

The perception of the contribution of LMD programmes to OD & culture change

AN INITIAL EVALUATION OF THE PERCEPTION OF THE CONTRIBUTION OF
LMD PROGRAMMES TO OD AND CULTURE CHANGE
IN UK HEIS

Final Report to the Leadership Foundation for Higher Education

July 2010

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INTRODUCTION

Leadership and Management Development (LMD) is often cited as the key to culture change and is still a priority area for development activities in Higher Education (HE). Particularly in the current financial climate, institutions are concerned to make best use of all available resources and to show progress against goals and indicators.

The purpose of the project was to explore, within a number of Higher Education Institutions (HEIs), the contribution that LMD programmes are perceived to make to the achievement of organisational culture change and to clarify the basis of those perceptions. Using the recommendations generated by the HEFCE-funded LGM081¹ project as a starting point, the objectives were to:

1. Establish what LMD interventions were chosen within the selected institutions, why they were chosen, and what impact those interventions are perceived to have had
2. Produce a set of context specific case studies which can be used to help institutions consider the impact of their LMD activities in the context of the achievement of cultural change
3. Critique and evaluate a range of leadership and management interventions in supporting cultural change, paying particular attention to the mix of in-house and external provision chosen

¹ Chambers, J., Huxley, L., Sullivan, P. & Thackwray, B. (2007) Enhancing Organisational Development in English Universities. London: HEFCE.

BACKGROUND

A literature search was conducted² to find studies published since 2005 which examined the use of LMD, organisational development (OD) and supporting change through LMD in the UK HE sector. The findings were very limited, with two main studies providing the backdrop to this research.

The first of these is “Enhancing Organisational Development in English Universities” by Chambers et al. (2007)³, which aimed to help English HEIs become more self-sufficient in:

- Identifying their own OD needs
- Managing and sustaining an effective response to those needs
- Recognising and learning from good practice elsewhere.

From their survey, 92% of the 60 respondent institutions reported they were engaged in institution-wide improvement ventures, with some of the most-reported foci of OD interventions being improvements to leadership and management capability (85%), and, to a lesser extent, culture change (75%). Chambers et al reported that HEIs were confident of their capacity to manage organisational change, and yet the interview data were sometimes at odds with the survey data. The interview findings demonstrated that where investment had been consistently maintained over a number of years, LMD programmes were now being seen to make a difference, with contributors emphasising the importance of modelling by senior staff of desired behaviour sought by the institution. It was noted that “it was extremely difficult to identify with any confidence any direct contribution to the achievement of organisational goals” (p.22), reflecting the conclusions of Guest and Clinton (2007)⁴.

Chambers et al gave a number of recommendations, including that at an institutional level universities should; improve the process for choosing the focus of an OD intervention; and select, collect and make appropriate use of data at both the diagnostic stages and as a means of monitoring progress and evaluating outcomes. It is these recommendations which are supported by the outcomes of this project.

The second study of particular interest was published during the lifetime of this project in November 2009, and provided a detailed description of the current state of leadership development in UK HEIs

² Using infoLINX metasearch, ingenta connect and Google Scholar

³ Chambers, J., Huxley, L., Sullivan, P. & Thackwray, B. (2007) Op. Cit.

⁴ Guest, D.E., & Clinton, M. (2007) Human Resource Management and University Performance Final Report. Research and Development Series. London: Leadership Foundation for Higher Education.

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(Burgoyne, Mackness & Williams, 2009⁵). It demonstrated that although HE has made significant progress in leadership development in recent years, and it remains high on the agenda, most is concentrated on individual leaders and their own development, leaving room for “more alignment of leadership development with strategic goals and organisational change” (p.2). The literature review highlighted the way in which leadership development can be targeted at differing levels within an organisation: on senior leaders; individual leaders; top teams (for collective capability); and most importantly for the current study on the collective culture of the organisation (the latter two visible in culture change and OD initiatives). Although a trend was found towards hybrid programmes which combined individual and organisational development, it was noted that 80% of the available budget was focused on development of senior leaders as individuals, despite clear indicators that leadership development only contributes to organisational performance when used as part of a ‘bundle’ of activities.

The Burgoyne et al study found that although implementing new organisational strategy was identified as an aim of leadership development interventions, and that those interventions were gradually becoming more integrated into strategy and OD initiatives, emphasis was still on individual education, training and development. This shows that despite increasing integration, “most HEIs are still at a relatively early stage in their understanding of the possible role of leadership development as a potential catalyst for organisational change” (p5). In order to address the question of how to use limited resources more effectively, it was suggested that leadership development needed to be more tightly related to OD and culture change initiatives at all levels. The findings also showed that systematic and explicit evaluation was not the norm – although the questionnaire responses indicated that evaluation *was* taking place, the interviews showed that this tended to be an aspiration rather than a reality.

