education, routed through subsidy of the student loans system. Civil servants and government are bound to ask 'are we getting value for money from this?' The sector needs to maintain its social legitimacy.



The psychological contract

Institutions have the real challenge of refreshing the psychological contract with their students over their expectations of the student experience, contract hours, employability and so on. Students will now want a more tangible value proposition. Institutions need to

engage with them in fundamentally new ways and share the priorities so that they feel they are having a say in what's happening.

The psychological contract is not just about students, but also about the relationship with staff and stakeholders. It is about maintaining an integrity in the fundamental values of universities while travelling into a much more market-orientated, fluid and ambiguous world. **E**



Some final reflections

What emerged most strongly was that the future shape of higher education in this uncertain world may significantly depend on key strategic leadership choices made by individual universities.

While many may feel they are being forced onto the back foot, others are clearly on the front foot. In short, is it about 'riding out the storm' or using it as a real opportunity to change the way the system works?

These choices may be summed up in the title of a dinner debate for the Leadership Foundation Board led by Professor David Eastwood, vice-chancellor of the University of Birmingham. His provocation read: Leadership in a cold climate – leading where the past is no guide to the future?

**Ewart Wooldridge CBE,
Chief Executive, Leadership Foundation**

SDF very healthy and fit for the future



On the back of another fantastic SDF spring conference, 'Fit for the Future', where colleagues swapped ideas and shared best practice, the SDF is on a roll. Enormous thanks go to Ros Pepper and colleagues from the Midlands Staff Development Partnership for their effort and hard work in hosting the conference.

We have recently streamlined the SDF, with leads on CPD accreditation, web-based learning, projects and publications so that our activities can be more concentrated and focused. Our marketing has seen us develop new cutting-edge materials, which the spring conference delegates will have experienced for the first time.

Our accredited programmes are attracting interest – a cohort of 19 attended the recent 'Training Administration – Develop Your Potential' workshop in Cambridge. We are working ever more closely with our sponsor, the Leadership Foundation, and recently collaborated on the management development resource packs project. Top quality materials have been developed, reviewed and will be made available to members at no additional cost.

Future plans

The annual SDF review process facilitated by the Leadership Foundation and coordinated by our deputy chair Paul Dixon will soon be under way. We anticipate that some new, creative and inspirational ideas will come from this to further our joint aims, enable us to move forward positively and continue with progressing our portfolio.

We are also working with the Leadership Foundation on a November conference and we anticipate an exciting event. Expect more news shortly; in the meantime see page 4.

Our national coordinator Becky Robson has driven things forward extremely successfully and professionally during her first year, and has made a massive difference. We aim to consolidate all the hard work and achievements of the last 12 months (including being accorded charitable status, for which we owe a great debt of gratitude to our colleague John Doidge) and explore new areas of work. In particular we will work with partners to ensure higher education gets maximum exposure, less duplication, more

opportunities and great value from all those providing development services. Partners for the future include the AUA and Vitae.

Please get in touch – we want and need as many people as possible to join us in making the SDF a success. We all need to pull together to support staff development and contribute to the improved success of higher education. We are well on our way. **E**

For information about our CPD programme please visit www.staffdevelopment.ac.uk. Hard copy materials can be obtained from:

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Strategic challenges for senior leaders

One of the most striking elements of the Senior Strategic Leadership (SSL) programme is the challenge set for participants on the first day of its second module. When a programme group has built a strong sense of trust in collaboration through the activities in module one, it makes sense to put this to the test on a real-time, real-world organisational problem.

SSL cohort 13 was an exceptional group which rose to the task set of working with the Joint Information Systems Committee (JISC) on the strategic transformation it faces following the Wilson review in February 2011. JISC is responsible for providing the IT infrastructure for both further and higher education institutions across the UK, and for negotiating the provision of digital content for education and research. It also supports a wide range of IT-related innovation projects which are designed to pioneer new ways of working.

The review, published by Hefce, urged JISC to reconsider the range of services it provides, and to develop a new business model which would allow it to be more sustainable in the wake of cuts in its funding. There were interesting parallels to some of the challenges faced by the institutions represented among the SSL participants. JISC has set up a transitions group led by deputy chair Professor David Baker, who invited SSL13 to propose a high-level route map for developing the organisation.

