

## Making Connections - Creating Communication Webs

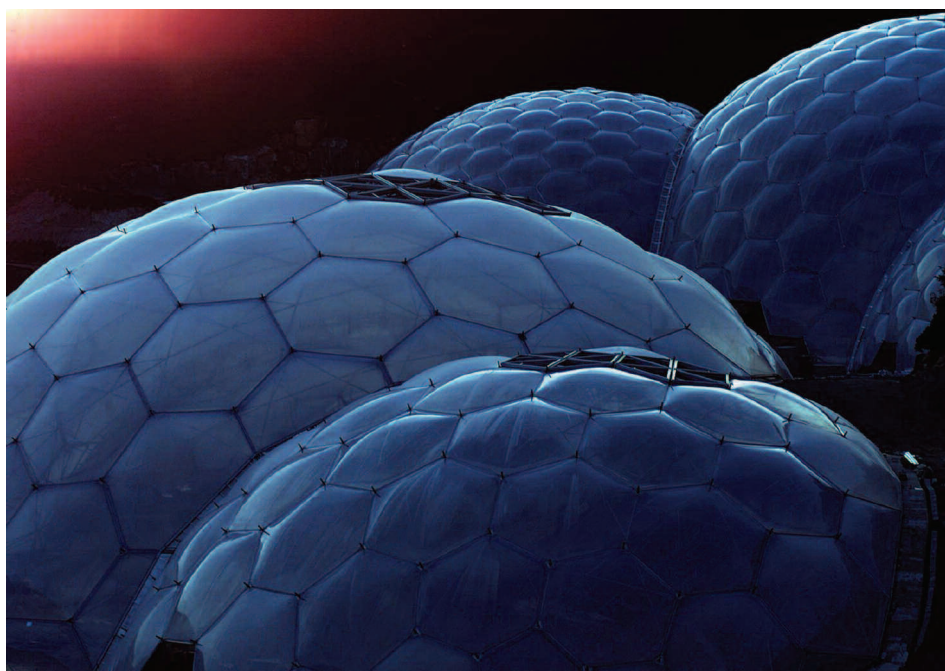
This is the 6th edition of Leadership Matters and we see yet another bountiful supply of thought provoking and stimulating articles. It never ceases to amaze me just what a broad and fascinating subject leadership is, and how many people have such a useful contribution to make.

I think it would be fair to say that our overarching aim of creating a vibrant network of people that have something to say on the subject is succeeding. We have been delighted to work alongside practitioners, managers, strategists, academics and students to observe the application of theoretical ideas and assumptions and to learn from the knowledge and experience of so many.

Throughout the region there is a wealth of opportunity to enable people to get involved in both formal and informal leadership development. For instance, the fortnightly **CLS seminars** are an ideal way to access contemporary academic thinking. These seminars are *free of charge* and bring to Exeter high calibre scholars from around the world - further details on page 7.

The third in our series of **Inspire conference events** will take place on the 9th of May with a stimulating array of speakers. For further details, contact Ann.Cullum@ex.ac.uk, and keep an eye on our website for updates.

Leadership South West will continue to raise



the awareness of leadership in its many forms and with its many interpretations. We have a key role to play in ensuring that, as a region, we have managers that critically reflect upon leadership and value its contribution to organisational success. In partnership with the Regional Development

Agency we want to see high performing workplaces that are good places in which to work; ones which encourage and support people to achieve.

**Jackie Bagnall, Programme Manager, LSW**

### South West Director Development Programme Dates for 2006

The new schedule of dates for the IoD Director Development programme is now in place, with three programmes on offer this year, delivered in three locations: Bristol, Exeter and Bournemouth.

The schedule starts in Bristol in January followed by Exeter in September and Bournemouth in October. The full programme is taken over a year with opportunity to move between the locations to suit a busy diary.

The programme can lead to achievement of the Certificate and/or Diploma in Company Direction, and ultimately lead to Chartered Director status.

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- Appreciate all aspects of effective business leadership and sound corporate governance.
- Improve the board's effectiveness and their personal contribution.
- Enhance their career prospects as an executive director or non-executive director.

The courses are led by tutors who are experienced business leaders, ensuring that the knowledge gained will be of practical use within the participants' own business.

**Further details are available from Ann Cullum on 01392 262578**

# “Keeping the children at the heart of it all...”



Backwell Church of England Junior School, in North Somerset, is a voluntary controlled junior school with 234 boys and girls aged 7 – 11. In September 2005, it was named as “an outstandingly effective school” by OFSTED inspectors, and their findings placed the school in the top five per cent of schools in the country.

When I visited the school to talk to Headteacher, Maria Byrne, it was obvious from the moment I was shown into her office that here was an environment where the children are placed at the centre of everything that goes on there. From the pupil’s pictures adorning the walls, the table top display of a project in a rain forest in Brazil, a special corner with an emphasis on the school’s Christian ethos and a friendly chocolate labrador who rose off her bed in one corner to be stroked – it was clear that here was a safe and happy atmosphere for pupils to develop in a very positive way.

### **I asked Maria how she had gone about creating the learning environment...**

Maria completed her MBA in International Leadership at the University of Hull and was greatly influenced by Professor John West-Burnham who explored the relationship between the development of effective leadership and the nature of the learning process.

She believes that leadership is a reciprocal arrangement between those who choose to lead and those who choose to follow, and she was very clear that it was not only her own input as Head of the school that has resulted in success. It is a school where a definite emphasis on how all the staff and governors work closely together, developing, as Ofsted described, ‘an exceptional shared sense of understanding and purpose that has at its heart the pursuit of the highest possible standards for the school’.

The school attributes some of its success in achieving high standards to the rigour and high expectations it brings to setting challenging targets for pupils and monitoring the progress they make towards these. The pupils themselves are very proud of their school, and many report the

enjoyment of lessons and friendly people as the main reason for this.

### **What does your learning environment “look” like?**

*“If you were to take a snapshot of the school community as arrows on a page, then the majority of the time most ‘arrows’ would be pointing in the same direction. One or two may be pointing away from our shared goals and vision, and inevitably someone is standing still going round in circles. The point of such a model lies in recognising the ability of anybody within the community taking the lead for a specific project, and that for all of us at some stage there will be the sensation of spinning on the spot in confusion. Leadership does not come from one person or from one place”*

### **What does it “feel” like?**

*“Very ‘hands-on’ with a committed and dedicated staff team. The ‘roll up sleeves and pitch in’ attitude has really made a difference, especially at times of crisis. Staff meetings and briefings are used effectively to develop ideas and share knowledge, as well as plan for future events for the children. At times it feels as if*

*there is too much to do in too little time”*

Spiritual awareness is a very key factor and permeates through much of the school’s work. One of the strengths recognised by both OFSTED and SIAS inspectors was a very strong link with the local church, and with the school’s daily act of collective worship this helps to increase pupils’ awareness of concepts of faith and belief, and reinforce essential values such as respect for others, perseverance in work and thoughtfulness in action.

### **What does it “sound” like?**

*“The language is definitely one that incorporates “we” as an overall concept. This is recognised in both reports which allude to confident, articulate pupils, staff who speak knowledgeably about teaching and learning and where all are valued. Happy children and laughter in the staff room – even if it’s a bit hysterical at times!”*

### **I asked Maria how she got all her staff involved in the quality of leadership?**

All members of the leadership group work very closely together with an exceptional shared sense of understanding and purpose that has at its heart the pursuit of the highest possible standards. There are very high expectations for all aspects of school life, and importance is placed on being a good role model for others in the school. The governing body also gives excellent support and guidance, and this shared understanding spreads through the entire school team.

*“Teaching is monitored rigorously by a range of observers, with the main purpose of allowing teachers to reflect on, and discuss, their teaching and its impact on learning. Performance management is used effectively to identify and plan appropriate professional development. One of the most effective areas of recent leadership development has been in curriculum co-ordination. This involved an audit of need, development of protocols for formal and informal visits, coaching by Head and Deputy, development of feedback skills and development of monitoring across all subjects”*

### **How do you install a positive attitude towards learning, which equips your pupils with a way of thinking to be future leaders?**

*“There are excellent relationships between staff and pupils. Teachers have very high expectations for learning and have a very good knowledge of the subjects they teach, and they also know the capabilities of their children very well. They use this information to plan lessons that are relevant, interesting and sometimes exciting for pupils. Pupils recognise this and respond very well by working hard and giving their best.*

*The school rightly attributes some of its success in achieving high standards to the rigour and high expectations it brings to setting challenging targets for pupils and monitoring the progress they make towards these. The Assessment Co-ordinator, Jo Smith, who is also the third member of the Senior Leadership Team, has motivated staff to change practices and develop true confidence in their approaches to assessment. Through high quality INSET sessions, rigorous monitoring, the development of in-house data tracking systems, and regular review of assessment procedures*

and systems. Jo has ensured that pupil assessment equates to pupil progress.

Facilities for information and communication technology (ICT) are outstanding through the hard work and inspiration of Sharon Savage, ICT co-ordinator, who manages this very demanding and ever expanding area in addition to her role as class teacher. As a result of good leadership ICT makes a very positive contribution to pupils' learning and understanding across a wide range of subjects.

#### What are your challenges?

To sustain and develop the excellent work of the school in the face of constant changes imposed on schools by the government, lack of funds and a mountain of paperwork which pulls us away from the real focus of the school – the children. Unless schools are adequately funded, and LEAS properly supported from central government, fewer and fewer Deputy Heads will want to rise to the challenge of Headship. I am also concerned that the increased workload and legal responsibility on Governors will result in seriously depleted governing bodies. The workload of Single Status and Work Force Reform (TLRS) has caused one of our most dedicated governors to resign in protest at the increased pressure on Heads and Governors to undertake jobs well outside the remit of a teaching professional.

