



ENGAGING
WITH LEADERS
IN THE HIGHER
EDUCATION
SECTOR

**HR Development in Universities:
Its Role in Leading &
Implementing Change: Day 2**
Dr Tom Kennie & Professor Robin Middlehurst

**Leadership
Foundation**
for Higher Education



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Themes

- **1. National Developments: The UK Context & The Top Management Programme for HE**
- **2. Implementing HRD in Practice: Example Tools & Techniques**
- **3. Work Groups: Using Tools to Inform Practice**
- **4. HRD & Change Management**



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- Turn to your neighbour and each
- Try to identify an organisation in your country/or elsewhere if you wish,
- (can be either private or public not-for-profit),
- which has a reputation as a good employer from an HRD perspective.
- What is it that you know or perceive that they do?

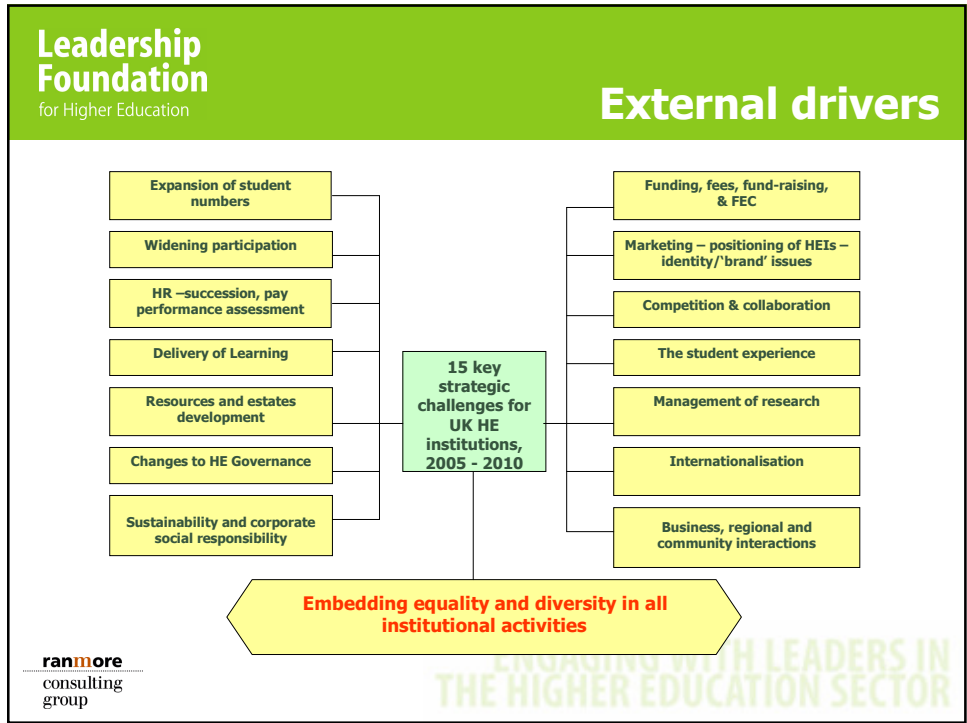
1. National Developments in HRD: The UK as a case-study

- **Context** – Policy Perspectives from 1997-2007
- **Leadership, Governance & Management** – The Leadership Foundation
- **Case study** - The Top Management Programme

- **National Unit for staff development established in 1990 (focus on all staff)**
- **2 major policy reports signalled need for more investment**
 - National Committee of Inquiry into HE (1997)
 - Independent Review of HE Pay & Conditions (1999)
- **Funding initiatives in England**
 - Good Management Practice fund
 - Rewarding and Developing Staff
- **Leadership Foundation established in 2004**

- **A sector owned body (UUK & GuildHE)**
- **Funded by:**
 - Initial investment by the Funding Councils (£10m)
 - Institutional subscriptions (£2-4k/institution)
 - Payment for attendance on programmes, workshops, services

- **External Drivers**
- **Demand Pressure**
- **Political Imperatives**



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Why does the Leadership Foundation for HE exist?

- **Demand Pressure**
 - Growth of leadership and management development in many HEIs (in 1990s)
 - Growth of regional and national programmes for Heads of academic Departments and for Administrative Management groups
 - Development of the Top Management Programme (TMP) to meet demand for strategic level programme (from 199)
 - Growing recognition of the need for greater investment in strategic HR
 - Research evidence of need for national body to encourage investment, innovation and dissemination

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Why does the Leadership Foundation for HE exist?

- **Political Imperatives**
 - Perception that HE was lagging behind other public sectors
 - Perception (unfounded) among some Ministers that HE was
 - Inefficient
 - Not adequately connected to 'the real world'
 - Not internationally competitive
 - Perception among a majority of VCs that HE should be proactive and invest
 - Each UK jurisdiction & funding bodies recognised need to invest & collaborate in developing leadership, management & governance

What does the LF Do?

- **1. Investment activities**
- **2. Programme and Service Delivery**
- **3. Meeting 'stakeholder' and 'client' needs**
- **4. Connecting HE**
- **5. Influencing Policy**

- **Needs Analysis**
 - Investing in needs analysis at a sector and national level
- **Research**
 - Investing significantly in leadership research in an HE context
- **Fellowships**
 - Investing in institutional change projects
- **Staff Development Forum**
 - Investing in the Staff Development Community
- **Small Development Projects**
 - Investing to enable pump priming for innovative ideas
- **International Links**
 - Investing in developing links internationally

- **Characteristics, role & selection of VCs**
- **Developing Collective Leadership Capability in HE: processes, practices & performance**
- **Professional managers in UK HE: preparing for complex futures**
- **HRM, Leadership & Performance in Universities in the UK**
- **Departmental Leadership for Quality Teaching**
- **The Composition, Challenges & Changes in Top Team Structures**
- **HE leadership of regional & local regeneration partnerships**

- **Governor Development**
 - Induction
 - Experienced Members
 - Chair/VC Development
 - Effectiveness Reviews
- **Change Academy**
- **'Leading Partnerships' Programme**
- **'Running the University' Business Simulation**
- **International Developments**
 - China 'Leadership Development Network Project'

	Broad Capability Building (Broaden perspectives and horizons)	Focused Capability Building (Build specific skills or capabilities)	Personal & Career Development (personal development, coaching/mentoring and succession management)
Governors/Chairs	Governor Dev. Progr.	Seminars	VC/Chair Forum
Vice Chancellors	<i>International program for VC's</i> Top Management Programme	VC Roundtable	Coaching for First 100 days
Strategic Leaders	SSL	Leadership Series Masterclasses	National Mentoring Scheme
Senior Leaders	PSSL		Development Centres
Leadership Foundation for Higher Education <i>Italics = under development</i>			