After an afternoon spent interviewing key players from JISC, and backed up by prior desk research,

the SSL13 team presented its recommendations. Programme facilitators fed back their observations on how participants had addressed the complex task as a leadership challenge. They were particularly impressed by the sense of 'collaborative flow' in the team's working.

Participants themselves were enthusiastic. Dr Claire Taylor, dean of students and academic engagement at Bishop Grosseteste University College Lincoln, described it as "an incredibly valuable opportunity to apply leadership strategies and insights developed through the SSL to a real-life situation". She added that it was "a real-life situation in which to fully appreciate the complexities of change management" and "a robust test of individual and group learning". For Damian Chapman, of the University of the Arts, it was "a very useful reflective opportunity for me to rethink how I understand message, messenger and recipient".

Alison Steel, higher education marketing and communications consultant, said: "The live challenge was very powerful. It certainly sharpened my learning experience - both in terms of finding the best way to tackle highly complex issues under severe time constraints and in teamwork development."

This challenge activity is not one which can be repeated in the same organisation – it must be authentic, in that it meets the needs of the host organisation in addressing a pressing strategic issue. It must also be capable of being handled in real time in a single day.

Previous SSL groups have tackled strategic challenges in organisations both within and beyond the higher education sector. For example, one group supported the Marriott hotel group in developing a high-level strategy for engaging with universities and colleges. This included dimensions relating to employability within the curriculum, collaborative engagement around volunteering in the community (an activity in which Marriott staff are encouraged to get involved), and the hospitality industry as a graduate career.

In summer 2010 the strategic challenge was based around Higher York, a membership consortium comprising the local authority and all further and higher education providers in the city. The challenge focused on how to develop approaches to shared services across consortium members. Again, SSL participants rose to the challenge and brought fresh external perspectives to bear – while learning both as individuals and as a group in the process. **E**

SSL cohort 14 will run on 19 - 20 October and 13 - 14 December. For further information and to apply, visit www.lfhe.ac.uk/support/ssl/

Dr Paul Gentle leads three of the Leadership Foundation's programmes: Senior Strategic Leadership, Preparing for Senior Strategic Leadership and the Future Leaders Programme. These are key leadership activities for people in senior and middle management roles in HEIs.

What are the leadership, governance behaviours that promote success

**Claire McDonald, Seng Kiat Kok and Hannah Francis
of Durham University**



Seng Kiat Kok, Claire McDonald and Hannah Francis

In the rapidly changing environment of UK higher education, there is increasing pressure on academic departments to improve their performance. Metrics, performance indicators and the ever-present spectre of league tables all serve to magnify the importance of being seen to be successful. Competition for the best students and staff and for income is growing, and it remains to be seen just how far the marketisation of higher education will progress. Amid all this uncertainty, it is clear that there is an increasing focus on how academic departments can achieve their full potential – and it is recognised that the way in which departments are led, governed and managed is a major factor in this.

The project

Using funding from Hefce's Leadership, Governance and Management fund, a two-year collaborative project was established, led by Durham University, to examine the leadership, governance and management (LGM)

behaviours which are associated with success in academic departments. The project's output will be an evidence-based tool which will allow incumbent or new heads of department, senior managers or others to identify strengths and weaknesses in LGM and suggest ways of making improvements.

The approach is based not just on leadership frameworks or theories from published literature but on actual data from the higher education sector. To date, over 600 people across more than 50 departments in the five UK partner institutions – Cambridge, Birmingham, Durham, Exeter and Leeds – have provided data through a series of open-ended questionnaires, semi-structured interviews and quantitative surveys. Two overseas institutions, the University of Copenhagen and Queen's University in Canada, are also participating in the project.

A huge dataset has been collected on how departments operate, what their leadership is like, how people interact and communicate, and how staff are managed. The research phase of the project has involved academics, teaching staff, research staff, technicians, administrators, heads of department, pro vice-chancellors and deans. The wide range of respondents has resulted in a holistic view of the participating departments, not just a narrow perspective from one staff group. The last phase of the data collection exercise was a wide-ranging survey designed to test the emerging key ideas, to ensure that the elements which form the basis of the toolkit are those which are really important for success.

