

**Leadership
Foundation**
for Higher Education

ENGAGE

YOUR MAGAZINE FROM THE LEADERSHIP FOUNDATION FOR HIGHER EDUCATION

MODERNISATION AND EFFICIENCY: UNLOCKING GOOD PRACTICE

PROFESSOR IAN DIAMOND ON UUK'S RECENT REPORT

IN THIS ISSUE:

IN PRACTICE: Academic motivation: exploring prestige economies

£1m Innovation and Transformation Fund launch

From optional to essential: wellbeing and engagement in HE

The importance of enterprising leadership

Change Academy 2012

Calendar of events

YOUR MAGAZINE FROM THE LEADERSHIP FOUNDATION FOR HIGHER EDUCATION



This issue of ENGAGE features news and articles that reflect the currents of transformational change running through the higher education system. Last autumn saw publication of UUK's 'Diamond Report' on efficiency and effectiveness. Professor Ian Diamond talks about its implications and potential next steps for the sector in the interview on p6. One next step is already in hand: the launch on 25 January 2012 of a £1m Innovation and Transformation Fund initiated jointly by the Leadership Foundation and Hefce to drive forward some of the report's recommendations (p4). Key to this will be unlocking learning from existing good practice as well as providing a catalyst for innovation. As reported on p14, Ewart Wooldridge, Chief Executive of the Leadership Foundation, recently queried whether the higher education sector is reaching a 'Wapping moment' akin to the transformation experienced by the print industry in the 1980s. Responses to such transformation feature in this issue, with Kim Shutler-Jones emphasising on p10 the need for HEIs to ensure a clear focus on the human dimension, with strategies for individual as well as organisational wellbeing

and constructive engagement with staff. Wendy Purcell and Caroline Chipperfield (p12) provide a case study from Plymouth University on the importance of developing leadership adapted to navigating the 'choppy seas' ahead. And lest we forget, with recent, predominant discourse on money and markets in higher education, that these are not primary motivating factors for many of us in the sector, Paul Blackmore and Camille Kandiko describe the findings of a Leadership Foundation project exploring academic motivation and the concept of 'prestige economies' in the centre pages. On the agenda for 2012 are some significant challenges but also some real opportunities, not least via participation in Change Academy 2012 (p9) and the Innovation and Transformation Fund.

DR LESLY HUXLEY
EDITOR

ENGAGE Issue 28 CONTENTS

FEATURES

p6 Interview

Professor Ian Diamond talks about UUK's Efficiency and Modernisation Task Group report and next steps for the sector.

p8 Project update

Craig Gaskell from the University of Hull on the findings of a project on satellite campuses.

p10 Perspective

The findings of a recently-completed Hefce-funded project on wellbeing and engagement, by Kim Shutler-Jones, University of Leeds.

p12 Development

Professor Wendy Purcell and Caroline Chipperfield, Plymouth University, on developing enterprising leadership.

p15 Book review

Professor Dominic Shellard, De Montfort University, on Julian Barnes' 'The Sense of an Ending'.

p16 Calendar of events

NEWS

p3 In focus

- | Engage online
- | Consultancy: new services
- | Have you got yours?

p4

- | £1m Innovation and Transformation Fund launch
- | Starter for Ten

p5

- | Strategic Reflections
- | Research leadership: policy - practice - partnership

p9

- | Extension to our Knowledge Bank provision
- | Change Academy 2012
- | THE Awards

p13

- | Staff Development Forum update
- | Herding Cats: being advice to aspiring academic and research leaders

p14

- | Developing Higher Education: a Wapping moment?

ENGAGE

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IN PRACTICE

ISSUE TWENTY EIGHT

SEE CENTRE PAGES

**ACADEMIC MOTIVATION:
EXPLORING PRESTIGE ECONOMIES**

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Engage online

This copy of Engage is the fourth one that is available in an online magazine format and we thought that this would be a good opportunity to remind readers of how it works. The online version allows you to read it on your screens, enlarging or decreasing the pages to a size that is most comfortable for you, and it also allows you to easily share the articles with colleagues and contacts.

All the online versions of Engage and In Practice along with our most recent Annual Review can be found online by using this link www.lfengage-digital.com/lfengage

Once you have arrived at this point, it is easy to use. Click on the four tabs on the navigation tool to get the most from the online copies of Engage.

In this issue: A table of contents so you can jump quickly to the news and information most important to you.

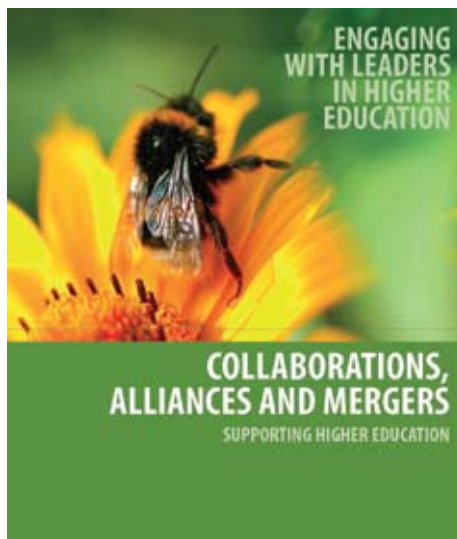
Search: Allows you to conduct a simple or advanced search of the content in the current issue or in an archive of back issues still accessible to you.

Back Issues: During 2010/11 we started producing our quarterly magazine Engage in this format, and you will find the past year's issues if you click on this tab.

Help: Gives you additional tips so you can take advantage of all the features of the digital edition.

We hope that helps. Do let us know what you think about Engage – in any of its formats. Remember if you have any news or feature ideas do please email them through to us.

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Consultancy: new services

As the sector goes through this period of significant change, the Leadership Foundation is extending its support to higher education with a number of new consultancy services. Institutions are being challenged as never before to consider their fundamental role alongside issues of marketisation, partnerships, structure, internationalisation and changing student expectations. Our new areas of support cover:

Governance reviews: a framework and toolkit to support governing body effectiveness and independent reviews, away days and planning sessions.

Collaborations, alliances and mergers: Based on our work with Hefce and other sector bodies, we are able to offer highly experienced advisers to support strategic thinking and actions in this area.

Executive coaching: For senior leaders, academic and professional, including vice-chancellors. Our experienced coaches provide support to individuals in building morale and reviewing direction as they lead and manage performance and change at times of uncertainty.

Leadership of the Student Experience: Supporting and reviewing strategy, identifying distinctiveness and establishing procedures and systems.

Strategic Change: Support in a wide range of strategic themes including restructuring and major change programmes.

Essentials of Leading Change: A 2-day in-house programme developing the change management skills of leaders.

More information is available on our website www.lfhe.ac.uk/supportteam/ or contact Tom Irvine E: tom.irvine@lfhe.ac.uk [E](#)



Management Development Resources

Have you got yours?

Member institutions of the Leadership Foundation should by now have received their copies of our new Management Development Resources. A new membership benefit for 2011-12, they provide a complete set of resources for delivery of seminars to middle managers in your institution. Seminar topics include: Managing effective performance; Managing change in higher education; Emotional intelligence, personal impact and personal effectiveness; Lean management: doing more with less, and The current higher education context. The final topic in the series, Commercial skills for academics and researchers, will be published in the Spring.

Each of the six titles contains five-six half-day modules written by experienced facilitators. They provide a focused and cost-effective way of providing development to meet strategic and operational objectives when resources are tight. The first five Management Development Resources provide 18 days of in-house training estimated to be worth £18,000 if you were to organise such sessions from scratch yourself.

The launch of the resources provided the opportunity for members to attend a briefing workshop. These events were hugely popular and over-subscribed, but there is still a final chance to attend an additional workshop that we are co-hosting on 14 February in Birmingham. To reserve a place please contact Melissa Scuteri E: Melissa.scuteri@lfhe.ac.uk

If you would like further advice about delivering the LF Management Development Resources within your institution, or would prefer that we organise delivery for you, please contact our Director of Consultancy at E: tom.irvine@lfhe.ac.uk [E](#)

Only those who will risk going too far can possibly find out how far one can go. T. S. Eliot poet & playwright, 1888 - 1965

NEWS

£1m Innovation and Transformation Fund launch

The Leadership Foundation for Higher Education and the Higher Education Funding Council for England (Hefce) jointly announced a £1 million Innovation and Transformation Fund (ITF) in September 2011. The Fund is UK-wide, will support projects over the next two years and is likely to fund a mix of large (up to £200k) and smaller (around £50k) projects. Details of the Fund's key themes, operation and opportunities for participation will be launched at the 'Future-proofing Higher Education' conference hosted jointly by the Leadership Foundation and Hefce in London on 25 January 2012.

As the Fund was announced, Ewart Wooldridge, Chief Executive of the LF said: "At this critical stage of the transformation of UK higher education, this fund will stimulate projects that encourage innovation and transformational change in the sector. Such projects will focus directly on the recommendations of the UUK's Diamond report and stimulate innovation more

widely. We are delighted to be making this investment jointly with Hefce."

Steve Egan, Deputy Chief Executive of Hefce, said: "The partners in this project are pleased to be able to make this investment to support the sector through a critical period of change and help meet the Government's aim of a smooth transition to the new funding arrangements. We look forward to delivering this major fund to the sector in collaboration with the Leadership Foundation."

Commenting on the new funding, Nicola Dandridge, Chief Executive of UUK, said: "Our report on efficiency and effectiveness in higher education acknowledges the efficiencies already achieved by universities, but points out that there is substantial scope to do more. It is excellent news that the Leadership Foundation and Hefce have responded so constructively and positively in providing significant funds,

which will enable the sector to take forward and implement some of these important money-saving recommendations."

