

LEADERSHIP *matters*

LEADERSHIP
SOUTH WEST

UNIVERSITY
of
EXETER

...what ultimately matters



So why is a Centre for Leadership interested in boardroom performance?

When asked recently where Director Development fits into thinking about leadership, it led me to think about the importance of Board performance as an indicator (and driver) of a company's leadership style and culture.

There is a plethora of research that would lead the busy company executive to realise that investing in leadership development will reap dividends. But where does this investment need to start?

When looking at leadership within an organisation, it is invaluable to consider the role of the boardroom wherein the decisions that shape the company and its future are formed and reviewed by a highly influential group of people. This is an excellent starting place if we are to positively impact upon leadership across the whole of the business.

Leadership can only truly begin to emerge where the team of people comprising the board have the appropriate amount of knowledge, skill and insight to be able to take the company forward. Strategy that is built upon a real understanding of the whole business and the variety of functions therein, will have a greater resonance with the workforce and ultimately lead to better business performance.

Tapping into the experience of the people employed across the organisation ensures that vital information from the 'coal face' is collected and taken into account. Leadership thus becomes a two-way process whereby leaders actively encourage the participation of everyone within the organisation. Effective board development broadens the knowledge base of the senior team and encourages decision-making that is based on broader, more informed, criteria.

Over three thousand business leaders have followed the IoD's premier in-depth programmes, which provide the all-round skills, knowledge and understanding essential for strategically directing today's company.

It is credentials such as these that encouraged the Centre for Leadership Studies at the University of Exeter, to include the IoD Company Direction Programme in its portfolio of leadership development activities. In partnership with University of Plymouth Business School the programme is now available across the South West and South Wales. If you feel that your board could improve its leadership impact, then further details can be obtained on 01392 413066.

Jackie Bagnall
Programme Manager
Leadership South West

A cure for the doctor: advice for the advisor

Professional Network seeks those with questions, not those with the answers!

When advising others on their management and leadership practice, whom do consultants and development professionals turn to for support, guidance and critique?

A medium that will critically examine the approaches used, a sounding board, which enables reflection and improvement.

The CLS Professional Network seeks to offer just that; a community of critical thinking, which unites scholars with practitioners. A network where ideas and concepts can be dissected and explored, which in turn advises research and improves practice.

This Network sets the benchmark for quality to those offering leadership development, and the criteria for entry is rigorous. Practitioners put forward a biographical inventory that is reviewed by an appointments panel. Inclusion into the Professional Network offers access to the latest in leadership thinking and embeds practice within the critical and questioning world of academia.

For those who want to take their thinking further and to link to a highly renowned University then this medium offers the ideal opportunity to find the support so often lacking.

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- P10...** Push-me, Pull-you - the paradox of change

"...I'm going to go for this because I believe in it!"

The Head of National Service Frameworks and Service Improvement for the Somerset Coast Primary Care Trust – Ann Anderson - speaks with passion and dynamism about the positive updraft in the NHS.

Ann's clinical background, working for many years as an occupational therapist and then moving to a senior management role through the support of the NHS Management Training Scheme, has given her a clear insight into the opportunities now presented within the structure of the new Primary Care Trusts.



The Somerset Coast Primary Care Trust (PCT) was established in April 2001 and is responsible for local health services to 140,000 people living in West Somerset and Sedgemoor. It is dedicated to:

- Improving the health of local people and reducing health inequalities
- Commissioning hospital and specialist health services
- Developing and supporting primary care services
- Providing community health services

Ensuring the quality of health care is essential and Somerset Coast PCT have implemented many pioneering initiatives. They have also successfully become a "Positive about Employing Disabled People" status employer.

...A modern NHS strides towards inn

If we can say that "empowerment is the root of creativity", then how is the NHS achieving this?

Somerset Coast PCT is an excellent organisation to work for because it has a culture of empowering which comes from our executive team and impacts on staff teams and individuals at all levels. I am given the opportunity to develop, think and work creatively within my role, and in turn I aim to ensure the people who work with me have the freedom and support to do the same. It is about involving people, listening and giving them the opportunity to learn, grow and develop to their full potential - not holding people back. This is relevant to staff at all levels in the organisation. Within a relatively new and developing organisation it is really important to grow the talent from within.

Concerns about investment in developing staff who may then move on, is unfounded – in my experience it is actually the reverse. The more you involve and empower staff, the more the organisation is perceived as attractive to work in. Staff will often choose to stay within the organisation, or if they do move on this provides the opportunity for others to develop.

Over the last 2/3 years we have undertaken a development programme within our community rehabilitation services. This involved the integration of several Therapy and Community Rehabilitation teams, and provided opportunities for team members to take responsibility for the development of new ways of delivering services in the community. I have seen staff blossom within this environment and develop new skills and competencies beyond even their own expectations. From a position where recruitment of therapy staff was problematical, we are now attracting excellent candidates when recruiting.

Are there any positive changes that have been seen since the National Service Frameworks (NSFs) have been implemented?

I believe that the current government policy and direction has triggered considerable change and improvement in quality of care and health service delivery within the National Health Service.

The Department of Health has published several National Service Frameworks over the last few years with others to follow. The NSFs provide detailed standards and guidelines for improving health care and patients outcomes, and often include specific targets and milestones for delivery. In my role I am responsible for ensuring that we develop and deliver services in line with these standards. There is no doubt that we are working in a target driven culture, but if we see this as an exercise in "ticking boxes" we have missed the point! In our PCT we are using the NSFs and other performance managed targets as an opportunity to make real improvements in the health care provision and experience of our population. By taking ownership of targets we can use them creatively to challenge the 'traditional' ways of working and explore ways of designing and delivering health services that reflect the needs of our local population.