The relationship between LMD interventions and culture change within institutions has not been explicitly examined in the literature. However, a limited number of other papers were found, some of which described individual interventions (e.g. Turnbull and Edwards, 2005⁶). The paper by Middlehurst, Goreham & Woodfield (2009)⁷ providing an overview of work commissioned by the Leadership Foundation between 2005 & 2008 also provided minimal evidence of work investigating the role of LMD in culture change, further highlighting the need for additional research in this area within the UK HE sector.

⁵ Burgoyne, J., Mackness, J., & Williams, S. (2009) Baseline Study of Leadership Development in Higher Education Final Report. London: Leadership Foundation for Higher Education.

⁶ Turnbull, S. & Edwards, G. (2005). “Leadership Development for Organizational Change in a New U.K. University.” *Advances in Developing Human Resources*, 7(3), pp 396-413

⁷ Middlehurst, R., Goreham, H. & Woodfield, S. (2009). “Why Research Leadership in Higher Education? Exploring Contributions from the UK’s Leadership Foundation for Higher Education.” *Leadership*, 5(3), pp311-329.

METHODOLOGY

The project was conducted in two phases:

- a scoping survey examining the current use of LMD programmes and interventions and their relationship to culture change and OD within institutions
- semi-structured interviews providing more detailed information on the perceived impact and effectiveness of LMD programmes in effecting culture change

The purpose of the survey⁸ was to establish an overview of LMD activity to support culture change in the sector. Using the Bristol Online Survey⁹ resource, a questionnaire was circulated probing what, why and how institutions were trying to achieve with their LMD programmes, how these related to the achievement of culture change and how success was being monitored and evaluated. The Organisational Development in Higher Education (ODHE) group and members of Universities HR and the Staff Development Forum were invited to complete it. Survey responses were received between 30 June 2009 and 18 March 2010, at which point twenty usable responses had been received (12% of the 164¹⁰ publicly-funded UK HEIs¹¹). Pre- and post-1992 were equally represented.

The semi-structured interviews were used to expand initial findings suggested by survey responses. It was hoped to capture critical incident stories demonstrating the perceived different levels of impact contributed by in-house and externally delivered LMD activities and to capture similarities and differences in current practice. The questions comprised those from the survey, plus two additions: where staff/organisational development sat within the institution and whether or not any part of the institution had achieved iIP. Interviews were conducted in ten institutions, chosen to represent both pre- and post-1992 HEIs, a reasonable geographical spread (including one Scottish and one Welsh institution) and members of each mission group, as well as those not engaged with a group. As with the survey, respondents were assured of both institutional and personal anonymity. Nineteen individual interviews were then conducted with staff involved in or responsible for LMD, OD or culture change initiatives, (including at four institutions which had completed the initial survey). Where more than one member of staff within an institution was interviewed, participants were interviewed separately to examine differing perceptions *within* participating institutions. Interviews took place between December 2009 and March 2010 and all but one were carried out face-to-face, with anonymity guaranteed.

⁸ The survey can be seen in full in Appendix I.

⁹ Further information can be found at: www.survey.bris.ac.uk (accessed 25 January 2010)

¹⁰ HESA, 8 December 2009

¹¹ Burgoyne et al (2009) elicited 102/162 responses (63%) after considerable efforts were made to ensure good response rates.

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OVERVIEW OF FINDINGS

The reported roles of those who contributed to this data can be seen in Table 1.

Role	Survey responses	Interview
HR Director	0	3
Assistant/Deputy HR Director	3	2
Head of Staff / Organisational Development	11	6
Staff / Leadership Development Manager/Adviser	6	5
Other (Registrar, Deputy Academic Registrar, Academic HoD)	0	3
Total	20	19

Table 1. Numbers of survey and interview participants and their roles

SECTION 1: GENERAL

The first section of the questionnaire and interview examined general aspects of LMD and OD and culture change within the institutions. The opening question related to responsibilities within the institution, the results of which can be seen in Figure 1.

