

# leadership *matters*

## *Diversity makes a world of difference*



Leadership South West are pleased to be working with the Disability Rights Commission on a new diversity project aimed at encouraging and supporting more disabled managers to take up board positions. Linked to a national drive to have the voice of disability represented on public sector boards, this initiative is being piloted in the South West.

The project, entitled **Ascend**, is focussed around three free seminars which explore the challenges of leadership in board life and look at what support and development is available to disabled people to develop their leadership skills.

This initiative sits within the work that LSW are championing on diversity in the boardroom. If South West organisations are to have the breadth of perspective needed to represent the community, society and consumer base that they serve, then there needs to be a more diverse range of skills and ideas within its leadership team.

The second of our projects, **Inspire**, continues to grow from strength to strength and we are delighted to see an increase in the number of women now pursuing the IoD Director Development Programme.

Professional development is the key to building the confidence, skills and knowledge necessary to lead and direct effectively.

**Jackie Bagnall**  
Programme Manager – Leadership South West

If you would like to know more about either of these diversity initiatives, then please contact Ann Cullum on 01392 262578.

## *High profile events in the West Country*

During May 2006, the West Country welcomed some of the biggest names in business management to a range of events; John Adair, Stephen Covey, Charles Handy and Henry Mintzberg.

The fact that this region can now attract high profile speakers who, until recently, might only be

seen and heard in London or other major urban centres, says something hugely positive about the changing nature of the West Country's economy.

**If you would like to know about events such as this in advance, please register your email address at [lsw@exeter.ac.uk](mailto:lsw@exeter.ac.uk)**

## *IOD Company Direction Programme within the South West*

The Company Direction Programme is facilitated by Leadership South West for directors who wish to gain a recognised professional qualification. New programmes are due to begin from September 2006 in both Exeter and Poole.

Successful completion of the Diploma examination is one of the criteria in achieving Chartered Director status, which recognises the professionalism and experience of directors.

In our most recent cohort, we had an excellent number of delegates who successfully passed the Diploma. I would like to offer our congratulations to them all, and especially to Monica Read who gained a Distinction.

Monica joined South West Water, one of the region's biggest organisations, in 1992 and was appointed to its board 10 years later. Prior to enrolling onto the programme, she was convinced that to be an effective director required a broader understanding than she felt she possessed at the time.

When we spoke to Monica two things clearly emerged as major benefits of her studies on the programme.

*"The group of people I went through the programme with were great; intellectually lively, from a mix of business backgrounds and with some fascinating experiences".*

*"It was a very safe, non-judgemental environment to talk about the things that didn't always go well".*

*"The other area that clearly stood out was the very high standard of teaching and facilitation. The group I was with would not have tolerated anything other than really good teaching and that's exactly what we got."*

The challenges for women in senior positions of leadership remain complex. There are still too few women in the boardroom and yet Monica truly believes the most stimulating and balanced environment is a mixed one.

**Should you be interested in joining the next IoD Company Direction Programme cohort in September please contact Ann Cullum on (01392) 262578, [directordev@exeter.ac.uk](mailto:directordev@exeter.ac.uk).**

“We don’t want to be the same as everyone else – that’s the main challenge!”



AGD receives the prestigious Queens Award for Innovation

AGD Systems Ltd. is part of the privately owned AGD Group of Companies and is committed to supplying a continuously improving standard of traffic information and measurement equipment to control and manage systems worldwide. Established in 1992 as a family business, the Company began life in a garden shed but such was their success that within 12 months, new premises were acquired which gave scope for the design and manufacture of new products.

The company offers a comprehensive range of detection products covering a wide range of applications in traffic, pedestrian and parking markets.

The AGD ethos is to achieve a pre-eminent position within its chosen market places by producing cost-effective products and superior customer service to the highest possible standards. They achieved Gloucester Small Business of the Year Award in 1998, Investors in People (IIP) in 2001, gained Beacon status in 2005 and recently received the prestigious Queens Award for Innovation.

When I met with the MD, Peter Hutchison, I found someone who mixes family values with a passion for innovative ideas and is prepared to take calculated risks to keep his company in the forefront of today’s technical market.

*What would you consider were the key factors in developing your obviously effective workforce?*

“We try to employ people who are a good fit, not just a ‘technical fit’ – so it is more about employing people who are just good people.

Therefore we need to use considerable resources in sending people for training. However, sending staff on courses has a really positive effect. I think people get a lot from training – the motivation and development makes them feel important. Some of our best technical people have come to us, not because they have advanced skills in the field, but because of their enthusiasm and motivation to work with our team”.

*You have a very low staff turnover, so what would you say is the key to the high company loyalty you receive?*

“If the staff have problems, they tend to sort it out between themselves, and we give them the freedom to do that. People rarely leave. The atmosphere is friendly, creative and informal, with a very strong team culture. From the engineering perspective, which is our key resource, people get highly stimulated by the job they do because its about problem solving, designing and innovating new things all the time. We have always got to develop a product that is better than the one before, so there is a lot of stimulation involved in the work.

We have got a great deal of exceptional talent here, and when we have our regular six monthly or quarterly updates, where we all get together to discuss what we have worked on, what we have achieved and what we need to do, the ideas just flow. That’s the way we do things here – everyone gets in behind it and goes with the pace. That’s what makes it exciting!

**I am quite prepared to take a risk to be**

**different, and I think others would also like to be different if they had the choice. So the fact that I am making that choice for them, makes them feel comfortable in what they do.”**

*Would you say you have a particular AGD ‘culture’ which has evolved from the onset?*

“To start with this was very much a family business, my father, uncle and myself just rolled up our sleeves and did absolutely everything. So, although we now have 40 employees, there is still a strong element of trying to maintain that ethos. We tend to muck in on all levels, which is the way we started. We have a very flat structure, as flat as you can get away with.

This is quite difficult to maintain as inevitably in corporate discussions with customers, there is a distance that gets created. But I think it is important not to “delegate down” – it’s a **“we’ll do it ourselves” type attitude here**. When you do any task yourself, it ripples down through other people – it is good to be seen to do all kinds of jobs.

We have no commission salesmen, so no-one is marked out as different from anyone else. The profits we make are shared out among employees, as a way of saying that everyone is a cog in the wheel. So it doesn’t matter if you are emptying the bins, designing the latest technological product, or actually closing a big contract with a customer – you are treated, pro-rata, with a degree of contribution to the whole outfit”

*...and how do you maintain this passion you feel for being ‘different’?*

“This is one of our key challenges. Although we have a family culture, one of the things I feel really strongly about is that I do love to be different to everyone else – I don’t like following the pack. So we advertise differently, we don’t have a sales force as such and we deal directly with the end customer.

We tend to do everything ourselves. **If we dream it up ourselves, and believe its right, regardless of what anyone tells us, we will make it work because its our idea – it’s the way we do it and we feel quite strongly about that.”**

*What motivated you to go for Beacon status and what benefits do you feel you have derived from it?*

We decided to go for Beacon status because we wanted an association with being successful. It is not necessarily about the market place, or status, but it works very well internally – recognition for the staff that we are doing well.

IIP is very also very internal, it’s a recognised process which most people have. But Beacon is a little bit different.

What I really like about Beacon is the networking opportunities it gives me. I go to the meetings and

**'Enterprise: The Leadership Role'**  
by Roger Parry  
Published by Profile Books 2003



On meeting and spending time in the company of Chief Executives and business leaders, there is often an opportunity to ponder an individual's suitability for office and how it was they were chosen above all others. In most cases, the leader's attributes and performance speak for themselves, but for others the distinction is less clear.

Corporate life continues in a state of flux with investors, legislators, employees and customers expecting a more practical and pragmatic approach to leadership. 'Enterprise: The Leadership Role' by Roger Parry provides a contemporary response describing the leadership role for incumbent or aspiring Chief Executives interested in creating real value in a business over the longer term.

Opening with some history surrounding the evolution of the position, a case is made for adopting a new approach based on achieving balance and flexibility in a constantly changing business environment.

'Enterprise' establishes a set of 10 principles for action, defining what business leaders must do to bring success for their companies. From maintaining a vision and strategy to managing change and making deals work, these principles for action are more about asking the right questions and adopting the right behaviour, than prescriptive solutions.

Roger Parry acknowledges there are no easy answers. With everyone else in a company given a specific set of tasks and goals, the leadership responsibilities of a CEO are different from those of other functional managers. Concerned with providing their business with a sense of direction and energy, they should always be asking 'what has changed, what can I do to make this business better and are our customers happy?'

A former business reporter with BBC radio and television, McKinsey consultant and ex-bag carrier for Maurice and Charles Saatchi, Parry resides as CEO of Clear Channel International, one of the world's largest media companies.

Although many of the ideas in the book are not entirely new, the reader benefits from the authors' first-hand experience and observations, supplemented by insights gleaned from proven leaders such as Louis Gerstner and Jack Welch. Mixed in with this blend of corporate wisdom are more traditional elements of management theory.

Written clearly, and with a no-nonsense approach that presumably reflects Parry's style as a business leader, 'Enterprise' is a readable study providing some useful contemporary acumen for experienced, needy and aspiring leaders alike.

**Review by Adrian Hall – Management Consultant**  
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**"A Woman's Place is in the Boardroom" by Peninah Thomson and Jacey Graham with Tom Lloyd. Pub: Palgrave Macmillan 2005**

In the biggest West European companies just 8% of board directors are women. They make up 5% of top management, from which future board members are most likely to be drawn. Less than 14% of Fortune 500 directors are women.

Peninah Thomson and Jacey Graham's book is part of a substantive effort to bring about change. Their backgrounds at senior levels in the types of organisations that form the subject of the book (PwC, NATO, Shell and Lloyd's TSB) inform their approach.