#### What are your most important successes?

*"The children are making outstanding progress – the children are happy. They enjoy their learning, behave well and have good relationships with their teachers. They leave as confident, independent learners when they go on to secondary school."*

*We are now working towards the 'Investors in People' award and CPD has changed beyond all recognition thanks to the hard work of Sarah Elliott, the Deputy Head Teacher. Her leadership of this area has impacted on all staff members and all pupils. Staff members now recognise that CPD is not confined to a 'day out' on a course but comes in many different guises. We also understand that matching CPD to School Development priorities is crucial in ensuring that the children derive the benefit from our personal and professional development in the longer term."*

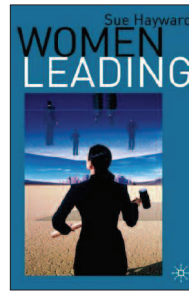
#### What do you feel passionate about?

*"If you place the children at the centre of everything, it will help you keep focussed when the going gets really tough. If you can keep drawing people back to "why are we here" – are we here to satisfy egos? – are we here to pander to the individual powerful member of a local community, or are we here for each individual child? If you can keep coming back to "you are here for each individual child", then as leader of a school where sometimes you have to make difficult decisions that will not please everybody, or challenge poor performance, you can look yourself in the mirror and say you did your very best. I believe the children know that they come first and that this makes all the difference to them."*

#### "Women Leading" by Sue Hayward published by Palgrave Macmillan 2004

"Women can do anything" is the inspiring message from Sue Hayward. We "had it all" in ancient Egypt, so why can't we regain what we once had?

What "Women Leading" lacks in structure and innovation, it more than makes up for in positive inspiration. Quoting numerous



examples of women who have succeeded in business, media and the professions, from Benazir Bhutto to Martha Lane-Fox, from Hilary Clinton to Anne Robinson, Sue Hayward's role models reinforce the message - women can and do succeed, and they don't have to act like men to do so.

Nevertheless success comes at a price. That familiar word "juggling" returns to the printed page - children, home, elderly relatives, housework - oh, and the odd board meeting...

It is refreshing to find that at least one chapter is devoted to women in other cultures. So many analyses of women's changing roles focus too narrowly on the West. Until very recently, apart from prostitution, few options were on offer for non-westernised women who wanted to escape the confines of home-making. But in parts of India and China there is change, even if it is those ubiquitous call centres that are bringing jobs for women.

Hayward is a broadcaster and journalist, part of a profession more alert to equality of opportunity. Nevertheless, as she reveals, men on television just need to be authoritative, intelligent and in control. Women who are assertive are still viewed with suspicion. For women it is looks, clothes, hairdos and make-up that take precedence over ideas and content. A familiar litany, to which I would add youth and body-shape.

Much of what Sue Hayward writes about is not new - the old boy's network, the fact that women need to work harder to climb the ladder, the glass ceiling, men's ambivalence towards successful women, women taking control of their lives, and on and on...

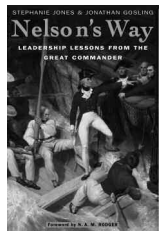
Simone de Beauvoir did a more thorough and academic analysis nearly 60 years ago, and many of these ideas were common currency. The difference here is that Hayward does not get bogged down in negative detail. Instead, she generates a positive atmosphere. The best way to read "Women Leading" is to breeze through each chapter, to capture the optimism and energy, to be fired by the ideas.

As Kate Adie says, "women cannot hope to reverse 5,000 years of history in one or two generations". But according to Sue Hayward, a rewrite is in the making.

**Review by Rene Wyndham - Journalist and Broadcaster**  
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## Nelson's Way; Leadership Lessons from the Great Commander

**Stephanie Jones & Jonathan Gosling**  
**Pub: Nicholas Brealey 2005**



As a self-confessed aficionado of Nelson, I was both delighted and anxious when I was asked to review Jones & Gosling's new book 'Nelson's Way'. I was delighted because I am always happy to read something new about Nelson; anxious because I hoped it would be a refreshing and new approach rather than a rehash timed to co-incide with the 200th anniversary of Trafalgar. I need not have worried.

I have always maintained that of all the historical leaders that are studied, Nelson is the one whose approach has most relevance today. We are fortunate that there is so much contemporary writing that is available to us, not least because Nelson himself was such a prolific writer. But there is much more to Nelson than a self-styled publicity seeking figure, and Jones and Gosling vividly illustrate it.

Rather than a chronological account of Nelson's flawed genius (and he was flawed), they opt to identify the key aspects of his genius, and then apply them to 21st Century leadership. Coupled with leadership comments from the great and the good (John Adair, Henry Mintzberg et al) their analysis looks at how Nelson developed his amazing ability to lead, inspire and manage (an ability that is often overlooked) in the most difficult circumstances imaginable.

In doing so they separate out key leadership abilities from the man himself, and then demonstrate how those same abilities are still relevant. Their style is light, free flowing and easy to read, but underneath their light touch are vital leadership lessons that are of equal relevance in 2005 (and probably will still be in 2105) as they were in 1805.

Nelson was a great learner and reflector, and Trafalgar was the result of learning from Tenerife, Cape St Vincent, Aboukir Bay and Copenhagen. He was both a leader and manager, caring and ruthless, and a great team player. All these abilities and many others are surfaced and questioned by Jones and Gosling, and they conclude by looking at how Nelson stands up against the leadership theories of the 20th Century. It is a book that recommends itself to students of Nelson and leadership alike, and one into which I shall continue to delve.

**Review by Simon Hollington - founding Director of Values Based Leadership Ltd**  
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## ...Enterprising Education

Over the last few years, schools have come under increasing pressure to move away from the traditional curriculum, which has been with us for over 20 years, and update and modify aspects of our curriculum to ensure their relevance as a preparation for modern life. Over the last two or three years, we have seen the introduction of Citizenship, and more recently Work Related Learning and Enterprise Education, which has become a statutory requirement from September 2005. In addition, the new OFSTED inspection process is much more pupil centred and outcome based, facilitative and participative rather than directive, with a high degree of responsibility for teachers, schools and local authorities. Our schools are also having to respond to a rapidly developing context which includes the Changing Children's Services agenda and the need to ensure social and educational inclusion. This brings with it very real challenges, and requires more joined up thinking and planning across all the services supporting our young people.

This is a long awaited opportunity to bring our education programme in line with the 21st century, address the many different learning styles of our young people and also answer the criticisms of employers that our young people are leaving school ill equipped for the world of work. It also means that there will be a requirement for innovation and creativity if we are to achieve these aspirations.

Enterprise Education in school is being interpreted very loosely and schools are adopting different approaches to this within their curriculum. Ofsted's findings, from an evaluation of a sample of schools last year, found that most saw it as something involving links with local businesses with a particular focus on enterprise days, external speakers and work experience. Very few schools saw it as part of a coherent curriculum for vocational and work related learning linked into other areas of the curriculum. Many schools are unprepared for this, particularly in view of the flood of other policy changes that they are having to address this term. These include the workforce reform and self evaluation, and thus Enterprise Education consequently comes low on their list of priorities.

### What is Enterprise Education?

Ofsted refers to Enterprise Education as:

- the ability to handle uncertainty and respond positively to change, to create and implement new ideas and ways of doing things, to make reasonable risk/reward assessments and act upon them in one's personal and working life (Davies Report 2002)
- innovation, creativity, risk-management, and a 'can-do' attitude and the drive to make ideas happen (DfES, 2005)

### How are we responding to this?

As a result of a directive and somewhat controlling approach to learning, we are not educating our



young people in the concept of risk taking. We can only do this by empowering them to take control of their lives by encouraging them to take increasing responsibility for their learning, their actions, themselves and others - at the same time as developing the social skills necessary to successfully put decisions made into practice. This needs to be progressive throughout their learning and not an 'add on' introduced at 14-16 when they are thinking about their progression routes. The current approach in our schools has a high focus on imposing control as the means of achieving high academic standards.

If we could only recognise that by forming a partnership with young people, and sharing with them the responsibility for developing and maintaining standards of behaviour and achievement, we are likely to see even higher standards result. This would not only benefit them in school but would also equip them with, and put into context, skills and qualities much needed in the modern world including responsibility, self-control, self-esteem, enterprise and risk taking.

### How does this build leadership?

There is clear evidence that where schools have established schools councils with representatives from the learner groups - sharing with them a variety of issues and possible solutions - these

representatives have taken their responsibility very seriously and have worked with the schools to improve behaviour and achievement. One example of this is where peer mentoring has been introduced to address bullying. Encouraging learners to be actively involved in identifying, developing and organising school activities can also serve a useful role in helping to develop such skills as team-working, planning, decision making etc.

Another example of this comes from my own first hand experience with the Young Enterprise initiative when it was first introduced in 2004. I was working with a post 16 group who had not achieved in school and were following a Level 2 Business Studies programme. They were offered the opportunity to participate in this initiative as an extra-curricular activity and the whole group joined up. By being empowered to identify a product and set up their own enterprise they were gaining a breadth of experience in planning, organising, assessing and taking risks, marketing, financial management, decision making and team-working - the managing team of 3 (MD, Finance Manager, Marketing Manager) represented the group through to the finals and won the cup! The leadership skills that emerged in these three young people in particular had never been identified through school, and might not have emerged had it not been for this initiative.

### What are the challenges that face us?

The biggest challenge of the whole enterprise agenda is in giving it a much higher priority in our schools so that we are in a position to empower young people to accept personal responsibility for their lives, seek adventure, accept calculated risks and be enterprising. This will need to include such areas as: personal development as the foundation of learning; working with parents to encourage joint responsibility for their children's progress; and developing partnerships with local employers and others within our communities.

In this way, it is more likely that individuals and communities will be better equipped to take responsibility for their development and, in turn, enable this country to develop the level of leadership and enterprise necessary for its future competitiveness in the world.