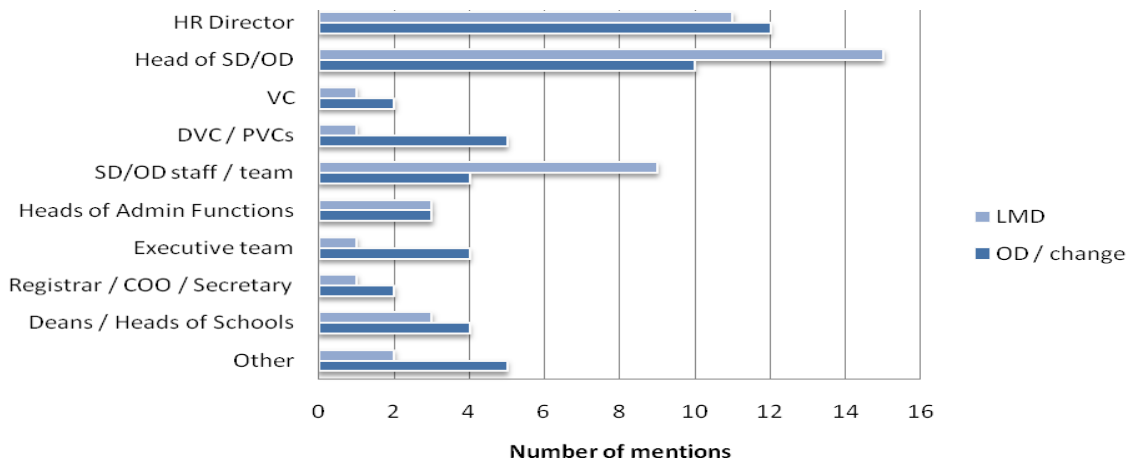


Figure 1. Survey responses to key people responsible for LMD and OD/change initiatives

All but one of the responses in the “other” category received only one mention each, and included a range of senior roles. As with the survey, interviews indicated that responsibility for LMD within the

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institution was likely to lay with the Staff Development/OD function (as well as the VC/executive and individual managers) whereas responsibility for OD was more likely to be dispersed.

A follow-up question investigated who made the decisions regarding the use of leadership and management development interventions to effect culture change, for which the survey results are summarised in Figure 2.

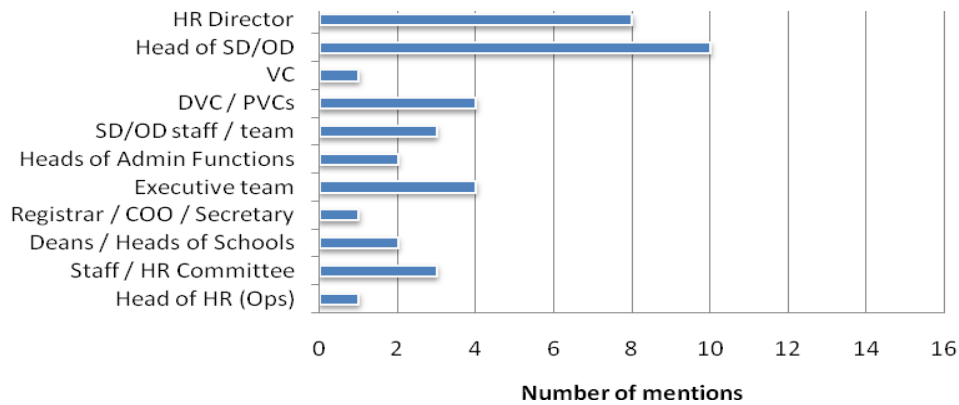


Figure 2. Survey responses re decision-makers regarding the use of LMD interventions to effect culture change

From the survey, the responses regarding decision-making were less clear cut than those concerning where responsibility lay. For all but one institution, the decision was made by a number of people or involved a process, for example, OD Manager “makes recommendations, suggests methods etc. The Head of Staff Development and the Director of HR take it further to get the necessary decisions...” (pre-1992, Russell Group). In that case, the Director of HR was on the University’s executive team. Three institutions cited the HR or Staffing Committee, indicating strategic direction from that group.

When asked who made the decisions regarding the use of LMD to effect culture change, interview responses ranged from the VC and Executive, to the HR Director, to all line managers. The overall feel from those with the institutional responsibility for LMD was that they undertook the decision themselves, and in four institutions, the VC’s executive team were also involved. It is interesting to note that where more than one person was interviewed within an institution (i.e. at five institutions) there was limited agreement between interviewees; in two cases the key players were the same but a range of other contributors were suggested.

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The next question “What institutional-wide strategies do you have (e.g. Leadership and Management, OD, Staff Development etc.) and how are they linked?” elicited survey responses that showed four institutions had these covered by the HR strategy, three explicitly referred to an LMD strategy, whilst two had a leadership development framework (in one case with an HR strategy linking OD and LMD). In one case the “University Strategy explicitly references L&D, SD and OD” (post-1992, University Alliance), whereas another noted “we do not have a concept of organisational development” (pre-1992, Russell Group). One institution reported an evaluation strategy, along with a succession development strategy and a coaching strategy. Overall, six institutions indicated what they did have was linked to the institutional strategic plan, and to other development or HR strategies. During the interviews, no-one reported having an institutional OD strategy, and LMD activities were often part of a broader HRD, HR or institutional strategy.

