

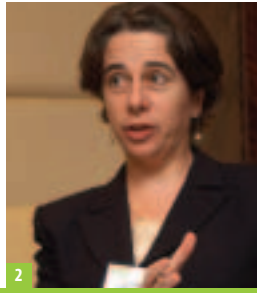
# THE EVOLVING AGENDA



**LEADERSHIP, MANAGEMENT AND  
GOVERNANCE IN HIGHER EDUCATION**

**ENGAGING  
WITH LEADERS  
IN HIGHER  
EDUCATION**

**Leadership  
Foundation**  
for Higher Education



**LEADERSHIP SUMMIT 2004, 8-9 DECEMBER, HOTEL SAINT GREGORY,**

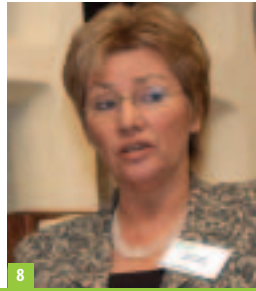




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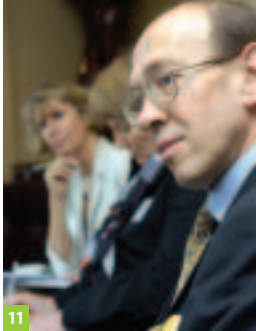


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## SHOREDITCH, LONDON



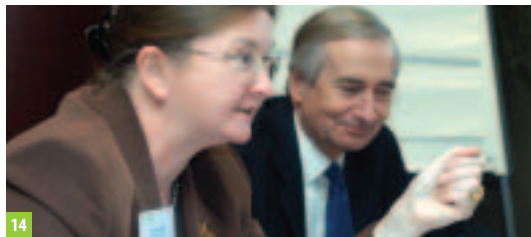
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### TOP ROW (LEFT TO RIGHT)

- 1 **Peter McCaffery**, Pro Vice-Chancellor, London South Bank University.
- 2 **Liz Elvidge**, Academic Staff Development, University of Cambridge.
- 3 **Stuart Bartholemew**, Principal and Chief Executive, Arts Institute at Bournemouth.
- 4 **Dianne Willcocks**, Principal, York St John College.
- 5 **Neil Harris**, College Secretary, St Martin's College
- 6 **Elaine Thomas**, Director & Chief Executive, Surrey Institute of Art & Design
- 7 **John King**, Executive Director, Cardiff University.
- 8 **Joan Stringer**, Principal & Vice-Chancellor, Napier University.
- 9 **Eric Thomas**, Vice-Chancellor, Bristol University.

### SECOND ROW

- 10 **Pamela Taylor**, Principal, Newman College of Higher Education and **Michael Borkan**, HEFCE.
- 11 **Alison Johns**, HEFCE, **Robin Middlehurst**, Leadership Foundation and **Richard Brown**, Chief Executive, CIHE, in the foreground.
- 12 **David MacLeod**, Towers Perrin.
- 13 **Roderick Floud**, President, London Metropolitan University.
- 14 **Glynis Breakwell**, Vice-Chancellor, Bath University, and **Ewart Wooldridge**, CE, Leadership Foundation.
- 15 **Ewart Wooldridge** with **Richard Chait**, Harvard University.

### THIRD ROW

- 16 **David Walker**, The Guardian.
- 17 **Paul Sabapathy**, Chairman Board of Governors, University of Central England.
- 18 **Ewart Wooldridge**, with **Rachel Gumbi**, Vice-Chancellor, University of Zululand, **Richard Chait**, Harvard University, and **James Ross**, Chair of the Board, Leadership Foundation.
- 19 **Francesca Fowler**, Director of HR, Nottingham Trent University.

### FOURTH ROW

- 20 **Robin Middlehurst**, Leadership Foundation and **Richard Chait**.
- 21 **Michael Osbaldeston**, Cranfield School of Management.
- 22 **Peter Gregson**, Vice-Chancellor, Queen's University, Belfast.
- 23 **Chris Walsh**, Dean of Humanities, University College of Chester.
- 24 **Stephanie Marshall**, Leadership Foundation and **John Lauwerys**, Secretary and Registrar, Southampton University.