A major focus of the scheme will be on dissemination of existing good practice in the sector, as well as of newly-funded projects. Details of the Fund will also be announced via the Leadership Foundation's website to coincide with the launch date. **E**

The UUK report, 'Efficiency and effectiveness in higher education: A report by the Universities UK Efficiency and Modernisation Task Group' is available on the UUK web-site at: www.universitiesuk.ac.uk/Publications/Pages/EfficiencyinHigherEducation.aspx

See also the interview with Professor Ian Diamond, who chaired the Task Group, on p6 of this issue of ENGAGE.



Starter for Ten

Professor Anthony Bowne

Professor Anthony Bowne is Principal of Trinity Laban Conservatoire of Music, the largest of the UK's HE conservatoires. As Principal, his focus is the advancement of Trinity Laban as an international hub for the development of performing artists who will lead their art forms throughout the first half of the 21st century. Earlier in Anthony's career he held an academic position at the Hong Kong Academy for Performing Arts and his experience as an educator is balanced with creative expertise as a lighting designer for both theatre and architecture. Anthony holds Visiting Professorships at La Salle College, Singapore and City University London, and sits on the Board of London Higher and several arts organisations.

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

Well, two pieces of advice, to develop a narrative for the organisation and to be authentic, to display a consistency between words and deeds.

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

Steve Jobs. As Simon Weibo commented "Three apples have changed the world. One seduced Eve, one awakened Newton and one is in the hands of Steve Jobs."

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

Leadership as an art rather than a science.

Who has inspired you most in your working life?

Two greats from the world of dance, one American and one British. Bonnie Bird and Marion North. I was lucky enough to have both of them as friends and mentors as my career developed.

What was the best professional move you made and why?

I made an early and drastic career move away from industrial financial analysis into performing arts education. It has given my life such a strong sense of purpose.

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

I wouldn't. Dinner parties are important to me and the mix of people for a good evening would definitely preclude so many with the 'leadership' gene.

What will you remember most about TMP?

The camaraderie - and Washington DC with a day at The World Bank!

What will be the most enduring learning point?

There is no magic bullet.

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

We have had two group get-togethers and frequent phone calls when advice is required.

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

Be yourself.

What one thing would make your job easier?

Banning multiple recipients in email.

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

The merger of two organisations to achieve a new whole which is greater than the sum of the parts. With patience, care and a clear outcome in sight.

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

The 2012 Olympic equestrian events. Even though I both live and work in Greenwich I have been unsuccessful in getting tickets for my family to attend.

What can't you live without?

An internet connection.

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

A lighting designer for theatre and architecture. It would be a return to an earlier life.

Favourite Book?

Perfume: The Story of a Murder by Patrick Suskind.

Favourite website/blog?

The Browser.com **E**

Strategic reflections: excellent research needs a gender dimension

The Research Excellence Framework (REF) focuses attention on the quality of the research that academics produce, and of course its impact. In assessing the quality of research it would be helpful if REF paid attention, where appropriate, to its gender dimension. There are, alas, all too many examples of research projects where gender has been inappropriately ignored, to the detriment of the quality of the research. Moreover, this omission has sometimes had dire consequences; an 'impact' of an unwelcome kind. In the US, for example, drugs have had to be withdrawn from pharmacy shelves because while they were not tested on women they were prescribed to them, with adverse consequences.

There is also a danger that the UK is getting left behind in recognising the importance of paying attention to gender in research. This may impede our ability to win funding from international bodies in the future, particularly as the European Commission is currently considering ways to achieve better attention to the gender dimension in Horizon 2020.

Implications for university strategy

In the first instance scientists need to be trained in methods of sex and gender analysis, in order to conduct better research but also in order to peer-review the work of others effectively. An audit of the university's curriculum to ensure that the gender dimension is tackled appropriately is essential.

Secondly, existing researchers need to draw upon the expertise of gender specialists. For example, Yellow Window, a not-for-profit organisation, is funded by the European Commission's Directorate-General for Research and Innovation to provide training and tools for researchers in the EU. The commission has also recently launched a Gendered Innovations website jointly with Stanford University (<http://genderedinnovations.stanford.edu>).

Thirdly, as research councils seek to control the supply of proposals, universities are increasingly introducing their own internal peer-review systems. It is important to ensure internal reviewers are trained in identifying

weaknesses in proposals where gender has been ignored or not addressed properly. This will be valuable staff development if internal peer reviewers conduct work for the growing number of international bodies funding research that see this as a quality issue.

Finally, accounts of impact should bear in mind the gendered nature of society and its effect on the ways and means by which the research has an effect.

All this means investing in the development of gender experts, and integrating them and their expertise into research projects routinely. There are training needs here for researchers and research administrators. Gender is a research leadership issue. **E**

Teresa Rees CBE AcSS is Director, Leadership Development (Wales) for the Leadership Foundation, and a Professor in the School of Social Sciences, Cardiff University. She is also a long term expert adviser to the European Commission's Research and Innovation Directorate-General.

The full version of this article is online www.lfhe.ac.uk/publications/leadinglines

Research leadership: policy - practice - partnership

HIGHER EDUCATION LEADERSHIP SUMMIT



The publication in December 2011 of the government's *Innovation and Research Strategy for Growth* acknowledges the importance and strengths of the UK's higher education institutions in innovation and research leadership. Whilst the strategy places considerable emphasis on collaborations and partnerships, on the value of both blue skies and applied research, and on the need for greater access to publicly-funded research outputs, it also leaves a number of important strategic questions unanswered.

Through a mix of keynote and round table contributions, the Leadership Foundation's annual Summit 2012 offers space for learning, discussion and debate around the growing raft of research policies and strategies in the UK,

Europe and more widely, and of leading and managing research in a changing environment.

Three parallel round table discussions take place morning and afternoon, with outcomes considered further in plenary. In the current policy contexts, these focus on change and development in research leadership and management roles; research data management and benchmarking; major collaborations with industry; public engagement and inter-disciplinary and international partnerships. **E**

The Summit takes place in central London on 9 February 2012. For a draft programme and booking information, please see: www.lfhe.ac.uk/evt-crs-prog/201112/summit/index.html

Keynote contributors include:

Máire Geoghegan-Quinn, EC Commissioner, DG Research, Innovation and Science

Professor Dame Nancy Rothwell FRS
President and Vice-chancellor,
University of Manchester

David Sweeney, Director, Research, Innovation and Skills, Hefce

Professor Sir Mark Walport, FRS FMedSci
Director, The Wellcome Trust

Round table leads include:

Professor Jonathan Gosling, University of Exeter; Dr Alison Mitchell, Deputy Director, Vitae; Professor Roger Sugden, Stirling Management School; Dr Ian Carter, University of Sussex/ARMA; Rachel Bruce, JISC; Alison Ailden, HESA; Dr John Rogers, University of Stirling; Professor Guy Orpen, University of Bristol; Dr Hamid Mughal, Rolls-Royce plc; Dr Douglas Robertson, University of Newcastle/PraxisUnico; Paul Manners, National Coordinating Centre for Public Engagement; Professor Hamish Fyfe, Cardiff School of the Creative Arts; Professor David Greenaway, University of Nottingham.

INTERVIEW

Efficiency and modernisation: unlocking good practice

Professor Ian Diamond, vice-chancellor and principal of the University of Aberdeen, chaired the UUK Efficiency and Modernisation Task Group. Here he talks to Dr Lesly Huxley about their recently launched report, the potential of the recommendations for his own institution, and next steps for the sector.



Professor Ian Diamond

From the start, Ian Diamond is clear that the work of the UUK task group was as much about highlighting and sharing existing good practice as it was about UUK setting an efficiency agenda for the future. The report therefore incorporates case studies to demonstrate where higher education institutions have already taken the initiative and achieved efficiencies. In Ian's view, this is incredibly important: "I do think we have been rather good at finding new and efficient ways of doing things, but we've been relatively poor at communicating what we've done. Quite often, we don't even communicate good practice within our own institutions let alone across the sector. For example, we found that £123m of savings had already been made across the sector, but no one had really publicised that. We need to be much better at bringing this information into the wider public domain, particularly in the current economic and political contexts."

There is no doubt in Ian's mind that the work was timely and reflected concerns already prevalent in the sector: "It was a real privilege to lead the task group, not least because it enabled me to meet with colleagues from all of the higher education mission groups. It was very clear to me that the sorts of things we were saying were exactly what people were already engaged in and seeing as essential to the effective development of their own institutions."

One of the task group's recommendations is the establishment of an efficiency hub. Ian searches for the right term to describe this, finally opting for 'depository of good practice'. The hub's success will rely in part on institutions populating it with case studies and other resources, and in part on their accessing it to discover these. So there is also a future role for UUK in proactive dissemination, and they have identified five work streams to take forward the next stage of the task group's work, drawing on recommendations from the report. Outward-facing communication is an important facet of these.

The report's recommendations clearly resonate with Ian's own priorities: "I've said many times that, if there were three things I could do, I'd improve procurement, look at potential for efficiencies in IT, and identify how processes within HEIs can be further streamlined. I think there's immense potential for that agenda." Efficiencies to be gained in procurement processes and practice feature strongly in the report and make up one of UUK's work streams for the future. Ian adds that "there are good examples of shared procurement between further and higher education in Scotland.