**Pam Hayes -**  
**LSW Programme Director of**  
**Creating Cultural Leadership**  
**pam@kewstoke.freeserve.co.uk**



# The Best Advice I Ever Received...

The response to this feature has been overwhelming - the range of anecdotal evidence designed to inspire, instruct and motivate. So once again this page is devoted to yet more of those pearls of wisdom which have resonated throughout careers and personal lives.

Whether you are a business owner, manager, entrepreneur or indeed those of us who are just passionate about life's learning - the following anecdotes are sure to develop your own leadership abilities.

My thanks to all those who contributed - and please keep them coming!

## Dame Tamsyn Imison

is an Education Strategist and former Headteacher. It was from practice, rather more than words, which had a profound impact on her life and career.

"The piece of outstanding advice I had in life came from my father, Joe Trenaman - **'listen to and learn from others with respect'**. He did not say this to me, but I observed that he always practiced it. His advice came into play on many occasions in my life... once while 'sitting at the feet' of a group of nationally outstanding Headteachers to observe how they operated... and on numerous occasions when I was myself a Headteacher, and started a regular 'Open Door' evening for parents to discuss educational policies. Through them, I learnt a great deal about what was happening in the school and what the concerns were"

## Graham Johnson

is the Director of Leadership Development at Straight Talking (UK) Ltd - a specialist consultancy. His piece of invaluable advice was provided by a good friend...

"Some years ago I was fortunate to meet and become good friends with a guy called Frank Gilbert, who gave me this piece of invaluable advice: **'Be Selfish with Time and Generous with People'**. At the time I was at the beginning of my leadership career and managed a team of around 35 staff. This advice helped me to control my expanding diary so that I was much more focused on the needs, hopes and aspirations of each member of my team. My listening skills dramatically improved ...and time spent in coaching and mentoring was far more productive for all concerned.

## Group Captain John Jupp

is a qualified weapons instructor, and was appointed to set up and command the RAF Leadership Centre. His keenness for a win-win situation, was to change after some years.....

"I had been much influenced by my weapons instructor on my first squadron when I had been learning to fly operationally for the first time. We were all very war-like and keen to win. Some years later I was moving up the promotion ladder and doing my first ground tour in the staff when I met the man again. He had left the RAF and was working for a civilian company. He said to me that the one thing we, and he when he was still serving, just did not understand was a win-win solution. He was right; my military mind said that if you beat someone in a fight, there was a winner and a loser. I had to ask him to explain. He showed me that while there was always a need for the military to have the win-lose mentality for war, in getting along within our own organisations and those that we supported and supported us, **we could do so much more by seeking to find a solution where both parties were winners.** It is something that I have used to great effect every since"

## Richard Fenning

is the CEO of Control Risks Group and presented 3 very different pieces of advice "that have stuck" - one of which came from an article by Lucy Kellaway in the FT a few years ago

"She wrote that she thought there were only two reasonable measures of whether you should either work for a company, or invest in it. They were:

- **Would you like your children to grow up to be like the senior people in the company?** and
- **How well does the company look after somebody if they suffer some kind of personal tragedy like an unexpected bereavement?**

I think of these two things every day and find them very motivating and instructive"

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

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

## Di Boston

is a partner in BostonHunt - people, management and organisational development specialists.

"when I sat down to list useful advice I have been given over the years, there were about half a dozen of them, but fascinatingly, they are all variants on the same theme - that theme is one of **being self reliant.**

Whether it is my police officer father telling me to fight my own battles, or my first female boss reminding me that women leaders don't need to behave like a man in order to compete with them. Then a therapist friend telling me to trust my intuition and my husband encouraging me to take the plunge to work for myself. All are about **self-reliance**".

## Jackie Ballard

is the Director General of the RSPCA and was MP for Taunton from 1997-2001. She pinpoints individuals whose leadership she has admired and learned from over the years.

"...from an old class mate who emailed through Friends Reunited and reminded me that my mantra was **there is no divine right to rule or to lead, it has to be earned.**

...from Paddy Ashdown who taught me **never to blame a cause for the people who believe in it.**

...from Shirley Williams who taught me that **everyone has a story to tell and you should never feel too important or too busy to listen - you might learn something**".

## Dick Randell

is an international business consultant, but it was during a 'pep talk' in the Navy, by the Admiral, when he was asked to ensure:

**"first things first"... concentrate... focus... to achieve the desired end results.**

This advice has helped me personally to concentrate my efforts on the highest priorities, regularly assessing and changing these depending upon the circumstances".

## Dr Michael Walton

is a CLS Fellow, and sent in, amongst others, this shared aphorism:

**"it always takes about twice as long as you thought it would in the first place, and there is always a muddle in the middle!"** - a helpful and calming thought to bear in mind.

# Leading Beautifully: A Path towards Inspirational Leadership?

*'Beauty reminds us of our wings, it inspires us, lifting the mind to permanent values and eternal truths.'* (Plato, quoted in Hillman 1998)



The military leader, Alexander the Great, the democratically-elected president of Burma, Aung San Suu Kyi, and the musician Bobby McFerrin - what do these leaders have in common? They have each been described - by people who have met them or, in the case of Alexander the Great, by scholars who have written about them, as leading with elegance and grace - in other words they are leaders known for taking up their role 'beautifully'.

Beauty is not an attribute often associated with leading. Leadership theories abound with charismatic, visionary, transactional and transformational leaders. A large part of these accounts focus on the leader's behaviour - what leaders DO to be effective. I'm interested here in inquiring into the less explored area of how leaders do what they do, and the impact of that on followers' quality of engagement. This aesthetic dimension of leader-follower interaction attends to the way in which emotions, senses and rationality interweave in response to how leaders embody their role. Though seldom discussed, I'm arguing that it's the aesthetic 'feel' of how someone leads which often makes the difference between motivated and enthusiastic followers, and disinterested ones.

If this is true, it might be helpful for leaders to consider the aesthetic quality of the way in which they lead. After all, aesthetic experiences are not always pleasant - an ugly performance repels us just as a beautiful enactment attracts. What if leaders aspired to enacting their role beautifully? What are the kinds of things they should pay attention to? here are two questions I'm concerned with here, firstly:

- What constitutes leading beautifully?

And, secondly:

- What is the effect of leading beautifully on those that follow them?

The characteristics of leading beautifully which

are emerging from initial research cluster around two key areas:

- Mastery
- Congruence

Each is described in more detail below.

## Mastery

Mastery has two aspects: firstly, mastery of 'content' and secondly mastery of the self. Alexander the Great, for example, demonstrated complete mastery of military strategy as well as tactics. Developed from an early age, he is remembered as a magician of military operations, able, through his total expertise to see and anticipate options his enemies as well as comrades could not imagine. He demonstrated mastery over his domain (Bosworth 1993). Likewise, in watching Bobby McFerrin lead the Vienna Philharmonic in a recent Proms concert, I was struck by the total expertise the man exhibited as a musician. Mastery of his medium seemed to enable him to put all of his attention into other aspects of leading.

This brings me to the second aspect of mastery, mastery over the self. One of the aspects of Bobby McFerrin's leading I found 'beautiful' was his capacity to be engaged with the present moment. He demonstrated this in his fluidity as an improvisatory artist. For example, at one point while singing nonsense syllables as part of a vocal improvisation, a baby started crying in the audience. Within seconds he was intoning, 'The baby's crying, the baby's crying,' working it into his singing as naturally as if he'd practiced it that way. This somehow perfect response seemed to demonstrate McFerrin's capacity to be 'other focused', rather than concerned with his own status or plans. Throughout the afternoon, by the way he moved imperceptibly to the back of the stage when other

musicians were performing, or occupied its edge to interact with the audience, he seemed to demonstrate a capacity to put himself into the service of the present moment and whatever opportunities it offered.

His actions made me reflect on how so much of the leadership literature is focused on the leader's ability to describe and bring about a 'future' state. In counterpoint to that, Bobby McFerrin's self mastery of attending to the 'here and now' brought our own attention to the present moment, and the richness of possibilities it held.

## Congruence

A second key aspect of 'the beautiful' speaks to 'congruence', particularly between 'form' and 'purpose'. The importance of congruence hearkens back to ideas of 'harmony' and symmetry. In fact, Plato makes a key distinction between the beautiful, which conforms to form, and the ugly, which does not.

In terms of leading beautifully, congruence plays a role in the match between what the leader is trying to achieve and the way they go about achieving it. The contemporary political leader Aung San Suu Kyi seems to demonstrate this aspect of congruence. Democratically elected by the population of Burma, she has spent seven of the last ten years under house arrest. Even through her husband's illness and death, Aung San Suu Kyi remained in Burma rather than run the risk of not being readmitted to the country if she left it.

A writer friend of mine had the opportunity to meet and interview this extraordinary woman, and afterwards, spoke fulsomely about Aung San Suu Kyi's gentle elegance in the face of the military regime which rules Burma. Vivian wrote: 'She exhibits beauty through the coherence between the rightness of her actions, her gentle manner, and her continued kindness to others'. This seems to speak of coherence between Aung San's purpose to promote peace and democracy in her country, and her actions. Despite the continued constraints of her life, she is not degenerating into hatefulness, spitefulness or anger, but maintains a graceful resistance. This seems to me to be beautiful.

## Beauty and its Effects

One of the difficulties with researching 'beauty' as an aspect of leadership rests in the phrase, 'beauty is in the eye of the beholder'. Aesthetic experiences are essentially co-created; that is, something can only be perceived as having a particular aesthetic quality if the perceiver is open to recognising that quality. A leader could be enacting his or her role with the utmost grace or harmony but this quality may completely escape followers if they are too busy attending to day-to-day business, or are just not inclined to 'read' the aesthetic content of their context.