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## FRONT COVER PICTURES (LEFT TO RIGHT)

- 1 PROFESSOR PETER GREGSON**, President and Vice-Chancellor, Queen's University, Belfast.
- 2 DR GEOFFREY COPLAND**, Vice-Chancellor, University of Westminster and **ALISON JOHNS**, HEFCE.
- 3 LINDA HOLBECH**, Director of Research & Strategy, Roffey Park.
- 4 PROFESSOR GLYNNIS BREAKWELL**, Vice-Chancellor, University of Bath, with **EWART WOOLDRIDGE**, CE, Leadership Foundation in the background.

## Acknowledgments



Our thanks go first and foremost to all the HEIs for making the Leadership Summit 2004 possible, by taking part in the interviews, the consultation and attending the event last December.

Particular thanks to Professor Robert Boucher, Professor Sir George Bain, Professor Sir Colin Campbell, Professor Michael Clarke, Sir David Watson, Dr David Baker, Professor Glynis Breakwell, Professor Alan Gilbert, Dr Jonathan Gosling, Dr David Grant, Rebecca Nestor, Professor Peter Scott, Professor Eric Thomas, Fiona Triller, Janet Orgill, Professor Michael Osbaldeston, Professor Lesley Wagner, Alison Johns, Professor Diana Green, Professor Gerald Pillay, David MacLeod, Towers Perrin, and David Walker of *The Guardian*.

Our thanks also to Professor Richard Chait, Harvard University and Professor Rachel Gumbi, University of Zululand for ensuring that the event began with both a reflective and rousing start.

Throughout the Leadership Summit project many people offered us advice, tips, support and suggestions, among them were Will Hutton and Dr Karen Janman from the Work Foundation, Tony Hall now at the Cranfield School of Management, Sir Alan Wilson and Martin Williams at DfES, Andrew Jackson of Stanton Marris and Linda Holbeche of Roffey Park.

Particular thanks to Tricia Wombell for organising the teams that saw both the event and this report through from initial ideas to final production.

A handwritten signature in black ink that reads "Ewart Wooldridge." The signature is written in a cursive, slightly slanted style.

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

# Introduction

**THIS REPORT IS PUBLISHED ON THE FIRST ANNIVERSARY OF THE LEADERSHIP FOUNDATION FOR HIGHER EDUCATION. IT IS AN IMPORTANT MILESTONE IN DEFINING THE EVOLVING AGENDA FOR LEADERSHIP AND ORGANISATIONAL DEVELOPMENT IN HIGHER EDUCATION.**

While we have devoted energy in the first year to developing new services, such as the Leadership Series, the LF Fellowships, the Mentoring Scheme and the Governor Development Programme, our overriding priority has been to engage with leaders at all levels about their development priorities. In addition to visiting over half of the UK's higher education institutions, we commissioned the Work Foundation to carry out a structured consultation involving face-to-face interviews and an on-line questionnaire, which saw over 70 higher education leaders taking part. We brought all these inputs together at our Leadership Summit held in London on 8/9 December 2004.

This publication reports the outcome of our consultations and the insights gained from the Leadership Summit in particular. It is intended as a framework to stimulate an analysis of needs across institutions and to refresh the process where leadership development is well established.

What is crucial is to recognise the diversity of the 167 higher education institutions which we serve: there is no single model. Leadership happens at all levels and is driven by the context of change facing institutions.

This is an evolving process. In the appendix to this Report, you will see details of our Research Programme, our Fellowships and Small Development Projects, which will provide further intellectual and practical stimulus to the analysis of leadership development across the sector. We are also currently undertaking a needs analysis across all 21 Scottish universities and colleges and are planning something similar with Welsh institutions and across at least one English region.

**I hope you will find this a useful catalyst and stimulus. Whatever stage you are at in leadership and organisation development, it might be helpful to put this on the agenda of your management team meeting over the next couple of months. Please use the comments and insights of your colleagues as a stimulus for discussion. Call us at the Leadership Foundation if you would like us to be involved in any way. (Full details of how to contact us are at the end of this report).**

# 1. Strategic Leadership Context in HE: The Drivers for Change

The issues in this Report are closely linked to a set of internal and external drivers. The 167 institutions served by the Leadership Foundation present a very broad spectrum of size, organisational cultures and capacity for change, and these drivers will therefore affect each HEI differently.