The core of the book is a set of interviews with CEO's in the UK and the US. They conclude that:

- The gender imbalance is easier to understand in some industries than others
- Women tend to be less mobile than men; making it difficult to get overseas operating experience
- Companies want more women on their boards, but cannot find enough suitably qualified female candidates
- Once the number of women passes "tipping point", progress toward gender-balanced boards will accelerate
- Women bring distinctive qualities to boards that most respondents value
- Childbearing is not a major issue, and is not a problem for companies or for women
- Women account for half the workforce and half the talent - the most persuasive argument for increasing the proportion of women on boards

They also interviewed women in what Laura Tyson calls the "marzipan layer", the layer just below the board, to get their reactions to the CEO's responses. They detail the "micro inequities" that may contribute to the isolation and frustration that many women experience at this level. These issues, the authors argue, should be addressed by the organisation as part of corporate culture change.

In 2004 Thomson and Graham launched the FTSE 100 Cross Company Mentoring Programme in which the CEO of one company mentors an aspiring female director from another. By the end of June 2005, 26 chairmen had signed up as mentors.

So what does this tell us? That the "glass cliff" is very slowly and imperceptibly crumbling? That change is inevitable? The results are too tentative for that.

This book takes a thorough look at the issues and demonstrates the strong business reasons for a better gender balance.

**Review by Glynis Rankin - CLS Affiliate**  
Director – Creative Metier  
[www.creativemetier.com](http://www.creativemetier.com)



events to look for ideas and stimulation, and that's what I get from Beacon. You know you are in a room with people who already have successful businesses, doing quite clever things, and it's the opportunity to take, or cherry pick their ideas on some of the things that you are doing that are not in your sector – a great opportunity to look at new ideas.

**This brings in a "sharing" element, instead of a "competitive" element.** We have linked up with another Beacon technical company who were excellent - they showed us round the company for hours. We shared stories of what we were trying to do, and we came back with loads of new ideas. We have only done it once, but I would like to find something similar with other companies. I would also be quite willing to give my time to another company in a similar way, because I think this is one of the prime elements of Beacon.

Its all very well knowing what your competition is doing, but a completely different thing to ape it – it's the people there, the processes, the way they go about their market place – it's a combination of all elements which makes their product good. So although someone might be able to copy your product, what they cant do is copy the way that you make the product come about, how you conceived it. So, if you believe that your product is good, why not tell everybody"

*So, what lessons in leadership have you learned that you can pass on to others...*

"Everyone is a leader, they just have a different aspect on it. If I am in doubt about anything, I just try to be more myself, then I know that I am playing from my strengths that way, not trying to do something I am not good at.

The key thing I have learnt from trying to do it that way is that I have got to be the way I am but with more skill, not just be the way I am without a care – to have the courage to be myself. I think this reflects throughout the company so that the company is itself too, or has a sense of its own identity, hence the ripple through. That is why we tend to attract staff who are creative and fit in well.

We have a picture in the boardroom of people rowing their boat, and the caption says **"Team work is the extraordinary achievement put together by a set of ordinary people"** – this is how it is at AGD"

**Interview by Vanessa Ascough - editor**



# Understanding self and others: what it means for leaders

*The need for effective leaders to understand themselves and others is well documented in leadership literature. Daniel Goleman identifies 'self-awareness' and 'empathy' as two of the competencies in the emotional competency framework<sup>i</sup>. What does it really mean? How deeply do we need to understand ourselves and others, in order to be effective leaders?*



Understanding others is a key skill in leadership and management. It's difficult to get the best from people if we don't understand what motivates them. But most of us aren't professionally qualified in reading others and can only hazard a guess at what drives an individual's behaviour. It's all too easy to make assumptions about the causes of someone's behaviour. If we treat only the symptom (the behaviour) without knowing the cause, at best we will achieve moderate improvement in the short term: at worst we will exacerbate the condition to such a degree that it becomes terminal.

It is probably unrealistic to expect to be able to

gain intimate knowledge of everyone in a large organisation. We can, however, work to create a culture where all staff try to understand others' perspectives, whether customers, clients or colleagues. Consider how many conflicts arise because of misunderstanding. Carl Rogers<sup>ii</sup> (1961, p330) hypothesised that a major barrier to communication is 'our very natural tendency to judge, evaluate, approve or disapprove the statement of the other person' 'Real communication', he proposes, 'occurs when we listen without this evaluative tendency, but with the understanding that comes from being able to stand inside the frame of reference of the other person'.

It's a tall order, but if one of the roles of the leader is to facilitate development of others, it's essential.

There is a difference between understanding and excusing. Understanding in a climate of accountability means that we attempt to take people forward from where they are, not from where we would like them to be. We can't develop others; we can only create the conditions where they can develop themselves, occasionally perhaps holding up a mirror so that they can see their world from another perspective.

The international management consultancy, Hay Group, used to have a saying: 'Strategy differentiates; your people make the difference'. People certainly are our most significant asset, but it's not people that make the difference - it's relationships. Organisations stand or fall on the quality of the relationships among their members, and with their customers.

If we are to form effective relationships, it is not sufficient to put effort into understanding others. What happens in relationships happens in the mix, the space between two or more people. Imagine life as a game of tennis: the quality of the game depends not on one player or the other, but on what happens between them as the ball flies back and forth across the court. I may have watched my opponent play others, and have a good idea of his strengths and weaknesses, but if I don't know my own, I won't know how to take calculated risks; time and again, the ball will end up in the net.

'If you want to be a leader, you have to be a real human being... You must understand yourself first' (Senge, 2004, p186)<sup>iii</sup>

We need to understand what has made us the people we are becoming (I use the continuous present advisedly: this is a journey without an end.) What delights us? What repels us? What prejudices have we? What do we feel passionately committed to? What are we vigorously opposed to? Which aspects of ourselves are we comfortable with? Which are we happier to deny?

You will notice that I have stopped considering how we are as leaders, for the questions go much deeper. To see ourselves only in terms of the role we play suggests that we cannot see past the role; (what an excellent defence against facing up to our true selves!) Working with headteachers over the last 10 years, I have been struck by how many of them find it difficult to take off that mantle – even in what they have defined as a non-threatening environment. How real are we in our professional contexts? To what extent is there a discrepancy between our professional and our personal being?

Many of us put on our role in the mornings, just as we put on the clothes that we generally wear for work. There's nothing wrong with that. The difficulty comes when we can't disentangle the persona from the person. Our sense of ourselves is inextricably linked to others' and our own expectations of ourselves. The latter are often based on no more than the habits which we have

grown up with.

From our earliest experiences, our sense of our own worth was influenced by our gaining approval (and avoiding disapproval) from those who were significant in our lives. We have internalised the values and expectations of others to the extent that we now see ourselves as acceptable only when we behave in ways which fulfil those early expectations. Looking back, I received messages which led me to believe that I was acceptable only when I gave of my very best ('if a job's worth doing, it's worth doing well' was an early mantra). No surprise, then, that it has taken me a long time to accept that sometimes we have to live with things being less than perfect.

It is very difficult, if not impossible, to accept in others what we cannot accept in ourselves. Being judgemental about ourselves can get in the way of forming creative relationships. If we can be easier on ourselves, we can be more accepting of others. Sounds simple, doesn't it? But of course, it's not. We are talking about changing the habits of a lifetime. The first step is to question whether the habits are really useful. The second is to recognise that we have a choice about how we behave in certain circumstances. The third – a long way down the line – is to exercise that choice.

Imagine, for example, that you were brought up to believe that any show of emotion or request for help was a sign of weakness. Now, as a leader, that belief is magnified: if the troops aren't expected to show weakness, the leader certainly shouldn't.

What would happen if you admitted to yourself that you needed help? Well, the sky might fall in (unlikely), some might judge you as weak (possible, but how significant are they, and why do they feel like that?), some might judge you as strong enough to admit that you don't have all the answers (probable), you might even get help (how would you cope with that?). You might even start to develop a culture where it was okay to say that you needed help, and everyone would stop trying to hide their inadequacies and concentrate on fulfilling their own development needs. The organisation might even benefit.

Understanding yourself may mean examining every brick of the wall you have built to keep yourself safe. Some you will discard; some you will replace. There is a cost, but the payoff for you and your organisation is well worth the investment.



**Julia Steward**  
Centre Manager for the  
National Professional  
Qualification for Headship in  
the South West

i Goleman, D (1998): *Working with Emotional Intelligence*, London: Bloomsbury Publishing

ii Rogers, C (1961): *On becoming a Person*, London: Constable & Company

iii Senge, P et al (2004) *Presence*, Cambridge MA, Society of Organizational Learning

## Does it matter?...

My friends' reactions varied from 'My, you are brave!' to 'Why do you want to do that?' when I told them of my plans to take a year out to follow the MBA programme. From where I was sitting it seemed like a once in a lifetime opportunity to fulfil an ambition which had been creeping up on me for some time.

I had spent the previous 12 years working for a number of training providers on government funded youth training programmes, and whilst I still felt passionately about the importance of these programmes and enjoyed the work enormously, I faced redundancy for the third time in my life.

On previous occasions I had managed to find a new job relatively quickly, but I was becoming increasingly aware that without some kind of management qualification it was getting more difficult to find the kind of job I wanted. So I thought I might as well go for the best!

Once on the programme my feelings ranged from 'What on earth am I doing here?' to revelling in the learning. The year group was quite a large one with people drawn from a range of backgrounds, nationalities, experiences and ages (I only mention the last one because as the second oldest in the group I was asked 'Why do this at your age?'). I loved it all. I enjoyed being really stretched intellectually and being encouraged to follow personally interesting lines of study. I even enjoyed the finance modules, despite the challenge they presented to me!

At the end of the year I was lucky enough to quickly find a job with Devon Youth Service. Having decided I wanted to remain in the public



sector, I was really pleased to be offered the opportunity to carry out a research and mapping exercise. I have remained with the Youth Service, although the job has changed and is now much more focussed on policy issues.

Although I do use my MBA at work quite a lot of the time, I feel it has really come into its own in my voluntary role as County Commissioner for Scouts. With some 6000 youth members aged between 6 to 25, and 1300 adults, it is a good sized organisation. The challenges of running a voluntary organisation in the 21st Century are many. As we head into our Centenary year in 2007 we are all focussed on growing the movement to provide more and better opportunities for young people, and we are being challenged to think creatively about how to do this. It is in this area that my MBA is proving to be of the greatest use, and I hope when I get to the end of my 5 year appointment I will be able to see the benefits in terms of tangible results.