The interviews included a question about the institutional HR/SD/OD set-up. Interestingly, all interviewees reported that the staff and learning development function was a part of HR, with three explicitly reporting that OD was part of HR.¹²

In the light of the current financial situation, budgets for both change initiatives and LMD activities were then investigated. Seven institutions failed to specify a budget for change projects, one did not know, and only six were able to provide a figure. This reflects the nature of such projects, and the fact that they are often complex and may involve a wide constituency within an institution. In some cases funding was split across a number of departments and was not centralised.

Responses to a similar question about LMD provided a clearer picture, with sixteen respondents providing a figure (ranging from £30k to £380k). In two cases it was all part of a general training and development

¹² The nature of this relationship is currently being explored in another Small Development Project: Developing Synergies between HR and Staff Development: A review of models of institutional organisation, and joined up working. <http://www.lfhe.ac.uk/research/smallprojects/sdp2010projects.html>

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budget. These figures are in line with those reported by Burgoyne et al (2009)¹³, who showed that leadership development spend was broadly in line with student numbers.

¹³ Burgoyne, J., Mackness, J., and Williams, S. (2009). Op. Cit.

Section II: Current Leadership & Management Development Programme

The LMD interventions offered by institutions ranged from first-line managers provision to senior management development programmes. Other LMD activities within institutions typically included: coaching, mentoring and action learning; an annual leadership succession strategy group; performance & development review; senior staff events; the creation of a change team; and 360° feedback. Forums, good practice or masterclass sessions, briefings and other networking opportunities were also mentioned.

Reported usage of Leadership Foundation provision shown by the survey is shown in Table 2¹⁴. Of the twenty survey respondents, six did not use the Leadership Foundation open programmes at all. No patterns emerged with respect to combinations of programmes chosen. During the interviews, a number of references were made to use of the LF open programmes but only for ad hoc, individual development, with no institution using them in a systematic way.

Institution	Total
Top Management Programme	11
Senior Strategic Leadership	11
Preparing for Senior Strategic Leadership	9
Head of Department (including Scottish programme)	5
Registrars' Programme	3
Future Leaders	3
Leading Teaching Teams	1
Research Team Leadership	2

Table 2. Use of Leadership Foundation programmes by survey respondents

External providers included Common Purpose, Ashridge, Roffey Park, Stonewall, the Tavistock Institute, Harvard, Stanford, and the Institute of Education. Said (Oxford), Cranfield & London Business Schools were also mentioned, as were the Association of Business Schools programmes. Four institutions did not list any external provision in the survey, and only one referred to the Change Academy.¹⁵ Again, interview data was consistent with survey data on this question, with a number of institutions using outside providers or consultants to deliver LMD interventions. Two institutions had developed bespoke programmes in conjunction with the LF.

¹⁴ It should be noted that after a free text box for in-house provision, a list of LF programmes was provided without any stipulated timeframe. This may therefore mean that the data represent usage over a longer period of time.

¹⁵ A year-long programme run jointly by the HEA and the LFHE, supporting change teams from participating institutions. <http://www.heacademy.ac.uk/ourwork/universitiesandcolleges/changeacademy>

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SECTION III: HOW ARE YOUR LMD PROGRAMMES SEEN TO RELATE TO YOUR INSTITUTION’S CHANGE PROGRAMMES?

All but one institutional survey response posited links between the LMD programme and institutional change. Responses can be seen in full in Table 3.