## 2. Insights from the Leadership Summit

What follows in this section is not a systematic analysis of priorities. We have simply captured the key insights from the Leadership Summit under the main themes of the roundtable discussions. We hope they provide a stimulus for institutions to take stock of their own positions on leadership development.

### A. Succession Planning

*"Succession planning is essential and universities on the whole are not very good at it, I guess for two reasons. One, because we are not very good at talent spotting, but we have had to get better at it not least because in the much more competitive world we live in, if you do not spot your talent, someone else will spot it and seduce it away. So one of the things that we, like many other institutions, are trying to do is to find some effective mechanism for succession planning."*

**Professor Diana Green,**  
Vice-Chancellor, Sheffield Hallam University

#### DEFINITION

*"Succession Planning has to be on the agenda of every institution"*

Succession planning is about taking action at the right stage to find and develop those with the ambition, ability and proven track record to reach senior institutional roles, and to check current succession strength for key functions.

#### DISCUSSION

- Leadership roles are not esteemed as highly as academic careers. People are not motivated by the prospect of a career change into a role that may be less "intellectually challenging". We need to identify more role models of effective leadership behaviours.
- Need to change the perception that leadership means "administration" and "compliance". Clarify the role and contribution of leadership at senior levels, so people have an accurate picture of what leadership means.
- Apply more thought to career structures for "relatively undervalued administrative roles". Re-badge them as, for example, "Professional Services" or "Professional Support".
- Give people an insight into what leadership roles are really like through job shadowing,

change projects and development programmes. Find opportunities for secondments, within and beyond the sector.

- Accept that a consequence of 'growing' highly effective people is that they may leave to work elsewhere. HEIs have a responsibility to enable people to fulfil their potential. Being known as a good place for career development can enhance the institution's reputation and attract the best people.
- Put succession planning on the business agenda:
  - Identify talented people with potential and review/support them periodically.
  - Know the roles where it is hard to find good candidates (e.g. Finance Directors, Human Resources and Estates), and ensure you have an effective retention strategy for the people you have.
  - Have a strategy to deal with under-performers who block the career opportunities of talented people beneath them.
  - Charge your own teams with identifying successors to their own roles and ensure this process is cascaded down the institution to ensure the talent pipeline is healthy. Develop a broad and deep cadre with leadership potential. Consciously avoid "cloning". Trawl from the widest possible pool.
  - Strike a healthy balance between developing internal candidates and recruiting externally for key roles.
  - Ensure individual aspirations are taken into account. Leaders should have open, honest conversations with individuals about their personal goals and development needs.
  - Make it clear that the job of every leader and manager is to develop others.

### B. The Characteristics of Leadership

*"The networking of a Vice-Chancellor is an absolutely crucial part of a Vice-Chancellor's role. I say that my job is to lead and represent this organisation, and that representational part is through the external and internal networks."*

**Professor Eric Thomas,**  
Vice-Chancellor, Bristol University

#### DISCUSSION AND INSIGHTS

- Effective leaders lead a process that brings real clarity and shared commitment to institutional purpose and mission, whilst respecting the collegial nature of their community. Vision does not derive from top leadership alone. They need to encapsulate the vision that others may have developed and then promote it through consistent behaviours.
- Leaders have a responsibility to create a culture and climate where people want to work and to be.
- Different types of leadership are required for the different challenges faced by institutions. For example:
  - The academic icon – particularly in research-led institutions.
  - The fundraiser – more common in the US.
  - The visionary/energiser – particularly where the institution is going through change.
  - The healer – where the institution has been in crisis, or people are demoralised, and recovery is the first priority.
- Because institutional challenges change over time, leadership must evolve. Leaders need to discern which style is appropriate and change with the new requirements.
- The effective leader in higher education requires the cognitive capacity to hold and reconcile multiple frames of reference, often within short spaces of time. These might include entrepreneur, thought leader, bureaucrat, high-level negotiator and conflict resolver.
- Leaders must have "fresh eyes", the capacity to carry on their first year's behaviour of asking questions, listening and challenging, for as long as they possibly can.
- The distinction between leadership and management may be unhelpful. Heads of institutions need to be competent at both.
- Managing relationships is key. Whether relations with funding bodies, other institutions, the community or governing bodies, leaders require a cocktail of diplomacy, conflict management and constructive challenge skills.

