

ENGAGING
WITH LEADERS
IN HIGHER
EDUCATION

Instruments for Career Advancement in HE Management – National and International Models

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**Leadership
Foundation**
for Higher Education

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Leadership Foundation for HE

- 346,300 staff work in UK Higher Education institutions
- 160,600 are academics (185,700 aren't)
- UK HEIs worth £45bn on a public investment of £15bn (David Eastwood CEO HEFCE)
- 633,000 students obtained HE qualifications last year
- 2.48m students in HE level institutions

(Source: www.hero.ac.uk)

Higher Education Leadership and Career Journey

****Top Team** inc DVC/Deputy Principal/PVC/Registrar etc

****Dean/Director**

****Head of...**

****Team Leader**

Entry

****Transition portals**
Stepping in
Stepping on or out
Stepping up

Leadership in Academic and Administrative/Professional roles

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The Leadership Foundation for Higher Education (LFHE)

Set up - in 2004, further to business case being put forward by UUK to the funding councils.

Vision - Excellence in Leadership should attract the same esteem as excellence in research, teaching and learning.

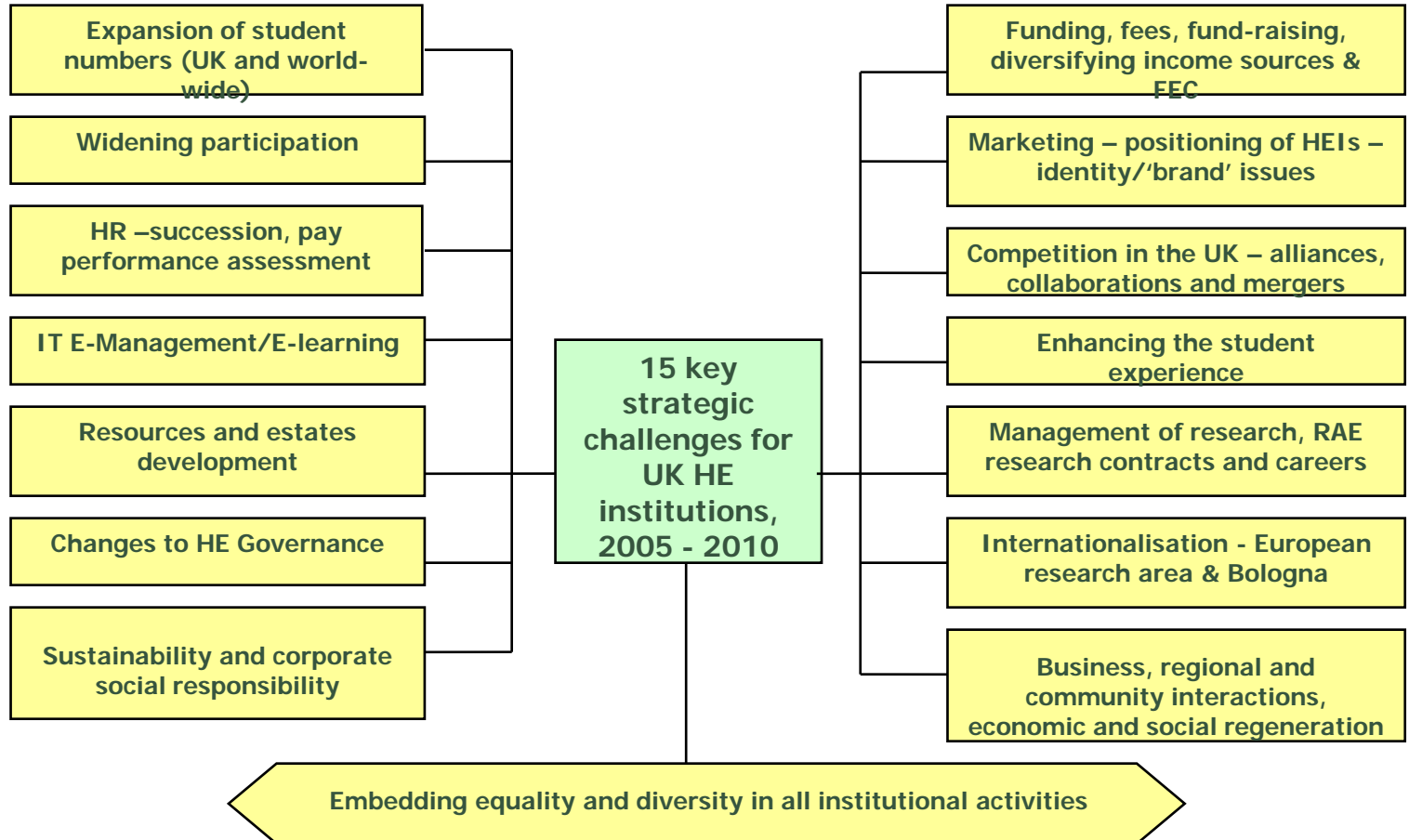
Mission – to build capacity in leadership, governance and management in the sector.