This adds an additional challenge to the leader who aspires to leading beautifully - that is, how to

wake up followers to their aesthetic sensibility, how to make organizations places which are conducive to the spirit being awakened, rather than anaesthetized. In fact, for the aspiring 'beautiful leader', this might be the most practical place to start.

The social commentator and psychotherapist James Hillman suggests such a goal should not be approached in a straightforward manner, however. Instead, the leader 'must move indirectly - The road to beauty means for the ego to enter conditions like those of beauty' (270). Hillman offers two key conditions which enable this indirect evocation of beauty. The first is pleasure: 'Beauty is pleasure objectified... We do not see beauty as such, we perceive pleasingness, delight, sensual joy.' (270)

The second, is stopping. Beauty arrests motion. The quick intake of breath upon seeing a flash of vivid red amongst trees - links our physical experience of the aesthetic to the root of the word itself - the Greek Aisthesis, which means 'I perceive' as well as 'I gasp, struggle for breath'. Hillman poses the question - 'does this not mean, that if beauty is to appear, we must be stopped still; the eye's roving perceptions, the body's habitual forward thrust, the mind's ceaseless associations arrested?' (271) A challenge indeed for many hard-pressed and time-poor leaders. And yet—is there something too, about the ability of beauty to slow time, to change its very structure?

Perhaps this alludes to a key impetus for leaders to aspire to take up their roles beautifully. Hillman suggests that one of the reasons beauty is so repressed in contemporary society is due to its sheer power. The beautiful arrests us, it makes us catch our breath, reconsider what is of importance. Leading beautifully, I would argue, can inspire followers in ways which effective leadership does not. Plotinus (1984) wrote that the soul flutters when in presence of the beautiful, because it recognises something of itself in the beautiful. Finally, leading beautifully is a worthy aspiration because it embodies something of the best we can be. As well as inspiring us, it wakes us up, and reminds us of the essential aspect aesthetic sensibility plays in our experience of being human.



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## Seminar Series

After the successful launch of the Centre for Leadership Studies Seminar Series in the Autumn of 2005, the series will continue into the Lent Term with the following presentations:

**2nd February, 2006:** Professor John Burgoyne, of Lancaster University and Henley Management College, presenting: **“Design, facilitation, contextualisation and evaluation of learning for leadership development”**.

**16th February, 2006:** Richard Bolden of CLS and Phil Kirk of the University of the West of England, presenting: **“Leadership in Africa: meaning, impacts and identities”**.

**2nd March, 2006:** Professor Kim James, of Cranfield School of Management, presenting: **“Wise leadership: a framework for learning how emotions in organisations can unconsciously impact on how you take up the leadership role”**.

**16th March, 2006:** Professor Heather Hopfl of the University of Essex, presenting **‘Lucifer and the frame’**.

All seminars will be held in the Xfi Building, University of Exeter on Thursdays between 4.00 and 5.30pm.

### ALL WELCOME



*“The ultimate measure of a man is not where he stands in moments of comfort, but where he stands at times of challenge and controversy.”*

Martin Luther King, Jr.

## Brand Culture

by **Jonathan E. Schroeder & Miriam Salzer-Morling** (editors) – Routledge 2005



Brands occupy an increasingly prominent place in the managerial mind as well as the cultural landscape. Brand management has grown to challenge traditional models of product management and industrial production, and branding has emerged as an interdisciplinary research area, as well as a cross-functional management task. Brand leadership is generally concerned with building a strong brand identity – a communication base for organizational values, goals, and stories. Brands, and brand communication, are received in multiple ways by the market, with various stakeholders often perceiving quite different images of what brands stand for. In other words, brand managers do not control branding processes – cultural codes constrain how brands work to produce meaning. Brand Culture reveals how branding is embedded in culture, and offers useful thoughtful perspectives, whilst also attacking several sacred cows of brand leadership.

For example, typical brand leadership guides insist that brands need to be consistent across products and over time, to ensure a coherent brand identity. Brand Culture suggests that brands can be ambidextrous - they serve different needs for different market segments, at different times, and in different markets. Another commonly held assumption holds that identity is a useful brand concept. However, Brand Culture authors contest this, pointing out the pitfalls of relying on poorly thought-out metaphors for branding strategy, and offering several alternative concepts for managers. Finally, although brand leadership has expanded in recent years, few branding guidelines provide a way to think about brand culture - including brand history, heritage, lineage - which often provides brands with appeal, charisma, and power.

Brand Culture explores current issues in brand management, including brand building, corporate identity management, marketing communication and brand theory, from a unifying perspective on what we call brand culture. This collection fills a niche in the burgeoning branding literature with a distinctive managerially and theoretically informed perspective on the cultural dimensions of branding. Reflecting the growth of brand research, the book presents innovative cultural perspectives on branding, including several case-based studies of well-known companies such as Benetton, LEGO, and Ryanair by leading brand researchers. Together, this group maintains that brand leadership requires understanding how brands create meaning, and they provide handy tools to implement culturally based brand leadership.

**Jonathan Schroeder - Professor of Marketing, SOBE, University of Exeter**  
**Miriam Salzer-Morling - Stockholm University**

## Give a little - get a lot!

As Directors of businesses and leaders of teams, we are always looking to improve performance - whether our own, that of our organisation as a whole, or that of the individuals with whom we work. Effective leaders are constantly looking for ways to develop their understanding, broaden their experience and enhance their skills. So why not consider an opportunity to gain more experience than you give?

Part-time roles on the boards of other organisations can be great for self-development by applying existing skills in a new and sometimes radically different context. Indeed, many Institute of Directors members envisage moving from one full-time executive role, to holding a portfolio of non-executive board positions in their later years.

Perhaps the traditional view of the non-executive position in business was that it represented an easy way to earn good money for relatively little effort as you drew near to retirement. However, the high-profile corporate collapses and scandals of recent years, and subsequent Corporate Governance reviews such as Higgs, are a clear reminder that the responsibilities of the non-executive Director are not to be taken on lightly.

In fact nowadays, the financial rewards of paid non-executive positions are rarely the prime attraction for such roles - so why does demand from business leaders continue to outstrip supply? In my conversations with Directors of a wide range of organisations from both public and private sectors around the South West, it would appear

that answer lies less in the monetary rewards and rather more in the value of the experience itself.

The burdens of regulation, corporate governance and accountability are weighing heavily upon a whole raft of other organisations such as charities, housing association and health trusts. Consequently such organisations are increasingly turning to business people to help bring commercial experience to their boards, their structures and their strategies. Even though many of these positions by their very nature are either voluntary or paid a nominal fee, such opportunities are still interesting and sought after among business leaders.

The reason? People taking on these roles report that they gain enormous insight into their own personal effectiveness and performance by applying their expertise in a different context or environment. With the pressures of busy day-to-day working lives, it is all too easy to forget the bigger picture. Often it is through external experience that leaders can draw the inspiration to solve internal challenges and thus enhance performance of their own business.

As we operate in a world in which we are forever striving to achieve more with less resource, time is an ever more precious commodity. Directors and business leaders therefore are very choosy about how they spend their time, focusing on only those activities which generate real benefit. Experience shows the value of a part-time board position can be great for an organisation - but even greater for the individuals themselves.

If you are interested in broadening your experience of non-executive roles or with a view to help securing such a position, Leadership South West will be running a special programme in 2006 for charity board members - *The role of the not for profit board member* - further details on request.

### Congratulations to our second home-grown Chartered Director!

Steve Wilson, Technical Director of Coldharbour Systems Ltd in Bristol was among the first group to participate in the IoD Director Development Programme delivered by Leadership South West, and he has recently achieved coveted Chartered status.

Steve is in fact now the third Chartered Director on the Board of Coldharbour Systems. After Managing Director James Kilmister took part in the IoD programme in London, he was so impressed with the learning and development experience that he insisted that everyone on the board should complete the course, regarding it as a key part of business strategy.

So on behalf of the IoD and Leadership South West, well done to Steve and his colleagues on their great achievement!

**Simon Face**  
Regional Director  
IoD South West



## Decisions, decisions – how can you ensure you make the right choice?

Making tough choices about important issues can cause sleepless nights for many managers in the south-west. And coupled with the pressure from others, these choices become even more difficult, no matter how senior a manager you are. Taking a moment to stop and consider whether there is a better way of reaching conclusions is an important first step and one you should take before making any important decision.

A recent survey published by the Chartered Management Institute revealed that 4 in 10 of the senior managers questioned in the survey have taken a decision against their better judgment in the past six months. Of those, 1 in 5 claimed undue pressure from colleagues affected the way they made choices, suggesting that the art of decision-making is a difficult skill to master.

This is not to say that managers in the south-west are unable to make decisions - 85 per cent are confident about their abilities - but external circumstances can sometimes hamper the process. Lack of time, lack of resources and bureaucracy are reported as key factors that have led to making the wrong decision. So how can you overcome these

hurdles and use your skills effectively to make those all-important decisions?

Firstly, try to remain objective. Decisions impact on those around you so consider the effects on colleagues or team members before making your mind up. That should not mean opting for the easy way out but considering the issue from the point of view of what will work best for everyone. Think through the implications of any change and assess the pros and cons so that you are aware of contentious areas.

Secondly, take your time when making decisions. Too many people believe that they have to make up their minds quickly because a fast decision will keep the pressure off. In fact, the opposite may be true as you can forget to consider the implications of your decision and make a mistake if you rush. Of course, sometimes you will need to make a quick decision, but this is not always the case and allowing yourself some more time to consider the options will help ease the pressure.

The third point to remember is the need to communicate your decision effectively to colleagues and team members. They are unlikely to know why

you want things done a certain way unless you explain the reasons and make sure they are understood. This will also increase the likelihood of others accepting your decision because if they have been part of the decision-making process, it will also help them to feel some ownership of the outcome.