Success obviously means different things to different universities, but for the purposes of this project some objective measures were selected to give an indication of performance: National Student Survey results; Research Assessment Exercise scores; student entry standards; and graduate prospects or employability. The data on all of these measures is available in the public domain and in The Times Good University Guide. In addition to studying the behaviours of excellent departments, some departments which had made recent improvements on the four measures were also included, as these 'rising stars' could potentially reveal important traits.

Emerging findings

It is interesting to note that, throughout the life of the project so far, results have sometimes been counterintuitive, breaking from current discourse and stereotypes. Indeed, the project has often uncovered issues emerging within excellent departments which differ from the norm. An interviewee during our data collection process best summed up the ability that good departments and individuals have to continue to perform well, highlighting the fact that they are often so good because "they don't conform but instead they continually challenge and find new ways to do things".

Our perspective at the outset was that there are certain LGM behaviours and cultures which can help to promote high performance in academic departments. The evidence we have gathered has suggested that this is the case, and figure 1 briefly summarises some of the observed traits and behaviours, which are divided into seven key areas.

Finance and management success in academic departments?

Change management

The way departments manage and react to change was found to be important. A willingness to embrace change and develop a strategy flexible enough to deal with changes in the external or internal environment was an advantage.

Communication

The frequency of communication from the head of department was found to be considerably greater in top-ranked departments. There also appears to be a more formalised structure of communication in departments which perform highly.

Direction, strategy and shared values

Clarity of direction and sharing of not only values but also specific goals were reported to be success factors in top departments. Interestingly, the department strategy was reported to be less closely aligned with the university strategy in highly performing departments. This is in contrast to less successful departments, where respondents reported that the departmental strategy was more aligned.

Leadership

In top departments the head of department was reported to be hands-on, a provider of clear direction, leading by example and not afraid to explain difficult decisions. A high level of trust and empowerment is typical.

Departmental dynamics and culture

Staff engagement is an important factor here, particularly how staff are able to engage in the decision-making process in departments. Staff in successful departments were regularly asked to participate in committees by the head of department. There was also found to be a strong culture of support among staff.

Staffing and mentoring

There was overwhelming agreement by all departments in the study that good administrative staff are important for a department to be successful. In the most successful departments there was found to be a strong support network for new staff members through mentoring and induction programmes.

Performance review and rewards

Formal rewards were found to be more important than informal rewards, though staff in all departments also sought greater acknowledgement from the department head as part of their reward systems. In terms of performance targets, top departments reported being driven by performance indicators and also having good structures in place for the research excellence framework.

Our vision is that the project and the subsequent toolkit will provide a means for individuals and groups of staff to assess the current leadership, governance and management in departments, with a view to promoting debate and discussion about what a department needs to do to improve its overall performance. The toolkit, while diagnostic, will require appropriate understanding of both the current situation and future aspirations of the department in question.

While the findings of the project cannot prove a causal link between behaviours and outcomes, they do provide a valuable insight and an interesting starting point for departmental heads and managers. It would be very interesting to know whether the summary findings in the seven key areas above resonate with you. Do you agree that these areas are key factors in success and have a bearing on how a department performs? The way in which the different themes interact in a particular department or unit could be just as interesting and important as the themes themselves. The sharing of ideas and approaches emergent from the project's findings will provide a method to gauge which elements need further consideration and which elements are important to focus upon. **E**

If you would like to share your ideas, find out more, or become involved in using the web-based toolkit when it is developed, please visit the project web pages: www.dur.ac.uk/spcu/underpinningexcellenceproject/ or contact

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Figure 1: Summary of observed traits and behaviours

The role of reflective diaries in leadership development

Dr Neil Raven, Manager, Aimhigher in the East Midlands, Loughborough University



Dr Neil Raven

While classroom-based courses and workshops afford valuable opportunities for leadership development, there is another source of learning which, if not entirely overlooked, is seldom used to maximum effect. This is the learning that can be derived from exploring one's day-to-day practice as a leader and manager. It has been claimed that this represents the most important source of management learning and development (Mintzberg 2004): an assessment that chimes with a group of interviews I conducted (as part of a recent MBA) with university managers. In these, references were made to practices informed and honed by knowledge gained from work-based experiences.