**Sally Yeo**  
County Commissioner

## The Exeter MBA

at the University of Exeter School of Business and Economics is a well-established programme that is accredited by the Association of MBAs (AMBA). The programme challenges you and develops your capacity to solve and manage business problems in a global context. All of our teaching faculty are research and business-active, most of them at the highest level. Many of our professors have senior advisory roles in the UK Government and European business community. The result is a programme that is always up-to-date, inspiring and thought-provoking.

Exeter enjoys an excellent reputation in the UK for research, teaching quality and support. The latest (2001) Research Assessment Exercise rated 98% of Exeter subject areas in the top grades (5\*, 5 or 4), and the School received a 5 rating for accounting, finance and economics. For teaching quality, all subjects assessed by the Quality Assurance Agency (QAA) since 1996 scored top marks for student support and guidance. The 2005 National Students Survey ranks Exeter in the top 25% of UK

universities for overall performance, with especially high rankings for our learning resources, teaching quality and personal skills development.

### The Exeter MBA in Brief

**Programme:** 12 Months Full Time, 36 months Part Time, 7 Core modules. 3 Electives, Research Project (Dissertation). You can specialise in Financial Management, Leadership, Marketing Management, Tourism, Entrepreneurship and Innovation.

**Admissions:** Good degree or GMAT 600 or more. Minimum age 24. Minimum 3 years work experience at managerial level. Full-Time Fee (2006): £15,000, Part-Time Fee (2006): £13,500

Scholarships and bursaries are available.

**Admissions contact: Maureen Costelloe**  
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[www.exeter.ac.uk/mba](http://www.exeter.ac.uk/mba)

# Educating Leaders in Cyber-Space

how the Exeter MA in Leadership Studies is turning the notion of 'distance' on its head

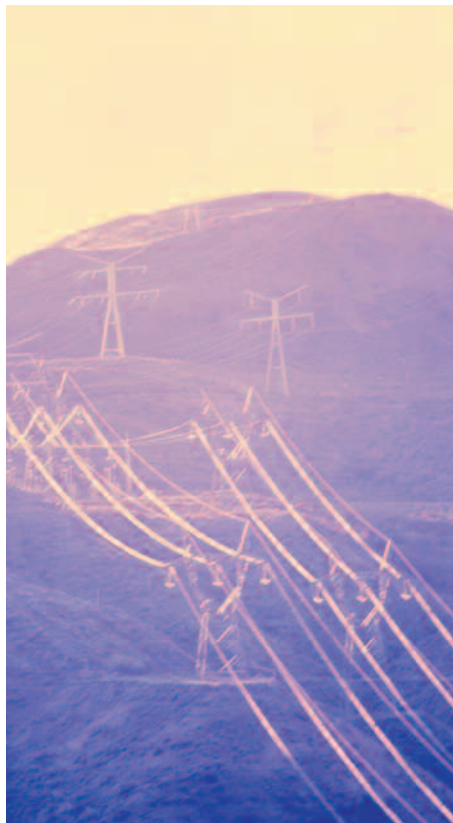
Distance-learning has often had the reputation of being the 'poor relation' of classroom and residentially-based ways of learning. Perhaps the term is too reminiscent of 1950s 'correspondence courses' – offering diplomas in 'shorthand', 'beginners' Spanish' or 'perma-culture'. Although the huge success of the Open University's degree programmes has changed that image somewhat, the idea that something as sophisticated as 'leadership' could be developed through a web-based programme certainly seemed optimistic to me when I became Programme Director for the E-Learning MA in Leadership Studies last year. My scepticism has been tempered, however, as I have begun to examine more deeply the experience which students have on our E-Learning programme. In fact, a recent in-depth study to evaluate the Masters carried out by myself, Professor Peter Case, the Programme's designer, Keith Kinsella, one of the programme's on-line coaches, and Patricia Gaya-Wicks who has recently joined the Centre as a Lecturer, has challenged some of our most cherished beliefs about the nature of learning about leadership and how it might best be facilitated. The findings of the evaluation raise three key paradoxes about the nature of our E-Learning Masters:

- Although it looks like a 'distance learning' programme, in that participants are geographically distant from the course tutors, they experience themselves as being 'close' to where their learning can be applied. This gives the course materials an immediacy and relevance which may not be so readily available on residential courses.
- Although the programme appears to be delivering a set canon of information, which participants 'learn', they actually report that their experience is one of co-constructed learning – the course materials act as a starting point for further discovery and inquiry on the part of participants themselves.
- Although the programme looks highly flexible, in that students can engage with materials whenever it is convenient for them, there is a fairly rigid structure of weekly engagement, which means that participants don't readily 'drop by the wayside', a recurring difficulty with most distance-learning offerings.

The findings of the study are prompting us to rename the programme the MA in Leadership Studies by Close Learning rather than E-Learning. The term 'Close-Learning' was coined earlier by Professor Jonathan Gosling and Professor Henry Mintzberg to capture the kind of experience which

brings the participants' learning close to where they actually apply it. When the ideas and theories are delivered to the workplace via internet and web technology, the opportunity for experimenting and trying out new ideas heightens the possibility of their being applied in relevant ways. For instance, one programme participant reported:

*"It's not like any other programme I've ever been on – where the learning is out there and most of it doesn't get used in the workplace. With this programme, I'm able to use what I'm learning right away—and I find I'm always thinking about it – while I'm in the car driving home, when I'm in meetings. And it's really strange how I will have been reading a particular theory, and it seems like the very next day I can see how I might apply it in practice. Sometimes the timings between reading things and then having relevant things happen at work has been a bit spooky..."*



One of the mechanisms that helps create the close-learning experience is the interaction each student has with a personal coach during each seven-week phase of the programme. Each week, participants download course materials and are prompted to write their reflections on particular areas into a Learning Log. Coaches respond to these log entries either via the net or over the telephone, often

challenging participants to think more deeply about the materials, and particularly to explore their implications for leading in their particular context. Rather than acting as 'experts', the coaches facilitate student's learning by posing more questions and encouraging the sense-making process. As one student said:

*"My coach always asks me more questions about my learning log entry. At first I found this a bit frustrating, but then, when I began working with the questions, I saw he was trying to get me to think more deeply about these things for myself. I've learned a process of learning, rather than just more facts..."*

At the moment, the majority of programme participants are UK based, but each cohort has also included students in more far-flung locations, such as Bhutan, Japan, Zimbabwe, Dubai, Canada, and Ghana. The international student body contributes another dimension to the experience – as students interact with one another through the programme's Discussion Forum they are constantly exposed to different perceptions and experiences, coloured by national and cultural viewpoints. Reflecting on this dimension, a participant commented:

*"It's very different learning about the economic system in Zimbabwe through the newspaper or through text books, and a very different thing learning about it through hearing about the difficulties Samuel is having – and also seeing how inventive he is in dealing with electricity cuts, not being able to get text books easily etc – just interacting with him provides us with another lesson about leadership."*

Our findings indicate that a programme such as the MA by Close-Learning offers advantages to busy professionals that more conventional methods of development cannot. The on-line coaching element, for instance, enables participants to have weekly contact with a professional devoted to their individual development. The on-line aspect enables course materials to be readily updated in response to new ideas about leadership or participants' requests. And the on-line Discussion Forum, which is being further developed as a result of our study, provides a means by which participants can confer and discuss aspects of the programme with one another despite geographical and time differences. Certainly, the findings of the Exeter study suggest that developing leaders in cyberspace may be not only a possible, but preferable in enabling students to enact their learning where it counts—in their own particular work and living environments.



**Dr Donna Ladkin, Programme Director, MA in Leadership Studies**

# The Best Advice I Ever Received...

Oscar Wilde said "The only thing to do with good advice is pass it on. It is never any use to oneself"

An interesting conundrum! The following contributors have done both – they have listened to those who have passed on the nuggets of wisdom, but have also found that the echo of truth in what was received has made an impact throughout their career and private lives.

We hope you will once again enjoy these small snippets of "good advice", but please do look at our website to tap into the full story. Thank you, once again, to all who have taken the time to contribute.

## Professor Steve Smith

is the Vice Chancellor of the University of Exeter. His anecdote changed his thinking about leadership.

"I was very much influenced by hearing about the concept of 'path dependency' which describes the tendency of large organisations to keep on treading the same path – unless someone changes something. It really changed the way I thought about leadership and how it was the leader's responsibility to take the organisation in new directions, not just to improve what it already does. The University's Chair of Council Russel Seal, a former joint Managing Director of BP, has exactly the same view, although he comes from a very different background. He is fond of the phrase: **"If you do what you've always done, then you get what you've always got."**

## Shaun Galloway

is the Financial Director of Ginsters. His observation was received from his predecessor when he first took on his role.

"What I learned about good leadership boils down to two things: **Clarity and Enthusiasm**. People want to know exactly what is expected of them and encouraged that it is the right thing to do and that they can achieve it.

Easy to say... bit harder to do! Knowing what you want and positively believing you can get there, is half the battle".

## Deborah Williams

is a training consultant, but as a former naval officer, she recalls a valuable piece of advice from her officer training days.

"As a young, newly promoted naval officer, it is easy to imagine that you can walk on water! ...you are keen to make a good impression. However, before I left training, an instructor gently told me one day: **'always respect the knowledge and experience of your team'** It is a management and leadership lesson that I have never forgotten"

## Gillian Sharazi, LVO

is the Secretary General of The Duke of Edinburgh's Award International Association. Her father's advice has made an impact on her continuing work with young people.

"When I was 17, my father taught me to drive. That was a challenging leadership situation for both of us! I remember one thing in particular which he drummed into me as we negotiated the quiet and not-so-quiet roads of my home town of Kirkintoloch, and that was to **never presume what another driver was going to do, or assume you know what they are thinking**.