■ Good fortune and serendipity play their part in effective leadership. Successful leaders sometimes can organise themselves so that good luck is more likely to happen and, when it does, they are positioned to profit from it.

■ Leadership happens at all levels and many of the skills required of Vice-Chancellors and Principals are relevant to other leaders, including Heads of Department and Deans.

■ Skills that might be taught to tomorrow's leaders by the Leadership Foundation could include:

- Understanding financial analysis.
- Oversight of large programmes and projects.
- Building and developing the leadership team.
- Working with networks.
- Media awareness.
- Customer focus – perceptions and realities.
- Fundraising processes.

## C. Leading Change

*"The greatest challenge for this university is, I guess, to deliver the very ambitious programme of change that we have set ourselves to respond to some of the globalisation challenges that most universities have to deal with."*

*"I think the key challenges are in a sense the same as they have always been, that there is an eternal question which is, how do universities improve their standing and reputation? They do that by competing in three markets. First of all, the market for students, secondly for staff, and thirdly for resources, particularly financial resources. What is happening at the moment, I think, is that all of these markets are becoming increasingly competitive and they are becoming global."*

**Professor Gerald Pillay,**  
Vice-Chancellor, Liverpool Hope University College

### THE CHALLENGE

■ Higher education has coped with a relentless process of external initiatives over the last ten or fifteen years. It has coped extremely well and shown itself to be very resilient. The particular challenge in the next five years is

the sheer complexity and multiplicity of external drivers for change and the need to move into a more proactive mode of developing change initiatives.

### DISCUSSION

■ One of the strongest challenges for leaders at all levels (particularly at the top) in relation to change is that of energy. Change by its very nature generates a lot of negative energy inside organisations, and the key skill is to work with the multitude of communities within an institution to turn that negative energy into something that is positive and focused. At the same time, the effort required of leaders in relation to change itself rests on huge reserves of physical and mental energy to see the process through.

■ Successful change management is not just about what the future requires. It is about engaging with the past and building on the enduring features of inherited behaviours that are still relevant, in order to build confidence for a different future.

■ Clearly, one of the main roles of a leader in change, is to communicate very clearly. But that role is more than just communicating the message of change. It is about mediating and interpreting the various agendas, external and internal, and bringing them together into a corporate, coherent story which will command the support of key interest groups in the institution.

■ The act of storytelling is a key skill in taking change forward – that is, both continually telling and retelling a compelling story of the need for change and also promoting the stories of successful change across the institution.

■ Change will come in a variety of ways – it can be planned, it may be opportunistic, or simply re-active or a mixture of all three! Whichever its source, the same skills and systematic approach should be applied – listening, engaging, persuading, and removing the inevitable fear of change.

■ Whilst a lot of the process of making change happen can be delegated to other members of the leadership team, the key task of conveying the main reason for change and engaging with

key stakeholders, internally and externally, cannot be delegated very far. Engaging and connecting in this way is one of the key skills of a leader in a change process.

■ Because people are wary of change, transformational change is tough to pull off. What can help is:

- A compelling intellectual and emotional case which focuses on opportunities, not problems.
- The courage to take personal reputational risks.
- Absolute conviction about what you are doing.
- Unfreezing the culture of resistance.

■ Change leadership is lonely. Leaders need safe places to talk to others who have similar challenges. The Leadership Foundation can provide opportunities for that kind of forum for constructive or personal reflection.