However, such learning can take years to acquire – one interviewee mentioned drawing on some 30 years of practice. Given heavy workloads and the relentless pace of change, learning opportunities may not always be recognised or explored to their full potential. Yet it is possible to enhance the pace and quality of learning that derives from workplace experiences by reflecting upon practice. Indeed, reflection is a prominent feature of the models of experiential learning developed by Kolb (1984) and Schon (1987).

Some leaders and managers may already be familiar with a number of methods used to reflect on practice, including talking to

colleagues after meetings, mulling things over during the journey from work, or thinking things through over a glass of wine. However, this kind of reflection has its limitations - it will tend to be unstructured, ad hoc in nature and may not attain the level of reflection necessary for critical analysis.

A method with fewer limitations is the reflective diary, which involves regular, dated written accounts dedicated to the exploration of one's practice. Its credentials as a method of facilitating experiential learning are well established in fields such as healthcare and teaching. However, so far little use has been made of this approach by managers and leaders, although recent studies have hinted at its potential.

An initial suggestion is to begin with a description of the working day, or a particular experience on that day (a learning episode), for instance a meeting or discussion with colleagues. Aspects of practice that proved successful can be identified along with those elements that were less effective, before exploring the underlying reasons for each. A set of actions may then be identified, with subsequent diary entries incorporating the progress made towards their implementation.

It is also possible to develop analysis further and place one's practice into a broader critical framework by exploring the value of current practices and addressing questions of why things are done the way they are, and whether they could be done differently and to more desirable ends.

Whatever the level of analysis chosen, various practical steps can be taken to ensure that the quality of diary entries is maximised. It is worth identifying the medium best suited to the ordering of one's thoughts, be it notepad or laptop, as well as determining the most appropriate time of the day or week to write, along with the best environment to work in. In terms of the frequency of diary entries, the framework discussed has the potential to be quite demanding. One option is to include daily descriptions along with initial thoughts and assessments, and then to devote more in-depth analysis to one or two particular learning episodes each week.

While reflective diaries may be employed as a distinct developmental tool, they can also be used to complement other forms of learning. Practice can be reflected upon in the context of what has been learned from one's reading, as well as from participation in workshops, seminars and action learning sets. Reflective diaries present a way of monitoring progress in the application of this learning, as well as revealing how practice deviates from theory.

The reflective diary represents a potentially powerful tool for leadership development. First-hand experience suggests that the time and energy devoted to writing a reflective diary is a very worthwhile investment and that, over time, the process will become valued as an integral part of everyday practice. I would welcome your thoughts on the subject. **E**

Acknowledgments

My thanks to Janet Strivens and Dr Cheryl Travers for the guidance I was given when developing my own reflective diary.

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Dr Neil Raven has worked in the higher education sector for almost 20 years, first as a lecturer and, more recently, as a manager involved in a range of cross-institutional widening participation initiatives. He has written a number of articles and conference papers on the theme of reflective practice.

You can see a longer version of this edited article at www.lfhe.ac.uk/publications/leadinglines

Motivating academics: the role of prestige

**Professor Paul Blackmore and Dr Camille B. Kandiko, King's Learning Institute,
King's College London**



Professor Paul Blackmore

What motivates academics to work in university settings? How are departmental cultures created, sustained and improved? How do motivating factors change over the course of an academic career? What drives many academics to work well beyond working hours, into nights and weekends, for modest pay and few additional financial incentives? Although money is an important motivator, much academic activity is not financially advantageous, including many collegial activities such as reviewing journal articles and research grant applications.

In a Leadership Foundation Small Development Project funded study of over two dozen academics in five departments in universities across England, many heartening stories emerged. However a number of worrying trends surfaced as well. Our account of faculty motivation moved beyond conventional accounts of intrinsic and extrinsic motivation and found ways of capturing the social aspects of motivation associated with disciplinary and professional groups.

The study is based on a model of academic motivation framed as 'overlapping' and 'associated' economies. Central to this is the



Dr Camille Kandiko

idea of a 'prestige economy', an anthropological term describing organised patterns of exchange which stand outside a conventional market economy (Bascom 1948; Grinev 2005; Herskovits 1948). It has not until now been used to illuminate academic life.