Institution	
A	Linked to Leadership Competency Framework so explicitly aimed at aligning culture to University Strategy map via development related to competencies
B	The Academic Head of Department Programme is being used to support the development of a more focussed leadership culture amongst academics
C	The leadership programmes, particularly the SMDP is seen as being a useful vehicle to support our change objectives and goals, particularly in achieving cultural change and more effective leadership and management. The Senior Staff events are very much linked to the University's Change Agenda and are used to disseminate important messages and foster a collaborative approach to achieving the goals set out in that agenda.
D	Leadership and management programmes including a change management programme to respond to the organisational changes that are underway, including faculty restructuring.
F	Always. Key messages from Board, e.g.: sharpen focus on performance issues or from HR e.g.: incorporate more E&D elements from Health & Safety are regularly incorporated into training. Involving senior staff as mentors as well as past participants.
G	Ongoing, main thrust around change of Academic Strategy
H	Linked to University strategy. University Strategy and the resulting "work-plan" includes a section on ways of working and the development of leadership and management capacity
I	We rarely do so explicitly but we know it impacts. Much of our leadership development is about what the individual needs. We try to avoid "sheep dipping" etc. Even our programmes change year on year and nothing is mandatory. However our culture is changing and our opinion survey told us that we have some transformational managers so we know our LD work is impacting at a very critical level and therefore influencing the success of the university. This is recognised and reflected in quite healthy budgets and a very high commitment to LD from the top.
J	Aligned to competency framework to promote increased leadership capability
K	LMD is undertaken primarily in support of individual managers
L	To improve performance, practice and up-skill to support strategic objectives
M	Embedded part of any key change working with leaders to ascertain need
N	The LM Framework has been developed to support Leaders and Managers in effecting culture change. This Framework is also used in support of Appraisals - again instrumental in effecting change. Strong and effective links with the L&M programme and initiatives around organisational development/ change management.
O	They directly support the University's strategy and are aimed at equipping leaders with the knowledge/skills/behaviours to support delivery of the strategy
P	The whole thrust of our leadership and management development programmes is to embed a change in culture based on our values.
Q	The link is weak, a recent example is the 'leading change' programme we have linked to a restructure, but it is late in the process to have built capacity prior to the restructure.
R	Wellbeing and stress project included specific mandatory sessions for managers which is now part of the Leadership and Management series.
S	Emerging now out of staff survey and new senior management team
T	Not explicit but actually they do, and deliberately so in the case of Senior Academic Leaders and ILM3.

Table 3. Survey responses to “When and how do you use LMD to support culture change?”

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Despite the above data, the interviews provided limited evidence that links were being made between LMD programmes and culture change. The strongest links were when the desired culture had been clearly identified, with one institution noting that once this was the case, the LMD provision was made to clarify the links between activities designed to effect the change, providing a framework through which managers could engage with those activities. However, the data overall indicated that the desired culture had not been sufficiently articulated or had not been articulated in an OD way (linked to a range of other activities all designed to facilitate the necessary changes). Although attempts *are* being made to use LMD to leverage culture change, there is an apparent disconnect between what the desired outcomes are and what institutions are actually doing. Typically (and in line with Burgoyne et al.'s findings of 2009) responses indicate that LMD is being used in a standalone way, rather than being integrated as part of a range of activities used to develop the organisation. On a positive note, there is evidence of a lot of activity being undertaken in terms of developing leaders and managers but not specifically linked to developing organisational culture. Rather, it's related to the perception that enhanced leadership and management capability is needed.

When the survey asked which internal programmes were used to support the current change programme, four institutions stated that all their LMD provision supported the current change programme, with another citing it as an aspiration – “They all will once developed and delivered” (pre-1992, not in a mission group). Two institutions reported that none of their LMD provision was used to support the current change programme and two did not respond. There were also two references to programmes specifically designed to look at change management skills (rather than specifically being designed to support an explicit desired change in culture).

Closer examination of the interviews showed that in general, although it was believed that LMD was being used to support culture change, the actual desired change was not clearly articulated (although this may have been due to the nature of the questions used). Reports were that it was either not explicit, or not systematic.

Only six institutions reported using external programmes to support the current change programme, summarised in Table 4. It was clear from the interviews that no institutions were methodically using external programmes in this way (except the two working with the LF).

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Institution	
F pre-1992, Russell Group	LF's <i>Research Team Leaders</i> for PIs and aspiring PIs, and LF's <i>Preparing for Senior Strategic Leadership</i> for newly-appointed Heads of School. The purpose is to achieve a pool of staff with common roles/responsibilities who talk the same language and can support each other and help the institution meet its goals. We use the LF for things that are credible and already developed, but add on our own modules and support networks.
L pre-1992, no group	ECIU Leaders Programme Action Learning Sets to improve performance, practice and up-skill to support strategic objectives.
N post-1992, no group	Regional action learning networks, Roffey Park managerial programmes and LF programmes are used to achieve a shared understanding of what it means to be an effective leader and manager in a university setting and to have an appreciation of L&M in other sectors. The purpose is to encourage a shared knowledge of leadership and management issues to promote a greater understanding.
O pre-1992, no group	Collaborative ILM programmes, LF and Universities Scotland programmes as appropriate to individuals. Purpose is to achieve wider networking and broader strategic thinking, as well as a greater understanding of the current climate in the sector. External programmes are used to enable leaders to mix with others outside of their own environment.
P pre-1992, Russell Group	Team at the Change Academy in order to achieve the University vision and long-term sustainability. This is being achieved using a strategy map using the Balanced Scorecard, in order to: Keep key activities and supporting functions in balance; Engage with all staff
T pre-1992, 1994 Group	Trying to make HoDs more proactive in designing the way the University works and more coherent and communal in approach, as they are key people but are currently isolated.