## D. The Role of the Vice-Chancellor/Principal

*"I think the chief role of a Vice-Chancellor is leadership, not management, and I think management is the ability to cope with complexity, to devise procedures and systems that produce order and harmony out of chaos perhaps, but certainly in complex organisations. I think leadership is the ability to cope with change, to set a new direction, and to motivate people to follow that direction. It is much more important they have the skill to lead people, and by that I mean the ability to get someone else to do what you want done, because they want to do it."*

**Professor Sir George Bain,**  
formerly Vice-Chancellor, Queen's University, Belfast

### DISCUSSION

■ There is a gradual re-balancing of the internal and external role of heads of institutions in higher education towards the latter. Unlike the US, where Presidents are primarily outward facing and spend 60% of their time fundraising, the external leadership role in the UK tends to be shared across the senior management team and among some Governors, playing to individual strengths and interests.

■ Although leadership is shared within the senior management team, for some decisions the VC/Principal alone is accountable. VCs are left with the role of bringing closure to debate and consultation at the right moment and making the tough decisions.

■ Balancing leadership, management and governance issues is crucial.

■ The role is tied to “the office”. It is symbolic and highly significant. Whilst the concept of shared and distributed leadership is crucial, in many areas only the VC/Principal can represent the institution.

■ The scale of the role varies considerably, “from sheep dog” (keeping things on track) to “shepherd” (leading from the front). Remember that sheepdogs need to bite occasionally!

■ There is an ambassadorial role which involves representing a wider set of causes than just those of your own institution.

■ The demands and expectations of leadership are changing as the role of institutions changes. The job of the VC/Principal is to assess the trends, decide where the business is and should be going, and move with the times.

■ Beware of management by assertion or assumption! There is a need for capacity building to develop, interrogate and use management information more effectively. More overtly evidence-based decision making in leadership is necessary.

■ The VC/Principal’s role involves leading the institution into the future while keeping peoples’ attention on the present. The VC/Principal has a choice about how to do this. S/he can either:

- “Create a credible picture of the university that people will want to follow”
- “Edit, shape and mould the vision into existence”, recognising that the vision is the legitimate responsibility of a host of stakeholders.

■ The VC/Principal role was described by one head-hunter as “the most complex CEO role”. It

feels complex because of “the number of interfaces that have to be managed, the lack of power, the consensual nature of the business, the complexity of agendas, and the scarcity of resources”.

■ VC/Principal performance is judged on the success of the institution. There is an important distinction between the standard measures of performance (RAE, QAA, league tables) and what makes a real difference. If research performance is the key challenge, it is no surprise that a VC/Principal can be personally involved in 170 of 260 professorial appointments!

■ Relationships with the Chair and wider governance arrangements are crucial.

## E. Senior Team Development

*“It is a complex issue as to how you actually develop the very top team because of course clearly these are people who often have overwhelmingly large amounts of responsibilities and accountabilities, and carving out the time for their development is difficult. Furthermore, what they require for development is of course determined by what stage they are at in their career.”*

**Professor Eric Thomas,**  
Vice-Chancellor, Bristol University

### DEFINITION

Based on an assumption that leadership can be shared or distributed among members of a team, top team development focuses on building effective team leadership capabilities to shape the future of the institution and lead it to success.

87% of respondents to the Leadership Summit survey agreed that they would benefit from further team development, only 26% know what type of team development would most benefit them, and only 23% know how to access this.

19% have experience of team coaching, and all of them found it at least quite useful – making this approach the most highly regarded form of team development.

### DISCUSSION

■ Team effectiveness is influenced by the size of the team (“shouldn’t be more than six”) and clarity about roles and purpose.

■ Top team membership requires a role transition from collegiate representation to cabinet responsibility. “All must strive to own the outcomes”.

■ Melding the contribution and capability of top team members from both academic and service provider perspectives is a particular challenge.

■ “Remove the operational clutter from the top” – it is difficult to be strategic when overwhelmed with detail.

■ Pay attention to tenure and turnover in the top team – and shaping a strategy to allow “departure with dignity”.

■ In order to get people to work together you should aim to:

- Get the fundamental team structure and direction right.
- Socialise team members by sharing formative experiences – “you need to know enough about each other to know how each will behave”.
- Balance the essential challenge process with support and constructive processes.

■ What can help is:

- A facilitator or team coach with experience from other sectors but sympathetic and attuned to the complexities of the higher education context.
- “Psychometrics” – Myers Briggs, Team Management Profiles, Team Role Analysis – all are effective in helping to understand different behaviours and preferences, and to hold up the mirror to increase self-awareness.