This phrase has stuck with me ever since, and I find time and again that if I do presume, I am invariably wrong"

## Roger Niven

is a CLS Fellow. His good advice was received on the tarmac of Dum Dum airport in Kalikat, in the midst of a relief operation after a cyclone, and was in the form of a request.

"**Please sir, please walk around but do not get involved, this situation is far too difficult**". This was said, very politely and courteously, by a Bengali supervisor, and although the 'for you' was left unsaid, the implication was clear. The overwhelming desire for most of us is to exercise control in a crises, but sometimes this is not what the followers want, or need. I have remembered this lesson many times in my own career"

## Barry Warbuton

is Head of External Affairs at EEF Western. His advice echoes that same theme of the driving lesson...

"...during one of my innumerable personal appraisal sessions throughout my varied career, it was said to me that **'if you want to drive your organisation forward through change and continuous improvement, as the driver, you must always look over your shoulder to ensure your passengers are still with you'**. What is the point of driving through change if the culture or the team do not understand, or are unwilling to move at your speed."

**If you have something you would like to contribute, please contact [vanessa.ascough@exeter.ac.uk](mailto:vanessa.ascough@exeter.ac.uk)**

**To read the complete transcript of these contributions, visit our website [www.leadershipsouthwest.com](http://www.leadershipsouthwest.com)**

## Angela Wright, MBE

is the Managing Director of Crealy Great Adventure Parks. Her father's words are also quoted regularly by her staff.

"The best advice I have ever had was from my father, Roy Down – it is simply that **'You must have good people around you, whom you are pleased to see in the morning'**

Ideally, I look for people who know more than I do, and who challenge my opinions – because if we both always agree, then one of us is redundant! Plus, I love working with young people – and people of a young outlook – because of the energy, enthusiasm and desire for fast progress".

## Alan Hooper

is the Founder of CLS and a current Fellow. He recalls a key moment when he was trying to encourage empowerment within a large organisation in the Royal Marines, without much success.

"I was asked a question which was fundamental to our work. The only problem was that it indicated that I had been promoting the wrong policy! Instead of falling into the trap of fobbing it off, I met his query face on and said **"John has raised a good point – and I have been leading us in the wrong direction. Let's pick up his idea and see where it leads us"**.

From there... ideas started to sprout up from all over the organisation... and my public admission of my mistake had encouraged them to see whether I was as good as my word. Fortunately, I was"!".

## Kate McKinley

runs a consultancy in the Scottish Highlands. The poet Rainer Maria Rilke provides her with the inspiration which eases the driving need for certainty in life.

**"to be patient toward all that is unsolved in your heart and try to love the questions themselves like locked rooms and like books that are written in a very foreign tongue. Do not now seek the answers, which cannot be given you because you would not be able to live them. And the point is, to live everything"**

"So it's starting to feel like something of a relief to relinquish some old certainties and tightly held opinions and let life surprise me, which, of course, it does – often"

# The role of the Non-Executive Director



Following on from my last article in Issue 6 of "Leadership Matters", there has been a lot of interest in the value and purpose of non-executives for boards of a variety of different

organisations, which warrants further examination.

Essentially the non-executive director's role is to provide a creative contribution to a board by providing objective criticism. Importantly, however, there is no legal distinction in the UK between executive and non-executive directors of an organisation. Therefore non-executive directors have the same legal duties, responsibilities and potential liabilities as their executive counterparts. While non-executive directors clearly cannot give the same continuous attention to the business of the company, it is therefore important that they show the same commitment to its success as their executive colleagues.

All directors should be capable of seeing an organisation's issues in context, as well as in a broader perspective. As a consequence, non-executive directors are usually chosen for their breadth of experience, calibre and particular personal qualities. Of the utmost importance is their independence of the management of the organisation and any of its 'interested parties' or stakeholders. This means they should bring a degree of objectivity to the board's deliberations,

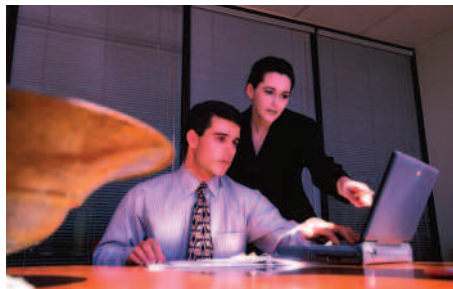
which should then play a valuable role in monitoring executive action.

Chairmen, and other board members, should use their non-executives to provide general counsel – and a different perspective – on matters of concern to their organisation. They should also seek their guidance on particular issues before they are raised at board meetings. Indeed, some of the main specialist roles of a non-executive director may well be carried out in a board sub-committee.

The key responsibilities of non-executive directors on a company board for example can therefore be said to include the following key tasks:

## Setting strategic direction

As an 'outsider,' the non-executive director may have a clearer or wider view of external factors affecting the company and its business environment than the executive directors. The normal role of the non-executive in strategy formation, therefore, is to provide a creative and informed contribution to the organisation's direction. They should also act as a constructive critic in looking at the objectives and



plans devised by the chief executive and his or her executive team.

## Monitoring organisational performance

Non-executive directors should take responsibility for monitoring the performance of executive management, especially with regard to the progress made towards achieving the determined company strategy and objectives.

## External communication

The company's and board's effectiveness can benefit from outside contacts and opinions. An important function for non-executive directors, therefore, can be to help connect the business and board with networks of potentially useful external people and organisations. In some cases, the non-executive director can be useful in representing the company externally as a media spokesperson.

Of course, this is just a brief introduction to the role of the non-executive. If you are interested in becoming a non-executive and honing your skills, why not visit the Institute of Directors website [www.iod.com](http://www.iod.com) where you will find more information.

In addition, Leadership South West will be running two one-day 'Leadership Toolkit' seminars on 15 June in Exeter and on 12 December in Bristol. For further information on these please contact Kath Wevell on 01392 262577 or e-mail [kath.wevell@exeter.ac.uk](mailto:kath.wevell@exeter.ac.uk).

**Simon Face**  
Regional Director, IoD South West

## Region's businesses suffering from managers' poor health

Recent research conducted by the Chartered Management Institute and Workplace Health Connect has found that only half of all managers surveyed in the South West reported that they were in 'good' health. There may be many reasons for this perceived lack of wellbeing, but one major factor appears to be significant levels of organisational change. Incidents of cost reduction, short-term contracting and culture change have all increased significantly.

While these changes, on the whole, can have a positive short-term impact on the bottom-line through increased profitability, it can have negative effects on people. After all, the report showed that only one-fifth think decision-making has become faster since changes have occurred. And in terms of employee wellbeing, the impact was perceived to be far more negative. Managers in the region felt that changes had led to a reduction in employee morale and motivation, and to a reduced sense of employee health.

The report also showed that 60 per cent of the South West's managers believe that illness rates in their organisations have increased over the past twelve months. These problems are also affecting the working relationships of managers with some

26 per cent admitting to becoming irritable with colleagues because of poor health and others wanting to avoid contact with colleagues. This is a particular concern because a large proportion of most managers' working days demand effective communication with people – whether with colleagues, suppliers or customers.

The impact of poor health is keenly felt in terms of productivity. It means businesses are effectively losing their people for one day each week. And with only one in three reporting their symptoms to their line managers, it suggests a much deeper malaise. With such a small number of respondents reporting their illnesses, the actual impact on productivity could be far worse than organisations' own sickness and absence records suggest.

But what does this mean for the region? How can businesses ensure that their bottom line does not suffer?

Nearly all organisations that were questioned have general health and safety policies in place, yet far fewer have policies covering occupational illnesses or managing absence. Fewer still offer training in these areas to help employees deal with problems relating to poor health at work. But the potential benefits of investing in this area are plentiful.

In smaller businesses the idea of introducing private healthcare insurance or healthy eating facilities for all employees may be unrealistic and financially not viable. But there are many other achievable health initiatives to consider that can help your company meet the same objectives. Offering nutritional advice to staff might be one option or perhaps providing a personal evaluation of the health risks related to the specific job role could prove valuable.

It is also essential that employees are encouraged to report their health concerns to line managers and are aware of the procedures for communicating periods of absence. Otherwise the risk of perpetuating a culture of working through sickness and failing to address minor problems could lead to a far greater problem of deteriorating individual wellbeing and reduced business productivity. After all, paying attention to employees' symptoms is one way to ensure that the business also remains a picture of health.

**For further information about the Chartered Management Institute, visit, [www.managers.org.uk](http://www.managers.org.uk) or call 01536 207 400.**

## “Creative Dynamics – Leadership in Action”

The Inspire Conference – Dillington House – 9th May 2006

The third in a series of engaging and thought provoking events was once more well attended by over 70 people from both private and public sectors, and the day turned out to be full of stimulating and energetic repartee. Journalist and presenter, Rene Wyndham kicked off the proceedings with hilarious ice breakers, and immediately the theme of interaction was installed.

The audience were invited to “challenge the media” by exploring headlines from as diverse a range of publications as the Sun to the Financial Times, producing some whacky and innovative new ideas on the world’s breaking stories.

The following presentation by Jacey Graham, based on her book *A Woman’s Place is in the Boardroom* (reviewed on page 3) was a thought provoking look at her research and insights for promoting more women into the boardroom. We discovered that Scandinavian countries are the true ‘trail blazers’, while the UK are only ‘middle of the road’ in their quest to develop the female talent pipeline to the board. Room for improvement there.

After an excellent lunch, we began the afternoon sessions by “Gaining Weight at Work”! Josie Sutcliffe and Diana Theodores of Theatre4Business. Together we explored what it means to ‘embody’ leadership, using body language that has total confidence and a voice that is effective.

Paul Birch of Vision Juice provided more weight gaining insights with a short guide to thinking around corners entitled “Unravelling Spaghetti”. Paul is passionate in his belief that everyone can become more creative than they are, if they can only understand what is getting in their way. His fascinating slides showed how the brain engages and produces, what he described, as the ‘ahhh’, the ‘ah ha’ or the ‘ha ha’ way of thinking.