The task group believes that there's immense potential to develop procurement practice further in England. In many institutions, not all but in many, it's often the case that different IT systems don't talk to each other. A number of HEIs, for example Nottingham Trent, have made great strides by developing processes which ensure that throughout the organisation there is 'one version of the truth'. Doing this can lead to savings but also, for example, to more effective decisionmaking or use of space. There's much to be gained in working on streamlining processes. It's certainly one of the things I'm looking at in my own institution."

So what impact is the task group's work having at the University of Aberdeen? "We're looking right across the recommendations in the report. We'll certainly continue to engage with APUC, the procurement organisation in Scotland. We've already made a number of savings in IT by putting student email in the cloud with Google. We're looking at many different ways of streamlining our processes through both IT improvements and Kaizen processes. For example, our appeals process was really quite cumbersome. When we sat down and thought about how we could improve it, we ended up with a process which is much simpler and therefore more efficient for us and much better for our students."

The report also highlights a number of ways in which higher education institutions are achieving efficiencies through collaborations, partnerships and shared services. Ian adds a number of examples from Aberdeen, where "we're engaged in energy-saving partnerships both with the NHS and, potentially, with Robert Gordon University. A very fuel-efficient power

“There are real opportunities to share best practice... However, we must never look for efficiencies at the cost of being effective, or reduce the quality of something that is already very good”

supply is being shared between the university and the NHS, while we are working with RGU on a more ambitious project jointly to invest in windmills. The energy they generate will feed into the national grid, and we'll each see a reduction in our energy bills and, of course, our carbon use.”

Ian offers further examples of partnership working: “We also believe there's great potential for streamlining the learner journey, through having better pathways between different parts of the education sector. We are developing extremely good relationships with all the eight further and higher education providers north of the Tay. We're partnering with Aberdeen College, for example, so their sports students use our sports facilities and their horticultural students use our botanic gardens. It's early days, but this can work both ways: we don't have our own theatre while Aberdeen College has a 99-seat one. I'd like to see our students doing productions there in future.” The University of Aberdeen has also recently shared investment with the local council in a £28m sports village and a £20m Olympic swimming pool and diving complex, which will be open for use by the local community as well as the university. The report also suggests that partnerships with the private sector could reap efficiency rewards. Ian notes in this regard that “there is already some good practice relating to IT, accommodation and catering provision. But while I think there's great potential to partner with the private sector, I don't see that as a magic bullet or a panacea for all evils.”

So what are the key skills and experience needed by heads of institutions and other senior staff, if collaborations and partnerships

are to be as effective as possible? Ian believes that an understanding of business plans is key, ensuring that institutions only enter into new arrangements “with a clear options analysis of the downsides as well as the potential positives. You also need to make sure you've got pretty good project management in place and extremely good internal communication. Many initiatives will require things to be done differently, so you need to win the hearts and minds of the people engaged in change. Driving change is always a challenge, but I do think that the sector is ‘change-ready.’” Another of the task group's recommendations focuses on the better use of data on costs, and the comparison of those data between institutions. Baselineing and benchmarking efficiencies is very important because “this isn't an agenda that's going to go away. We need to identify a set of benchmarks that are as simple as possible and based on data already collected. These recommendations aren't intended to increase the burden of regulation. As a sector, we need to coregulate, by which I mean we will simply all agree to submit a relatively small amount of data which measure the efficiencies made. It's important now to get a group together from higher education and the private sector really to assess what the opportunities are and to come up with the best and most effective way of delivering benchmarks.”

So what next for the task group's work? The group met for a final time after the report's launch in September, to formally adopt the recommendations and the five work streams that UUK now intends to drive forward. Ian is also “hugely excited that the Leadership Foundation and Hefce are working in

partnership to disperse an Innovation and Transformation Fund to support related initiatives from the community. There's great potential to add real value there.” There is also more work to be done to address the final and shortest recommendation on exploring potential efficiencies in academic practices and processes. It is likely that UUK will convene a small steering group whose job it will be to monitor work that goes on and to support dissemination.

As a final point, Ian adds: “We have to remember that all higher education institutions are autonomous bodies, but at the same time they are autonomous bodies attempting to provide great education and research in the most effective way, so there are real opportunities to share best practice. However, while we need to maintain and improve the quality of UK higher education, we must never look for efficiencies at the cost of being effective, or reduce the quality of something that is already very good.” **E**

References

Efficiency and Effectiveness in Higher Education: A Report by the Universities UK Efficiency and Modernisation Task Group. Universities UK report, September 2011. www.universitiesuk.ac.uk/Publications/Documents/2011/EfficiencyinHigherEducation.pdf

For more information on the £1m Innovation and Transformation Fund, see news on p4 of this issue, and www.lfhe.ac.uk and click Innovation and Transformation Fund.

PROJECT UPDATE

Understanding Satellite Campuses

Introduction

The aim of the University of Hull's Understanding Satellite Campuses Small Development Project, funded by the Leadership Foundation, was to develop a better understanding of the current models in UK universities that operate a 'main campus and satellite' structure. Our premise was that an increased understanding of the models, issues, management and leadership approaches to satellite campuses would help support decisionmaking and organisational and leadership development within the sector. Although we found some limited published reference material on the subject, there was clearly a significant gap in the literature, particularly in terms of UK HEIs.

What we did

Following a literature survey, our first task was to create a longlist of candidate institutions with multiple campuses according to the most up-to-date HESA data at the time. This identified 54 institutions in the UK. We acquired more detailed data on these institutions as well as examining externally observable information from sources such as websites and prospectuses.

In order to focus the study we developed a precise definition of what we meant by 'satellite campus'. This was based on four key characteristics including an identifiable main site for the institution, a minimum travelling time between main and satellite, and a critical mass of students at the satellite, both in absolute terms and percentage of institutional FTE. This definition yielded 11 case study institutions in England, each with a single satellite, although some also had other nonqualifying campuses. **The map** illustrates the main and satellite of each institution in the study, with each institution coloured separately.

For each case study institution we interviewed a member of the senior management team by telephone, targeting the team member with specific responsibility for the satellite where one existed, or the registrar and secretary or equivalent. These interviews took the form of semi-structured conversations of about an hour, where participants were encouraged to explain key aspects of the satellite within the context of the institution as a whole. Although free-flowing storytelling was encouraged we ensured each participant covered 10 predetermined high-level theme areas.

We then visited each of the satellite sites and met key leadership staff based there. If there was a senior executive (eg dean or PVC) responsible for the site on the ground, either full-time or for a significant proportion of each week, we ensured we met them. Again participants were engaged in a structured conversation with the 10 key themes covered. A substantial amount of quantitative and qualitative data was captured from the primary desk research and transcription of our conversations (there were 28 in all).

On completion of the fieldwork we organised a one-day workshop for all participating institutions to share early findings and discuss emerging themes. Participants were also interested in forming a post-project network, to share practice on an ongoing basis and link colleagues in different institutions with similar leadership roles associated with satellite and multi-campus contexts.

Early findings

An initial first-pass analysis of the data revealed a number of core themes, trends and potential theories. We found a variety of organisational structures and different leadership and management approaches on both the academic and service sides, and some switching between structures. There was a clear indication of a different perspective of the institution among those based at the satellite, and the importance of understanding this at a senior institutional level was highlighted. There are interesting relationships between campus history and strategy, and some different approaches to modelling the finances. Campus voice, representation (staff and student) and approaches to governance, including the approach taken by the students' unions, also varied. We found that students don't tend to travel significantly between campuses for academic reasons although they may do for other reasons, such as to use sports facilities. Staff travel was more common, with a surprising lack of use of electronic communications mechanisms for meetings. There was also some evidence of gravitational pull towards the main site for academic staff.

What Now?

The funded project is now over and the final report available on the LF website (www.lfhe.ac.uk/research/smallprojects/sdp2010hullfinalreport.docx). A poster was presented midway through the project at the AUA annual conference and we recently presented a workshop at the Leadership Foundation's Staff Development Conference. We have revisited the literature and are now in the process of writing up aspects of the work for journal publication in 2012.

Get involved

The project has opened up many interesting angles for further study in relation to organisations with satellite or multi-campus structures within the UK and abroad. We would be very interested to hear further stories or insights from others within the sector as well as information about similar or related work, and we would also be pleased to hear from any colleagues interested in participating in the network. **E**

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ACADEMIC MOTIVATION: EXPLORING PRESTIGE ECONOMIES

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Introduction

Universities are under pressure to be more productive than ever before; this is a worldwide trend. At the same time, the range of activities that universities undertake is now much broader. In particular there has been major growth in 'third stream' or applied research activity, alongside the more traditional fields of teaching and research. Performance is therefore a concern in higher education. Many universities in the UK introduced performance-related pay, particularly under the Rewarding and Developing Staff initiative, in which, over a five-year period, over £800 million was allocated to higher education institutions to enable them to modernise their human resources practices. There has been some scepticism about the effectiveness of this initiative (Guest and Clinton 2007). It is clear that unless academic motivation is better understood the efforts of leaders and managers will often be frustrated, leading to a waste of scarce resources and an unengaged staff.

An alternative idea – that of a 'prestige economy' – has now been presented on many occasions, at conferences, seminars and within accredited teaching programmes. It has been met each time with a high level of interest. We have strong positive feedback that this is an idea which helps to explain academic behaviour. As such, it may permit universities in search of improved productivity to arrive at a better solution than performance-related pay.

In this article, we outline work undertaken with a grant from the Leadership Foundation's Small Development Projects scheme. Our aim was to examine the prestige economy in a number of academic departments and research centres, with a view to highlighting how a greater understanding of academic motivation may benefit those in leadership and professional development roles.