■ The Leadership Foundation should find and recommend a register of facilitators in whom senior leaders could have confidence – “our facilitator has become almost like a core member of staff”.

### 3. Conducting a Leadership Development Needs Analysis

Many have asked whether there is an ideal methodology for conducting an assessment of leadership and organisational development needs. There are of course many ways of doing it. Within the Leadership Foundation team, there is wide experience of doing it both inside and outside HE. We are currently undertaking an analysis across all 21 institutions in Scotland and will be doing something similar in Wales and in at least one English region.

We would distil the following guidelines:

- Leadership and support from the senior team and other key players – the process will raise expectations, and needs to be set in the context of a clear vision and strategy for the organisation.
  - Outside expertise – there may be sufficient expertise within the staff development or HR function to do this, but use of a skilled outside consultant may be wise. The Leadership Foundation can help with this directly or by pointing to sources of help.
  - Ownership – it should not be seen as owned by one department such as Staff Development or HR – the ownership should be much more broadly distributed.
  - Individual and organisational needs – it will need to reflect the requirements of both individuals and the organisation, and the former will need to be separated out into a distinct report and handled on a completely confidential basis.
  - Issues driven – it is wise to make it as driven as possible by issues that are affecting the organisation at the time. (You might create for your specific institution the equivalent of the ‘drivers for change’ chart at the beginning of this report).
  - Individual and collective perceptions – interviews should involve both individuals and groups.
  - The broader view – views of stakeholders outside the institution would be helpful.
- Benchmarking – it may be helpful to use some of the assertions and insights from this report as a catalyst, such as:
    - Succession Planning
    - Senior Team Development
    - Leading Change
  - The need for follow-through – it will lead to an expectation that some change and activities will happen in this area and should not be undertaken if that prospect cannot be entertained.
  - Leadership development activities and processes need to be closely linked to live/real issues.
  - Leadership development needs to be closely integrated with wider organisational systems and processes (e.g. HR functions)

## 4. Generating Ideas – Disseminating Practice

The Leadership Foundation's Leadership Summit is just the beginning of a continuous process of:

- Gathering evidence and generating ideas
- Stimulating debate and challenging practice
- Disseminating new practices

Our Research Programme, our Leadership Foundation Fellowships and our Small Development Projects are just three examples of key ways which we will create a body of evidence and provide a stimulus for change.

### LF RESEARCH PROGRAMME

The Foundation sought expressions of interest and proposals in September 2004 in relation to an initial set of topics agreed by our Board:

- The future context and shape of leadership, management and governance (LMG) in UK higher education
- Becoming a leader in higher education including career patterns and selection processes
- LMG in practice: evolving roles and specific portfolios (eg leadership for quality teaching, leading research, leading strategic partnerships)
- Leadership development: evaluation and impact

Following a rigorous selection process and with the help of referees and the Foundation's Research Advisory Panel, we are in the process of finalising and confirming an initial group of commissioned projects, some of which will be supported jointly with partners. The projects cover a range of topics and include cross-sector and international comparisons and points of reference. An indicative (and not yet complete) list includes the following:

- Developing Collective Leadership Capability in Higher Education: Processes, Practice and Performance; **Jonathan Gosling, Richard Bolden, University of Exeter**
- Effective leadership in higher education: an analysis of the research literature from other sectors; **Alan Bryman, Loughborough University**

- Characteristics, roles and selection of Vice-Chancellors; **Glynis Breakwell, University of Bath**
- Managing time – work-load allocations and their impact; **Peter Barratt, University of Salford**
- Professional managers in higher education: preparing for complex futures; **Celia Whitchurch, King's College London**
- Higher education leadership of regional and local governance partnerships: learning from good practice; **Glyn Owen Associates**
- Human Resource Management, Leadership and Performance in UK universities; **David Guest, King's College London**
- Composition, challenges and changes in top team structures in UK higher education institutions; **Steve Woodfield, University of Surrey and Professor Tom Kennie, Nottingham Trent University**
- The role and influence of the Secretary in relation to governing bodies in higher education; **David Llewellyn, Harper Adams University College**
- Departmental leadership for quality teaching – an international comparative study of effective practice; **Graham Gibbs and colleagues, University of Oxford**
- UK universities and their executive officers: the changing role of Pro-Vice-Chancellors; **David Smith and colleagues, University of Leeds**

We have also commissioned Glasgow Caledonian University to undertake a major study on diversity and gender issues.