Table 4. Survey responses to “Which external programmes have been used to support the current change programme: what are you trying to achieve? Why are you trying to achieve it? How are you trying to achieve it? Why are you doing it that way?”

SECTION IV: WHAT IS THE PERCEIVED IMPACT OF YOUR LMD PROGRAMME ON CULTURE CHANGE?

The final section explored perceptions of impact of LMD programmes on culture change within institutions, examining the effectiveness and how this and impact were being assessed.

The first question simply asked whether the LMD programme was effective in achieving culture change. Survey responses can be seen in Figure 3.

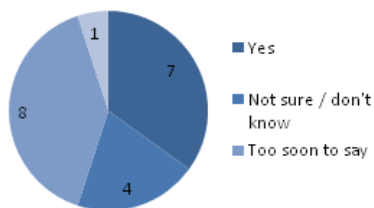


Figure 3 Survey responses to the question "Is it effective?" looking at the impact of LMD on culture change.

Interviewees were generally positive in response, although a number of responses emphasised how hard it was to measure this. A number of contributors stated that they believed or hoped it was, whereas at least two felt it was too soon to say. There was a general feeling from the questionnaires that the use of LMD to support culture change was indeed effective, although this tended to be qualified:

"I think to a certain extent a lot of what my team do is based on faith..."
(Head of Staff / Organisational Development, pre-1992, Russell Group)

In a number of cases, it was too soon to gauge the effectiveness:

"We're getting there; not sure if we're there yet. 2-3 years ago it would've been 'no'...not quite sure we're at a 'yes' "
(Head of Staff / Organisational Development, post-1992, Million+)

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“To be honest, things we’re being deliberate about will take a while to come through. Appraisal feedback...the staff survey - there’s a much longer timescale.”

(Head of Staff / Organisational Development, pre-1992, 1994 Group)

The final questions examined how effectiveness was checked, what was done as a result of that check and what evidence had been collected (or was expected to be collected) of impact.

“How do you check its effectiveness?” elicited a range of survey responses, described in Table 5. Half of respondents reported collecting feedback using a variety of methods; closer investigation showed “happy sheets”, 1-to-1 interviews informal feedback, new leaders’ meetings and collecting stories. Feedback was sought from both participants and senior management in some cases. The second most popular method was the use of staff surveys, followed by Investors in People and career tracking. Three respondents noted it was early in the process. One institution (not described in the table below) had an detailed evaluation framework, utilising Kirkpatrick’s (1959) four-level model for evaluating programmes with Brinkerhoff’s (2003) Success Case Method, in order to answer a number of questions about planned interventions.

The interviews again provided a richer picture. One institution had an evaluation strategy for the particular programme they were using to accelerate culture change, comprising measures that included;

- at the individual level: Level 1 evaluation data; Level 2 through personal assessment questionnaires before and three months after the programme
- at the departmental level: feedback from senior managers, with the main evidence being how the programme has supported structural changes
- at the institutional level: evaluation is linked to the OD evaluation strategy, and looks at the staff and student experience as well as IIP feedback and that from the University executive

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Detailed impact assessment was not exemplified by most interview institutions, and although methods described often corresponded to best practice in OD evaluation (Finney & Jefkins, 2009¹⁶), evaluation was not systematic in most cases.

Institution	A	B	C	F	G	H	I	K	L	M	N	P	R	Total
liP assessment	X										X	X		3
Staff surveys	X			X	X						X	X	X	6
Assessment of performance / appraisal / 360										X	X			2
Staff Costs													X	1
Joining up selection with LD work							X							1
Retentions					X								X	2
Span of career pathways/career tracking				X	X					X				3
Self-referrals to support service													X	1
Repeat business				X										1
Mix of academics and administrators				X										1
ROI					X		X							2
KPIs											X			1
Evaluation			X					X		X				3
Reviews			X									X		2
Feedback (participants, managers, senior staff)			X	X	X	X	X		X	X	X	X	X	10
Increasing quality of participants				X										1
Continued commitment of senior staff mentors				X										1

Table 5. Reported checks for the effectiveness of leadership and management development on culture change

As a result of the above checks on effectiveness, recommendations are derived and actions developed, as well as reviews of programme content. One institution succinctly stated this as “adapt, refine, improve” (pre-1992, Russell Group). Another stops investing where things haven’t worked, and continues to invest

¹⁶ Finney, I. & Jefkins, C. (2009). “Best Practice in OD Evaluation: Understanding the impact of organisational development.” Roffey Park.

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where “impact is obvious and critical” (pre-1992, Russell Group). A third uses the information to identify key initiatives to support the University’s strategic agenda. It is perhaps surprising that nine institutions did not answer this question in the survey, given that almost all the interview respondents indicated that subsequent programmes were amended in light of feedback.