Despite many current worries about a crisis of purpose in higher education, most academics we interviewed spoke of being motivated by creating new knowledge through research and by sharing knowledge and discovery through teaching and working with colleagues. However, the encroachment of the monetary economy, and particularly the growing trend of academic capitalism (the shift in higher education to market-like behaviour), was often considered a de-motivating factor, or at least a time-consuming drain, on academic work.

Aspects of prestige and peer recognition played a central role in academics' career trajectories. For some academics there were definitive markers of prestige - such as grants won, journal publication and disciplinary awards - and these were constant across individual, departmental and institutional levels. Other academics noted personal prestige markers - such as teaching awards, feedback from students and a strong disciplinary

reputation - which often differed from more financially-orientated ones at the departmental and institutional levels.

Academics found it challenging, in their own work and in leading and managing others, to negotiate competing reward schemes. For example, at one institution's promotion criteria included the number of journal publications. This contrasted with the RAE/REF process which rewards the quality of a limited number of publications. Academics in humanities and social science fields felt pressured by promotion criteria to apply for research grants, but felt they did not need the money to conduct research and write up their ideas. A more considered and thoughtful alignment of academic behaviours and reward schemes is necessary, particularly in light of a changing higher education environment. This need is strongest for junior academics, who are often consumed by stress and overwhelmed by all they feel they need to do to get ahead in disciplinary, departmental, and institutional contexts.

A surprising message was the possibility that increased student tuition fees could work to correct the balance of reward for teaching and research in universities. Many academics were hopeful that the increased fees would bring attention to issues of teaching and learning, to the benefit of both students and academics. **E**

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Furthering equality for disabled staff



A report is soon to be published on the experiences of disabled staff in higher education. Evidence has shown that while support for disabled students has developed considerably, far less attention has been paid to improving the employment experiences of disabled staff. The National Institute of Adult Continuing Education and De Montfort University were commissioned by Equality Challenge Unit and the Leadership Foundation to undertake research into the experiences of staff with a broad range of impairments, health conditions and learning differences. These included physical, sensory and cognitive impairments, mental health conditions and long-term illnesses such as cancer and HIV.

The research identified 10 key themes including examples of good practice in some institutions; a gap between policy, practice, aspiration and reality; and a lack of consistency in the way

disabled staff were treated within and between institutions. Most respondents believed that disabled students received more support, and that there were issues around declaring an impairment, particularly for those with mental health difficulties. The respondents had mixed experiences of receiving reasonable adjustments, defined in the Equality Act 2010 as changes that can be made to avoid disadvantaging disabled staff in the workplace. These include changing the physical environment of the workplace or providing auxiliary aids or services.

The report sets out suggested tasks and actions under each theme. Under reasonable adjustments, for example, it recommends that HEIs should avoid creating a blame, guilt or negative culture for disabled people that will inhibit access to support and/or reasonable adjustments. HEIs should initiate proactive approaches and aim to put in place the best reasonable adjustments as early as possible. When requests are made for reasonable adjustments these should be followed in a timely way, so that long delays are avoided. Furthermore, feedback should be sought from disabled people regarding what the institution's strengths and weaknesses are in providing support and/or reasonable adjustments.

ECU is due to publish two other guides on disability-related issues. *Excellence for all: improving the disabled student experience* was funded by Hefce and Hefcw. The project explores successful approaches to encouraging the declaration of a disability by students. It then considers how to use this evidence to improve inclusive practice. *Moving towards the Equality Act: the impact of disability equality schemes* highlights best practice that came out of an evaluation of equality schemes in 21 HEIs in England. The guidance focuses on how to transfer these experiences in order to help universities and colleges meet the public sector equality duty. **E**

All three documents will be ready to download from ECU's website over the summer at: www.ecu.ac.uk/publications/?browse=subject&filter=disability

For further information about the project please contact **Amy Felsing, Senior Policy Advisor, ECU**
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Bookmarks

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

The New Psychology of Leadership: Identity, Influence and Power.

S. Alexander Haslam, Stephen D. Reicher and Michael J. Platow. Psychology Press. 2010. ISBN-10: 1841696102 (paperback). Available from **Amazon.co.uk** @ £13.13

This book explores a range of theoretical and practical issues, focusing on the 'we' rather than 'I' of leadership. It argues that to succeed, leaders need to create, champion and embed a group identity.