Projects will start at different points in 2005 and will report at intervals on their findings.

Professor Robin Middlehurst,  
Director, Strategy and Research

### FOR FURTHER INFORMATION ON LF RESEARCH CONTACT:

Rob Robertson,  
Senior Project Officer  
E: [rob.robertson@leadership-he.com](mailto:rob.robertson@leadership-he.com)

### LEADERSHIP FOUNDATION FELLOWSHIP AWARD HOLDERS

The LF Fellowships have been created to support organisational development and change projects within an institution. More than a third of the sector bid for the pilot's £1m, and the first 25 selected projects (listed below) will begin in early 2005 and be completed in the Autumn. The next round of applications for Fellowships will start in May 2005.

- 1 Embedding diversity in Leadership and Management at the London Business School **London Business School**
- 2 The management of the process of institutional review and change necessary to make an application for Degree Awarding Powers **University of Wales, Aberystwyth**
- 3 Developing a strategy for the recruitment, development, optimal performance, progression and retention of excellent staff at all senior management levels **University of Oxford**
- 4 Embedding equality and diversity in leadership and management through learning partnerships **University of Bradford**
- 5 To continue and conclude a process of development engagement between the University and its Students' Union **University of Warwick**
- 6 Management by Processes and Facts (working with the EFQM Excellence Model) **Liverpool John Moores University**
- 7 Project to enhance equality and diversity procedures within the university **Cardiff University**
- 8 The South-West Research Alliance: sustaining international research excellence **University of Bath**
- 9 Wider Management Mentoring Programme for Women and Ethnic Minority Managers in particular – in partnership with the Public and Private sector **London South Bank University**

- 10** Development and embedding of 'global perspectives' across the university curriculum  
**Institute of Business and Law, Bournemouth**
- 11** Management Development Programme  
**University College Chester**
- 12** Building on existing achievements in developing academic leadership and management capacity  
**University of Edinburgh**
- 13** Leading change in scholarship and research  
**Newman College of Higher Education**
- 14** The human consequences of a radical change to organisational structures at APU  
**Anglia Polytechnic University**
- 15** Leadership and Strategy  
**University of Leeds**
- 16** Towards a learning organisation: capacity building in business and community engagement  
**College of St Mark and St John**
- 17** Achieving a spread of good practice across all activity undertaken by the university  
**University of Portsmouth**
- 18** Structures and development plans to enable the university to attract and retain high calibre applicants and reduce unnecessary turnover  
**Napier University**
- 19** Working to connect the service and academic departmental sides of IT and IS  
**University of Reading**
- 20** The Leadership, Management and Governance of International Collaborative Academic Projects  
**Queen Mary, University of London**
- 21** HR transformation – a new service model  
**De Montfort University**
- 22** Succession planning  
**University of Newcastle upon Tyne**
- 23** Building on the Change Academy project 'Joined up-thinking in teaching, learning and assessment'  
**University of Manchester**

**24** TRUSST: The road to a university service strategy  
**University of Wales, Lampeter**

**25** Toward integrated student support  
**Kingston University**

Professor Stephanie Marshall,  
Director, Programme Development

**FOR FURTHER INFORMATION ON LF FELLOWSHIPS CONTACT:**

Sarah Hubbard,  
Project Officer  
E: sarah.hubbard@leadership-he.com

**SMALL DEVELOPMENT PROJECTS AWARD HOLDERS**

The Small Development Projects support investigation and application of good practice among practitioners providing leadership development services, advice and information within institutions. For the 2004-5 application around 30 bids were received. The outcomes of these projects will be showcased at the annual Staff Development Conference in November 2005.