	Broad Capability Building (Broaden perspectives and horizons)	Focused Capability Building (Build specific skills or capabilities)	Personal & Career Development (personal development, coaching/mentoring and succession management)
Heads of Department	Heads Programme	<i>Skills Modules</i>	Development Centre
Research Leaders	DRTL	<i>Skills Modules</i>	Coaching Mentoring
Professional Service Leaders	<i>DPSL</i>	<i>Skills Modules</i>	Coaching Mentoring
Technical Leaders	<i>DTLP</i>	<i>Skills Modules</i>	Coaching Mentoring
Leadership Foundation for Higher Education <i>Italics = under development</i>			

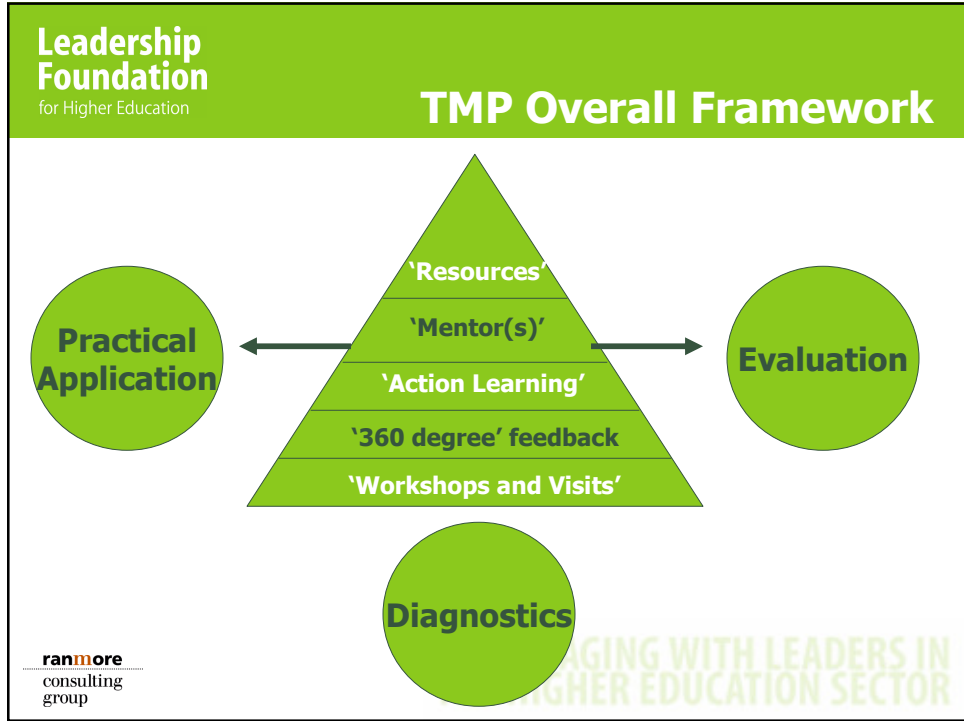
Leadership Foundation for Higher Education **How does the LF operate?**

- **Board**
 - Non-Executive Chair and Board of 12
- **Small 'core' Head Office Team**
 - CEO, Operations, Finance and Marketing Directors
 - Operations Support Team of 5
- **Seconded Staff and Advisor Roles**
 - Director of Strategy, Research and International
- **Programme Directors**
 - Full time
 - Part-time (e.g. TMP, SSL)
- **Key Associates**
 - Independent consultants
 - Institution based consultants


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- **'Sector owned' & dedicated to the HE context**
- **Committed to enhancing the capabilities of leaders at all levels**
- **Substantial investment in research, development and international best practice both within and external to the HE context**
- **Well-connected to other public sector leadership development bodies**
- **Able to access facilitators and trainers with in depth knowledge and experience of the HE sector**
- **A 'Not for Profit' organisation**

- **To enhance the strategic leadership capabilities of experienced and successful HE managers**
- **To create a TMP network which over time will have an influential impact on the HE sector**



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TMP Philosophy & Content

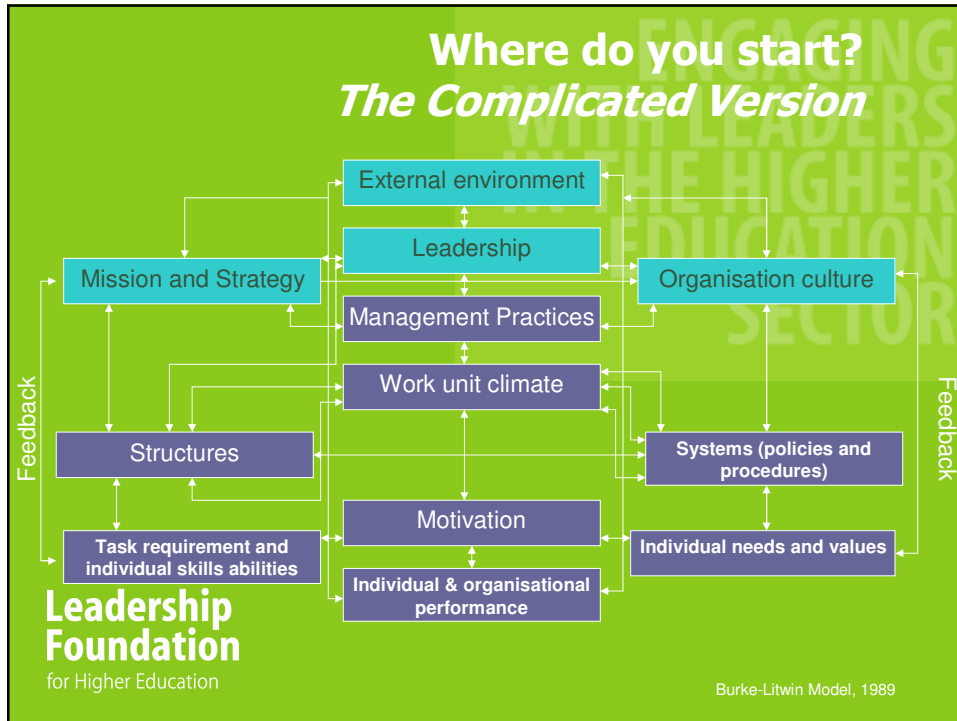
- **Combines** learning from experience, self-insight, peer discussion and external challenge
- **Focuses** on present and future
- **Includes** cross-sector & international elements
- **Topics:** strategy, governance, leadership, change, political lobbying, workings of government, European & wider international perspectives, finance, HR, personal development & institutional projects

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- **TMP now 3 programmes per year (TMP 12 starts Jan 2007)**
- **TMP 12 study-visit to Dubai**
- **TMP Alumni Network, leaders & events**
- **LF - new 5-year strategic plan from 2007 following successful external evaluation...**

- From your own experience, if you were advising someone new to HE about the challenges of introducing a new strategy or approach to HRD within HE,
 - What would you recommend the individual **should do?**, and
 - **Should avoid doing?**
- In pairs, please identify your top two tips for each.