The next question asked what evidence they had, or expected to collect, of the impact of their LMD programme on culture change. Three referred back to the effectiveness checks (IIP, staff surveys, feedback, ROI, career tracking). Others provided additional information as outlined in Table 6.

Institution	
C post-1992, University Alliance	Participants reporting that they feel better equipped / prepared to carry out their leadership / management responsibilities
I pre-1992, Russell Group	Lots of qualitative data in the form of quotes and reports. Some quantitative data too
L pre-1992, no mission group	We know that currently all internally appointed staff within senior positions have been through the programme
M post-1992, no mission group	Personal development plans, implementation of agreed objectives at personal and departmental level, student feedback, IIP outcomes
O pre-1992, no mission group	Better decision-making. Better leadership decisions. More collaboration and working together as a team.
R pre-1992, no mission group	We’ll collect stories of successes to use to show the change and what has been achieved. Right staffing costs. Improvement in relationship with the major client. Response rates for services.
T pre-1992, 1994 Group	Perception changes, especially about systems and communication

Table 6. Responses to the question “What evidence do you have or expect to collect of the impact?” not mentioned in the preceding questions about effectiveness.

Discussions during the interviews demonstrated the difficulties in effectively assessing impact:

*To be honest, things we’re being deliberate about will take a while to come through [...] Might be a mistake not to have a baseline.
Head of Staff Development, pre-1992, 1994 Group*

Only one institution had explicit measurable KPIs relating to the percentage of internal promotions and a percentage increase in staff satisfaction.

The final question simply asked “Is this the best way of doing it?” (i.e. checking effectiveness and looking at impact of LMD on culture change). Only half the survey respondents completed this question, of which just one gave a straight “Yes”. Four were unsure, and another stated it was too early to tell. Two gave a

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qualified yes. Two respondents indicated that this was what they wanted to find out, and that they were open to new ideas; another noted that impact can't always be measured.

Evidence from the interviews showed that there was room for more input and engagement from senior teams:

In an ideal world, I would like more engagement and support from the senior team; the top ten to have a clear understanding of what they expect in terms of cultural change...

Head of Staff Learning and Development, pre-1992, Russell Group

It would be hard to find a senior manager who could make the link between LMD and culture change

Head of Staff Development, pre-1992, 1994 Group

Another way to evaluate better would be a clearer steer from [the University executive] as to what they expect

Organisational Development Manager, post-1992, University Alliance

Additionally, interviewees tended to report that they were (usually) aware that better ways existed, but resource constraints had to be taken into consideration.

*"We do want to stop trying to evaluate everything and focus on one or two elements in detail and look at what's changing as a result" [prompted by liP]
(Deputy Academic Registrar, post-1992, University Alliance)*

CONCLUSIONS

In the forthcoming difficult times, LMD specialists can play a significant role in releasing the creativity and skills of staff to address the forthcoming change of culture. Particularly where an institution has had to reduce its staff numbers, the LMD specialists should be involved in tapping into the latent potential of those that remain. However, both interview conversations and analysis of the questionnaires received indicate (in line with Burgoyne et al., 2009) that the use of LMD programmes to support organisational development or culture change is still in its infancy in the sector, and even a number of institutions who have a clear link between the two struggle to specify how exactly impact evaluation will be undertaken.

There is a vast range of LMD activity taking place within the institutions with which we engaged. It is clear that the community is working with what it has, and that university managers and leaders need to involve LMD specialists at the outset to talk about the desired outcomes and how LMD enables, supports, delivers that achievement alongside the other functions that decide upon and deliver culture change. There is little or no evidence that LMD is plugged in to what it needs to be plugged into - all the strands need to knit together, driven by the will of the senior management team.

Analysis of both the survey and interviews showed a lack of information on what culture respondents were trying to effect through the use of an LMD programme and what the anticipated outcomes were (although this may have been a methodological issue due to the questions chosen). This supports the findings of Finney & Jefkins (2009¹⁷) that early conversations to define what success looks like are essential to the success interventions of this nature.

At least four institutions had a member of development staff willing to contribute a case study, but who withdrew due to a lack of support from other senior managers at the institution, which in itself raises a number of questions. It is interesting to note the low engagement with this study – despite efforts by the team to involve as many institutions as possible - which may be due to “survey fatigue” or high workloads at the moment or potentially a number of other factors. It may be that the unwillingness to participate reflects awareness in LMD specialists that what they are doing is not sufficiently integrated into achieving the mission of their institution, or an acknowledgement that evaluation of these interventions remains an enduring challenge.

¹⁷ ¹⁷ Finney, I. & Jefkins, C. (2009). Op. cit.