The project: aims and objectives

The project aimed to develop greater understanding of academic motivation, benefiting those in leadership positions and in development roles in higher education.

Our proposed outcomes were:

- | A better understanding of academic motivation, leading to the possibility of more effective leadership and management;
- | A more developed understanding of what a 'prestige economy' looks like and how it works;
- | Development communities that are better equipped to understand academic motivation and thus to facilitate change.

We believe there is a wide need for the outcomes and outputs of our work to be shared with:

- | Human resources, staff and educational developers and other specialists who work across institutions;
- | Academic leaders in boundary-spanning roles, who are seeking to bring together staff in different faculties or departments. These might include incoming pro-vice-chancellors, deans and leaders of cross-institutional academic initiatives;
- | Those who are involved in departmental reorganisation, especially merger.

Developing the concept of a prestige economy

Performance-related pay is built on the assumption that staff are motivated by money. Tasks are set, the accomplishment of which trigger an additional payment. However, many academic tasks are either poorly paid or not paid at all. External examining is an excellent example. The allowance given for the work does not usually reflect either the level of responsibility of the role or the time that has to be spent on it. Another example would be delivering a keynote speech – an accolade, but one that is often unpaid. Journal article reviewing and committee work are, typically, unpaid. Yet academic staff more or less willingly engage in these tasks. It seems therefore that there are other motivators at work. This is not to say that money is unrelated to these tasks. Clearly each of them contributes to an academic profile, the strength of which in due time might support a case for promotion, but money is not the sole motivator.

ACADEMIC MOTIVATION: EXPLORING PRESTIGE ECONOMIES

There is a large literature on motivation, which generally divides the field into intrinsic and extrinsic motivation. Professional development for leaders and managers often deals with supporting groups of colleagues to be innovative and to change their working practices. Terms such as 'herding cats' are testimony to the challenging nature of achieving change in academic settings. Previous work by the authors highlighted the central importance of a local culture in determining how likely an innovation was to succeed. Leaders and managers could not make progress if a change was not "the way we do things here". We started to use the term 'prestige economy' (Bascom 1948, Herskovits 1948, English 2005) to describe the collection of beliefs and values and ways of working that characterise and express what a particular group of people prizes highly.

Project methodology

We examined five settings, a range of academic departments and research centres representing humanities, social sciences and sciences and cross-disciplinary activities, reflecting both academic and professional orientations. In our selection of participants we worked with staff at a range of levels of experience and grade. Within a small project we cannot expect to achieve a full representation of the range of higher education settings but were able to illustrate the range of situations and the different ways in which staff may be motivated.

We used four sources of information:

- Short, focused, semi-structured interviews with a small sample of key staff, particularly those in 'boundary-spanning' roles (Hoe 2006), focusing on individual career trajectories, recorded and transcribed;
- Focus groups with a range of staff, exploring shared understandings of departmental values and practices;
- Document analysis including the ways in which departments are represented in print and on the web;
- Statistical information, over such matters as patterns of promotion.

Taken together these offered a concise way of 'taking the pulse' of the department, triangulating findings through a range of sources of information. We particularly examined motivation with a range of staff, from junior staff to senior managers and academics as well as administrators. We are not claiming that academic work is entirely unique but we do believe that an academic environment introduces particular features, one of which is the influence of the discipline or professional group. Since most academic staff are reported to feel more of an affiliation to their discipline than to their institution (Jenkins 1996), there are complex motivations for academics. We do not believe academics' behaviour can be explained without looking at these various features of academic organisation and motivation.

Exploring the meaning of a prestige economy

The term 'economy' has both Latin and Greek roots, and refers to household management. It tends now to mean a social system in which goods and services are produced, exchanged and consumed. 'Prestige' has Latin roots; *Præstigium* means a delusion or a trick. Prestige generally refers to the regard for and/or value placed on an achievement,

possession or personal attribute by a community. The Latin origin is significant because the term conveys ambivalence. We may not always like to admit that we are moved by ideas of prestige. This raises interesting problems for the researcher, if some actions are influenced by ideas of prestige that it may not be comfortable for those involved to voice. The term 'prestige economy' was used first by anthropologists (Bascom 1948, Herskovits 1948, Grinev 2005) who were studying cultures in which many transactional actions could not be explained in monetary terms. Other rewards were in play – for example, often the act of making a gift could confer prestige on the giver. The term has not previously been used in the context of higher education, even though the idea of prestige seems relevant to an academic situation where the aim is to produce excellent research that is recognised as such by an academic community. Teaching also has associated prestige, currently being played out through the ways in which National Student Survey league tables pit one institution against another in terms of the quality of student experience.

The role of the department and discipline

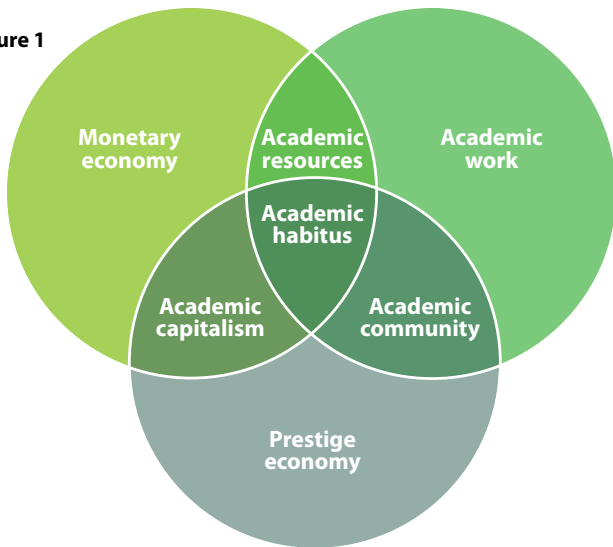
A distinctive feature of academic life is that the academic aspect of institutions continues largely to be organised around disciplines. That is of course a simplification. Many of the most live areas in universities are inherently interdisciplinary – bioinformatics being one example. Much teaching and a certain amount of research is now organised in ways that try to break down disciplinary silos. Nevertheless the discipline and the department remain highly significant.

The discipline is the heart of what is taught and researched. To be credible, a member of academic staff has to belong within the discipline, and must use the conventions of the discipline in order to have a voice. Promotion is still largely on the basis of research excellence, the achievement of which requires the member of academic staff to convince his or her community of colleagues. Although disciplines may be under attack by the speed of epistemological change and fragmentation, they remain highly significant. Previous research showed that the strength of disciplinary identity could make it difficult to persuade staff to engage in interdisciplinary work. Many were not willing to cross disciplinary boundaries and thus risk their careers (Blackmore and Kandiko 2011). Yet the growth of what has been called 'academic capitalism' requires that boundaries are crossed and new connections made between areas of knowledge.

A model of academic motivation

The project made use of a model of academic motivation (see figure 1) that was developed through a previous Leadership Foundation supported project reported in issue 19 of ENGAGE (Blackmore and Kandiko 2009). The model represents intrinsic and extrinsic motivation. Intrinsic motivation is the desire for knowledge that first brought the member of academic staff into research and teaching, noted as 'academic work'. Extrinsic motivation is represented by the 'monetary economy'. The idea of a prestige economy is also included, representing the department or discipline.

Figure 1



Using the ideas of Bourdieu (1988), we can see that these economies deal with different kinds of capital. A discipline tends to make use of cultural capital and social capital. The first of these refers to artefacts, such as books and articles, but also exhibitions and conferences. The institution and the department support these activities through providing 'academic resources'. Social capital refers to connections among people. At the centre of the diagram is the individual, residing in their 'academic habitus'.

There are two areas of particular interest. Firstly, the intersection of learning and the prestige economy occurs when an individual academic joins a disciplinary community. This confers status and permissions, but it also imposes a set of obligations, many of them implicit. This area has been labelled one of 'academic community'. Although the term 'community of practice' (Lave and Wenger 1991) has been used extensively in exploration of academic life, it could be argued that academic work is inherently competitive. So the relationship between the individual and the department is one of tensions.

Secondly there is an intersection between the department and the outside world from which, increasingly, must come resources to support academic work. This is the area known as 'academic capitalism' (Slaughter and Leslie 1997, Slaughter and Rhoades 2004) and is also an area of tension. For some disciplines and for some individuals, boundary-crossing is easy. For others it is not comfortable. This is of course highly relevant in an institution that is trying to increase its applied research activities. In both of these contexts the department is likely to be highly significant in influencing academic behaviour. The model in figure 1 was used during the interviews to explore notions and conceptions of prestige, with particular discussion amongst the areas of academic capitalism and the relation of the monetary economy and academic life.

Some findings

Prestige can be analysed at various levels in academic life. This study explored notions of prestige at the individual, departmental and institutional levels. However, further related aspects of prestige emerged during the study that drew attention to various disciplinary, interdisciplinary, international and external (societal) arenas.

Across disciplinary fields of study, motivation in academic life is largely driven by intellectual stimulation. Junior faculty in particular noted that academia is a hard field in which to succeed, and one has to be very motivated to enter it and continue in it. One needs the internal motivation for learning about the subject to carry on despite the rejections that are an inevitable part of academia. Internal motivation is essential, as academics at a variety of levels noted that there is no great personal wealth to be made in higher education, especially in comparison to other professional fields.

Prestige-seeking and prestige-granting activities varied across the departments and disciplines studied, with differences seen in the relationship of the department to the external world – whether it was contracting clients for research, scientific development, or undergraduate student recruitment. There were also differences in approaches to prestige among academics within the same department. This highlights issues for leadership and management at all levels. For senior leaders, there are opportunities to be strategic in the way individual and group prestige-seeking can enhance institutional prestige and align with the institutional vision and goals. At the level of head of school/college, there are key differences in the ways departments and disciplines seek and gain prestige and the way this impacts on broader goals. For heads of department there are important implications for the way in which roles and duties are delegated within the department.