The survey findings underlined the importance of this involvement with 69 per cent of senior managers in the south-west recognising the need to consult their teams and 52 per cent consulting stakeholders. Ultimately, do not be afraid to make a mistake because they can provide valuable learning experiences. You may not always get things right, but so long as you can learn from your mistakes your organisation can still move forward.

**Petra Cook, Head of Public Affairs**  
Chartered Management Institute,  
[www.managers.org.uk/2005](http://www.managers.org.uk/2005)



# Masters Degree in Leadership Studies

The 2003-2005 cohort of students on the part-time residential MA programme can now rest easy, having successfully completed their studies and written work including a 20,000 word dissertation. The Centre's Exam Board which met in November confirmed that all students be awarded a pass with Merit.

The topics chosen for the dissertations were diverse and fascinating, and included:

"Leadership in the not-for-profit sector"

"The Image of Leadership" (synopsis below)

"Leadership and Information Technology"

"Film Stars & 'Am-Drams' on the leadership stage" (synopsis below)

"Self-awareness in Leadership"

The Degree award ceremony will be held at Exeter University on 21st January 2006, and we would like to heartily congratulate all those who will be receiving their MAs.

## "The image of leadership" by Stella Rose Williams

Stella studied the importance of the image of leaders, both those created intentionally by them, images conjured up by the media and less conscious associations that contribute to the overall impression. Her study is based around a case study of Richard Branson.

First, Stella defines an image as multi-faceted with a cocktail of ingredients including visual and audible impressions, a sense of affinity, imagination, and mythology; images are conveyed via a multitude of skills and techniques, some of them openly manipulative, others caught up in the way in which leaders and followers act out their respective roles. So the image is partly defined by followers and observers and is jointly owned by all of these people. It is quite possible for an image to bear little relationship to the actuality.

How do images work? Firstly, people need to believe that the images have some representative power. Usually this comes down to a conscious or unconscious agenda, serving the purposes of one or more parties. Sometimes this results in mutual delusions, defined by Kets de Vries as a "folie a deux". The psychological process of transference is often at the heart of the image, ie: followers transfer onto leaders their own experiences and expectations of authority figures. These become focussed in the image with an emotional charge that may well be at least a partial explanation for what we call charisma. Likewise, myths are constructed around these images and people often define their membership of a community around shared images of their leaders. The power of images is that they appeal to the imagination even when direct experience of a leader is very intermittent or partial. Stella applies these ideas to the case of Richard Branson as follows:

- The image of Richard Branson is multi-faceted and delivered in multi-dimensional format.



*This is a suggested reason for the power of the image of Richard Branson.*

- The strength and multiplicity of Branson's images have resulted in contradicting views as to his true characteristics ie: where does image end and reality begin?
- Richard Branson is an individual surrounded by a firewall of images, all of which he uses at different times to reach varying audiences as a means of both protecting and advancing his business strategies.
- Followers who benefit from the Branson image are happy to participate in the myth, and by doing so reinforce the image.
- Branson uses the power of association with the images of other successful, powerful and rich celebrities to strengthen his own image.
- Branson also used the dimensions of his physical image, the relaxed and fairly casual dress and his verbal skills (sometimes fluent, sometimes hesitant) in talking to the media.
- Branson has a regular tactic of strengthening his

own public image by attacking the reputation, and therefore the image, of the competition.

- There is some evidence that Richard Branson and his followers have engaged in the delusions of the Folie a Deux.
- There is some evidence of the existence of transference within the Branson workplace which is both generating and contributing to the success of the Branson image.
- Richard Branson has also proven his ability to manipulate the imagination of his followers and potential followers to the extent where the followers complete the image of Branson and all that he offers through their own imagination.

## "Film Stars and Am Drams on the Leadership Stage" by Colin Laker

It is often claimed that authenticity is a crucial quality of leadership, and "if you can fake that you've got it made". In this research, Colin wanted to test whether this is, in fact, the case because it is well known that we expect leaders to manage themselves in their role to quite a considerable extent. Surely this is some kind of conflict with authenticity? Basing his work on the renowned sociologist Ervin Goffman, whose landmark book "The Presentation of the Self" first raised these questions, Colin studied a number of leaders through critical phases requiring team members to imbue a fair amount of trust in their team leaders. He found that those who were most appreciated and assessed to be "good leaders" were those who listened well, responded to the comments and suggestions of their followers and adapted their behaviour to suit the needs of the intuition; in other words, those who were least concerned with authenticity. On the other hand, when projects become really crucial and leaders were required to make decisions that might have put their team members at some substantial risk they were more likely to feel comfortable with leaders at the opposite end of the spectrum i.e. those who had made no compromises to social niceties but who at least gave the impression that "we know where they stand". So, in other words, authenticity became functional only at very critical and high risk phases of the project. This may have significant implications for the difference in leadership required in peace and war situations and in the context of corporate deals, mergers, etc. It may also explain why many companies find it difficult to enforce behavioural competencies in a uniform manner and find themselves embarrassed by promoting people who behave badly according to the official measures.

*(Dissertation synopsis by kind permission of the authors)*

## Leading collaboratively

Who gets invited to a meeting of 'community leaders'? Inevitably, it's the people who head up organisations: the CEOs of voluntary organisations, the Imams of the mosques, the priests of the Gurdwaras, and the vicar of the C of E churches. But are these the people who really lead the community – and more importantly, does it make sense to think of a community as a collection of organisations? In some ways, it's quite helpful to do so – just as there are senses in which a business is 'a community' (Gosling, 1996). But the focus on organisations has an unfortunate side-effect: it pushes into the background some of the very important ways in which leadership gets done.

Here is an excerpt from a letter written by Margot Dodman, wife of the Vicar of East Ham, in 1953, to her daughter in the USA.



What does this artful and hilarious letter tell us about leadership? Margot Dodman was an able organiser, a forceful and imaginative presenter – but what more than this?

Dig behind the story a bit, to imagine the role of the clergy wife in the 1950's. She was expected to run the Mother's Union, to care for her husband and to manage the social life of the vicarage. As this and her other letters show, Margot brought to all this a tremendous aesthetic sensibility. She was an artist at heart, and was driven by a desire to make beauty, to organise things with elegance and 'edge', to care for others with attentiveness and measure. That was her style. But I want to concentrate on her contribution to leadership of the community.

### Margot Dodman as leader

By many definitions of leadership, Margot Dodman qualifies. She gives consideration to "doing the right things" (Bennis & Nanus 1985: 21); she "influences a group of individuals to achieve a common goal" (Northouse, 2004: 3); she uses this influence to "structure the activities and relationships in a group or organization" (Yukl, 2002: 3); she "inspire(s) people to work towards group goals, not through coercion, but through personal motivation" (Bolden, 2004: 5). Above all, perhaps, she managed to create a haven of order, good humour and care that was a symbol of continuity in the midst of the dramatic social changes unfolding in post-war London.

Now I want to make a more subtle theoretical point. Margot was part of the leadership generally known as 'the-vicar-of-east-ham'. It is quite inconceivable that J.O., her husband, could have done his job without her; but more to the point, in the eyes of the community, it was her work as much as his that constituted the complex of activities and events that constitute the leadership of the parish. When we talk about community leadership, we should be looking for these concentrations of activity. To borrow from chaos theory, it is as if 'the-vicar-of-East-Ham' is a 'strange attractor' for leadership activity, not a unique leadership role in itself. Because there is

### Good Friday Procession: Gran and the Mothers Union Slide Projector

**Monday.** I went to the Church hall in the afternoon to get a preview of the Mothers Union overseas films that had arrived. Kind Ralph Gilson set them up and ran them through for me. The books of commentaries that went with them were not very clear – but I fitted the captions to the pictures very nicely, I thought. But at the end I found I had fitted the captions for Melanesia onto the film for St John's Kaffraria, and vice versa. Ralph was very amused – and amusing-over it. However I said I would hope for the best tomorrow.

**Tuesday.** A cold morning with thick white frost. All Saints Day, so church at 8a.m. and then the morning at the Church Hall getting food ready for the fray in the afternoon. We had about 90 women in the Hall and they thoroughly enjoyed the films. I commentated them beautifully, though I made most of it up as I was so much more interesting than their script. We had got well started, about ten minutes into the first film, in full swing, when in comes Gran! She groaned her way onto a hard chair, and then decided to make her way down to the front, completely blocking out the picture from the projector. So I had to commentate AND drag her back out of the line of projection. She fought, and struck out at me with her stick, and I gripped like a boa constrictor and hissed, "Yes, there is a place at the front, but you must go round the side way – HERE IS THE ARCHDEACON OF THE DIOCESE LEADING THE PROCESSION FROM THE FOREST EDGE TO THE CENTRE OF THE VILLAGE-No, you can't go that way - NOTICE THE BABIES TIED TO THE BACKS OF THE MOTHERS – if you don't behave yourself, you must go home – NOTICE THE HAND MADE CROSS ON THE ALTAR – if you give me another slosh with that stick, I'll crown you, now sit down and stay there!" If Mrs Gilson hadn't managed to help me to manhandle her, I would have had to stop the show. She is a menace!

such a thing as the Vicar, a lot of good work is made possible – and it is the complex gathering of this activity that constitutes leadership in the community.

This is what we mean when we talk about 'a collaborative mindset': an awareness of interdependence, and an orientation to contribute to the collective effort that, often only in hindsight, is called 'leadership'.

(The paper on which this article is based, by Gosling and Lisa Wright, was presented to the Studying Leadership conference, Lancaster, Dec 2005. It will be published as a CLS Working Paper early in 2006. Lisa Wright will perform her mother's letters in "Spilling More Beans" at the Theatre Royal, Bath: 9-11 Feb, 2006)

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# Everyone's a leader: why, even me!