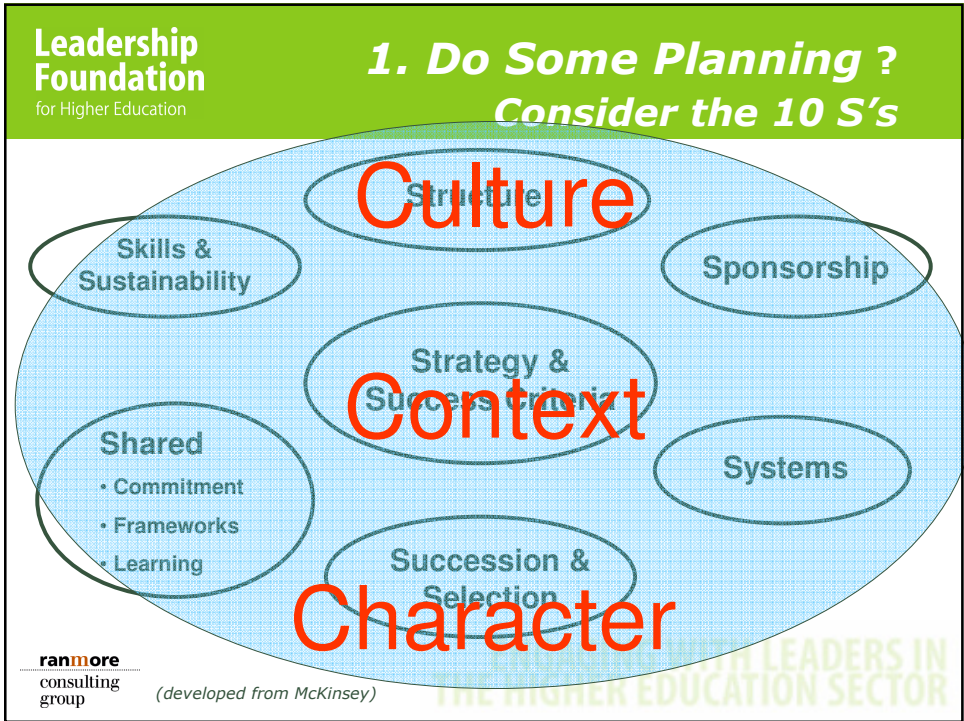
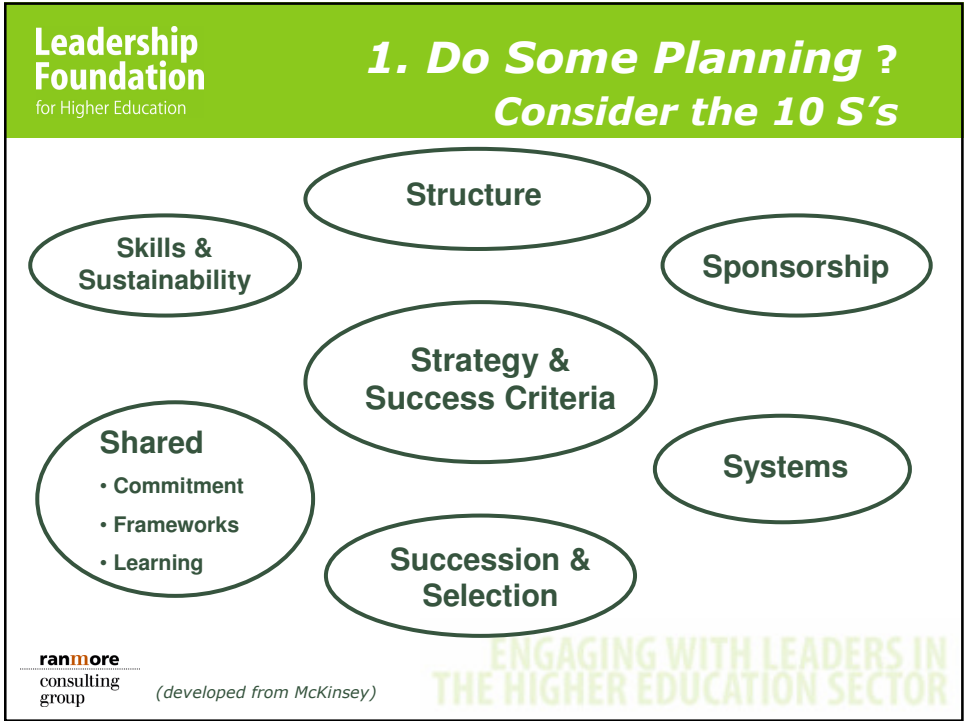
Where Do You Start? *An Alternative.....*

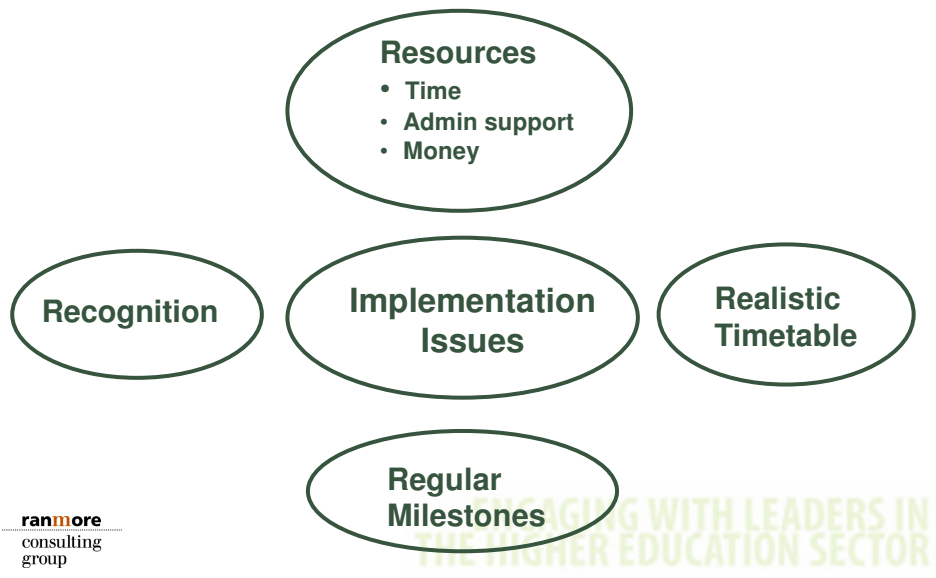
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- **1. Do some planning** - strategic level needs analysis
- **2. Use the right processes** – review the options
- **3. Implement effectively** – administration matters
- **4. Get the timing right** - Are the conditions right?