Institutional prestige was seen as far removed from academics' daily lives; there was a lack of connection to 'those at the top'. Institutional leaders were seen often to have to defer to the judgements of those with expertise at the local level, particularly regarding research quality. Overall there was a sense that legitimacy and respect comes from peers in discipline and department, with the 'institutional' perspective representing the views of 'administration' and 'management'.

Academics noted a lack of leadership training in universities, and the challenge of being promoted for research and then moved into a leadership role. Those in leadership positions noted the importance of the notion of 'relative prestiges' (the fact that many different types of roles can carry prestige, not just 'star' researchers), and that the success of a department is based on a number of different activities. Leaders also discussed the need to support staff but also to challenge them to seek more and 'better' markers of prestige. This is an interesting aspect which suggests there might be benefit in follow-up work in individual departments to explore what prestige looks like, in relation to teaching or research or some other academic activities, rather than assuming a tacit, shared understanding free of tensions.

Many academics see prestige as self-serving, and often not aligned with departmental or institutional priorities. This can lead to discord in departments, where those who seem to seek or attain prestige are not seen as team players in the department. This has also led to some academics turning down opportunities or leadership roles because it did not seem part of the 'academic ethos'.

The project emphasised that the range of roles supporting academic work is wider than ever before. There is a growing body of 'blended professionals' (Whitchurch 2007) who are often undertaking academic work from a nonacademic position, and whose boundary-spanning role is particularly vital in managing the border between the institution and the department.

Significance of the project

In a climate in which universities are being urged to deliver an increasing number of complex outputs there is a clear trend towards more a more direct management approach, which is more centrally driven and has been described as 'managerialism' (Deem et al, 2007). However, it could be argued that issuing instructions increasingly loudly from the centre may not produce results in an organisation that is strongly socialised into disciplinary communities.

Some obvious conclusions suggest themselves. Firstly, ignoring prestige factors will not make them go away. A change initiative that does not take account of local motivators is not likely to succeed. Secondly, money is not the prime motivator in academic life. Many interviewees pointed out that they could earn more elsewhere if they wished. Thirdly, a motivational climate – a prestige economy – contains a complex combination of factors. Finally, the importance of motivating factors embedded locally suggests that change is likely to be best led from within a department if possible.

There are also messages for those who work to enhance university productivity. The steer that is given by arrangements for probation and promotion is likely to be highly significant in signalling what it is that is valued by an institution. Recent trends towards more local treatment of educational development for teaching and learning, with the growth of discipline-related provision, seems to be heading in the right direction, particularly if there is a strong sense of ownership within the department. Estates can have a major role in providing an environment where disciplines can be encouraged to meet and mingle or else retain their separateness. Heads of departments are likely to be highly aware, on an informal level, of what motivates the staff in their department. However, they may not have thought strategically about ways in which a prestige economy can be viewed and managed. This may be a useful focus for leadership development support.

Conclusion

This project is highly relevant to a great deal of the Leadership Foundation's research agenda. It is a key aspect of any leadership role in higher education that requires engagement with academic communities, and it has the potential to have a considerable impact on the effectiveness of leadership development. There are obvious benefits for the whole sector, for this work goes to the heart of one of the most long-running and widely felt concerns among development communities of all kinds in universities – the problem of 'engagement' (Elvidge 2004, 2006). Persuading academic staff, individually and in groups, to make use of the development support that is available to them is a continuing issue. Some suggest that this comes about because developers may not properly understand the cultures with which they work, and may seek to impose their own (McWilliam 2002). Helping development communities to find their way into academic groupings would be immensely useful and could lead to the more effective use of development resources.

We are immensely grateful to the Leadership Foundation for the support they have offered to the project. We believe the idea of a prestige economy makes a valuable continuation to the ways we think about achieving change, in higher education and elsewhere. **E**

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Extension to our Knowledge Bank provision

The Leadership Foundation for Higher Education has been working with GoodPractice since 2004 to provide its members with Knowledge Bank - a world class toolkit to help and inspire better performance in the workplace. We are delighted to announce that we have signed a new deal that secures the resource for members for a further three years.

Accessed via the Leadership Foundation website, the Knowledge Bank has been a popular resource, as demonstrated by the 15,000 pages of resources visited so far in 2011.

Knowledge Bank has a wide range of resources and tools that offer support with subjects including Leadership and Strategy, Managing People, Learning and Development and HR.

The most popular resources this year include Managing Change, Facilitations Skills and Methods, Team Building and Evaluation. Knowledge Bank has developed over the years and now includes a fantastic range of audio content, diagnostic tools, exercises and practical resources sourced from leading thinkers and industry experts.

Paul Curry, director at GoodPractice said "We have always been proud to be associated with the Leadership Foundation and with this new deal we look forward to providing support to its members in the coming years."

Professor Bob Thackwray, the Leadership Foundation's director of Membership and Networks, said "Knowledge Bank is one of

our longest standing membership benefits. I'm delighted we have entered into this new arrangement with GoodPractice. Together we will continue to improve and develop this valuable, highly regarded and popular service to our members". **E**

GoodPractice are keen to share case studies or examples of how members of the Leadership Foundation have successfully used the Knowledge Bank in their institution. If you would be happy to help with this please contact Paul Curry at GoodPractice on 0131 221 3118 or pcurry@goodpractice.com

You can access the Leadership Foundation Knowledge Bank from More Resources section on the home page at www.lfhe.ac.uk

Change Academy 2012

Change Academy 2012 opens for proposals in January 2012. Designed and delivered in partnership by the Leadership Foundation and the Higher Education Academy, Change Academy brings together cross-institutional teams and gives them time and space to think creatively about and develop a major change initiative. It is a year-long process that includes specific development opportunities for nominated team leaders and a four-day residential providing a supportive environment in which the whole team can focus on planning and developing strategies for lasting change.

To find out more and to view video commentaries from 2010 and 2011 Change Academy participants, see our partner's website at: www.heacademy.ac.uk/resources/detail/change/change_academy

"It was a chance to... have conversations about difficult things, to get different perspectives and to do that in an excellently-facilitated space and process that really encouraged that kind of dialogue, and in a way that engaged students to share their experiences and everyone contributed in an equal way"

Change Academy 2011 international team member

"The highlight for me has been the way a group of individuals have come together and a vision that was created by a couple of people has now been shared across a team who are motivated and enthusiastic and have developed an outcome that I think will really transform the way our university develops in the future"

Change Academy 2011 team leader

"Without the Change Academy we would definitely not have achieved our outcome. I think we might have given up! Our change project is difficult but we also know it has the transforming potential we envisioned in our bid. The expert facilitators asked all the right questions and helped us to see a way forward."

Change Academy 2010 team leader

"I had heard how good Change Academy was from colleagues who had attended in previous years. They were right – it was an excellent experience both at an individual and a team level."

Change Academy 2010 team member **E**

A proposal form, guidance and timetable for proposals are also available from the website. For an informal discussion about participation in Change Academy, please contact Dr Lesly Huxley **E:** lesly.huxley@lfhe.ac.uk or Steve Outram **E:** steve.outram@heacademy.ac.uk



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Rob Brydon (who hosted the THE awards), Mark Crabtree, Assistant HR Director, Ewart Wooldridge CBE, Chief Executive of the Leadership Foundation, and Joanne Race, Deputy HR Director.

Durham win

Durham University's Strategy Academy was recognised with the Leadership Foundation-sponsored THE award for *Outstanding Contribution to Leadership Development* at a ceremony in London in December 2011. Judges praised its use of 'real-time' challenges and pan-university approach as a "high-quality progressive and sustainable leadership development programme". Individuals consider strategic issues – such as 'how does Durham achieve its goal of being a top-50 world university by 2010' and 'Developing and embedding university values' - via five one-day modules involving staff drawn from across the institution, and sponsored by Durham's executive committee. **E**

From optional to essential: wellbeing and engagement in the HE sector

By Kim Shutler-Jones, University of Leeds

The project

Improving performance through wellbeing and engagement was a three-year national project funded by the higher education funding councils for England, Scotland and Wales. It was led by the University of Leeds, in partnership with a consortium of 11 other institutions. The key aims and objectives were:

- I To begin to develop evidence to support a higher-education-specific business case;
- I To increase sector understanding around topic-based interventions, their implementation for maximum benefits, and the impact they can have on performance indicators;
- I To increase expertise and build capacity across the sector around the wellbeing and engagement agenda.

Why is wellbeing important?

- I Work as part of the project showed that there is a clear correlation between levels of wellbeing, student satisfaction, research performance and self-rated productivity;
- I Just a 10% reduction in average sickness absence is worth almost £27 million per year to the UK higher education sector (CIPD, 2009);
- I If a 10% increase in performance is worth a minimum 5% of salary (£1,606 per employee), the potential financial gain to the UK higher education sector is over £600 million per year (calculations taken from Robertson Cooper Ltd).

See the project report for more details.

The project has worked closely with major sector associations including AUA, and with trade unions, to inform our work and to ensure that we are meeting the needs of the sector. To date, individuals from over 80% of institutions in England, Scotland and Wales have subscribed to the project website. Reports, guidance materials and case studies are available for download from www.wellbeing.ac.uk.