The final presentation of the day brought us back to interaction. ‘New Specs for old’ by Sue Kay and Mary Schwarz explored some of the latest thinking in arts-business relationships, and with the help of some interesting props, we began to uncover unexpected alliances that can inspire innovation, generate creative problem-solving and give a new direction to decision-making which leads to transformational change.



The Inspire day truly lived up to its title – inspirational for us all!

**Vanessa Ascough – editor**

## “Leading Without Power”

CPD workshop 24th March, 2006

We were still talking about, and sharing ideas from, the “Leading Without Power” workshop a week after the event.

The first session was led by Stephen Davey (former Director of the International Federation (Red Cross) and CLS Affiliate). He explored power relationships in this international NGO.

After coffee Gillian Shirazi (Secretary General, The Duke of Edinburgh’s Award International Association) introduced us to the inside workings of her organisation. The table discussion reflected on the metaphor of family that she had used to describe the Association.

There was an intriguing and thought provoking contrast in comparing these two very different international NGO’s.

As professional mentors we were very interested in the presentation of “Power Relationships in Executive Coaching” led by Geoffrey Ahern, who is now an independent consultant living in the South West. The idea that organisational power is always present in the dynamic, when the process is paid for by the organisation, opened up a challenging debate.

I was particularly struck by reflective comments from Jonathon Gosling that perhaps in a world of increasing communication by electronic means, people begin to seek out face-to-face coaching in order to provide some sort of compensatory balance. He also suggested that we might think of the role of the coach simply as “being for another”.

Coffee breaks are often as interesting as the workshops themselves on a day like this. It is certainly the case in this learning community. There was the usual rich mix of guests from different organisations in the public, private and independent sectors, Fellows, Affiliates, Potential Affiliates and Academics. The table and plenary discussions also provide plenty of time to engage with the other attendees and the speakers.

Unfortunately we missed the last session with Tom Postmes, Professor of Communication and Social Psychology, University of Exeter as we had to leave for a meeting.

A final note: The latte at Xfi coffee bar is excellent! We look forward to the next event.

**Review by Andy Rankin - CLS Affiliate  
Director - Creative Metier  
www.creativemetier.com**

Creative Metier develops innovative web based resources for use in Leadership Development, Restructuring, Career Transition, Diversity & Social Inclusion and Personal Development.

## Collaboration between Luxembourg and the Centre for Leadership Studies



November 2005 saw the initiation of a collaboration between the State-owned Enterprise Postes et Télécommunications of Luxembourg, and the Centre for Leadership Studies at the University of Exeter. Following a successful assignment earlier in the year, involving the selection and appointment to members of the Management Board, CLS was invited to design a pilot leadership programme that would build for the future and increase the organisation’s pool of potential top and senior leaders.

This innovative programme involves practical coaching on real-time management issues and dilemmas, using the first part of the MA Pathway - which will lead to the award of a postgraduate Certificate in Leadership Studies - as a basis for developing the participants’ personal insight and effective group work. In addition, face-to-face coaching is provided, 360° feedback is used, and a range of questionnaires are completed that enables each person to shape their own Personal Development Plan. The draft PDP is then discussed with their manager in Luxembourg, together with their CLS coach. The results of these ‘trio meetings’ firm up each person’s development needs and these are then followed through into the group work phase of the programme. Each of the participants will complete a ‘Leadership Exchange’ in England to observe and reflect on watching another leader in action.

In addition, the six managers on this pilot programme are required to complete an action learning project which has organisation-wide implications. This will be facilitated by CLS and sanctioned by their Management Board. This is a formal work assignment, the results of which will be formally presented to their individual Boards and other key stakeholders. Thus, in addition to individual review, reflections and development, these managers are also involved in a high profile and real-time business project that will hone their leadership skills still further and advance the strategic and commercial thinking of their organisation.

So far the results are very encouraging and CLS have been invited to plan for a second group of managers to continue this initiative. We look forward to welcoming them in October 2006. We value this relationship highly and look forward to continuing to support l’Entreprise des Postes et Télécommunications in the years ahead.

**Michael Walton – CLS Fellow  
Neville Osrin, Director – Professional Network**

## Research Lives

We are often asked about our research at CLS. The question might come in one of two forms: “What research are you doing?”, or “What are you interested in?”. The difference between these is an important cultural statement. The first is a question about our activity and the problems we are working to resolve. Answers include “how leaders deal with ethical dilemmas”, “the relationship between leadership capability, performance measurement, and organisational performance”, “what induces technical specialists to take up leadership roles”, and so forth. These and many other projects are current visible research activities of CLS staff.

The second question refers to longer term, underlying interests, often quite philosophical in nature, or perhaps related to specific methods and techniques of research itself. So underlying Dr Donna Ladkin’s research into “Leading Beautifully” is a long-term involvement in music-making and

leadership of arts organisations. Dr Antonio Marturano’s interest in analytical philosophy has led him to fundamental work on Charisma. I have picked on these two because they are not projects with a defined end-date and deliverable. These are questions without answers: they are the kinds of questions that dwell inside a researcher and become a characteristic part of his or her cast of mind. Inevitably, any specific project they work on will become a new way of addressing these interests.

Patricia Gayá Wicks joined CLS last month. Later in this article she spells out her research interests, and relates these to her research activities. She illustrates with great elegance how these two are intimately related, and also how we cannot separate the person who does research from the eventual outcome. The individual intellectual commitments really make a difference to what actually gets done. This is why it would be quite mad to try to manage a research organisation as if the researchers themselves are interchangeable. The institution is in

many ways an expression of the interests of its members, rather than a bureaucratic shell into which people can be slotted or removed.

Research cultures can be hugely enriched by diversity, and CLS is very fortunate this summer to be hosting a number of distinguished visiting Professors. Professor Slobodanka Markov, from the University of Belgrade, is with us for two months to study women entrepreneurs in the South West. This is a parallel study to one she conducted in Serbia last year, and builds on her interest in the sociology of economic regeneration. Professor Mats Alvesson, from Lund University, Sweden, will visit several times over the next few years. He is interested in the efforts that managers and leaders make to ‘become’ managers – what he refers to as ‘identity work’. Readers interested in further details of either of these are invited to contact our Director of Research, Dr Donna Ladkin, on [donna.ladkin@ex.ac.uk](mailto:donna.ladkin@ex.ac.uk)

**Jonathan Gosling – Director, CLS**

## Leading from Repose

My recent doctorate research has explored how we might develop the capacities necessary to engage with the many complex challenges facing us in current times, as individuals, communities and organisations. Such challenges include those related to social justice, environmental degradation, community impoverishment, ethical leadership and corporate responsibility, to name a few. My research with various organisations and learning communities has shown that when people begin to seriously and systematically consider where they stand in relation to such challenges, they often experience feelings of helplessness, incapacity and anxiety, and grapple with questions around what ‘effective action’ might look like. Additionally, as a result of the enormity, intricacy and seeming intractability of such challenges—think poverty, conflict, climate change, resource depletion, waste—many people opt out of engagement with these issues, believing that any contributions they are able to make would be relatively insignificant, if not futile.

Indeed, much of the literature around personal and social transformation suggests that it is necessary for people to experience agency in relation to challenging situations, where this refers to the individual’s ability to intervene in ways that move the organisation and/or situation towards some sort of desired transformation. My experience of working alongside various practitioners, community members and management students is that people’s sense of agency can be shaken as they seek to engage with complex challenges. Choosing to seriously engage

with such challenges may give rise to many questions, regarding our ability to contribute something of value; the lack of straight-forward solutions; our understanding of ourselves as ‘change agents’ and community leaders; the assumptions underlying the ways we think about ‘leadership’ and ‘change’, and so on. My recent research suggests that, often, people speak about feeling



overwhelmed and debilitated by distress and anxiety in trying to make sense of these uncertainties and complexities. Through my work, I consider the various personal and inter-personal capacities which might enable us to sustain our engagement with complex challenges, and to stay with the many difficulties and tensions raised when seeking to respond to these (rather than retreat, smooth over, or seek to resolve the tensions experienced). At the same time, my interest is in how we might look after ourselves in the process, so that we neither experience burn-out nor retreat

into a mind-set dominated by ‘doom and gloom’.

I suggest that sustained engagement with complex challenges can be facilitated by ‘developing repose in ourselves’. By this I mean the development of a more informed understanding of the complexity and subtlety of the challenges facing us balanced with a positive knowledge of our own positioning and activeness, and an appreciation for whatever it is that we may be able to contribute from our own stand-point. For example, would-be agents of social change sometimes appear either eager to rush into action, perhaps without giving sufficient thought or care to the appropriateness and the possible consequences of such actions, or overwhelmed and paralysed by the complexity of it all. A combination of ‘positive self-knowledge’ and ‘mature understanding of systemic complexity’ could therefore be seen as the grounding or repose from which we might then choose to move into effective and meaningful action. Acting from a position of repose would entail attending carefully to the emergence of possibilities in the present moment and context, and responding accordingly. The readiness to encounter and meet ‘the unknown’ or ‘the other’, in all its difference, uncertainty and possibility, may be a further quality of repose. Acting in such a way would require the development of self-aware and context-aware reflexivity, mature understanding and intuition, and the courage and creativity to engage with complexity and respond appropriately.

**Patricia Gayá Wicks – Lecturer in Leadership Studies, CLS**

# The Leadership Foundation Research on Collective Leadership in Higher Education

The Leadership Foundation for Higher Education (LFHE) was established in 2003 with the aim of developing and improving the management and leadership skills of existing and future leaders of higher education. In order to increase the evidence base for leadership development policy and practice in the UK higher education, LFHE has also developed research agenda, which can be broadly grouped under four main themes:

- The future context and shape of leadership, governance and management in UK higher education;
- Career patterns and selection processes for becoming a leader in higher education;
- Leadership, governance and management in practice;
- Leadership development, evaluation and impact.