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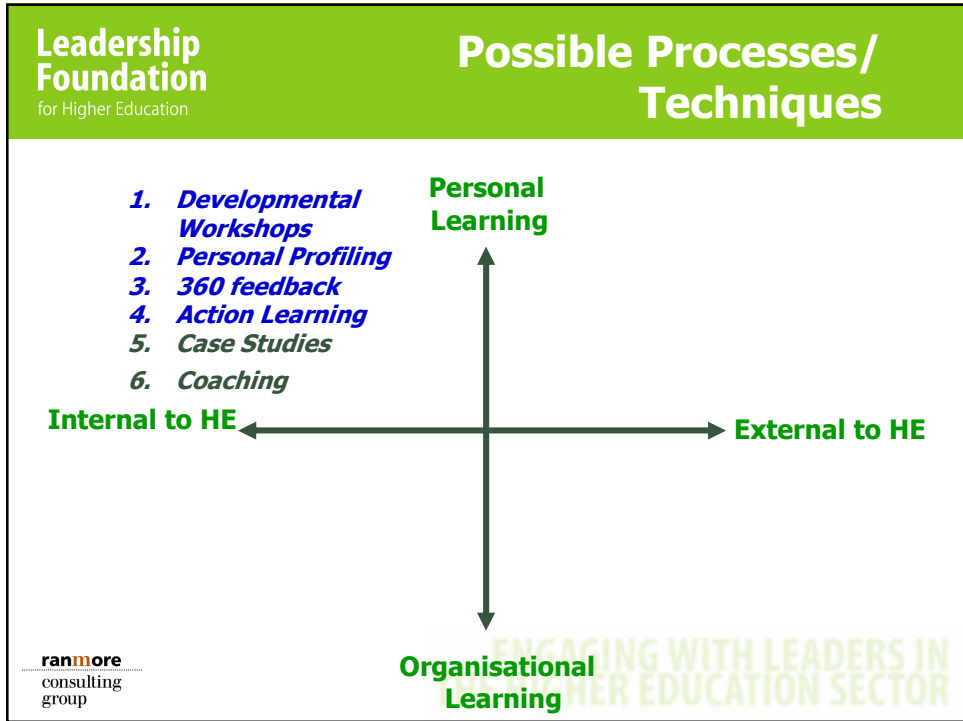
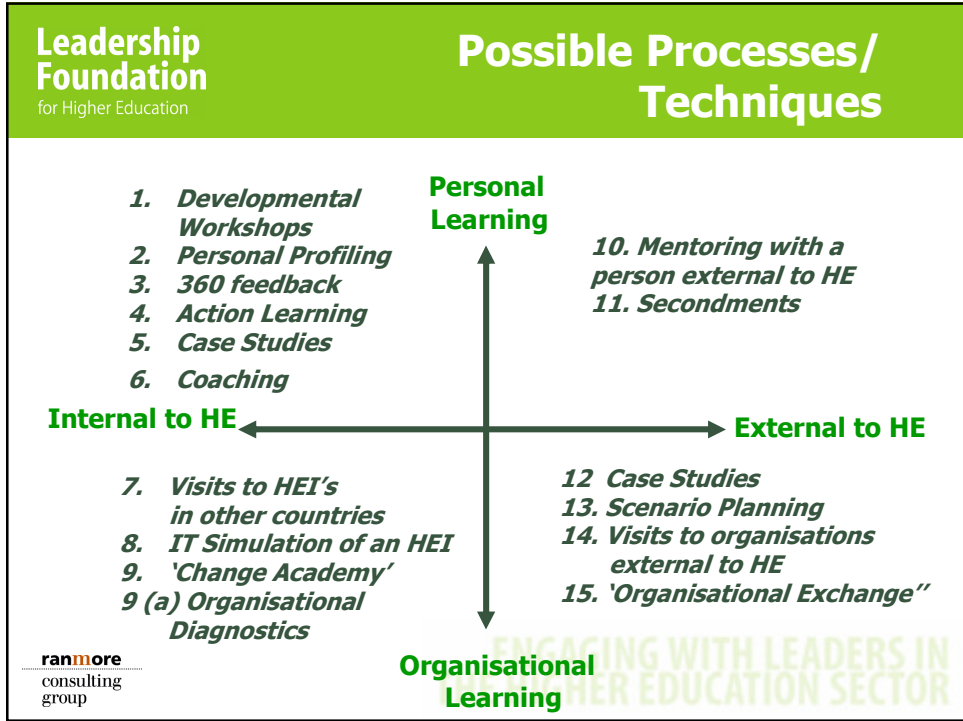
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2. Use the Right Processes/Techniques

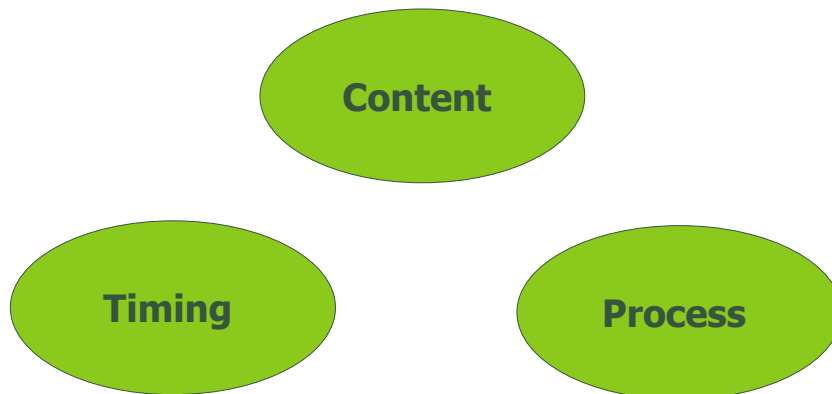
- Identify 5 different HR/Leadership Development processes/techniques which you have used within your institution?



1. Developmental Workshops

- **Leadership & People Management**
 - Models of leadership
 - Motivation, delegation
 - Effective team leadership,
 - Performance management
- **Leading Strategic Change**
 - Practical models to implement change
 - Dealing with emotional responses to change
- **Finance & Knowledge Transfer**
 - Financial Modelling
 - Negotiating, Influencing & Partnerships
- **Strategic Planning**
 - 'Being strategic'
 - Developing the plan
- **BENEFITS: DEVELOPS KNOWLEDGE AND SKILLS**

Designing Programmes *Have You Got the Balance Right?*



2. Personal Profiling Based on Self Awareness

“When you know yourself
you can master yourself.”

Larry Bossidy

“Know thyself?” If I knew myself, I'd run away.”

Goethe

“A man needs self-acceptance or he can't
live with himself; he needs self-criticism or
others can't live with him.”

James A. Pike

“We do not deal much in
facts when we are
contemplating
ourselves.”

Mark Twain

“All men should try to learn before
they die what they are running
from, and to, and why.”

James Thurber

“There used to be
a real me, but I
had it surgically
removed.”

Peter Sellers

“We must select the illusion which
appeals to our temperament and
embrace it with passion if we
want to be happy.”