Personal Reflections November 2005

Over the past year I've been fortunate enough to have been involved with a British Council funded leadership development initiative, InterAction, across 19 sub-Saharan African countries. At the heart of this programme is the simple premise that "everyone is a leader". Now, whilst I have long been a supporter of the notion that anyone can become a leader (given the right education, experience, opportunities and support) I have been more sceptical of the concept that everyone is a leader - why, wouldn't that result in anarchy, chaos or, worse perhaps, indifference? Indeed, much of the literature on distributed and collective leadership, far from clarifying what leadership is, seems to make the concept so abstract and diffuse that you wonder how anything would get done - surely a case of too many chiefs and not enough Indians? Well, after spending a week in Zambia speaking to participants from the InterAction programme and going to some of the communities they visited as part of their development, I'm beginning to think otherwise.

Wilfred Drath begins his book *The Deep Blue Sea* by asking whether a mother comforting and nursing a child after s/he has fallen over is an act of leadership. My own immediate response to this was "probably not" thus, whilst I could see how some of her actions are similar to those performed by leaders (i.e. offering reassurance and guidance; comforting, nurturing and communicating) I could not see how calling it "leadership" would assist in our interpretation of the event. Indeed, likening the instinctive acts of a parent to those of a leader could in fact further cloud our understanding of the phenomenon that is "leadership".

Western leadership theory has long made a distinction between "leaders" and "followers" and indeed many of the most respected academics, such as John Adair, Warren Bennis and Peter Drucker, have used this distinction as fundamental to the definition of leadership: "the only definition of a leader is someone who has followers" (Drucker Foundation, 1996). Yet such a representation seems somewhat static, eternally labelling the passive sheep as "followers" and the hungry wolves as "leaders". I'm sure, however, that if we reflected on our lived experience we would see that it is not this black and white. There may be times we choose to act as followers (either voluntarily or through some form of coercion) and other times when we're less passive... not always "leaders" necessarily but not "followers" either. Followers are not as passive as they tend to be portrayed - sure, there are some people who will sit back and make little contribution but the valued follower is a team player - someone who contributes towards the

collective benefit of the group through words, actions and ideals. When the situation demands it does a good follower not take up the banner of leadership? Of course they do, as graphically demonstrated by the numerous cases of courage and decisive action from "ordinary people" in circumstances such as the London Bombings in July 2005.

So back to Zambia and the parenting example. I have just returned from a Children's Home visited by participants on the InterAction leadership programme to see the impact of the one-day these people spent conversing and sharing insights and experiences with the staff. One of the most significant lessons that the InterAction participants have learnt on their programme is the "power of questions", with an awareness that "what you focus on becomes your reality" (one of Cooperider's 8 assumptions of Appreciative Inquiry). Simply by a few well-honed questions these visitors have sparked a chain of reaction within the Children's Home that has triggered a significantly different view of leadership - one where parenting and leadership are one and the same thing. By asking foster parents "what would you like to be remembered for?" and "what do you think you will be doing in five years?" these people have been encouraged to reflect on their behaviours and a vision of the future. They have been prompted to step aside from their daily routine to consider their role in shaping the future both for themselves and those around them. A parent-child relationship is perhaps the most influential relationship anyone is likely to experience (from both sides) and if leadership is about influencing, developing and caring for others surely this must be it in its rawest form!



So, it could be argued that parenting and leadership are more similar than we may at first have thought, but does this necessarily make "everyone a leader"? Clearly some of us take our responsibilities more lightly than others, some make better parents than others, and many are never parents at all (out of choice or circumstance) - surely the same could be said of leadership! Well, I believe the answer is both "yes" and "no": "yes", some people take up leadership more readily than others; "yes", some leaders are more gifted than others; but "no", it is impossible to never engage in leadership. Leadership, when it comes down to it, is about making choices and decisions that impact upon other people, either directly or through more subtle processes of influence. As conscious, intentional beings leadership lies at the heart of the human condition; even choosing not to act is a form of leadership. Whether or not we like it, we all serve as role models to those around us and our influence, positive or negative, cannot be underestimated. Even the hermit living alone sets an example to others and great thinkers, such as Einstein, have shaped the world around us without ever taking a formal leadership role.

Leadership, therefore, can be seen within every form of interpersonal contact. It is present at every level, in every situation and within every person. If this is the case (and I'm beginning to believe that it is) then we should embrace the contribution of everyone and, what's more, we should all take responsibility for the task of leadership. As Grint (2005) says "leadership is too important to leave to leaders". By denying our role as leaders and our contribution to leadership we are relinquishing our right to a voice: a commitment that we owe not only to ourselves but to all those around us.

**Richard Bolden**  
Research Fellow, CLS

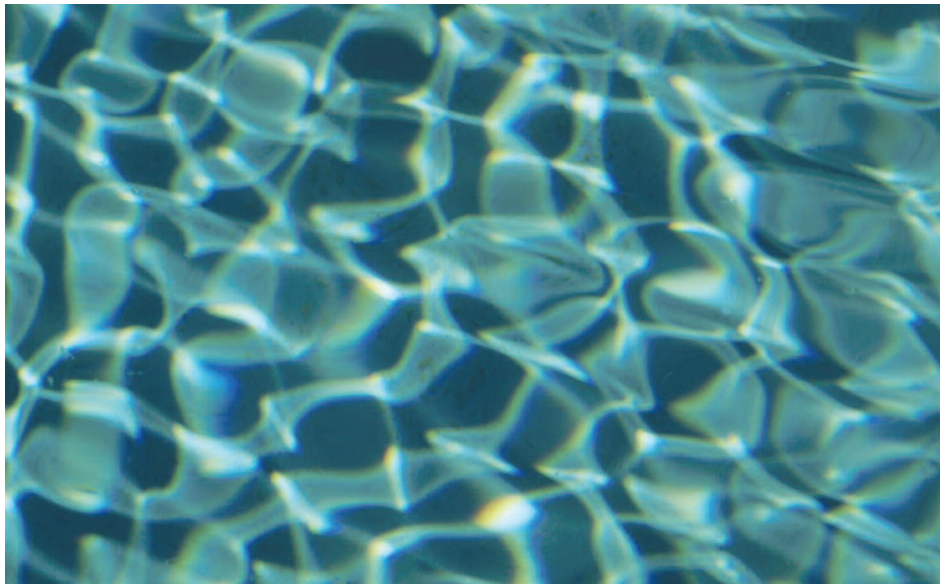
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## Mindful matters...

*The path of a consultant can sometimes be paved with uncertainties and confusion, and thought provoking answers come from surprising sources.*

*The following story illustrates how Robert Graves' poem was instrumental in pointing the way towards a positive and fulfilling future.*



"It was 1988 and I was an enthusiastic management consultant, several years into a new career and engaging in exciting new change programmes with large organisations like Scottish and Newcastle Breweries, the National Coal Board, and so on. Clients seemed to attribute to me enormous wisdom and power to solve their problems... though I'd never worked in their industries or done their jobs!

I had found this puzzling and frightening, and after a couple of years of trying to stay one week ahead of the game (I had done an MBA!), had gone to The Grubb Institute to seek their advice on how I might better live up to these inflated expectations. I worked with one of their senior consultants, the late Barry Palmer, and contracted to do, over a period of some six or so sessions, something they called an 'organisational role analysis'. The idea was that while I tried to understand afresh the difficulties I was having in contributing to, and fitting in to, my own small but fast developing consultancy, this would, in the process, introduce me to new ways of understanding organisation behaviour.

What a rocky journey this turned out to be! After each session I found I'd had to let go of long held beliefs, perspectives, and techniques as I discovered how arbitrary, personalised, and frail they seemed to be. The scales were falling from my eyes and the very things which I'd been using to guide my contribution to these large change programmes and that people were finding so 'insightful', 'interesting', and 'creative', were now starting to look rather simplistic, narrow, and decidedly biased. Barry, who

was a delightful and very wise man, always worked very gently and cautiously - but there was no mistaking the fact that the 'know-how edifice' on which I was constructing my consulting career, needed at the very least a thorough spring cleaning!

I was beginning to feel I had nothing much to offer and was in the wrong profession. Every step I took down this new path of understanding, the less I felt I knew, the more confused I was getting, and the less confidence I had in my ability to do the job; and it was towards the end of this series of sessions, while I was in this slough of despondency, that Barry sent me an encouraging little note attaching this poem by Robert Graves.

### **IN BROKEN IMAGES**

*He is quick thinking in clear images;  
I am slow, thinking in broken images.  
He becomes dull, trusting his clear images;  
I become sharp, mistrusting my broken images.  
Trusting his images, he assumes their relevance;  
Mistrusting my images, I question their relevance.  
Assuming their relevance, he assumes the fact;  
Questioning their relevance, I question the fact.  
When the fact fails him, he questions his senses;  
When the facts fail me, I approve my senses.  
He continues quick and dull in his clear images;  
I continue slow and sharp in my broken images.  
He in a new confusion of his understanding;  
I in a new understanding of my confusion.*

**Robert Graves**

This seemed to accurately capture and positively connote the very state I felt I was in - 'so it was OK to feel like this, and a necessary step in learning and developing'! At the time I remember thinking that this was a 'neat' intervention, but as I wasn't much into poems, didn't pay it too much attention. However, a few months later I found myself enrolling on a Tavistock Working Conference (my consulting colleagues thought I must be having some kind of a breakdown to go on something as weird as this!) to be followed six months later with a move to work full time at The Grubb Institute for a year or so. And as they say, the rest is history...in the sense that I've yet to get off the learning escalator that this represented - after all what else would explain the fact that I'm still working on a PhD at the age of 63!

But I still have the little bit of paper that Barry sent me all those years ago, with the poem attached with strips of now yellowed sticky tape... and as I re-read it, I realise that it was, if not the best, certainly a very influential piece of advice. Thank you Barry, for helping me grapple so productively with my continuing uncertainties and confusions!"