Clever: Leading Your Smartest, Most Creative People.

Rob Goffee and Gareth Jones. Harvard Business School Press. 2009. ISBN-10: 9781422122969 (hardback). Available from **Amazon.co.uk** @ £16.99

Leading clever, fiercely independent people can be enormously challenging. This book provides ideas and practical examples of effective leadership to help you create an environment in which 'clever people' can flourish.

Selected: Why Some People lead, Why Others Follow, and Why It Matters.

Mark Van Vugt and Anjana Ahuja. Profile Books. 2010. ISBN-10: 9781846683275 (paperback). Available from **Amazon.co.uk** @ £8.21

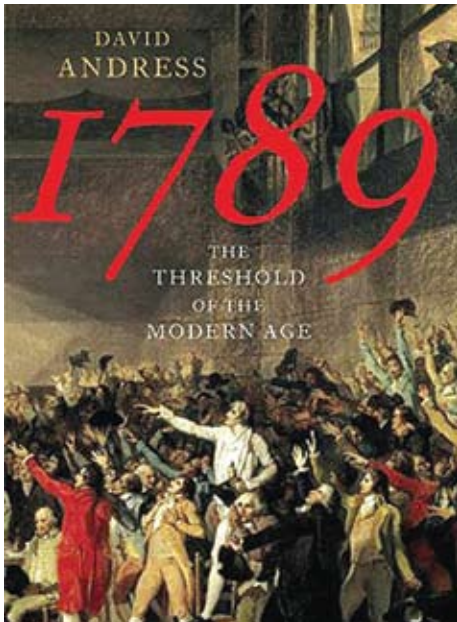
This book explores the history and science of leadership, using evolutionary psychology and a range of examples drawn from business, history and current affairs to examine what makes an outstanding leader.

How Professors Think: Inside the Curious World of Academic Judgment.

Michele Lamont. Harvard University Press. 2010. ISBN-10: 0674057333 (paperback). Available from **Amazon.co.uk** @ £13.95

Drawing on observations of deliberations for fellowships and research grants, and interviews with panel members, Michele Lamont examines the peer review system and the confidential process of evaluation.

Rights and revolutions



This is quite a hard call: 700 words on a book that means a lot to me, either personally or professionally. In part my problem arises because I am not a voracious book reader. After a working week of reading limpid prose from BIS or Hefce (or even the Leadership Foundation), I tend my garden, turn wood or sing. Seven hundred words even on the wonderful Shewell-Cooper (men with ties, flat caps and rolled cigarettes making furnaces to sterilise tons of soil) would not be gripping stuff. It is 15 years since I taught economics, and a discourse on Adam Smith, John Maynard Keynes or one of the many deservedly obscure more modern authors would be difficult for me and tedious for you.

I do read books on holidays, during plane rides and in those identikit hotels that vice-chancellors visit across the world. When there is no new P D James, I read a mix of popular science and history. They are not so disconnected if, like me, you contemplate that there are things we cannot know because of the limits imposed by the speed of light, quantum indeterminacy and what has been recalled or recorded from the past. The rest is deduction and inference, and beyond that lie faith, mystery and speculation.

So to my chosen book, which is 1789: The Threshold of the Modern Age by David Andress. David is at Portsmouth, so this is a bit of a shameless plug, but I certainly don't read everything my colleagues write. He has done a lot of work on what has been recalled and recorded from revolutionary France; this latest book covers a wider world. I read it last

summer while on holiday in eastern France and Switzerland, where we spent some time tracing an ancestor who researched "altitude science" in part by sponsoring the first successful climb of Mont Blanc. He was doing that in the 1780s, while David's narrative was building towards revolution and war.

When I was at school, history teaching started at the beginning and went on to the end (1918: to my parents' generation, the rest was lived experience). But we spent a lot of time on Romans and Tudors, and O-level was the 19th century, so the 18th got squeezed. I think I might have been ill that week, because I know less about that century than many others. There are, of course, familiar grand themes: injustice and famine leading to revolution in France; America trying to frame a republic; Britain growing its Indian empire; the madness of King George; the slave trade; the growth of international commerce underpinned by Adam Smith and the Scottish enlightenment; and the beginnings of the industrial revolution and crushing Victorian capitalism. There were scientific advances beyond my wife Laura's four-times great grandfather observing things boil and men breathe in the high Alps. Mozart flourished and died.