In September 2004, LFHE invited researchers and consultants to submit proposals to undertake applied research to support leadership and leadership development in the higher education sector. 45 applications were received, and following a rigorous selection process, 12 research projects, totalling approximately £750,000, were confirmed at the beginning of 2005. The projects cover a range of topics and include cross-sector and international comparisons and points of reference.

The project entitled 'Developing Collective Leadership Capability in Higher Education' submitted by us at CLS has been one of the successful proposals to have received the LFHE research grant. The project began in September 2005 and will last for 18 months. The aim of the project is to better understand the processes of leadership at different levels within universities, but particularly at the middle level, as schools and departments make up the very fabric of the institution and are critical to institutional well-being and success. We are particularly interested in evidence as to how leadership is distributed and shared between members of the organisation, and how practices integrate with institution-wide strategies and systems to become, in some way, 'institutionalised'. We are also interested in why people take up leadership roles within universities, how key organisational members acquire and develop any leadership skills and how their role as manager/leader impacts upon their identity.

Twelve universities have been selected for this study on the basis of their geographic location, type (pre- and post-1992), size, and disciplinary mix. Before undertaking institutional visits, we have invited heads of staff, management and organisational development units from participating universities to a workshop in February this year to

give them an opportunity to influence the overall structure and content of the research as well as to network and engage with peers from a number of other UK universities. Discussions at the workshop were very helpful in identifying issues around four broad themes: the nature of leadership in HE, taking up a leadership role, sharing leadership and future trends.

## *What is the nature of leadership in higher education?*

Because of the complexity of the university as an organisation, multiplicity of goals and tasks it has to perform and its traditional values, the nature of leadership in higher education is very ambiguous and contested. Unilateral top-down leadership does not sit well with the traditional values of academic freedom and autonomy, democratic participation, the deep-rooted divide between academic and administrative authority (although this is increasingly blurring) and the variety of academic interests (Middlehurst, 1993). Because of these factors there is the need for alternative leadership approaches (distribution, devolution, steerage and negotiation?) to governing and managing a university.

## *Why take up a leadership role?*

There is no clear career pathway to leadership and senior management roles in academia. Whereas in non-academic roles management is seen as a legitimate (and desirable) profession, this does not tend to be the case for academics, particularly in pre-1992 universities. Academics often take on leadership because no one else will, or as a duty or a 'community service'. Otherwise, it may be because they are at a stage in their career where they are winding down their research and looking for something else to keep them busy until retirement. However, there is clearly an emergent group of leaders who follow management rather than a purely academic route to their career progression, through taking up formal leadership/management roles.

## *How is leadership shared across the institution?*

Due to the characteristics of the university as the organisation identified above, leadership in universities is argued to be widely distributed, but there is very little to inform us how the process of distribution happens in practice and what forms it takes. Michael Shattock (2003) contends that distributed leadership is essential if universities are to pursue 'active strategies', but the more leadership is distributed, the more necessary it is to have clear objectives and a high level of vision at the centre to which local leaders are committed.

## *What are the main trends influencing leadership in higher education?*

The main trends include both external and internal pressures and challenges: new demands from students, not just on teaching and learning issues but also lifestyle choices, increasing competition for research funding, greater importance of international markets, growing business and community links, increasing tendency to merge/cluster schools and departments, and embedding equality and diversity in all university activities. Because of these trends, universities and the leaders within them are increasingly being required to move outside their comfort zones. To achieve this, leadership needs to be more widely and positively embraced. Each university, however, is in a unique position and needs to identify and develop solutions matched to its own needs.

Between February and July 2006 we are undertaking institutional visits to explore the above themes and issues in more detail by interviewing university leaders. To date we have visited six universities and the interviews are providing very rich data. The final report will be produced in March 2007 and we hope that our findings will contribute to a greater understanding of the concept of collective leadership and have an impact on the development agenda for current and future leaders not only in higher education but in other educational institutions in the region as well as nationally.

The team would like to thank the contact persons in participating universities for setting up the interviews, and all participants who have agreed to be interviewed for this study.

## **Dr Georgy Petrov – CLS Research Assistant**

The LFHE material has been used in preparing this piece. For more information on the LFHE activities and programmes, visit their website [www.lfhe.ac.uk](http://www.lfhe.ac.uk).



If you would like to know more about the project please see the forthcoming Leadership South West research report or contact Georgy Petrov at [georgy.petrov@exeter.ac.uk](mailto:georgy.petrov@exeter.ac.uk).

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# Taming 'Psychological Anacondas' \*

*Working with leaders who feel they are imposters*



It is not uncommon for executive coaching clients to bring the fear of being an 'Imposter' to the coaching arena. Anecdotal 'evidence' suggests that 30% of the population have experienced the feelings of being a 'fraud' to some degree.

Imposter Phenomenon is a term used to describe feelings associated with significant levels of self-doubt and an inability to recognise individual success. It was originally identified as something experienced by some successful, high achieving women although it is now acknowledged as also affecting successful, high achieving men in equal measure.

So what is Imposter Phenomenon and how can executive coaching support Leaders as they grapple with their imposter gremlins?

Many people have, at some stage in their careers, experienced feelings associated with dips in confidence and felt a nagging doubt about their ability and validity in a role. Typically this can occur when people embark on the steep curve of learning in a new job. For some people however, these feelings of self-doubt are not limited to the initial orientation to a new role and context –rather they are an ever present burden which can have a significant impact at both individual and organisational levels.

## **What is Imposter Phenomenon?**

The term 'Imposter Phenomenon' was first coined by Psychology Professor Pauline Clance and Suzanne Imes (1978) during their work with successful, high achieving women. The women in their study displayed feelings of low self-confidence, high anxiety and an inability to internalise and accept their achievements. Success was attributed to luck, a fluke or being able to fool people into believing they were intelligent and capable.

Subsequent work by Bernard, Dollinger and Ramaniah (2002) related the five factor model of

personality to the Imposter Phenomenon –identifying high neuroticism (anxiety) as evident in those experiencing the Imposter Phenomenon – although there is not necessarily a causal link.

People suffering from what Manfred Kets de Vries (2005) described as 'neurotic imposture' live their working lives in fear of being discovered a fake, despite objective organisational data providing evidence of their success. Kets de Vries suggests that neurotic imposture can actually be regarded as the 'flip side of giftedness'

Neurotic Imposters can sit at all levels in the organisation, and at each stage of their career success wonder when people will realise that they are not 'up to the job'. Coaching clients will often identify that they are waiting for what they see as an inevitable "tap on the shoulder" when those who appointed them realise that they were duped during the recruitment and selection process.

It is suggested that a number of factors can play a part in the development of Imposter feelings amongst successful high achievers:

- Parental pressure to achieve (and paradoxically in situations where there is an expectation not to succeed at all)
- First born status
- Gender role socialisation (Female 'Imposters')
- Masculine organisational culture (Female 'Imposters')

## **The Implications of Imposter Phenomenon**

At an individual level, there is the almost continual fear of being 'found out' – believing that it was sheer cunning which resulted in their survival to date. This constant burden, likened by Indian journalist Simran Bhargava (2003) to a 'psychological anaconda'\*, can hinder personal growth and the realisation of true potential. Promotion options may be avoided because of the fear that it will lead to an increased chance of being discovered a fraud.

Bhargava's metaphor choice is a powerfully apt one as anacondas are solitary, well-camouflaged creatures that will constrict their victims, pulling them underwater to finally drown them. Imposter phenomenon too can be well-hidden, with onlookers seeing a successful, confident leader. Its ultimate impact can be one of destruction. Kets de Vries suggests that Neurotic Imposters can often sabotage their own careers by the actions adopted in response to their lack of self-belief.

At an organisational level, the quality of decision-making can suffer as the leader suffering from Imposter Phenomenon fears making a mistake and thus delays/defers making any decision at all. A Neurotic Imposter will often be a perfectionist who sets him/herself impossible goals. The inevitable failure to achieve these goals serves to further feed the Imposter beliefs. The behaviour of the extreme perfectionist, set within the organisational context, can result in a Neurotic Organisation. This is particularly exacerbated in punitive organisational cultures and in turn can have an impact on staff turnover and general morale.

## **Grappling with Imposter Gremlins within the Executive Coaching Process**

There are many techniques which can be used to support clients who demonstrate elements of Imposter Phenomenon within the executive coaching process. For many, being introduced to the concept of the Phenomenon, together with the accompanying realisation that they are not alone in experiencing the associated feelings, can be a tremendous relief. Identifying and working with the notion of the Imposter gremlins – the self limiting beliefs which result in so much angst - enables the client to begin to develop their own coping strategies. Thus they can manage the gremlins rather than the other way around!

Using these techniques, together with a range of other coaching approaches, can enable Leaders to make real and lasting changes for the benefit of the individual and thus, ultimately, the organisation.

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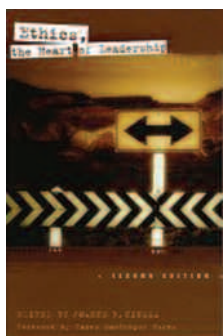
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*"Ethics, the Heart of Leadership":*  
Joanne B. Ciulla (ed.), London:  
Praeger, 2004, 11nd edition.



Ethics is playing a more important role in leadership and this book is the very first attempt to collect the most insightful and seminal papers on the argument. Joanne Ciulla's *Ethics, the Heart of Leadership* offers an overview of current research into leadership ethics. Her

own writing in the field is seminal and distinctive, and she places this in both a personal and intellectual context.

Like many others in this field she takes the leader's 'vision' to imply a notion of the good. For Ciulla, 'visions are not simple goals, but rather ways of seeing the future that implicitly or explicitly entail some notion of the good'.

Ciulla's edited book consists of a foreword by James MacGregor Burns, an Introduction written by Joanne Ciulla herself and, more importantly, 9 chapters included in 4 sections. All of these are considered classics in leadership studies. The chapters in this book look at ethics from different perspectives: philosophy, leadership scholars with different backgrounds (in industrial and organisational psychology), and management.