What comes to mind when we talk about employee wellbeing? A nice relaxing massage at your desk? Free fruit in meetings? Perhaps a cycle to work scheme? None of these things should necessarily be dismissed, and they can positively form part of a bigger package. But, as our work has shown, these are not the things which really impact on how people feel about coming to work or on their ability to do their job to the best of their abilities.

Over the past three years I have managed a national project, funded by the higher education funding councils for England, Scotland and Wales, entitled Improving performance through wellbeing and engagement. This has involved working across the sector to understand what employee wellbeing really means, where we are as a sector, and what things make a real difference.

"These are highly challenging times both financially as well as in terms of the unprecedented rate of change happening around us. And these factors have the potential to result in organisations losing focus on their people and on their longer-term goals. Arguably it is exactly at times like this when we need to ensure we are doing whatever we reasonably can to support the engagement of everyone working in the sector."

Professor Eric Thomas, vice-chancellor, University of Bristol and president, Universities UK

For many of our stakeholders the word 'wellbeing' is not quite right. It can prove impossible to escape the stereotypes and overcome the perceptions that this is a 'fluffy, nice to have' agenda, an unaffordable luxury during challenging times. But however you label it the messages are clear. A healthy, engaged, motivated and high-performing workforce cannot be achieved with superficial sticking plasters, one-off campaigns or solely reactive interventions. These things are not without value, but their impact is unlikely to be sustainable because they rarely tackle the real issues.

The whole staff experience must be considered, with careful consideration given to all of the barriers and enablers for employees. All activity must also be strategically linked – specific to the organisation and context – and fully embedded rather than a bolt-on or new trend.

Of course, this is no mean feat. We are talking about the culture of institutions – deeply embedded traditions and areas which continue to be contentious for many, including the role of leadership and performance management in an academic setting. Meaningful change requires long-term commitment but that is not to say that positive changes necessarily need significant investment of new resources.

Reviewing, realigning and embedding

Our work has shown that, in reality, many institutions already invest in their staff. The crucial question is, therefore, are they investing in the right things? The things that staff want and need? The things which add the greatest value? Is work being considered in line with the organisational strategy? Does it consider the context we are working in, now and going forwards?

Without doubt, the first step for organisations should therefore be to consider what they do already, reviewing and if necessary realigning activities. This also involves embedding the key principles of wellbeing and engagement in current day-to-day activity, for example recruitment and selection, induction and development, promotions and policies.

Many organisations invest heavily in wellbeing. However, we have found that activities are often reactive and interventions-driven. This means that the bigger picture isn't always considered and real underlying issues are not tackled. Reviewing your current activity may lead to some tough decisions. Indeed, some current activities could fall into the 'nice to have' pile, but these could be replaced with new things which have far greater impact.

Developing a joined-up approach

Wellbeing is an agenda which requires the buy-in and involvement of multiple stakeholder groups. As there is no obvious 'home' for

the agenda, it is essential to ensure that a collaborative approach is developed – joining up the activities of HR, occupational health, health and safety, sport and physical activity, staff development etc. Pooling expertise helps to reduce duplication and increase effectiveness. It can also be highly beneficial to consider involving academic experts from within your institution. Crucially, this is not about another working group, without a clear agenda and remit. It sounds obvious, but this needs to be a group committed to making things happen – not another talking shop.

Collaboration can also be extended outside your institution. The universities we have worked with have, for example, found it very beneficial to be able to share ideas, learn from the mistakes of others and solve problems together. There is also further potential for benchmarking and shared services.

Leadership and management

If there is one message to take away it is the crucial role of excellent leadership and management at all levels. Feedback from our stakeholders suggests that this is the most significant enabler for wellbeing and engagement and conversely the biggest barrier when it is not working well. Although much work has been done at an institutional and sector level, it appears that this is still a major challenge which needs to be addressed.

Any attempt to meet the challenge must include careful consideration of the different and unique challenges for different types of leaders – a head of faculty versus a principal investigator, for example, or a service manager versus a technical manager. One size clearly doesn't fit all, and whilst there are some key principles which work across the board they must be tailored for different needs.

Academic engagement

Engagement with academic staff is an area which we have had little time to explore through the project. It is arguable, however, that this should be a major priority moving forwards.

“We strongly believe that our staff are our greatest resource. They deliver a fantastic student experience, and world-changing research. This is why, if we are to get through these difficulties and emerge as strong, resilient institutions, their wellbeing and engagement must remain an important priority.”

Professor Michael Arthur, vice-chancellor, University of Leeds and chair, Russell Group

Changes within the higher education sector have undoubtedly led to mismatched expectations and, in many cases, discontent. The question is, what does this mean when we are so reliant on academic staff to deliver excellent teaching and cutting-edge research? It appears to be increasingly important for institutions to understand the barriers and enablers to engagement, including the things which the organisation is able and willing to do something about – and the aspects which may be out of their control.

Where next?

The future of the wellbeing and engagement agenda in higher education is positive. We have been greatly encouraged to see an increase in the number of institutions taking it seriously, and to see the enthusiasm of individuals building over time, but momentum must be maintained at an institutional and sector level to make things happen.

We have come a long way but there is much to do. As many people have said, most of these things aren't rocket science but they will not be easy and they will take time. We must continue to tackle the negative perceptions, and commitment to meaningful, sustainable change is required. However the long-term mutual benefits cannot be denied. **E**

“Meaningful change requires long-term commitment but that is not to say that positive changes necessarily need significant investment of new resources”



Kim Shutler-Jones

Kim Shutler-Jones, national project manager for Improving performance through wellbeing and engagement, University of Leeds

Stewardship for the project has now been taken over by the Universities and Colleges Employees Association (UCEA). If you are interested in the work going forwards or in playing an active role, please contact Nicola Carter, senior employee relations adviser.

E: n.carter@ucea.ac.uk

DEVELOPMENT

The importance of enterprising leadership

Professor Wendy Purcell, Vice-Chancellor and Caroline Chipperfield, Policy Advisor to the Vice-Chancellor, Plymouth University

Charting new waters

The higher education sector in England is being disrupted and there are choppy waters ahead. Universities are experiencing a fundamental upheaval, the pace of which is fast and furious. Leaders need to issue a 'sailors, take warning' alert, referring to the old saying that a red sky in the morning often indicates bad weather on the horizon. As such, the need for universities to review, revise, adapt and evolve their business model is urgent, but it is important that we consider the leadership challenges and opportunities afforded by this disruption. It is clear that resilience - personal, professional and institutional - together with strategic agility will be key to securing institutional sustainability in this 'new world'. But how might we secure resilience and agility in our organisations through leadership? And what styles and approaches help build and sustain an enabled and flexible people culture across our academic institutions?

Creating vibrant leadership and an empowering organisational culture

It is within this context that Plymouth University, in collaboration with Teesside University, has been leading a transformational project on behalf of Hefce. The project examines how universities are articulating their distinctiveness strategies, and considers the leadership opportunities and challenges underpinning these approaches. From our work it is clear that distinctiveness is a cultural construct catalysed by collective and collaborative leadership. It begins with self-leadership with senior leaders working to offer clarity of purpose in accord with institutional mission. Staff are then empowered to offer breakthrough solutions to deliver reputational advantage and build brand power, whether through advancing the student experience, world-class research, enterprise or other axes of distinctiveness.

In contrast to a top-down model, the 'learn and adapt' model sees senior management setting the strategic direction and building the commitment of self-managed teams to deliver continuous improvement. An enterprise culture relies upon an agility where confidence in ideas and risk-sharing are encouraged, actively championed and rewarded. Authority and responsibility for decision-making are located at the appropriate level closest to the situation at hand. A clear strategy and expressed values with accountable teams monitored against relative performance measures, mainly at team level,

deliver operational excellence and sustained value creation. Decision-making is robust and informed, and ruthless in pursuit of reputational gain.

Enabling enterprise though people

At the root of an enterprise culture is a core belief that all members of the university staff and indeed the entire student and alumni body can be enterprising - particularly in championing the role of creativity and innovation in tackling challenges head-on. AIM Research (Salter et al, 2010) showed that academics are five times as entrepreneurial as the general public but often do not see themselves in this way.

At Plymouth we recognise that people are both the reason for, and the route through which we deliver, our distinctiveness. At the heart of this for staff is a shared and robust understanding of 'how we work here' and what success looks like. This has been expressed within our core values and behaviours for staff and leaders alike. We are now integrating it into our new performance management system, which will become the backbone of Plymouth University's organisational system. From this, and into it, we are now routing the wider people-related processes including selection, reward and succession planning.

There are now over a hundred Enterprise Enablers at Plymouth University, working voluntarily to embed enterprise across the institution and to act as catalysts for change. We have intentionally blurred the lines between formal and informal leadership, because concurrent leadership and self-leadership are attributes that release potential, spark ideas, and result in the 'learn and adapt' mindset so critical to enterprise.

Thriving in a new environment

Universities are entering a new market space. In future there will be more overt competition, new models of collaboration based on excellence and strength, and new market entrants. There will be a risk of institutional failure, either in part, through merger or acquisition, or in full. However, the disruptive forces being applied to, and experienced by, the sector also serve to catalyse creativity and innovation. The key to success in this new world is, as it was in the old world, leadership - leadership of self and across all levels of the organisation. Our leaders will need to be creative and entrepreneurial, and have access to a range of new skills and abilities.

They will need to understand the role universities play globally, as centres of innovation, but also locally, as hubs of community cohesion. They will need to learn and adapt in order to accommodate and embrace change, whilst capturing the innovation inherent in change.