Strategy – become 'of' and 'for' the sector, responding to need, and anticipating future needs.

LFHE Strategic Aims

- Aim 1: *Developing Individuals*:** to enhance individual's awareness and capabilities in relation to effective leadership, governance and management of UK HEIs [achieved through a range of activities, to include developmental programmes and consultancy]
- Aim 2: *Building Capacity within HEIs*:** to build leadership capacity within teams and groups working in UK HEIs [achieved primarily through consultancy]
- Aim 3: *Professional and Academic Networks*:** to build LGM skills, knowledge and competence within professional and academic networks in UK HE
- Aim 4: *Membership*:** to have a very high proportion of HEIs in membership and to provide membership services that are perceived as valuable by leaders, managers and governors of those HEIs
- Aim 5: *Investments*:** to enable and disseminate innovation, research and good practice in LGM relevant to UK HEIs
- Plus 4 cross cutting themes: **Diversity; International; Cross-sector (beyond HE); Sustainable Development.**

External drivers + overlay economic downturn



Higher Education Leadership Labyrinth

Widening Access

Increased Accountability

Change Management

Knowledge Transfer

Brand Management

Conflict

Top up Fees

Full Economic Cost

Diversifying Income Streams

Governance

Risk Management

Programme/Project Management

Sustainability (5 Capitals)

Credit Crunch

Globalisation

Fundraising

Customers/Users

Succession Planning

Humility

RAE

Leadership Behaviours

Diversity (Talent)

Collegiate/Corporate

Courage

Collaboration/Partnership

CSR

Middlescence

Student satisfaction

Influencing

Passion

Authenticity

Strategic Leadership

Transformation

Engagement

Well-being

Devolved/Enabled

Resilience

Followership

Managing Superstars

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Various LF Leadership Development Offerings



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Core leadership behaviours

- Developing and communicating **vision**
- Setting **direction**
- Modelling **values**
- Inspiring **colleagues and team members**
- Motivating, challenging, **supporting**
- Promoting **innovation**
- Being a pivotal change agent ("**energy**")
- Creating the freedom for **others to lead**

Leadership Dimensions

Much of the literature on leadership focuses on leaders themselves and their personal characteristics.

