

Leadership Skills for Change in Higher Education

Developing leaders for a rapidly changing world

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Leadership Foundation



Overview:

What is the Leadership Foundation

What we do

Share recent views of UK HE leaders on challenges and leadership development

Invite you to comment

Provide some examples (before/after lunch) of our work



Founded in 2004, The Leadership Foundation provides a dedicated service of support and advice on leadership, governance and management for all the UK's universities and higher education colleges.

Leadership and
organisational development
for higher education
institutions – enabling
transformational change

Leadership Foundation Mission Statement

Our strategic objectives

- ① **Leadership:** improve leadership by developing, supporting, and challenging strategic leaders in higher education, individually, in teams and at multiple levels.
- ② **Governance:** encourage good governance in HEIs and successful interaction between leadership, governance and management.
- ③ **Change:** facilitate transition and change in UK HEIs and the higher education sector, through excellent advice, challenge, safe spaces, and other modes of intervention.
- ④ **Innovation:** stimulate, investigate, create, expand and share relevant and innovative practice in HEI leadership, governance and management.
- ⑤ **Networks:** develop networks and communities of practice, and enhance the profile of leadership, governance and management in HE.
- ⑥ **International (UK):** develop UK HEIs' capacity for leadership of their international agendas and dimensions.
- ⑦ **International (beyond UK):** develop leadership capacity and capability for HEIs and higher education agencies in countries which are political priorities for the UK and UK higher education.
- ⑧ **Partnerships:** contribute to leadership, governance and management development at sector level in partnership with key agencies; support for collaborations, mergers, efficiencies, shared services.

Over **8,000** participant days
(a record level) delivered to over
2,700 Individuals.

Supporting **143** Institutions
(over **90%** of HEIs) in continued
membership.

Developing leaders from over **180**
universities, in all countries of the UK,
and around the world.

TMP fully booked for a fifth
consecutive year, with 63 senior
leadership participants and
an alumni group now
exceeding **600** top
leaders.

Leadership skills for change in Higher Education

- Leadership development
- Change capability
- Research
- Conferences
- Seminars
- Funded projects
- Consultancy
- Coaching
- Governor development