RECOMMENDATIONS

We recommend that at the sector should:

- enable the Leadership Foundation and Universities UK working in partnership to ensure that LMD specialists are involved in high-level discussions about how to achieve the strategic plan and deliver cultural change by using leadership and management development activities

We recommend that senior teams should:

- clearly articulate *what* they are trying to achieve and engage professionals across the institution to talk about how they might achieve the strategic plan together as a whole – part of that is how LMD plays its part in effecting culture change, but this needs to take into account parallel activities (e.g. reward and recognition, restructuring etc).
- be aware of what *can* be achieved with LMD – understanding what it is about, and how those involved in it can have input into effecting change

We recommend that leaders and managers should:

- be clear that LMD is not simply the delivery of courses, workshops and programmes – in order to effectively support cultural change, the LMD specialist can use broad range of methodologies (ranging from facilitated conversations to capture the existing power of collective knowledge and skills, to more familiar tools such as 360° development reviews and coaching)

We recommend that LMD practitioners should:

- continue to actively engage with cultural change issues and the individuals within the organisation that are fundamental to the delivery of that change
- continually develop a greater understanding of the sector and the specific culture(s) of their individual institution
- be clear about the desired impact and give consideration at the earliest stages as to how this might be effectively evaluated

The perception of the contribution of LMD programmes to OD & culture change

DISSEMINATION

The nature of this project required the project team to communicate regularly with members of the ODHE group. Dissemination activities (both undertaken and ongoing) are listed below:

1. October 2009, Newcastle: Update to ODHE group
2. November 2009, Cardiff: Brief summary and invitation to contribute at a plenary session of the Staff Development Conference
3. February 2010, London: Update to ODHE group
4. May 2010, Leicester: A presentation of initial survey findings and two focus groups at UniversitiesHR conference
5. May 2010, Oxford: Presentation to ODHE group
6. August 2010: Link to final report to be circulated by email to ODHE group, Staff Development Forum and UniversitiesHR
7. October 2010: Brief project update to be included in *Engage*, the Leadership Foundation Magazine
8. November 2010, Leeds: Poster presentation accepted for the Staff Development Conference (a high volume of submissions meant that a workshop session was rejected)

The regional workshops outlined in the original proposal have been shelved, as the findings of the survey and interviews demonstrated insufficient existing good practice to share in the way originally envisaged.

The perception of the contribution of LMD programmes to OD & culture change

APPENDIX I: ONLINE SURVEY QUESTIONNAIRE

The following shows the content of the final version of the survey, delivered online via Bristol Online Surveys. The covering email emphasised that responses would be anonymised.

Leadership Foundation Small Development Project

Project Title: An initial evaluation of the perception of the contribution of leadership & management development programmes to organisational development and culture change in UK HEIs.

The purpose of this questionnaire is to identify Leadership & Management Development (LMD) activities within your institution, how they are seen to relate to your institution's current change programmes and the perceived impact of the LMD development activities on organisational development and culture change.

Institution:

Name:

Job Title:

I: General:

Who are the key people within your institution responsible for:

- Organisational development / change initiatives?
- Leadership and management development?

What is your annual institutional budget for the current change initiatives (excluding staffing costs)?

What is your annual institutional budget for Leadership and Management Development (excluding staffing costs)?

What institution-wide strategies do you have (e.g. Leadership and Management, Organisational Development, Staff Development, etc) and how are they linked?

Who makes the decisions regarding the use of leadership and management development interventions to effect culture change?

The perception of the contribution of LMD programmes to OD & culture change

II : Current Leadership and Management Development Programme:

Please list and provide a brief description of the LMD Programmes / Activities / Interventions within your institution:

Internal Programmes:

External Programmes:

LF Programmes – checkboxes for: Top Management Programme; Senior Strategic Leadership; Preparing for Senior Strategic Leadership; Head of Department programme; Registrars' programme; Future Leaders; Research Team Leadership; Leading Teaching Teams

Other LMD activities:

What is the role of senior management in relation to the above, and who is involved?

III: How are your LMD programmes seen to relate to your institution's change programmes?

When and how do you use leadership and management development to support culture change?

Which internal programmes have been used to support the current change programme?

- What are you trying to achieve?
- Why are you trying to achieve it?
- How are you trying to achieve it?
- Why are you doing it that way?

Which external programmes have been used to support the current change programme (including jointly-developed bespoke programmes)?

- What are you trying to achieve?
- Why are you trying to achieve it?
- How are you trying to achieve it?
- Why are you doing it that way?

IV: What is the perceived impact of your LMD programme on culture change?

- Is it effective?
- How do you check its effectiveness?
- What do you do as a result of the check?
- What evidence do you have or expect to collect of the impact?
- Is it the best way of doing it?