The essays in this book touch on three very

general facets of ethics and leadership:

1. The ethics of the means: what do leaders use to motivate followers to obtain their goals? What is the moral relationship between leaders and followers?
2. The ethics of person: what are leaders' personal ethics? Are they motivated by self-interest or altruism?
3. The ethics of the ends: What is the ethical value of a leader's accomplishments? Did his/her actions serve the greatest good? What is the greatest good? Who is and isn't part of the greatest good?

According to Ciulla, all these questions may seem obvious until you consider cases in which a leader is ethical in some of these areas, but not in others. For example, some leaders may be personally ethical but use unethical means to achieve ethical ends: other leaders may be personally unethical, but use ethical means to achieve ethical ends.

Therefore, should leaders act ethically in all those three senses? Some might argue that the only thing that matters is what the leader accomplishes.

Others might argue that the means and ends are ethically important, but the personal morality is not.

Part one of the book provides two overviews of ethics and leadership, one from the perspective of leadership studies and one from business ethics. Part two is about the relationship between leaders and followers from moral psychology, the problem of followers' empowerment starting from a redistribution of powers and the role of emotions in such relationship. Part three describes the moral behaviour of leaders; of particular interest is the discussion about the relation between leaders'

accomplishments and their moral behaviour; some claim that altruism is the factor for a leader's success, others argue that altruistic leaders are unethical and that ethical leaders should be self-interested. On the contrary, other scholars argue that moral behaviour of leaders goes beyond the motives of altruism and self-interest.

The last part of the book is about the conflicts between leaders and groups of followers over what constitutes the common good. Popular media and literature suggest that communities and organisations are rife with social interest groups who pursue their own interests without regard for the common good. Others claim to solve this problem with transformational theories because these refocus people's attention on higher goals and collective interests. Some other scholars claim this is a dangerous solution as a system of checks and balances is morally better than transforming people, for they will share the same higher collective goals. In the last chapter, the authors claim that only ethical leaders are authentic transformational leaders.

What emerges from this book is that the morality of leadership depends on the particulars of the relationship between people - if they trust each other. In the background it raises some old fashioned philosophical questions: what is the common good? What is trust? How should we treat one another? These are perennial questions to which this book brilliantly provides answers for the contemporary leader.

**Review by Dr. Antonio Marturano, Research Fellow, CLS – antonio.marturano@ex.ac.uk.**

## Recent Publications by Staff at CLS

### PUBLISHED ARTICLES

- Bolden, R. and Gosling, J. (2006) **Leadership Competencies: Time to change the tune?** *Leadership*, 2(2), 147-164.
- Bolden, R., Wood, M. and Gosling, J. (2006) **Is the NHS Leadership Qualities Framework Missing the Wood for the Trees?** In A. Casebeer, A. Harrison and A.L. Mark (Eds) *Innovations in Health Care: A Reality Check*. New York: Palgrave Macmillan, 17-29.
- Chadwick, R. and Marturano, A. (2005) **Computing and the New Genetics: Public policy implications.** In H. Tavani, (Ed.), *Ethical Aspects of Computational Genomics*, Boston, Jones and Bartlett.
- Gosling, J. (2006) **Quietness as a Virtue of Leadership**, *Professional Manager*, January, 37.
- Ladkin, D. (2006) **The Enchantment of the Charismatic Leader: Charisma reconsidered as aesthetic encounter**, *Leadership*, 2(2), 165-180.
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**Utilitarianism Aren't Enough: How Heidegger's notion of "dwelling" might help organisational leaders resolve ethical issues**, *Journal of Business Ethics*, 65, 87-98.

- Marturano, A. and Gosling, J. (2005) Editorial, *Business Ethics: A European Review*, 14(4), 319-322.



### CONFERENCE PAPERS

- Bolden, R. and Kirk, P. (2005) **Leadership in Africa: Meanings, impacts and identities**, *Studying Leadership Conference*, Lancaster University, 12-13 December.
- Gosling, J. and Wright, L. (2005) **Leadership in and of Communities: The case of the clergy**

**wife**, *Studying Leadership Conference*, Lancaster University, 12-13 December.

- Kirk, P. and Bolden, R. (2006) **African Leadership: Insights, meanings, and connotations**, *Leadership and Management Studies in Sub-Sahara Africa Conference*, Zanzibar, 26-28 June.
- Ladkin, D. (2005) **Leading Beautifully: How the theory of performative aesthetics might inform leadership practice**, *Studying Leadership Conference*, Lancaster University, 12-13 December.
- Taylor, S. and Ladkin, D. (2006) **An Aesthetic Approach to Developing Authentic Leaders: Reflection, voice and practice**, *EGOS European Group of Organizational Studies Annual Conference*, Bergen, 6-8 July.

**For further details of these and other publications by staff at the Centre for Leadership Studies please visit:**  
[www.leadership-studies.com/research/publish.asp](http://www.leadership-studies.com/research/publish.asp).

# Leadership is daring to be yourself!

## Creating Cultural Leadership: the South West leads the field

An innovative cultural sector leadership development project, which seeks to build cross sector collaboration alongside increased leadership effectiveness, has just concluded in the South West.

Commissioned by Culture South West's Regional Cultural Sector Workforce Skills Group, the **Creating Cultural Leadership** programme is the result of an eighteen-month consultation process that identified key leadership issues across the six cultural sectors: Arts, Heritage, Film and Interactive Media, Museums, Libraries and Archives, Sport and Tourism.

The programme was delivered by a partnership of the Centre for Creative Enterprise & Participation at Dartington College of Arts and the Centre for Leadership Studies. Running over an eighteen-month period, it comprised three elements - workshops, coaching and action learning.

Each cultural agency nominated 5 people from their sector to take part in the programme, which covered themes ranging from the 'culture of leadership' to the 'workplace as an arena for change'. The pilot nominees were funded by the six cultural agencies and Dartington College of Arts and University of Exeter through the Higher Education Innovation Fund.

An Evaluation Event to explore the findings and the way forward, will be held on 22 June 2006 at the Xfi Building, University of Exeter. For more information contact [kay.bishop@exeter.ac.uk](mailto:kay.bishop@exeter.ac.uk)

Nominated by a colleague at English Heritage, Jeanette Ratcliffe was one of the participants on the programme.

Jeanette enjoyed a 20-year career as an archaeologist in Cornwall and the Isles of Scilly before moving to her present job two years ago. In more recent years she headed Cornwall County Council's Heritage Advice service, obtained funding for the Cornish Mining World Heritage Site Bid and helped to pioneer historic characterisation in urban areas as a means of informing sustainable development and regeneration.

Jeanette is now a Senior Policy Officer within the County Council's Chief Executive's office. "I enjoy and appreciate the fact that my seniority is based on being innovative, thinking creatively and having strategic influence, rather than managing large numbers of staff or big budgets. This really suits me at this stage in my career.

Leadership is a difficult word to define, and of course it means different things to different people. My view may change, but at this stage in my life, 'leadership' means bringing about beneficial change for others by daring to be myself. This involved stepping out of role and being genuine and doing things in a way that is healthy for me.

I have also found myself particularly interested in specific leadership questions. I was struck by Jonathan Gosling's presentation about Nelson, who, aged nine, experienced the trauma of losing his mother. This seems to have triggered a life of dramatic over-performance and outrageous challenging of convention.

I wonder: does heroic leadership always come from a psychologically unhealthy place? Does the same drive to (over) achieve and 'lead' exist in someone who has avoided trauma and developed a healthy sense of themselves as a child? These are the type of questions that have captured my imagination during the programme.



Photograph by Hamish young

My job involves me in the development and implementation of the Council's corporate policies, strategies and initiatives, and taking lead responsibility for particular areas. At present, these are associated with the cultural sector and community involvement and planning. The key to my effectiveness in this role is working in partnership with people from across Cornwall County Council and from numerous other organisations.

I am currently facilitating Cornwall Cultural Partners, a loose grouping of 'cultural sector' players which acts as the main strategic cultural channel in Cornwall (feeding into Cornwall Strategic Partnership and Local Area Agreement) and aims to 'Foster a culture that enriches the lives of Cornish people, and to find a new narrative that puts culture at the heart of the individual, the community and the political agenda.

Another exciting aspect of my role is being part of a dynamic and forward-looking cultural 'Big Ideas Group', which is developing a year-long programme of creative activity aimed at encouraging local people to express their aspirations for Cornwall's future, culminating in an application for a new European 'Area of Culture' designation for Cornwall. I also have a key role in the development of an agreement between the public and voluntary community sectors (known as the

Cornwall Compact), which provides a framework for the sectors working better together for the benefit of local communities.

I most enjoy the fact that this job enables me to work with an interesting range of people from across the public, voluntary and private sectors and allows me the scope to explore different ways of being and doing things.

In terms of personal challenges at work, I am currently focusing on how I can contribute towards improving the internal 'culture' of Cornwall County Council. I am particularly interested in encouraging Emotional Intelligence, meaningful and effective communications, and working practices and environments that are healthy and enjoyable.

From the beginning of the programme, I have pondered how I can feed my leadership and counselling learning strategically into my workplace. I think I am concluding that I probably can't in the holistic, rather grandiose way in which I tend to initially approach such issues!

What I have come to realise, particularly through discussion with my personal coach, is that it's much more realistic to think in terms of incremental changes to my behaviour and the effect they can have for myself and others in my workplace.

Together with the person-centred counselling training I'm also undertaking, the leadership programme has made me much more aware of how I can positively contribute to situations at work (as well as increasing my ability to recognise when it isn't productive for me to do so). I am getting much better at scaling down my contributions into more realistic, bite-size chunks and managing my disappointment if colleagues are unreceptive to what I am offering.

Although not so much a manager of people these days, I am often expected to 'take the lead' in the areas of work I am involved in. Conversely, there are also times when it is more appropriate for me to work as an equal, or follow someone else's lead – the programme has helped me to better recognise and move more comfortably into those situations. I am very interested in the value of distributive leadership – it seems particularly appropriate to partnership working – such an important element of my current work.

The programme supports me in my workplace and is providing me with a wonderful network of like-minded colleagues.