### **Keith Kinsella – CLS Fellow**

Keith has 40 years experience in large organisations, as engineer, manager, and change management specialist, including 8 years as a director of HR within the Hoechst Group. Founding Kings Consulting Partners at Kings College London in 1989 he has worked for organisations like Scottish Enterprise, Greenwich Council, NHS, NATS, VISA, Lex Service Group, and the BBC where he's provided change management and development support for the past 12 years. With a primary focus on enhancing the learning of managers as they deal with live issues in their own work contexts, he creates learning architectures, facilitates group events, provides project management support, and coaches in action learning settings. He's been a Fellow of the IMC since 1992 and is a member of the Centre for Action Research in Professional Practice at Bath University. He has also

co-authored a book on using a systemic approach in organisations.



## Leadership at the Point of Delivery...

*"If you put the patient at the centre - what's right for the patient - then everything else will fall into place"*

In 2005 the Express and Echo newspaper headline heralded "City Healthcare among the best", giving this accolade to The North and East Devon Health and Social Care Community - one of four UK sites selected to take part in the Pursuing Perfection (P2) initiative - an international improvement programme which aims to radically improve the quality of health and social care. They have also been successful in gaining a 'highly commended' award through the Health Service Journal Awards for this piece of work.

The enthusiasm flowed from Diana Crump (Head of Service Development), and Fred Cock (Access Team Manager for the RD&E) as they outlined the key points of this exciting project.

Initially the project focussed on reducing the number of patients whose discharges are delayed, then broadened out to improve the flow of patients across the health and social care systems in general. Central to the success of this programme were the shared aspirations of the chief executives that leaders at all levels would be given permission to undertake patient-centred improvement work. Project leads and staff have been given permission to involve agencies across the whole health and social care system. Innovative changes being put into place include:

**Putting the patient at the centre of every change** requiring leaders to actively engage patients and carers from the outset and operating with a proactive "pull" system, rather than a reactive "push" system, to ensure their journey through secondary care is as fluid as possible.

**Focusing on the whole system** requiring leaders to consider the effect of their improvements on other parts of the health and social care system as a whole. This gets away from the blame culture to develop one of sharing. By taking a whole system's approach, data gets looked at collectively, and allows for further development.

**Implementing "small tests of change"** which are carried out on one patient and then scaled up with rapid roll out. This encourages transferability of the improvement to a range of other areas. This has empowered staff to make the right test of change, giving confidence to open to new ways of working, as well as developing a culture of sharing and innovation.

The **"freedom to roam"** process invites the access team to be involved in continuing the process of making changes across other organisations, in order to be involved with the impact of ideas further down the line.

The encouragement of leadership at all levels by the Chief Executive, together with the use of the Pursuing Perfection principles, has led to some major whole system redesign, transformation and modernisation in the flow of patients across the north and east Devon health and social care community. This, in turn, has enabled the development of an organisational culture which values both curiosity and innovation within its leadership skills.

**Contact: Diana.crump@rdehc-tr.swest.nhs.uk**  
**Royal Devon and Exeter**  
**NHS Foundation Trust**

## Leadership under the Microscope

The Leadership Trust, in Ross-on-Wye, held their 8th Annual Conference in September 2005, and the capacity audience was chaired by BBC Correspondent Nicholas Witchell.

The conference line-up included a keynote presentation by leadership guru, Omar Khan. Founder and Senior Partner of Sensei International, Omar was one of the early champions of Transformational Learning in the UK and throughout the world. His presentation, entitled "Leading with Passion" explored various aspects of passion in leadership and the need for emotional engagement in order to achieve optimum results.

Paul Kearns, Director of strategic human resource measurement consultancy, PWL, provided a keynote presentation on the second day of the conference. He posed some interesting questions,

in particular questioning the essence of leadership and what it is we want from our leaders. Contraversial stuff!

Senior figures from DuPont, The Leadership Trust, Getfeedback and 3663 shared their own cases studies, involving the audience and raising provocative and pertinent principles of leadership qualities.

Dame Stella Rimington, former Director General of MI5, was the final guest speaker. She captivated the audience with her honest, awe inspiring and fascinating presentation - showing the public face of a very private organisation.

All in all, a riveting and very thought provoking Conference.

[www.leadership.org.uk](http://www.leadership.org.uk)

## The Marjon Leadership Development Network (MLDN)

Leadership South West is pleased to welcome the **Marjon Leadership Development Network**. Based at the College of St Mark and St John in Plymouth, its mission is to promote and facilitate leadership development activities within the South West region as well as nationally and internationally. Backed by the NCSL Leadership Network and by Leading Edge Schools it will promote affiliations and partnerships with private and public sector bodies in the development of leadership. It will provide seminar and conference programmes and a postgraduate accreditation framework for leadership development. It will also facilitate leadership research activities and will explore creative approaches to organisational learning in schools, HE, FE and business settings.

The MLDN is open to organisational and system leaders from education, health and other public and private sector bodies who are interested in contributing to learning about leadership. The MLDN is unique in its composition in that it spans all public services and addresses a wide range of policy areas. Its aspiration is to represent the best of leadership in its broadest sense in the national debate.

Members of the network will contribute to evidence based and practitioner supported approaches to leadership. In return members will have advanced notice and priority booking for leadership seminars and conferences, access to learning from other leaders, the opportunity to become a member of the NCSL Leadership Network, direct access to new leadership publications and opportunities to engage in collaborative leadership learning.

**For further information and application form please contact:**

Nicky Weale Tel: 01752 636757  
nweale@marjon.ac.uk  
The College of St Mark & St John  
Derriford Road  
Plymouth PL6 8BH



*"It is not the biggest or the best that will survive, but those who adapt the quickest"*

CHARLES DARWIN

# Attention: Please leave this room as you would like to find it



So says the sign in one of the training rooms I was working in the other week. However, the sign and its juxtaposition with the day's topic of leadership set me thinking. "What would it mean if we applied the same sign to our leadership styles and roles?" I wondered.

## Attention: please leave this organisation as you would like to find it

In terms of our leadership roles, then surely a challenge we face must be one of getting the organisation into shape so that it can perform at the highest levels, in a sustained way. Indeed, wouldn't it have been great if you had taken custody of an organisation in this shape when you took up your duties in the first place. What a foundation on which to build.

Ho hum, and back to reality. So let's assume that it is down to you to build this level of capability. If it is, then the challenge for you is about building a high performing team and this is about your ability to:

- Help people to visualise the success to which you aspire, and helping individuals and teams to see and believe in their own potential
- Trigger your teams' motivation in a sustained way that impacts on teams and the individuals that comprise those teams
- Act as performance coach to maintain individual and team belief, managing doubts and anxieties, and increasing individual expectation and conviction

On the one hand, perhaps my training room sign is pointing us towards creating a culture that makes

the business an 'employer of choice', makes people feel welcome, provides the type of environment that supports and reassures people, and cares for their needs.

Some of you reading this will dismiss such language as inappropriate in today's fast moving, aggressive, target driven world. But perhaps you should not be so hasty to judge. For years we have known that to successfully implement your strategy you need a culture that fits well with your strategic aspirations (Miles & Snow). So whilst in some circumstances an aggressive culture is just what is needed, in many others it would only serve to undermine delivery success. For example: the cultural demands of running a mobile phone retail network such as Phones4U, or Carphone Warehouse are very different from a hospitality environment or a social services team.

- What is right for your organisation?
- Have you really stopped to think what culture is required in order for you to deliver?
- Are you working towards building the right culture for your strategy?

In other words, what type of culture will enable your people to perform at the highest levels of their capability in a way that reinforces your strategic goals (especially in front of the customer)?

Or perhaps the sign was simply about the legacy you will leave behind when you move onto pastures new (Jones & Gosling).

- What will be your greatest achievement and what will you be remembered for?

And surely this is the most elevated of all the challenges raised by my sign, and the most demanding of them all. But how often does this issue capture your attention as you struggle with

the day-to-day tasks?

- However, if you were to stop, reflect and plan for your legacy, what would you need to consider?
- How big a challenge would it be for you?
- What would you do differently if you really intended to deliver your legacy?
- Would your team hold you in higher esteem, and benefit more, if you were to focus more energy on this challenge?
- How would you benefit emotionally and personally from pursuing such a rewarding goal?

I will leave you with these thoughts and remind you that it's up to you; you have responsibility for your organisation and how you leave it to others when you depart. Grasp that responsibility and that opportunity. And next time you are in a room that implores you to leave it as you would like to find it, ask yourself again whether you are really fulfilling your potential in your leadership role. If not, then perhaps you may want to take some time to develop your thinking and skills with the team at CLS.

Good luck!

Richard Wyatt-Haines

*"Our front man - Launching, facilitating and speaking; challenging and energising"*

#### References:

RE Miles & CC Snow: *Fit, Failure and the Hall of Fame*. California Management Review Vol XXVI No 3 Spring 1984.

S Jones & J Gosling: *Nelson's Way; Leadership Lessons from the Great Commander*. Nicholas Brealey Publishing 2005.

Richard is a CLS Fellow, and leads programmes on the IoD Chartered Director programme and the University's CPD courses.

Separately his core work is in three areas:

- Public speaking that will stimulate and energise you to grasp the opportunity
- Board and senior management facilitation
- A 'front man' to launch your key events and initiatives and motivate your target audience



Richard can be contacted at:

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Mobile: 077 111 39697

richard@performance-insight.co.uk

## Company Direction Programme (IoD Accredited)

2005 has seen a fantastic surge in delegate numbers for the IoD Programmes run in the South West.

We currently have 27 participants across locations in Poole, Bristol and Exeter, of whom 6 are women in leadership roles who have joined as part of the Inspire Programme.