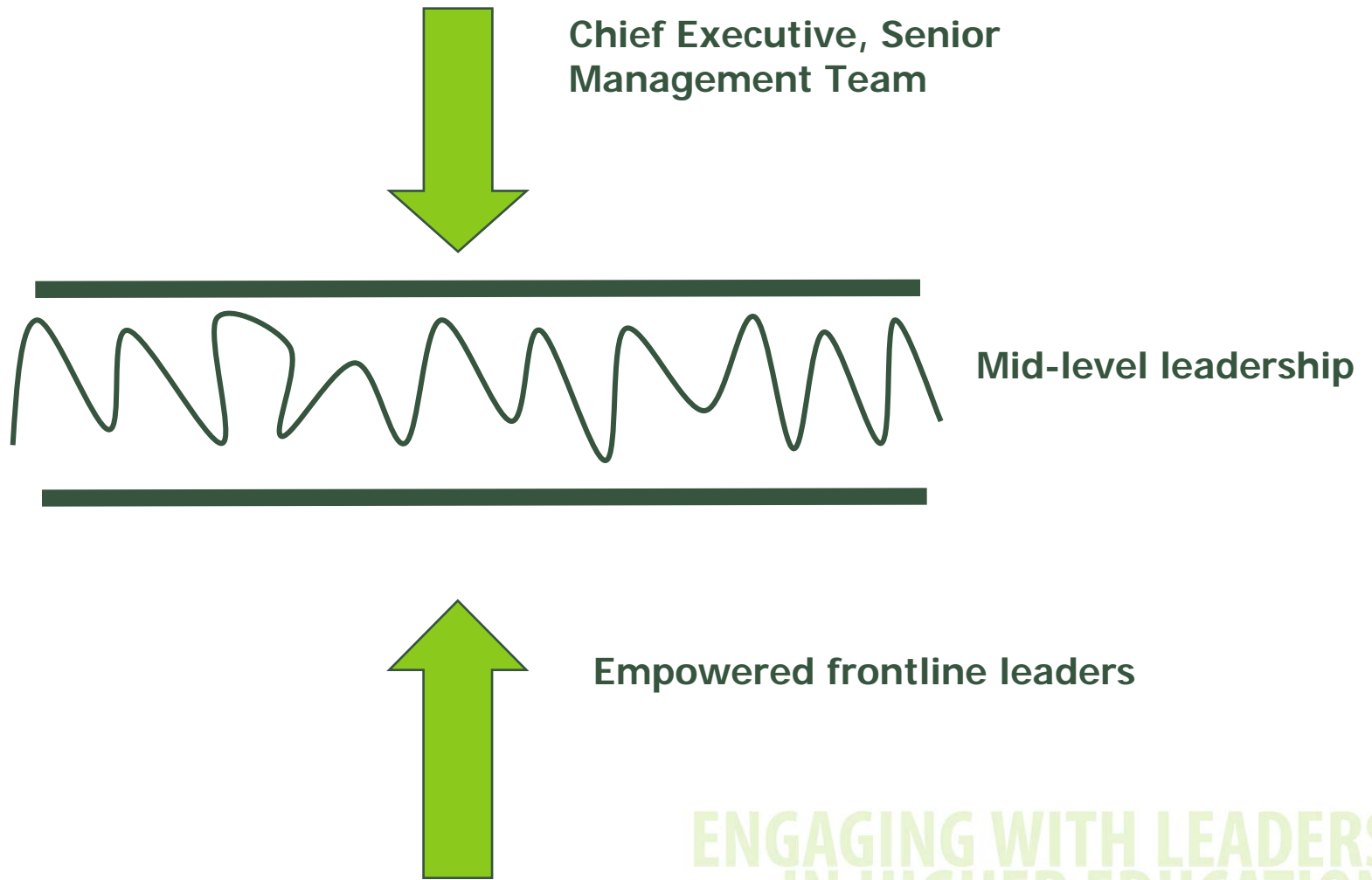
Lists of the characteristics are long and intimidating – but often little distinction made between relative importance of the characteristics

“inescapable conclusion that department leaders need to be good at pretty much everything”

“charisma rated very highly by department heads - but viewed comparatively negatively by those being led”