Cyril Connolly

“The first principle is that you
must not fool yourself - and you
are the easiest person to fool.”

Richard Feynman

“We are so accustomed to disguise
ourselves to others that in the end we
become disguised to ourselves.”

La Rochefoucauld

Example 1: The MBTI* Preferences

Extraversion or Introversion

Where you prefer to get and focus your 'energy' or attention

Sensing or Intuition

What kind of information you prefer to gather and trust

Thinking or Feeling

What process you prefer to use in coming to decisions

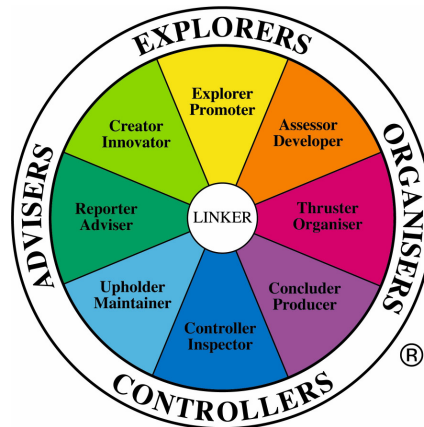
Judging or Perceiving

How you prefer to deal with the world around you, your 'lifestyle'

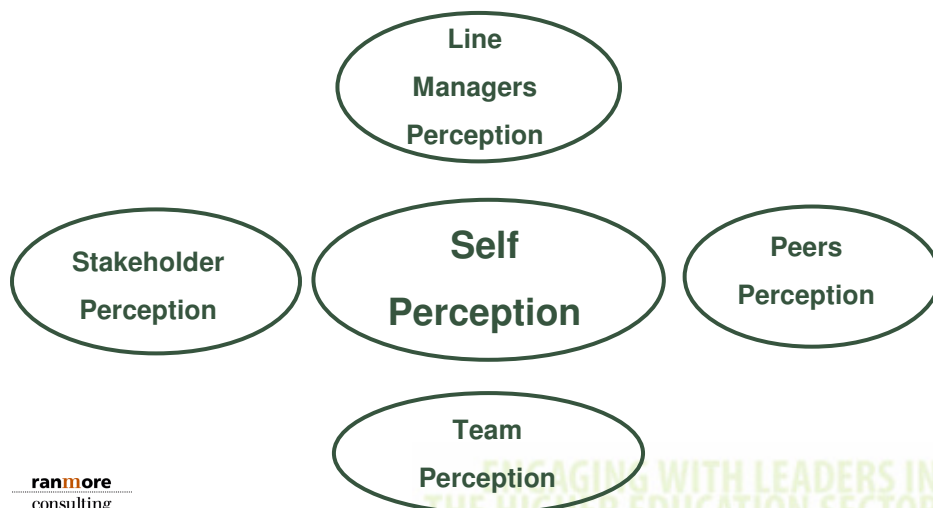
The MBTI* Personality Types

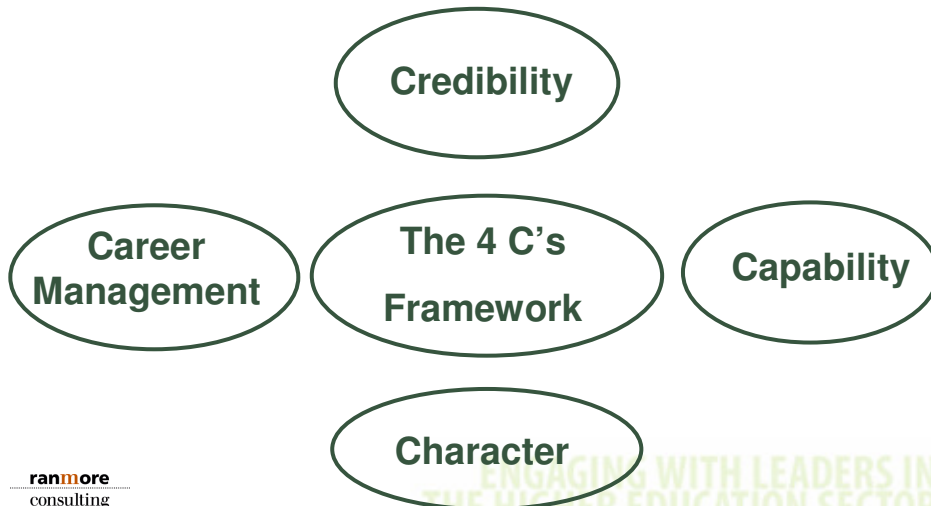
ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

Example 2: The TMSDI Team Management Profile



- Valuable as a basis for identifying strengths and development issues
- Helps build awareness of personal differences and 'what makes others tick'
- Provides a basis for working with others in a team context



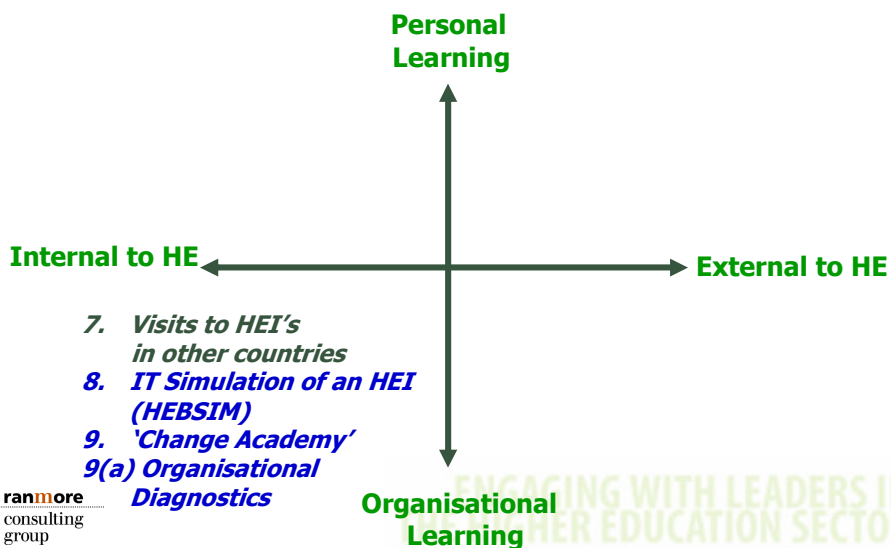


- **'Credibility'**
- **'Capability'**
 - Seeing the future
 - Decision making
 - Planning the way ahead
 - Managing implementation
 - Optimising team effectiveness
 - Creating organisational influence
- **BENEFIT – Provides insight into how others see you compare to your own self analysis**
- **'Character'**
 - Integrity
 - Fairness
 - Building trust
 - Resilience
 - Courage
 - Persistency
 - Distinctiveness
 - Image
 - **'Career Tactics'**
 - Self management
 - Political awareness