The skills, knowledge, understanding, competences and attributes of good leaders can be developed through training and experience, and the IoD Diploma meets the needs of integral long-term strategic development for a huge variety of organisations.

Amongst others, Derek Luckhurst, Chairman of Agincare Ltd was delighted to learn recently that he had achieved Chartered Director status – the final step after completing the Company Direction Diploma. Agincare has grown to become one of the largest independent providers of domiciliary care services in the country, and Derek embarked on the programme to tie in with plans for growth and eventual flotation on the AIM for his company. He felt that completion of the programme would provide the credibility and underpinning professionalism that would be required at board level in order to reach this goal.

Derek is currently supporting other members of his board to pursue the IoD programme, and hopes that this increased awareness of corporate governance and business management will continue to assist Agincare in growing from strength to strength. One of his board members starts the Programme in Poole this year.

For him, he says, the most valuable aspect of the programme was the interaction with other people attending. The variety of experience and intellect of a diverse group, united by each having achieved success in varying industries, provided a stimulating and humorous environment. He has taken the reflection gained from partaking in the programme back to his working environment, and the process has made him more aware of the importance of having a successful, varied and suitably challenging board.

Our congratulations to Derek, as well as the 5 delegates who recently passed the Diploma exam in Bristol - Monica Read, Customer Service Director for South West Water, achieving a pass with Distinction - whom we hope will now be well on their way to achieving their own Chartered Director status.

**For further details please refer to our website, or contact Ann Cullum on 01392 262578 or email: [Ann.Cullum@exeter.ac.uk](mailto:Ann.Cullum@exeter.ac.uk)**

## Professional Network Conference

CLS was delighted to host a very successful 3-day conference on the 6th-8th December 2005, which was attended by 50 delegates including Affiliates, Fellows, Faculty and invited guests.

The Conference offered an excellent opportunity to reflect on a wide array of issues related to leadership and leadership development, and the participants were able to engage in conversation and dialogue, exchange information, share ideas, discuss, debate and learn from each other.

Papers presented were wide and varied, and titles included:

*"I'm an Imposter, get me out of here"*

*"The Body in Leadership"*

*"Integrating Leadership and strategic models"*

*"Coaching young leaders"*

*"Transformational Leadership –  
unlocking human potential"*

*"Leadership across Frontiers"*

all of which promoted lively discussion and active audience participation!

The CLS Affiliates brought a wealth of experience and expertise into their presentations. "Imposter Syndrome" was demonstrated through case studies as a term used to describe feelings associated with significant levels of self-doubt and an inability to recognise individual success. "Integrity" was explored in an interactive workshop, and we also learnt how increased awareness of our bodies can support and enhance our effectiveness as leaders, and developers of leaders. We questioned the use of 'descriptive' and 'prescriptive' dimensions in strategic thinking and modelling, as well as discussing and reflecting on some of the main research projects currently underway at CLS. Also highlighted was a session on "Coaching the young leaders of tomorrow", and with the advancing pace of globalisation, two presentations touched on the cultural, ethical, political and social dynamics of working with leadership overseas.

Jonathan Gosling concluded the Conference with a rousing discussion on clarifying a leader's own style and effectiveness, drawing from lessons from the Great Commander himself; Horatio Nelson.

These presentations are just mere snippets from what promises to be a growing body of work which can be drawn on and shared throughout the development of the Professional Network.

We are pleased to welcome all new Affiliates to the Professional Network team, and would also like to congratulate Richard Wyatt-Haines of Performance Insight in his appointment as CLS Fellow. Details of all these appointments can be found on our website.

The next Affiliate CPD event is on the 24th March 2006 – entitled "Leading without Power"

**For further details, email: [Kay.Bishop@ex.ac.uk](mailto:Kay.Bishop@ex.ac.uk) or look at our website link – [www.leadership-studies.com/network](http://www.leadership-studies.com/network)**

## Why an MBA matters...

An early career period of 12 years in care home development roles, without formal training and personal development and twice culminating in a redundancy situation, was not a great recipe for career progression and success. This brought about a salutary and long put off decision to embark on academic learning. Gaining a management position with Devon Social Services gave me the opportunity to re-establish my career and attain my first level degree equivalent. Subsequent to this I felt that I had reached a point where I had met the challenges of that role, and a career move to utilise the formal learning was desired.

My senior manager learnt of my intentions to move on, and through mutual discussion I was persuaded to stay. However, this was with the promise of organisational support to undertake an MBA. So I wasted no time in enrolling onto the Exeter MBA programme! The experience during the last three years has been one that I have found invaluable. One of the most valuable outcomes for me from the programme was the realisation that it opened up and greatly enhanced my personal intellectual capacity, whilst formalising what I had previously learnt through practical means of trial and error. Complementary to this was the access to a diverse peer group, not only from a wide range of business environments but also the cultural diversity brought by fellow members. This, on several occasions, proved to be a great asset in project and syndicate work where one was encouraged by others in the group to think beyond the traditional cultural norms of ones own organisation. I believe that embarking on the MBA was the catalyst for me to secure a more senior position in the organisation operating at a more strategic level.

Having completed the programme, not only do I think that my "Brand Equity" has been built upon but I feel much more confident of my "portability" engendered through confidence brought about by the knowledge and skills obtained over the period of the degree. Armed with this recent wealth of experience I am looking once again to career development, but with the confidence to pitch at a much higher level.



**Richard Day**  
**Modernisation & Best Value Development Officer, Devon Social Services**

**To find out more about whether the Exeter MBA is right for you, visit our website at [www.exeter.ac.uk/sobe](http://www.exeter.ac.uk/sobe) or contact the MBA Administrator, Maureen Costelloe on 01392 264494 or email: [M.W.Costelloe@exeter.ac.uk](mailto:M.W.Costelloe@exeter.ac.uk)**

## The 10th International Conference on Experiential Learning (ICEL)

10th-14th July 2006

hosted by the Brathay Academy – Cumbria

This conference will provide a unique opportunity to showcase and exchange ideas and insights about the nature of leadership, and how the process of experiential learning can develop and strengthen leadership for individuals, groups, companies, communities and society on a local, national and international level.

Asking key questions about leadership for the future, speakers will include Jonathan Gosling, Director of the Centre for Leadership Studies, University of Exeter.

**For further information about ICEL 2006, please contact the ICEL Conference Administrator on 015394 33041 or email: [icel@brathay.org.uk](mailto:icel@brathay.org.uk). Or visit the website [www.brathay.org.uk](http://www.brathay.org.uk)**

## IMPACT

### Cornwall Business School 2006 Short Courses and Seminars

Our programmes direct the development of individuals in today's global market place. Through original and well-tested learning methods and a focus on best organisational practice, we challenge and enhance personal capabilities to drive IMPACT.

Focusing on critical organisation and individual issues, we provide tools and knowledge directly applicable to the work place situation and transferable across organisations and industries, empowering individuals to have a direct IMPACT on their organisation's performance, now and in the future.

Courses include:

- Communication
- IoD Directors' Tool Kit
- Management Performance
- Personal Improvement
- Sales & Marketing

**For course details and bookings contact Emma Harris 01209 616121, or Andy Peters 0800 7317592, or email [emma.harris@cbs.ac.uk](mailto:emma.harris@cbs.ac.uk) or [ccd@cornwall.ac.uk](mailto:ccd@cornwall.ac.uk). [www.cbs.ac.uk](http://www.cbs.ac.uk)**

## Continuing Professional Development 2006

The University of Exeter CPD programme has been designed specifically to meet the professional updating and development needs of managerial and professional staff. This postgraduate programme offers maximum flexibility to enable you to design a programme of study or a qualification which consists of exactly what you need, be it a one-off short course or a Postgraduate Certificate (60 credits), Postgraduate Diploma (120 credits) or Masters (180 credits) qualification.

Short courses, which are available in a range of subjects, include:

**Project Management** - this course is a mix of practical work and analysis designed for managers who work with projects as a part of their role. It is aimed at those who wish to go beyond a standardised 'how to' methodology, and examines the selection of tools, techniques and approaches available in project management.

**Next dates: 27-28 Feb & 13 March 2006**

**Operations Management** - is concerned with the provision of the product or service of the organisation. It therefore lies at the heart of what organisations do; whether they are manufacturers, service organisations, charities, hospitals or public services - they all have operations at the centre of their organisation. It is the task of the operations manager to make decisions about the best use of resources to deliver the product or service.

**Next dates: 25-26 April & 12 May 2006**

**Strategic Leadership and the Management of Change** - focuses on the human aspect of successful change implementation, emphasising the need for information, alignment and momentum from top to bottom in the organisation.

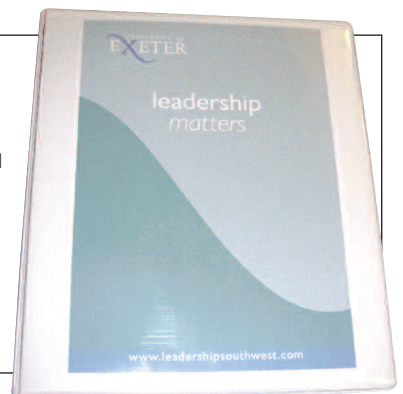
**Next dates: 4-6 July 2006**

**For full details of these courses, visit [www.education.ex.ac.uk/dll](http://www.education.ex.ac.uk/dll) or contact DLL team on 01392 262828 or [dllteam@ex.ac.uk](mailto:dllteam@ex.ac.uk)**

### "Leadership Matters" folder

For all those who have been prudent enough to collect issues of the newsletter from its onset, we are now offering a limited amount of folders to keep them in good condition. This would be a valuable resource for your own use, your reception area or library.

However, if you have not kept back copies, we can provide these together with the folder. Please email the editor with your request and address details.



## 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.**



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

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