Leadership skills for change in Higher Education

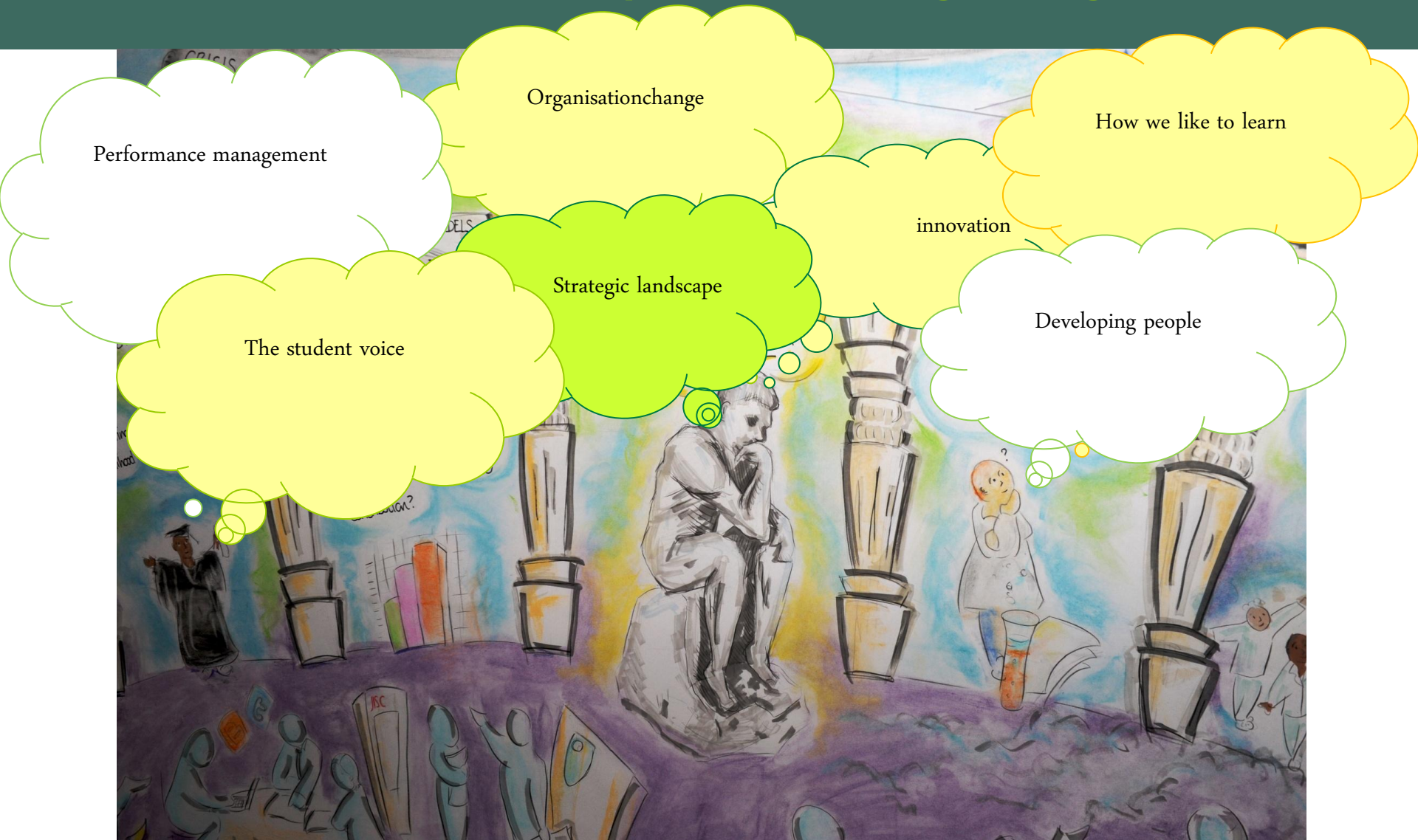


“What are the leadership challenges in the UK HE sector and in your own institution?”

“What skills do you need to meet these and what kinds of learning and development can best help you develop them?”

*Interviews with senior leaders
from 20+ HEIs, Autumn 2012*

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The strategic landscape: challenges and opportunities

Finance – leading major change in funding models

Competition – for UK and overseas students, research funds

Performance – in academic and operational support delivery

Consumer demand – loans, social networks, faculty culture

Global – partnership opportunities globally and in the UK

Equality and diversity – still low participation of some

“It’s lonely at the top – we need a place to share practice and leadership experience”



Organisation Change: the challenges

- Establishing strategic direction** – in fast-changing world
- Top team development** – to strengthen capability for change
- Organisation structure** – to meet business challenges
- Staff Engagement** – to manage expectations, involvement
- Cultural change** – many faculty see no reason for change
- Governance** – engaging with a new ‘breed’ of governor
- Performance management** – a real issue for some

“Some faculty colleagues complain about creeping managerialism; I say it is not creeping!”



Innovation: need more creativity and increased 'risk appetite'

New academic services

New organisational models

New financial models

New psychological contract with faculty

Shared services and efficiencies

New technologies to enhance learning, teaching and the student experience

**“I hate to hear people say ‘we’re not allowed to do that’.
I’d rather we tried ten things and eight failed
than do nothing”**



The student voice: reflecting social change

Cash nexus – ‘he who pays the piper, calls the tune’

Social networks – ‘it’s how students communicate’

Consumerism – ‘it’s part of global 21st century society’

Employability – outcomes are measured and do matter

UK borders – ‘this has to be sorted or it will hurt us all’

“Our thinking as leaders has not to be about blocking but of ways of communicating better with students with mobile devices and social networking”



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How we like to learn: leadership skills for change

Understanding personal leadership impact

Operational matters: difficult conversations, team building

Strategic issues: partnerships, change and performance

How to get things done through others

What's fresh and new in leadership

Networking to learn through doing

Sharing best practice, experience, stories

Hear from others outside the HE sector

“Interestingly, no-one mentioned virtual learning or using online resources”



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Performance management

Organisation change

How we like to learn

innovation

Strategic landscape

The student voice

Developing people

Do you recognise these?

What's missing?

What can we learn from you?

Leadership Skills for Change in Higher Education:

Some examples of how we're
helping development

Leadership skills for change in Higher Education



1.Strategic Responses to a Rapidly Changing Future

2.International Week:
Policy Power and Politics

3.Learning the
High Performing
Organisation

Coaching
Action Learning

“TMP is exactly what a senior manager needs for development of leadership and management skills and for updating their knowledge of current issues within the HE sector”

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

Future Leaders programme

"You change, you see yourself change and you understand why.
One of the most positively transforming programmes I have ever done."

Pete Walker, Assistant Director, Institute of Learning and Research Technology, University of Bristol

"Through the process of challenging fundamental ideas I held about both leadership and my own abilities, the programme has given me the tools, support and confidence to take risks, apply critical and creative thinking to problem-solving, and become a player in a new leadership role."

Sue Mehrer, Deputy Librarian, Cambridge University

"Nothing could have prepared me for this programme has had. This is not just a leadership programme – it is an exploration of inner self and an understanding of impact on your colleagues through a process of experiential learning. Am I better leader from this programme? I think so. Am I a better person from this programme? Undoubtedly."

Andy Nixon, Director of ITS Operations, Durham University

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Changing the Learning Landscape provides professional development activities for academic staff and educational developers.