To anyone considering this programme, I would say take up the opportunity and give it priority in your work timetable. It's a great programme, which provides an excellent opportunity for self-reflection within the context of understanding current thinking about Leadership."

**Jeanette Ratcliffe**  
Senior Policy Officer  
Cornwall County Council

## Fulcrum – “Investing in leaders of the future”



Fulcrum is an experiential learning experience aimed at the Personal Development of young people, coupled with Team working and Leadership skills.

It is run by people from the business world who believe that there is much entrepreneurial talent in young people that can be unlocked by experiences outside the formal classroom, raising students' ambitions and aspirations.

Designed to break down barriers between students from different social backgrounds both in the UK and overseas, Fulcrum is committed to delivering a high quality programme which is good value and gives personalised service to the students,

parents and all other involved.

Meeting Chief Executive, John Hunt, in his Dorset offices was an afternoon which proved to be full of energy and enthusiasm as he described the passion and commitment he puts into his concept, Fulcrum. “Fulcrum helps talented students, mostly from low income families, with their transition to adulthood and prepares them for taking responsibility... the results are nothing short of outstanding!”.

The full Fulcrum programme comprises the following stand-alone modules:

- **Fulcrum Day** - a full day to set up each programme with zest and enthusiasm! It gives the theme and spirit of Fulcrum, including instruction on Fundraising, ASDAN,

Health for Life and the General Disciplines that surround Fulcrum, leaving the participants with considerable knowledge and an excitement for the "learning journey" ahead of them.

- **Personal Development Workshop** – 4 intensive days to identify the specific areas of performance students need to improve on in their perception of leadership and team membership behaviour
- **Overseas Cultural Visit – Fulcrum Village Community Project** – an overseas activity based in India and Africa which concentrates on key social issues that relate directly to the three main themes of Team Working, Diverse Community Interaction and Working in a Foreign Country.
- **The ASDAN Certificate of Personal Effectiveness** - The students produce a portfolio of work that illustrates their learning in the programme of Wider Key Skills. They are awarded the Certificate of Personal Effectiveness, Level 3, which is worth **70 UCAS points**, the same as an **A Grade "AS" Level**. Fulcrum provides a potentially phenomenal, life-changing experience developing the students future University and career prospects.

Melanie Ward, now President of the NUS Scotland, was accepted on the Fulcrum Challenge in 1998, and found it completely changed her life. She writes:

*Until I was 17, I was just one of the crowd – and I was quite happy. I went to an ordinary school full of ordinary kids. To stick your head above the parapet, to be different, or the brightest or the best – to take a lead in school activities or draw attention to yourself was a bit risky – and it was much easier not to. Deep down, I always really wanted to get involved in the school council and put myself forward for other opportunities – but I never quite had the confidence or belief in myself to do it – so I stayed quiet.*

*Then I applied to Fulcrum and, to my total joy, was accepted – and everything changed. It gave me a new confidence and belief in myself. I didn't have to be just one of the crowd anymore. Fulcrum opened my eyes and ears to people from other backgrounds and cultures and from all over the world. I travelled to India for two weeks with a group of twenty young people from across Scotland. We worked with the local people in a Himalayan village to rebuild their schoolyard. We lived with Tibetan nuns for a few days – whose lives couldn't be more different from my own – and learnt that, in*

*many ways, we weren't really that different after all. We met the Dali Lama! Fulcrum's values of community, cultural understanding and responsibility for yourself and others have impacted upon me hugely.*

*Young people today are blamed for so many of the wrongs of society – and Fulcrum was the only thing I had ever been a part of which always looks for the positive – and draws it out of you to make the best of yourself.*

*I don't know what I would be doing now if I hadn't been on Fulcrum. But I never dreamed that I might be President of NUS Scotland and lead a movement of over half a million students. I go on television, radio and my comments appear in newspapers. I argue with government Ministers, organise campaigns and make speeches to hundreds of people. Now, I am a leader, responsible for my performance and that of my organisation, and am judged upon it by others. In the future, I want to work with others to make change in my community and in our world. I am lucky to be where I am – and without Fulcrum, I wouldn't have had the confidence or self-belief to take the first*

*step on the ladder to getting here.*

*A couple of years after I went to India with Fulcrum, I was invited back as a leader on a trip to Kenya with twenty four young Scots. Whilst there, I was able to see the effect that Fulcrum had on the participants from a different angle. Watching their reactions as they discovered more about the world, and about themselves and their potential was fascinating. That trip taught me a lot too, and I believe it is there that my passion for Africa and desire to work in international development was sparked. This has led to me building links with students and union leaders in Iraq, in Zimbabwe, and most recently I addressed the first ever conference of the South African Union of Students in Cape Town - amazing. There is no doubt that there is much I am grateful to Fulcrum for – and that there are many, many more young people who should have the opportunity to benefit from it.*

**Melanie Ward**  
President – NUS Scotland

Earlier this year, John Hunt was one of the winners of the prestigious BT ChildLine Awards for services to young people across the country. He was chosen, with the other three winners from hundreds of nominations made by children from across the UK as an 'Everyday Superhero' whose commitment to changing the lives of children and young people has

shone through his own success story.

We at CLS would like to echo the accolades made from 10 students from Northern Ireland who put him forward for the award, and offer our heartfelt congratulations to someone who richly deserves the title awarded.

**If you would like to find out more about Fulcrum, contact [office@fulcrum-challenge.org](mailto:office@fulcrum-challenge.org) or look at the website: [www.fulcrum-challenge.org](http://www.fulcrum-challenge.org)**

## Up to £800 available for West Managers

Managers and supervisors in private companies, voluntary or charitable organisations with between 10 and 250 employees, whose head office is in the West of England, may be eligible for funding to help them improve their leadership and management skills.

The funding, which is available through the South West's Business Links' new Organisational Leadership & Management Service, can be spent on a range of development activities to suit your individual needs and those of your organisation.

To find out more about the eligibility criteria and how you can benefit from this funding, please contact your local Business Link on 0845 600 9006.

## New CPD Calendar published

Why not ask for a copy of the new CPD calendar for the rest of 2006 and 2007 and see details of what is on offer in business, management and leadership, research modules and an expanded heritage management programme.

The University's CPD Programme offers huge flexibility, enabling professionals to take the individual modules as short courses or as part of a full postgraduate qualification in the form of a Masters, Diploma or Certificate.

Please e mail [cpd@exeter.ac.uk](mailto:cpd@exeter.ac.uk) or telephone 01392 263770 or 263760 to receive a copy of the new calendar, or to obtain more information about Exeter's CPD postgraduate Award Programme.

## "Leadership Matters" folder



We still have a few of our folders, complete with all back issues of our newsletter, to give away to all those who recognise this valuable resource. Please email the editor with your request and address details.

## Coaching Perspectives: An advanced masterclass for experienced practitioners

Wednesday 12th July 2006 – Xfi Building, Uni. of Exeter

Building on the Masterclass led by Jenny Rogers in 2005, this CPD event will focus on expanding the coaching repertoire.

Throughout the world, coaching is gaining momentum as a developmental strategy. From its early origins as a training approach to acquire proficiency in sport, coaching has come a long way. In the past few years it has gained academic 'respectability' and this year saw the British Psychological Society create a Special Group in Coaching Psychology. The first volume of the International Coaching Psychology Review was published in April 2006.

Of course, coaching is not restricted to the world of psychology, and there are many different orientations to coaching, with both subtle and very distinct methodological differences between them. Organisations that have adopted coaching as a major developmental intervention are becoming increasingly aware that 'one size does not fit all' and that the alignment of coaching approach to individual need is more than simply a matter of 'chemistry' between coach and client.

In this Masterclass we'll be exploring some of these different approaches, and attempt to illuminate the individual, contextual and methodological factors that might make one approach more appropriate than another in any given situation. In some situations, it may be desirable to integrate approaches in order to achieve the most favourable outcomes, and we will explore how this might be accomplished seamlessly. Participants will be invited to bring specific cases to the Masterclass where a panel of specialist practitioners will explore the case from a number of different perspectives. There will also be an opportunity to explore those approaches with which you may be less familiar with authentic experts in the field.

**For more details, contact Kay Bishop on 01392 262563 or email: [Kay.Bishop@ex.ac.uk](mailto:Kay.Bishop@ex.ac.uk)**

## Leadership Toolkit Portfolio 2006 – Exeter and Bristol

Highlighting some of the key development areas for directors and senior managers – particularly of SME companies – the aim of the ToolKit workshops is to build on your existing managerial skills, to encourage you to challenge your own thinking and to awaken the leader within. With delegate numbers limited to no more than 15 for each session, the workshops provide an intimate, confidential forum to share and compare challenges with business peers, learn through a process of common discovery and gain exposure to the thoughts and experiences of others.

All of the following workshops can be undertaken as 'stand alone' short courses:

- Financial Strategy Skills
- The 'Not for Profit' board member
- The Non-Executive Director
- Leadership Development for Teams
- Leading with Impact
- Coaching for Success

**For more information on venues, times and fees, please contact Kath Wevell at LSW on 01392 262577 or email [Kath.Wevell@exeter.ac.uk](mailto:Kath.Wevell@exeter.ac.uk)**

## Designing the customer experience: Putting emotion back into service

Centre for Service Research – University of Exeter

**14th June 2006 1-2pm**

All organisations deliver service to either external and/or internal customers/clients/users, yet the design of the customer's experience is often an ad hoc, or trial and error activity. In this seminar **Professor Robert Johnston** from Warwick Business School will explore the nature of the customer experience and the importance of emotions. He will then share some of the insights from his research into service excellence, in particular how some leading-edge organisations are going about designing their customer experience.

**For more information contact Dr. Irene C L Ng on 01392 263200, email [cserv@exeter.ac.uk](mailto:cserv@exeter.ac.uk), or check the website: [www.ex.ac.uk/cserv](http://www.ex.ac.uk/cserv)**

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A black and white version of this newsletter is available on our website

**Edited by Vanessa Ascough**

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