4. Action Learning

- **Definition:** *'a group of peers, each seeking to bring about some change in the world, who meet regularly to discuss where they are each experiencing difficulty and then testing in action the ideas arising from that discussion'* (Reg Revans)
- **Ground Rules – absolute and total confidentiality**
- **Based around a personal project**
 - *Something major, substantive and stretching*
 - *Involve action to bring about change*
- **BENEFIT:** Focuses on real life leadership challenges

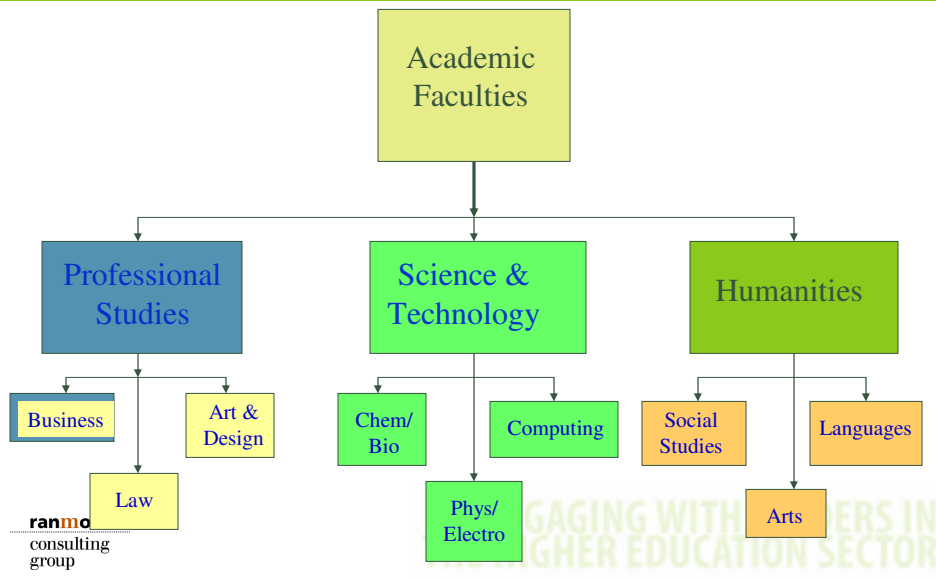
Possible Processes/ Techniques

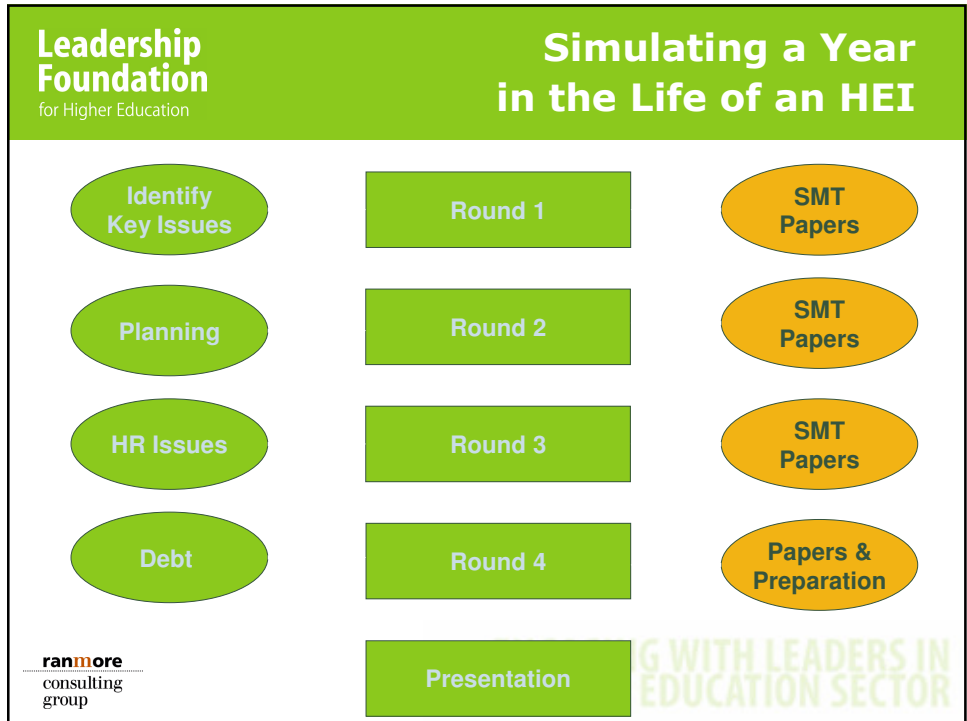


8. HE Business Management Simulation (HEBSIM)

- IT based simulation of the structure and finances of an entire university
- Involves groups working as members of the senior management team of the institution
- Enables participants to evaluate the impact of a range of different decisions
- Develops skills in
 - Strategic management
 - Interpretation of finance and other key performance indicators (KPI's)
 - Team working
- **BENEFIT:** Provides the opportunity to explore the importance of integrated decision making

8. HE Business Management Simulation (HEBSIM)





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'9. Change Academy'

- Developmental workshop for TEAMS from different institutions
- Built around a 1 week collective workshop (up to 100 people)
- Focuses on working with the teams to resolve major institution wide change projects
- Supported by facilitators, pre-workshop analysis and post-event
- BENEFIT: Focused development which has immediate 'pay-back' for the institution

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- Strategic HRD Audit Tool –
 - To be used later
- University Personnel Association (UPA) People Management Toolkit
 - 7 parts
 - 2 parts to be reviewed later
- Leadership Foundation Organisational Development Tool
- European Foundation for Quality Management (EFQM) diagnostics
- **Organisational 'character' analysis**

"We're entering a period where organisation character is going to be ever more important."
Sir John Bond, Chairman, HSBC

- **Funders** need the reassurance that the institutional leadership team are willing and able to provide genuine stewardship in advancing their best interests
- **Students & Customers** prefer to transact with an institution that keeps its promises and honours its commitments
- **Employees** want to believe that the organisation is attempting to do something worthwhile and to take pride in their own efforts
- **Suppliers and contractors** want to establish long-term relationship based on mutual trust

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Character: connotations

INTEGRITY

- ❑ moral and ethical strength; honesty
- ❑ completeness, wholeness; entirety; totality
- ❑ principled; fundamental rules and truths
- ❑ upstandingness; honourableness; incorruptibility
- ❑ stability; durability; solidity; free from defects; soundness

RESILIENCE

- ❑ robustness; toughness; withstanding pressure
- ❑ buoyancy; recovery; bouncing back
- ❑ flexibility; suppleness; plasticity
- ❑ enduring; long lasting

DISTINCTIVENESS

- ❑ different; particular; singular
- ❑ being individual; special
- ❑ vivid; colourful
- ❑ separateness; discrete; standing out

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Organisational Diagnostics
Organisational 'Character'
Benchmarking Report Dimensions