The leaders of tomorrow will need to: create a sense of urgency, but not panic; redesign business process in accord with a high level of trust in people to do the right thing, while having robust audit processes; be ruthless in decision-making in accord with delivery against mission; deliver in situations characterised by high levels of ambiguity; learn and adapt and be an effective self- and collaborative leader.

Collaborative leadership

It is this emphasis on collaborative leadership (Ibarra & Hansen 2011) that will be so important as our sector reshapes itself. Leaders need to relinquish the remnants of command-and-control and indeed consensus styles in favour of collaborative leadership. Collaborative leaders think globally and embrace diverse talent to produce results. These are people who strive from the outset to set expectations and value agility in thought and action. Information and authority to make decisions is not solely located in the senior manager but is shared at all levels and locations. In fact, a new form of organisation is emerging - one that is simultaneously innovative and efficient, agile and scalable - and the leadership challenge is in developing these new skills to deliver and maintain this new model.

In order to thrive in the choppy seas ahead, as Antoine de Saint Exupery said, "If you want to build a ship, don't herd people together to collect wood, and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea." **E**

References

Ibarra, H. and M. T. Hansen (2011). "Are you a collaborative leader?" *Harvard Business Review* 89(7/8): 69-74.

Salter, A., V. Tartari, P. D'Este and A. Neely (2010). *The Republic of Engagement: Exploring UK Academic Attitudes to Collaborating with Industry and Entrepreneurship*. Advanced Institute of Management Research report.

SDF Update

It is a pleasure to report good news again and to have something big to celebrate on the SDF front. The new two-day format of the recent joint conference with the Leadership Foundation proved popular; the consensus among our community was that it was essential that we got together but, given the current climate, that it was appropriate to have a more condensed programme over two days rather than our usual three. The Leicester conference was fully subscribed and the feedback excellent. Thanks to all involved, particularly to SDF colleagues who helped develop the programme, to SDF volunteer 'compères' Clive Betts and Rebecca Radics, and to the team from the Leadership Foundation, led by Lesly Huxley.

The SDF Spring Conference will be held in Manchester on 19 and 20 April, hosted by the North West Staff Developers Group and coordinated by SDF Executive member Denise Fieldhouse. The theme is "Inspiring Learning: Enhancing Performance". We are once again trying to ground the conference in everyday practice – avoiding didactic plenaries, offering colleagues a range of techniques to think about and use, and having fun. We would like

to encourage delegates from across all staff development functions including administration. Sessions agreed to date include how to manage teams in a changing environment, the use of storytelling in development, coaching supervision, energy and music, and a Business Simulation trailer. We are currently looking to offer optional evening entertainment facilitated by local CAMRA members, involving beer tasting and our 'malt teaser' quiz!

The conferences give us a great chance to network and showcase our many achievements. These include the suite of SDF National awards now recognised and accredited by the ILM, brought to the table by SDF CPD lead Keith Willis with John Doidge and Sally Burnham. The SDF is also about to launch a self-nominated fellowship scheme for excellence in staff development and/or associated activities, together with an honorary fellowship, nominated by SDF colleagues, offering special recognition for service in higher education staff development.

Other major achievements include the recent successful SEDA/JISC bid led by Andy Wilson on



digital literacies, a complex topic for many of us. Andy leads on projects and publications for the SDF and is currently working to develop an SDF digest.

We have widely consulted on our CPD open workshop programme and have a list of essential topics ready for launch.

So we march on into the new year in good shape. We have numerous offerings, and discussions are under way with other higher education staff organisations about cooperation. We also continue our relationship with the Leadership Foundation, and we are extremely grateful for their wonderful support. It is a relationship that is stronger than ever, and the symbiosis between the organisations is becoming more widely understood as our joint communications machinery and output continues to highlight the many benefits of Leadership Foundation membership. **E**

Matt Levi
Chair, SDF
www.staffdevelopment.ac.uk

Advice to aspiring academic and research leaders

Ewart Wooldridge CBE, Chief Executive

The term 'Herding Cats' can be regarded as an overused cliché employed by platform speakers trying to say something funny about the leadership of academics. Those who want to spice up their presentation then embed the YouTube short film of cats being herded over the prairie – a masterful and amusing piece of film editing, but one which gets rather repetitive.

But the 'Herding Cats' which I strongly recommend is a delightful, compelling, funny but tough-minded book by two hugely experienced authors, drawing on a plethora of insightful and inspiring quotes from a range of commentators who really understand higher education. We owe a lot to Sir Graeme Davies and Geoff Garrett for breathing new life into the term, and offering us some tremendous insights into good leadership thinking and practice.

They address all the key areas of running universities – from institutional culture to collaborations, getting the job done, managing the people and leading strategically.

Each section is peppered with well-informed comment and apposite quotations. Let me just mention three which say so much about the frustrations – and delights – of leadership in this sector.



The first is about collaborative leadership – something the Leadership Foundation works away at developing in leaders on our programmes:

'It's really hard getting people to understand why collaboration is so important and that these are higher-order skills they need to acquire. They can acknowledge this intellectually, but every fibre in their body (and their experience and history) is pointing diametrically in the other direction.

We continuously underestimate the tendency and ability of individuals and groups to silo themselves. And we still have to work very hard to get communication across groups that we thought were communicating.'

And again, on the development of leadership capability at senior levels: 'Leadership development is critical for our future. We need to put substantially more effort here. It's probably the chief executive's only sustainable legacy. If I had my time again I would devote three times as much time and resource in nurturing our leadership development programmes.'

And finally, on equality and inclusiveness: 'I tried always to find ways of making it very clear that our support and technical staff were very important – joint common rooms, visibility and senior-level representation on promotions committees, and even down to equality of car parking – the latter not without some contention, I might add!'

Please keep this book beside you – it's a gem. **E**

Herding Cats: Being Advice to aspiring academic and research leaders by Graeme Davis and Geoff Garrett, published by Triarchy Press (16 Aug 2010), £14.25 at Amazon.co.uk



Local dancers provided pre-dinner entertainment



Renée Raper of Robert Gordon University



Leadership Foundation's Ginie Willis advises SDC guest

Developing Higher Education: a Wapping moment?

This was just one of the questions posed during the opening panel discussion at the Staff Development Conference in November, as panellists Bahram Bekhradnia of HEPI, Christina Yang Zhang, NUS and Ewart Wooldridge CBE, Leadership Foundation reviewed the fundamental changes in the sector. Over 100 colleagues from UK and international institutions gathered in Leicester to engage in a mix of plenaries and parallel workshops on the theme of **Developing Higher Education: strategies for the new era.**

Through discussion and Q&A, a consensus emerged on the uncertainty, complexity and indeed chaos evident in government thinking on higher education and its role in society and the economy. Despite these concerns, delegates and panellists alike were clear that considerable opportunities could be created and that, for many institutions, one benefit of the lack of clarity was an increasing level and quality of dialogue amongst and between staff, and staff and students, that had not been evident before.

This was the eighth conference developed in partnership by the Leadership Foundation and the Staff Development Forum and the third to feature the GoodPractice Impact Award, which was won by colleagues from The Robert Gordon University for the success of a behavioural interviewing approach to selection. Delegates were able to find out more about their work, and that of other finalists

Staffordshire and Heriot-Watt universities, during the exhibition and Knowledge Exchange.

For the first time, the conference ran over a shorter (two-day) timeframe, a move appreciated by delegates, alongside the quality of the content, as reflected in the conference evaluations:

"Reducing to two days is sensible in this climate. Parallel sessions I went to were all outstanding, best I have been to... there is some really fab practice going on out there."

"Most of the keynotes were of a high quality and the break-out sessions were very interesting indeed. I came away with a fistful of ideas."

"The combination of plenary, workshops and opportunities to network was just right."

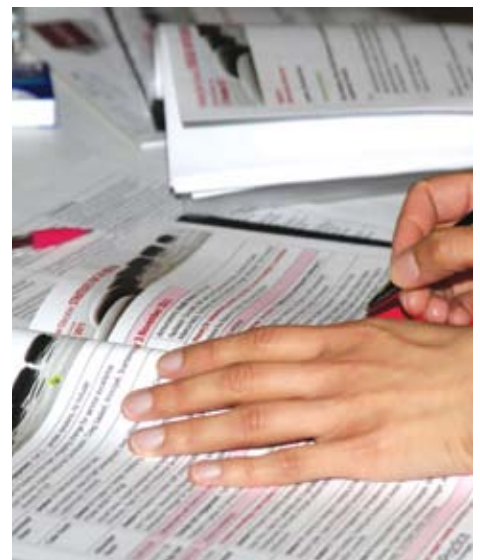
"The quality of the speakers and the breakout sessions I was involved in were excellent. I also thought the knowledge and expertise of the delegates was very impressive."