These can be separate stories, but the importance of my chosen book is that it helped me to see how events related to one another through people and the flow of news. The latter of course was not constrained as now by the speed of light but by that of horses, and there was no equivalent of our open source news that went much beyond word of mouth. Parts of the press were then much less constrained than we might think: serious journals and printed versions of Have I Got News for You flourished and were suppressed through the strong-arm equivalent of a super-injunction. But even many of the darkest parts of history have been recorded and archived, and from these sources we can see themes and parallels and connections working out. Some people – Benjamin Franklin, Thomas Jefferson and Thomas Paine, for example – appear in several parts of the story as, of course, do kings, emperors and presidents.

I like good history, because it takes us to another place in ways that make us think about our own. David's book relates how famine, injustice and oppression lead to revolutions and wars, how ideas move on in the middle of crises, and how apparently unrelated strands weave around one another. So it was 200 years ago, and so it is now. **E**



PROFESSOR JOHN CRAVEN

John Craven has been vice-chancellor of the University of Portsmouth "since before Ron Dearing first proposed that students should pay fees". He moved from Kent in 1997 following 25 years of teaching economics and of "gradually sliding down the slope from being a proper academic into management and leadership". Before that he was a Kennedy Memorial Scholar at MIT. His research was into income distribution, pricing policies for state-run industries, and the logical problems of making ethical judgments in political and economic contexts.



1789: THE THRESHOLD OF THE MODERN AGE

BY DAVID ANDRESS

Publisher: Farrar, Straus and Giroux (2009)

Format: Hardback, 456 pages

ISBN-10: 0374100136

Price: From £6.30 at Amazon.co.uk

CALENDAR OF EVENTS

TOP MANAGEMENT PROGRAMME

A challenging opportunity for participants to broaden perspectives and to act as a force for change at both a personal and professional level. TMP is designed to provide long-term benefit to both the individual, the HEI and the wider higher education sector.

- TMP27 Nomination Deadline:**
Friday 16 September 2011
- Orientation:** Friday 27 January 2012
- Week A: Strategic Responses to a Rapidly Changing Future**
Monday 13 - Friday 17 February 2012
Action Learning: Tuesday 20 March 2012 and Tuesday 15 May 2012
Coaching: Tuesday 17 or Wednesday 18 April 2012 (either) plus 1 session of remote coaching late May 2012 TBC
- Week B: Leading the High Performing Organisation**
Monday 18 - Friday 22 June 2012
- Price:** £10,995

International Week: **Policy, Power and Politics**
This is now offered separately. Participants choose one or more options from:

- Option 1: London and Europe Destination**
April 2012 TBC
Price: £4,100
- Option 2: Outside Europe**
Sunday 30 September - Friday 5 October 2012
Price: £TBC

SENIOR STRATEGIC LEADERSHIP

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

- SSL14 Application Deadline:**
Friday 30 September 2011
- Module 1: The Reality of Leading Change**
Wednesday 19 - Thursday 20 October 2011
- Module 2: Personal Impact Analysis**
Tuesday 13 - Wednesday 14 December 2011
- Venue:** York
Price: £3,950
- SSL15 Application Deadline:**
Friday 17 February 2012
- Module 1: The Reality of Leading Change**
Tuesday 6 - Wednesday 7 March 2012
- Module 2: Personal Impact Analysis**
Tuesday 15 - Wednesday 16 May 2012
- Venue:** Bristol
Price: £3,950

PREPARING FOR SENIOR STRATEGIC LEADERSHIP

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

- PSSL15 Application Deadline:**
Friday 4 November 2011
- Module 1: Unpacking Strategic Leadership**
Tuesday 22 - Wednesday 23 November 2011
- Module 2: Strategic Leadership in Action**
Tuesday 17 - Wednesday 18 January 2012
- Venue:** TBC
Price: £3,250
- PSSL16 Application Deadline:**
Friday 2 March 2012
- Module 1: Unpacking Strategic Leadership**
Tuesday 20 - Wednesday 21 March 2012
- Module 2: Strategic Leadership in Action**
Tuesday 29 - Wednesday 30 May 2012
- Venue:** TBC
Price: £3,250

HEAD OF DEPARTMENT

HoD is an intensive personal and leadership development programme for those in head of department posts in academic, administrative or professional services environments. It includes 360-degree appraisal and coaching.