Structural Flexibility

Responsiveness

Leadership Capability

Strategic Resolve

Process Alignment

Visible Role Modelling

Values Driven

Reinforcing Trust

Bringing out the Best

Focus on the Individual

Seeking New Space

Risk Taking

Change Readiness

Purposeful Fortitude

Consistency of Action

Shared Ethics

Building Something Special

Pioneering Outlook

RESILIENCE

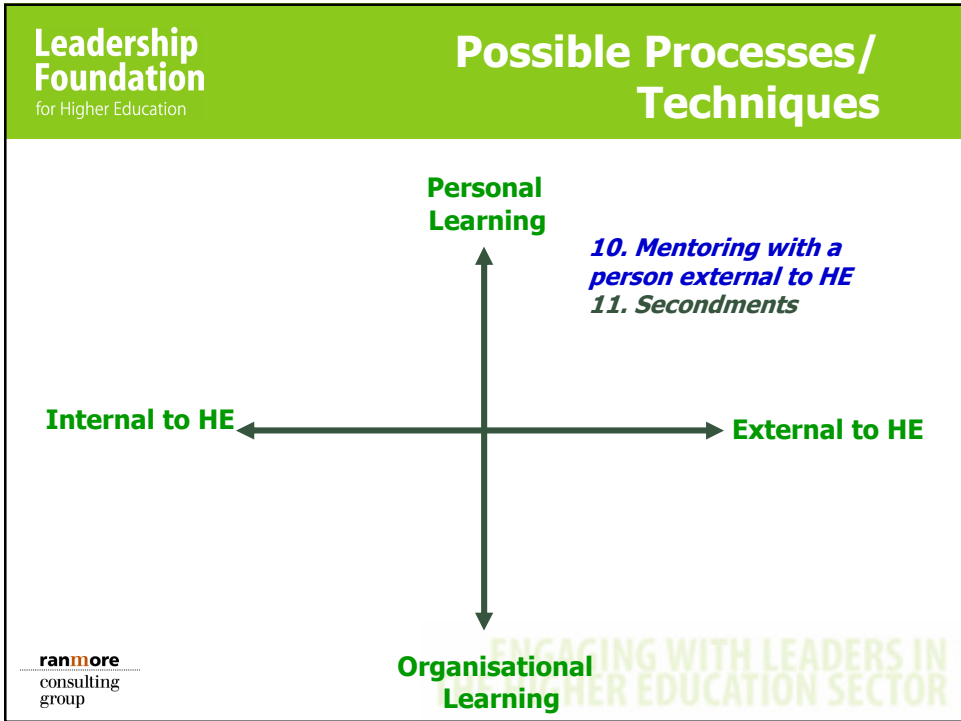
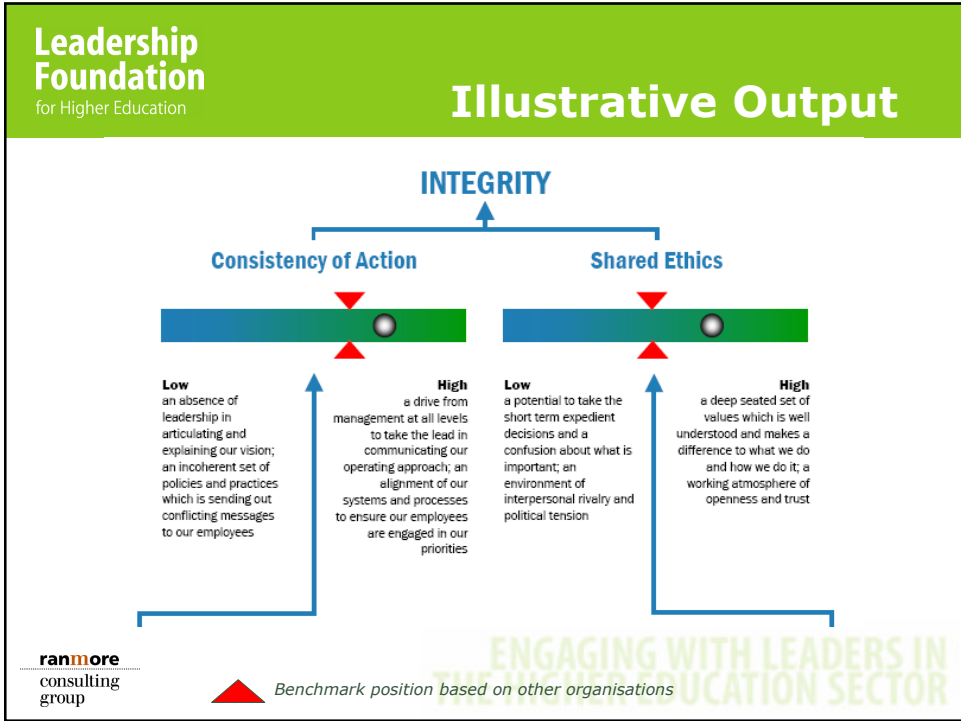
INTEGRITY

DISTINCTIVENESS

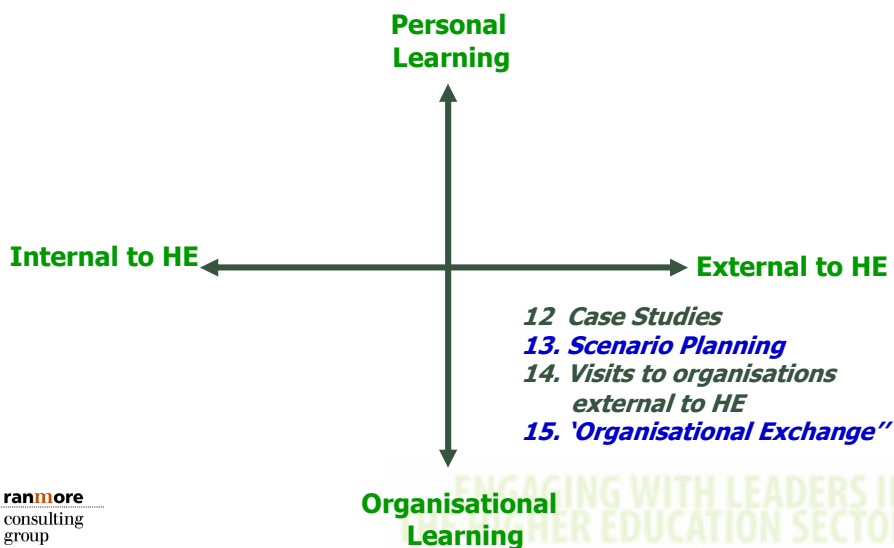
'ORGANISATIONAL CHARACTER'

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- Designed to link senior managers in HE with other senior managers inside and outside of HE
- Resource intensive
- Matching individuals critical
- Briefing of both mentor and mentee's important
- Skills of mentors can vary variable
- Time commitment can be variable
- **BENEFIT:** The opportunity to gain from the experience of a senior colleague



What's driving change?