The event was facilitated throughout by volunteers from the Staff Development Forum, Clive Betts from the University of Exeter, and Rebecca Radics, Nottingham Trent University. Plenary sessions offered case studies, models and resources around public engagement, academic motivation (see In Practice in this

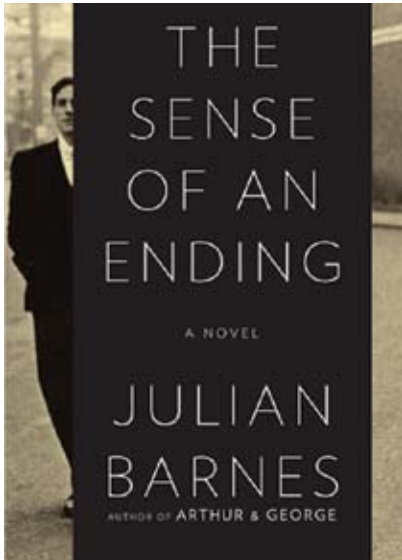
issue), metrics, lean approaches and workforce planning. Parallel workshops clustered around the themes of change and engagement, leadership and management development and strategies for meeting future development challenges. Nick Payne, graphical recorder, captured key points throughout, a process which was also much appreciated by delegates:

"The graphic reveal was excellent and really helped embed and consolidate the themes." **E**

Presentations from the event can be found at: www.lfhe.ac.uk/membership/sdcs/sdc2011/index.html/



The Sense of an Ending



Making sense of an ending, or getting a sense that there is an ending? The title is as absorbing, ambiguous and infinitely thought-provoking as the novel itself, and sets the benchmark for this fantastic piece of literary craftsmanship. Julian Barnes has taken the baton here and really run away with it. Not only is it worthy of its recent accolade, this Man Booker Prize winner is a fable and life enhancer for us all.

The reader picks up the thread as the narrator begins to reflect on his days of youthful exuberance and the naivety of his schoolboy theorising. The novel questions the concept of history, both through the early scenes of classroom debate and in the more general theme of judging the reliability of nostalgia. The tale is told largely in retrospect, bypassing the central character's adult working life and leading the reader through to his retirement and inward reflection on his youth, loves, life and losses.

There's an interesting method to Barnes's novel; the characters given the least amount of limelight on the page are the ones that are, eventually, most central to the purpose of the story. The point of this seems to me to be twofold. Firstly, the 'sliding doors' philosophy applies to us all, and a series of single interactions, or crossing of paths, however brief, essentially builds the framework that takes us unwittingly through our lives. And secondly, the book questions our own perceptions and character judgements of people. We often think we detect everything we need to know about a person within the

first few minutes of meeting. But are first impressions often false impressions? Can we really judge the books by their covers? Barnes seems to argue to the contrary, as we spend seven eighths of the book loathing, loving, empathising and sympathising with the characters, all of whom are painted emotively by the narrator. The truth in the story, and the true natures of the characters, are only exposed in real terms in the final chapters.

To rationalise too deeply would be to give too much of the story away. The ingenuity is really in the style of writing. Each paragraph gives us cause to reflect, literally to pause from the page and think about our own attitudes and opinions. The book challenges acceptance of the mundane life in places, and constantly questions the plausibility of ignorance. All told, the narrator seems to be the only one who makes it to the end of his life with any semblance of health or normality, though one could argue that this is solely by virtue of his own misguided understanding of just about everything that has ever happened to him. He seems, frustratingly, to be comforted by his own average humdrum existence, but how many of us can say we don't find a similar solace in routine?

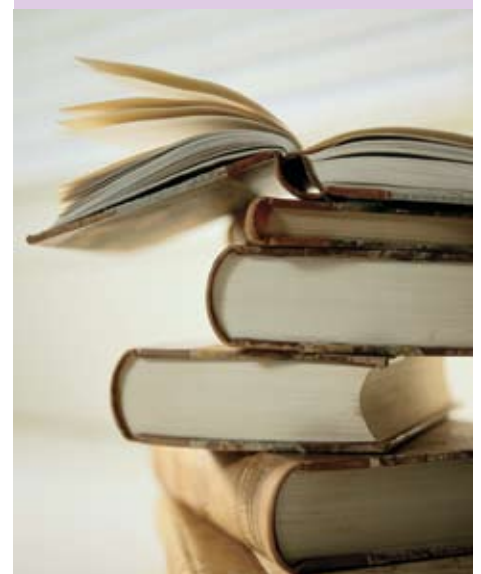
The success of *The Sense of an Ending* is in the writer's ability to subliminally ask us to stop taking things for granted, or at least acknowledge when we do, even if only for the duration of the novel. The twists and revelations as the book progresses are intended to shock and designed not to be predicted. Certain elements of the story are some of the most self-searching and deplorable that I have ever read, establishing the narrator as a cringeworthy figure in my mind, but also helping the reader to reflect on the regrettable knee-jerk reactions that moments of anger and ignorance often give rise to.

Mentally challenged, and a little surprised by the heightened sense of emotion, you finish *The Sense of an Ending* wondering how so many life stories could have been so expertly crafted in just 160 pages. Try picking up another book, any other book, at this juncture and it simply won't cut the mustard. **E**



PROFESSOR DOMINIC SHELLARD

Professor Dominic Shellard joined De Montfort University in June 2010 as vice-chancellor and chief executive. He began his academic career at the University of Salford before joining the University of Sheffield in 1996. He received a personal chair in 2003, was appointed head of the School of English Literature, Language and Linguistics in 2004, and became a pro-vice-chancellor in 2008. An author of nine books, he is also the leader of the British Library's Theatre Archive Project.



THE SENSE OF AN ENDING

BY JULIAN BARNES

Publisher: Jonathan Cape (4 August 2011)

Format: Hardback, 160 pages

ISBN-10: 0224094157

Price: £6.49 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.

TMP28 **Nomination Deadline:**

Friday 24 February 2012

Orientation: Friday 8 June 2012

Week A: Strategic Responses to a Rapidly Changing Future

Monday 2 - Friday 6 July 2012

Action Learning: Tuesday 11 September 2012 and

Coaching: Tuesday 27 November 2012

Tuesday 30 or Wednesday 31 October 2012 (either), plus 1 session of remote coaching late December 2012

SSL: System Level Leadership

Wednesday 14 November 2012

Week B: Leading the High Performing Organisation

Monday 14 - Friday 18 January 2013

Price: £10,995

International Week: Policy, Power and Politics

Now offered separately. Participants choose one or more options from:

Option 1: London and Europe Destination

Monday 3 - Friday 7 December 2012

Price: £4,100

Option 2: Middle East

Saturday 29 September - Thursday 4 October 2012

Price: £4,750

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.

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: Marriott City Centre Hotel, 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.

PSSL16 Application Deadline:

Friday 2 March 2012

Module 1: Unpacking Strategic Leadership

Tuesday 20 - Wednesday 21 March 2012

Venue: Bristol Marriott Hotel City Centre

Module 2: Strategic Leadership in Action

Tuesday 29 - Wednesday 30 May 2012

Venue: Marriott Hotel City Centre, Bristol

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.

HOD14 Application Deadline:

Friday 13 April 2012

Module 1: Tuesday 1 - Wednesday 2 May 2012

Module 2: Tuesday 26 - Wednesday 27 June 2012

Venue: Cardiff

Price: £2,800

INTRODUCTION TO HEAD OF DEPARTMENT

IHoD provides the opportunity to explore the knowledge and skills required to undertake this pivotal role and helps participants identify their personal leadership style.

IHoD1 Application Deadline:

Friday 2 March 2012

Dates: Wednesday 28 - Thursday 29 March 2012

Action Learning: Wednesday 25 April 2012

Venue: York

Price: £1,400

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 7 March 2012

Tomorrow's Universities: Tomorrow's Challenges

Date: Wednesday 18 April 2012

Venue: London

Price: £325 each programme

£595 both programmes booked together

ESSENTIAL SKILLS

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

The Marketing Programme

An essential introduction, tailored to meet the needs of managers leading projects or areas of operation within their institution who require a better understanding of the principles and practice of marketing and the changing HE marketplace.

Date: Tuesday 13 March 2012

Venue: London

Price: £395

Line Manager as Coach

Encouraging managers to consider a coaching approach to enhancing performance.

Date: Thursday 3 May 2012

Venue: London

Price: £395

Essentials of Finance

Covers the unique financial attributes of higher education.

Date: Thursday 17 May 2012

Venue: London

Price: £395

Leading Your Technical Team

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

Dates: Thursday 5 - Friday 6 July 2012

Venue: York

Price: £750

PROFESSIONAL PROGRAMMES

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

Managing Through Complexity

A stepping stone for new and established managers working in libraries, information and digital and student services area of HEIs.

Cohort 2:

Module 1: Tuesday 15 - Wednesday 16 May 2012

Module 2: Tuesday 12 June 2012

Venue: Midlands

Price: £995

GOVERNOR DEVELOPMENT PROGRAMME

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

Strategy, measurement and impact

Consider the central issues for a board undertaking its strategic roles in an increasingly competitive environment.

Date: Thursday 8 March 2012

Venue: London

Price: £395

Making governance work for staff governors

Provide an overview on how to balance more effectively the responsibilities of the staff body with the corporate governance of the institution.

Date: Thursday 19 April 2012

Venue: London

Price: £395

Protecting reputation, positioning for success

Explore the key roles of the governing body to promote institutional reputation.

Date: Thursday 26 April 2012

Venue: London

Price: £395

Fundamentals

Three short sessions covering fundamental topics that are crucial in the current climate.

Date: Thursday 24 May 2012

Venue: Bristol

Seminar 1: The big picture

Times: 9.30-12.30

Price: £180

Seminar 2: Financial health

Times: 13.15-16.15

Price: £180

Seminar 3: Collaboration

Times: 16.30-18.30

Price: £120

Price all 3: £360 if booked together

CONFERENCES

Research Leadership: policy - practice - partnership

Significant shifts in the research landscape have largely been missing from recent policy discourse, yet their implications are potentially far-wider reaching, posing challenges and opportunities at individual, institutional, national and international levels.

Date: Thursday 9 February 2012

Venue: London

INTERNATIONAL

ILDIP 2012: 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.

ILDIP: Atlanta

Dates: Sunday 13 - Thursday 17 May 2012

Price: £4,450

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:

Sweta Purohit, Consultancy Business Manager

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