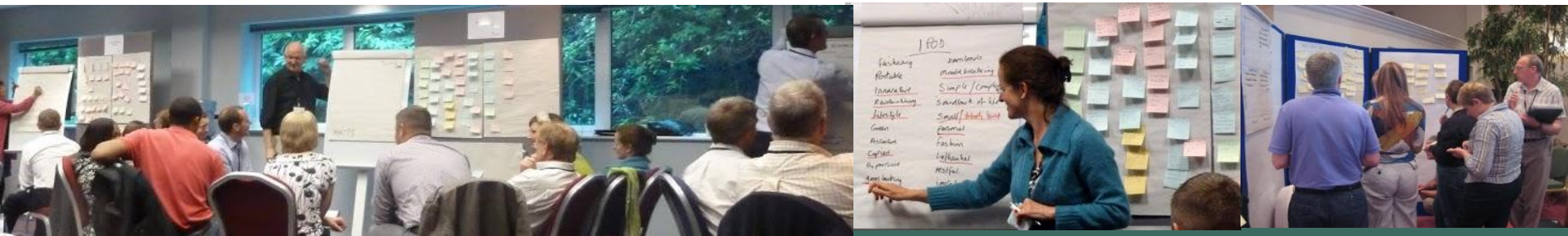
Changing the Learning Landscape offers an intensive transformational programme for senior institutional and student union leaders in universities, university colleges and further education institutions providing higher education.

Changing the Learning Landscape also brings consultancy advice and expertise to assist institutions in bringing about strategic change in teaching and learning.

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Change Academy

- A different kind of change process for UK higher education institutions
- It is *not* training in project management, nor in 'how to do change'
- More than 900 people from over 100 HEIs have participated
- An under-pinning belief in working with organisational complexity
- An intensive, participative, residential element (2-4 days)
- Dedicated time for *cross-institutional* teams to work together
- A journey from divergent to convergent thinking
- An explore-challenge-apply model



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Opening spaces for students as co-creators

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Change Academy – strong encouragement to include students as team members



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THE SUNDAY TIMES
UNIVERSITY OF THE YEAR
2012-13
UNIVERSITY OF EXETER

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Support for staff

Student administration and academic policy

Staff development

Education Enhancement projects

Current Projects

Collaborate

iExeter

Online Coursework Management 2

OCME

Students as Change Agents

About

Get involved

Projects

Publications

Annual Student Conference

Education Conference and Teaching Awards

Students as Change Agents in a Digital Age

Peer Coaching

Revising MACE

Past Projects

Academic Services



Students as Change Agents

+ About the scheme

Students as Change Agents is an ambitious scheme that lets you take an active part in making your time at the University of Exeter even better. You can identify areas you want to improve, and then research solutions with your fellow students, which we'll help you put into action as a Change Agents project.

Why not follow us on [Twitter?](#)

+ Get involved



Find out about how you can get involved and become a Change Agent for your College.

+ Projects



Students have undertaken a huge range of projects as part of the Change Agents initiative.

Events



Annual Student Conference

Education Conference and Teaching Awards

Change Agents in a Digital Age

http://as.exeter.ac.uk/support/educationenhancementprojects/current_projects/change/

Leadership skills for change in Higher Education



Introduction

How better to give our students a real sense of pride in their University than to involve them in shaping it?

That's the thinking behind our groundbreaking Student Academic Partners scheme – which teams staff and students in an equal partnership to instigate projects that will strengthen learning and teaching development for the benefit of the whole University community. This pioneering collaboration between staff and students is part of a wider University initiative to create a real sense of learning community, where students influence their own education as a matter of course.

Last year, a total of 30 collaborative projects were funded across the University, right across our subject range. Here, this year's enthusiastic and dedicated participants, staff and students, share their experiences.

If you're a student or a member of staff, we hope you'll find inspiration in these pages to suggest a project of your own or, if you're part of an external organisation, perhaps to become involved in or fund a project that could also be of benefit to you.

http://www2.bcu.ac.uk/docs/media/celt/SAP_Brochure_Spreads.pdf

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Inspiring
Leadership | **Leadership
Foundation**
for Higher Education

Thursday 6 September 2012
Thursday 20 June 2013

n u s
national union of students

Student
as Student-focused events at
the year-start and year-end
Governor

"Very worthwhile!
Reassured me to
be active in all the
Governor meetings and
to contribute as much
as everyone else."

"Was a great opportunity
to interact with other
Student Governors
and learn about their
approach to issues."

A programme for student
governors on transferable
leadership skills

Inspiring
Leadership | **Leadership
Foundation**
for Higher Education

www.lfhe.ac.uk/en/audiences/governance/staff-and-student-governors/

A stereotypical Board from the 80's/90's

- Largely male
- Largely retired
- Focused on Finance and property
- No discussion of the academic business
- Student voice/feedback?
- Student reps-if there were any-young people who should be seen and not heard "Polite patronisation"
- Students by and large (unless studying accounting or building surveying) confused by discussions on cashflow forecasting and net present values

Where we are

- No board in the country without student representation
- Encouraged to be active participants
- Student experience high on the agenda
- Greater focus on programmes, course and curriculum matters
- Greater levels of public scrutiny/accountability for boards-particularly when things go wrong
 - So that's all right then!!!!!!.....
- however;
- Making the most of the Formal/informal
- Understanding the style and culture
- Earned responsibility-briefing/professionalism

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