- HOD13 Application Deadline:**
Friday 28 October 2011
- Module 1:** Tuesday 15 - Wednesday 16 November 2011
- Module 2:** Tuesday 24 - Wednesday 25 January 2012
- Venue:** TBC
Price: £2,800
- HOD14 Application Deadline:**
Friday 14 April 2012
- Module 1:** Tuesday 1 - Wednesday 2 May 2012
- Module 2:** Tuesday 26 - Wednesday 27 June 2012
- Venue:** TBC
Price: £2,800

INTRODUCTION TO HIGHER EDUCATION

Complements local induction by providing a wider perspective on issues affecting higher education in the UK and globally, delivered by some of the sector's most experienced and forward-thinking leaders.

Today's Universities: Today's Issues

Date: Wednesday 5 October 2011
Venue: TBC

Tomorrow's Universities: Tomorrow's Challenges

Date: Wednesday 23 November 2011
Venue: TBC

Price: £325 each programme
£595 both programmes booked together

ESSENTIAL SKILLS

Practical leadership events focusing on contemporary and challenging topics and issues facing higher education.

Thinking Environment: Masterclass

Date: Wednesday 12 October 2011
Venue: London
Price: £295 (Introductory offer)
£395 (Future cohorts)

Handling Difficult Conversations

Date: Thursday 3 November 2011
Venue: London
Price: £395

Essentials of Finance

Date: Thursday 10 November 2011
Venue: London
Price: £395

Advanced Leading Your Technical Team

Autumn Application Deadline:
Friday 28 October 2011

Dates: Tuesday 22 - Wednesday 23 November 2011
Venue: Manchester
Price: £800

PROFESSIONAL PARTNERSHIPS

A series of programmes developed in collaboration with higher education professional groups.

Managing Through Complexity Cohort 2:

Module 1: Tuesday 15 - Wednesday 16 November 2011
Module 2: Tuesday 13 December 2011
Venue: TBC
Price: £995

GOVERNOR DEVELOPMENT PROGRAMME

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

Seminar for Student Governors

Date: Thursday 1 September 2011
Venue: London
Price: £395

Governance in a New Economic Environment

Date: Thursday 6 October 2011
Venue: London
Price: £395

Seminar for Governors in Scotland HEIs

Date: Wednesday 9 November 2011
Venue: Edinburgh
Price: £395

CONFERENCES

Staff Development Conference 2011 Developing Higher Education: Strategies for the New Era

The student experience post-Browne is under increasing scrutiny. The nature of HE and its delivery are being reviewed and redefined. Customer service is key. Share and explore the implications of the new era!

Dates: Wednesday 2 - Thursday 3 November 2011
Venue: Leicester
Early Bird: £545 (before Monday 3 October 2011)
Price: £595

(These prices are residential and include the conference dinner. For non-residential/day rates see the conference website.)

Future Proofing HE

This annual joint conference, organised by the Leadership Foundation and Hefce, will look at ways HE can ensure its survival: think like you've never thought before!

Date: Wednesday 25 January 2012
Venue: London

INTERNATIONAL

International Leadership Development Programme

Two of the most economically vibrant cities in the world will provide the base for delegates to explore global higher education in America and China. These active four day programmes will allow delegates to meet like-minded peers from the UK and other parts of the world to discuss how they are dealing with global economic, social and political challenges.

ILD: Hong Kong

Dates: Sunday 25 - Thursday 29 March 2012

ILD: Chicago

Dates: Sunday 13 - Thursday 17 May 2012

Price: £4,450 per programme

To book a place on a programme or event:

Melissa Scuteri, Programme and Events Manager

T: 020 7849 6906 E: melissa.scuteri@lfhe.ac.uk

To talk about in-house programmes, coaching or consultancy contact:

Sweta Purohit, Consultancy Manager

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