**1** An evaluation of learning in the CALM (Coaching, Action Learning & Mentoring) Network for Higher Education (West London)  
**St George's Medical Hospital School**

**2** Providing E-Learning to help institutions meet corporate governance and equal opportunities training needs  
**Institute of Cancer Research**

**3** Leading change in higher education: a 2-day conference  
**North West Regional Staff Development Group**

**4** Mapping the extent, content and quality of development provision for middle managers in higher education  
**University of Oxford**

**5** Improving the process of how leaders receive and use staff feedback to inform organisational development  
**De Montfort University**

**6** Signalling Progress: Developing Performance Management Indicators  
**University of Wales Institute, Cardiff (UWIC)**

**7** Innovative Leadership Development: the Design, Implementation and Evaluation of an Innovation Lab (iLab) based Leadership Development Programme  
**University of Essex**

**8** MOSAIC (Maximising Opportunities Skills and increasing Confidence): A personal development programme for Men & Women  
**University of Leicester**

**9** National Conference on Equality & Diversity in Education  
**Liverpool John Moores University**

**10** Developing Action Learning Expertise and Knowledge  
**The Midlands Group**

**11** Leadership Styles for Work-Life Balance  
**Oxford Brookes University**

**12** Aligning Individual Development to Institutional Strategic Goals  
**North East Wales Institute**

**13** Developing Capacity of Heads of Department  
**University of Strathclyde**

**14** Integrating Professional Groups to Create New Opportunities  
**Bournemouth University**

**FOR FURTHER INFORMATION ON SMALL DEVELOPMENT PROJECTS CONTACT:**

Professor Bob Thackwray,  
Director, Publications & Membership  
E: bob.thackwray@leadership-he.com

Dr Liz Elvidge,  
Leadership Foundation Associate  
E: liz.elvidge@leadership-he.com

Stuart Hunt,  
Leadership Foundation Associate  
E: stuart.hunt@leadership-he.com

**LIST OF THOSE WHO WERE INTERVIEWED FOR THE LEADERSHIP SUMMIT SURVEY;  
A FURTHER 60 VICE-CHANCELLORS AND PRINCIPALS ALSO TOOK PART IN THE ON-LINE SURVEY.**

■ **Professor Sir George Bain,**  
formerly Vice-Chancellor,  
Queen's University Belfast

■ **Professor Robert Boucher,**  
Vice-Chancellor,  
University of Sheffield

■ **Professor Sir Colin Campbell,**  
Vice-Chancellor,  
University of Nottingham

■ **Professor Michael Clark,**  
Vice-Chancellor,  
Birmingham University

■ **Sir David Watson,**  
Vice-Chancellor,  
University of Brighton

■ **Dr David Baker,**  
Principal,  
College of St Mark and St John

■ **Professor Glynis Breakwell,**  
Vice-Chancellor,  
University of Bath

■ **Professor Alan Gilbert,**  
Vice-Chancellor,  
University of Manchester

■ **Dr David Grant,**  
Vice-Chancellor,  
Cardiff University

■ **Professor Diana Green,**  
Vice-Chancellor,  
Sheffield Hallam University

■ **Alison Johns,**  
Head of Leadership,  
Governance and Management, HEFCE

■ **Rebecca Nestor,**  
Deputy Director,  
Institute of Learning and Teaching,  
University of Oxford

■ **Janet Orgill,**  
Staff Development Manager,  
Sheffield University

■ **Michael Osbaldeston,**  
Director of Cranfield School of Management,  
Cranfield University

■ **Professor Gerald Pillay,**  
Vice-Chancellor,  
Liverpool Hope University College

■ **Professor Peter Scott,**  
Vice-Chancellor,  
Kingston University

■ **Professor Eric Thomas,**  
Vice-Chancellor,  
Bristol University

■ **Fiona Triller,**  
Staff Development Manager,  
Leeds Metropolitan University

■ **Professor Lesley Wagner,**  
Chair,  
Higher Education Academy

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English Regions
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(including Small Development Programmes)

**Leadership  
Foundation**  
for Higher Education

88 Kingsway  
London  
WC2B 6AA

T 020 7841 2800  
F 020 7681 6219  
E [info@leadership-he.com](mailto:info@leadership-he.com)  
**[www.leadership-he.com](http://www.leadership-he.com)**