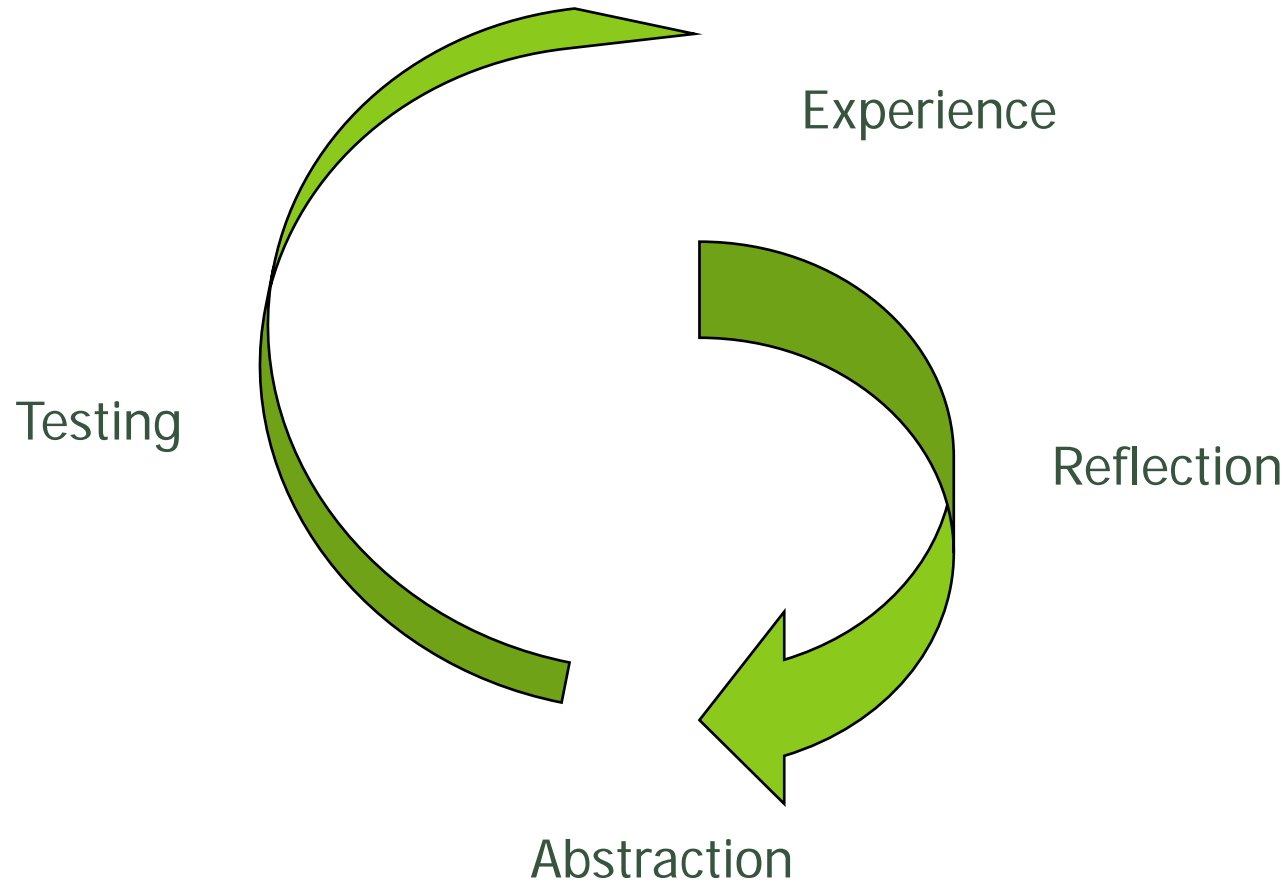
LFHE research – literature review Alan Bryman