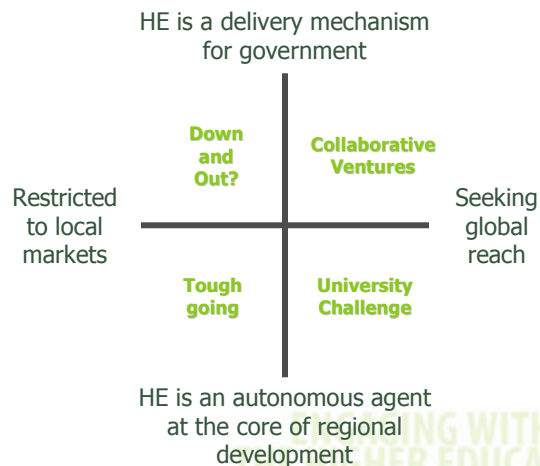
- Brainstormed 60 drivers
- 9 themes
 - Internationalisation
 - Consumer expectations
 - Cultural tensions
 - Rights and Responsibilities
 - Technological developments
 - Political leadership
 - Economic development
 - Institutional reform
- Trust



Critical uncertainties

- Is the market for education too crowded and competitive?
- Will education be fixed in place or a mix of physical and virtual?
- Will global reach be expensive and difficult or cheap and easy?
- Consumer is king - or learning is king?
-
- **BENEFIT:** Provides a structured process to enable long term changes to be identified and their impact on institutional plans to be evaluated.

The scenario space



- A process which combines
 - Analysis
 - Consultancy
 - Provision of recommendations
- To an organisation external to HE
- Recent example
- The BBC
 - Pre-work and analysis
 - Visit to interview selected staff at the BBC
 - Feedback to the senior management team
 - Identification of key lessons for HEI's
- BENEFIT: Provides an opportunity to learn from the experience of other sectors

3. Implement Effectively: *Administration Matters*

- **Good administrative back up is essential**
 - Internal communication
 - Chasing
 - Regular reporting of progress
- **Lead time**
- **Room bookings**
- **High quality facilities**
- **Coffee/tea/food....**

4. Getting the timing right

Do you have the necessary conditions?

Review

Challenge

Support

Leadership
Experiences

Leadership
Knowledge

Willingness
To Learn

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Session 6: Implementing Successful HRD in HE Institutions *Small Group Working*

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- **1. Review the various tools and techniques (30 minutes)**
 - Which do you use?
 - Which might be interesting to try?
- **2. Think back to your discussion of good employers (10 minutes)**
 - What can we learn from them which might be transferable?
- **3. Familiarise yourself with one of the Institutional/Personal Review Tools (20 minutes)**
 - **Group 1** - The Strategic HRD Audit Questionnaire
 - **Group 2** - The Leadership, Involvement and Change Management Questionnaire
 - **Group 3** - 'The Many Heads of Headship' Questionnaire
 - **Group 4** - The Staff Development and Skills needs Questionnaire
- **In pairs/trios discuss the diagnostic questionnaire and use it to review your own institution. Identify one insight which your responses to the questionnaire highlights.**

- **1. Role as Academic/Professional Leader**
- **2. Role as Accountable Budget Holder**
- **3. Role as Strategist/Strategic Co-ordinator**
- **4. Role as People & Talent Manager**
- **5. Role as Quality & Ethics Manager**
- **6. Role as Communications Manager**
- **7. Role as Implementer of University Policy**
- **8. Role as Resource Manager**
- **9. Role as Risk Manager**
- **10. Role as Team Leader**
- **11. Role as Advocate**
- **12. Role as Ambassador**
- **13. Role as Entrepreneur**
- **14. Role as Change Agent**
- **15. Role as**

- **Institutional Review Tools – Group 2**

**The Leadership, Involvement and
Change Management Questionnaire**

- In pairs/trios discuss the diagnostic questionnaires and use it to review your own institution.
- Identify one insight which your responses to the questionnaire highlights.

- **Individual Review Tools – Group 3**

'The Many Heads of Headship' Questionnaire

- In pairs/trios discuss the questionnaire and use it to review your own role/department.
- Identify one insight which the process highlights.

- **Individual review tools and processes –
Group 4**

The Staff Development and Skills needs Questionnaire

- In pairs/trios discuss the questionnaire and use it to review your own role and institution/department.
- Identify one insight which the process identifies.

Session 7: HRD and Change Management

Key Change Management Issues

- 1. Senior level academic commitment is vital**
 - HRD is not just a matter for the HR / Personnel department
- 2. Engagement**
 - Engage stakeholders at each stage
 - Create a high level steering group
 - Review regularly
- 3. Clarify Needs**
 - At institutional level
 - At Faculty / Department level
 - At the individual level
- 4. Start Small but Think Big**
 - Remember the 10 'S's and 4 R's

Key Change Management Issues

- 5. Prioritise & Clarify Success Criteria**
 - What is this primarily about?
 - Organisation development?
 - Developing existing leaders?
 - Preparing others for leadership?
 - What will be the criteria by which we assess the process?
- 6. Procure Carefully**
 - Try and establish a long term partnership
 - Ensure a 'track record' and empathy for HE
 - Take time to tailor to your own HE context
 - Be wary of 'packaged' solutions
- 7. Build Communities & Change Agents**
 - Help create networks across the institution
 - Develop and support change agents
 - Listen and respond to your opponents

8. Build Capacity

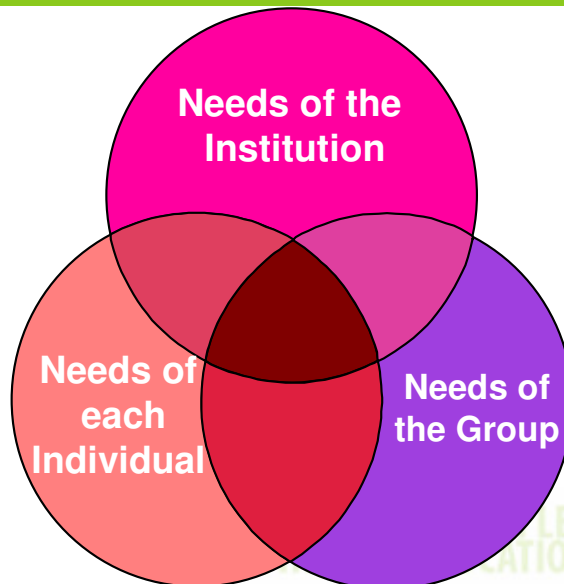
- Involve internal staff
- Develop self-sufficiency supplemented by external assistance

9. Communicate, Communicate, Communicate

- Develop the HRD story
- Encourage participants to be ambassadors

10. Maintain Momentum

- Create connections between participants
- Think long term



***..... above all remember HRD
is a journey not a destination***