Compression, Inaction and Paralysis



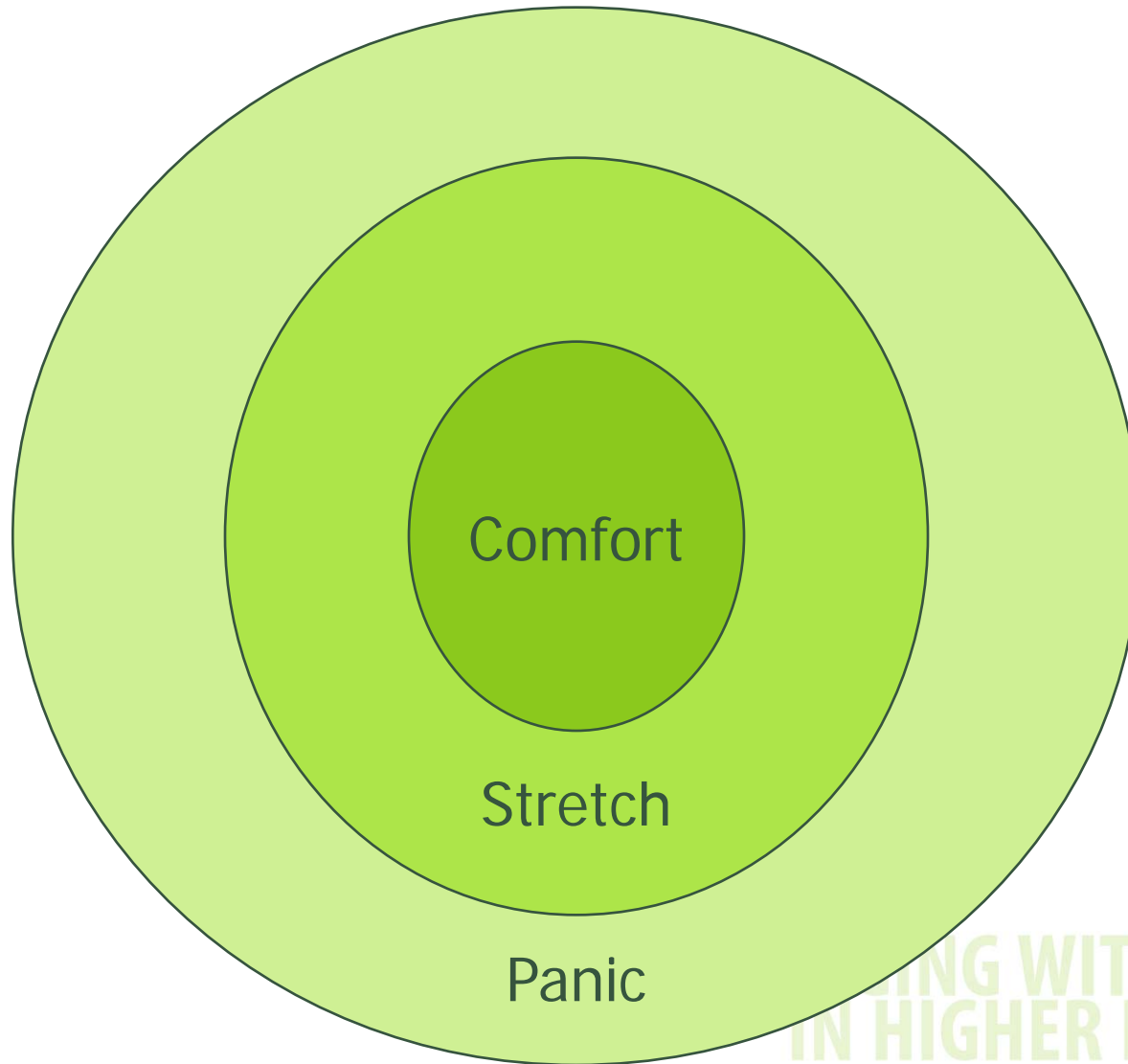
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Process of Learning: Kolb Learning Cycle



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A Challenging Pedagogy



$$\mathbf{L} = \mathbf{P} + \mathbf{Q} + \mathbf{A} + \mathbf{R}$$

L = Learning

P = Programmed knowledge

Q = questioning (the heart of action centred learning – more and more discriminating and challenging questions)

A = Action

R = Reflection

Developmental programmes: typical LF pedagogy includes

- Building up knowledge and understanding of context – ie enhancing the cognitive domain through ‘grounded theory’
- ‘Real’ case studies either written or via invited ‘leaders’
- Building and refining skills – ie enhancing (or introducing!) the affective domain
- Use of actors and role play
- Small group work/action learning sets
- 360 degree diagnostics and coaching
- Introducing the notion of the ‘reflective practitioner’, and use of learning log.

Some LFHE underpinning research projects to aid grounded theory

- Characteristics, roles and selection of vice-chancellors – *Glynis Breakwell, University of Bath*
- Developing collective leadership capability in higher education – process, practice and performance – *Jonathan Gosling, University of Exeter*
- Professional managers in higher education; preparing for complex futures – *Celia Whitchurch, Kings College London*
- Human Resource Management, leadership and performance in UK Universities – *David Guest, Kings College, London*
- UK Universities and their executive officers: the changing role of pro vice-chancellors – *David Smith, University of Leeds*

For much more information, please see:

www.lfhe.ac.uk

Or contact: stephanie.marshall@lfhe.ac.uk

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