In the Somerset Coast PCT we have a higher-than-average elderly population which will increase considerably over the next 10 years. We need to get better and smarter at what we are doing. This requires innovative thinking – going back to the drawing board and where appropriate breaking the mould of historical service provision; designing services that will reduce the need for unnecessary admission to acute services. We are currently working to reconfigure existing services and develop enhanced community based preventative services with more flexible locally based medical and rehabilitation assessment.

The PCT local delivery planning process allows us to prioritise the developments which need to be funded within the PCT. The existence of National Service Frameworks has helped to drive up the funding priority given to development of quality services within the NSF target areas.

How do you go about achieving these changes and improvements, and what processes are seen to be working?

Setting up the infrastructure to support change and ensure robust planning and management of targets and performance in Somerset Coast PCT is to me a really important area to get right. To do this effectively we need to work collaboratively with other organisations and agencies. It is about working in partnership, bringing all these

Innovative thinking!

organisations together so that we can plan service developments in a joined-up way.

In this way we are drawing talent and energy from the wider health and social care network and planning and working together to achieve better services for our population.

Involvement of front line staff in any new development is vital if we are to achieve successful outcomes. Staff need to have ownership of change – be part of the process rather than feel change is being imposed from above. Front line staff bring valuable insight, ideas and energy to new developments and I now aim to involve them at the earliest possible stage. In Somerset Coast PCT we nurture an 'open door policy' which allows all staff to think creatively about how their service can be improved, to put forward suggestions and where appropriate to be involved in new developments, pushing the boundaries of their expertise.

If there is one lesson in leadership of the NHS that you could pass on to other organisations, so that they can learn from this experience – what would it be?

If I was talking to a group of leaders, I would say:

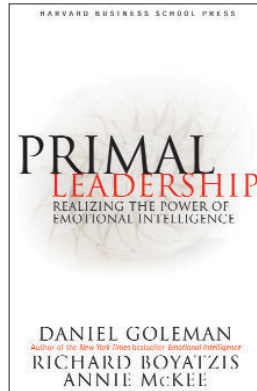
"We need to believe that change is possible, and be brave enough to take some risks."

When you are breaking new ground, and a lot that we have been doing in the health service is breaking new ground, there are often no guarantees. You can base it on strong evidence and you can consult widely, but somebody has got to be brave enough to take some risks and to stand up there and say 'OK, my head's on the block now if it all goes wrong – but I'm going to go for this because I believe in it!'

I have learnt, certainly in this organisation, that things never really go wrong because there is excellent support. Sometimes plans have to be amended and altered as you go along but that's part of the course. To achieve innovation it is vital that there is a no 'blame culture' within the organisation. In an empowered organisation like the Somerset Coast PCT, there is a whole 'partnership' approach to creating initiatives – it doesn't feel like you are out on your own.

Somerset Coast Primary Care Trust
www.somerset-coast-pcg.org.uk

"Primal Leadership: Realising the Power of Emotional Intelligence"



**Daniel Goleman,
Richard Boyatzis,
Annie McKee**

**Harvard Business School Press –
pub: 2002**

Leadership seems to be the new black. Highly fashionable, much vaunted by the press and possibly even over-egged in places, there is no doubt that the concepts and ideas behind leadership are here to stay. We can all recognise good leadership when we see it but the core question remains of how we deliver it effectively and naturally.

Daniel Goleman et al have sought to bring the ideas of emotional intelligence into leadership extremely successfully. They have made leadership more accessible by relating it strongly to culture, strategy and change. Any questions of leadership that exist outside of this context must be at best limited in their value. Leadership is there to achieve something, and that something exists within the organisation's context.

I believe that people can use and work with the ideas in this book intuitively and practically on a daily basis, thus enabling the right behaviours, in the right place, at the right time, in the right way. This, I believe, is the essence of leadership.

This book's approach is summed up in the following quote "leaders do not wait for crisis to catalyse a needed change: they stay flexible, adapting to new realities ahead of the pack rather than just reacting to the crisis of the day". How many of us can honestly say that this is our natural mode of behaviour, day in, day out, every day? If you can honestly say that you do this habitually then you have no need of this book, otherwise...

Review by Simon Ricketts

Director of Warwick Insight Limited, a strategic management consulting firm covering leadership, performance, strategy and change.

www.warwick-insight.co.uk

"Managers not MBAs"

by Henry Mintzberg (2004)

Pub. Berrett-Koehler Publishers Inc.

In his latest book, Henry Mintzberg argues against the MBA and for the creation of alternative forms of management education. The book focuses on conventional MBAs which Mintzberg defines as full-time programmes attended by young people, with curriculum majoring on business functions. Mintzberg acknowledges that some innovative programmes, especially in England, do not fall within this definition, but that most are based on the dominant design.

Mintzberg visualises the 'practising manager' as the ideal student for management education, and as a result he believes that the majority of those who study for an MBA have insufficient experience to benefit from it. He criticises the curriculum for being overly scientific, and teaching methods for mistakenly promoting analysis and decision-making as key management skills. Drawing on recent research, he argues that MBA graduates do not contribute to superior organisational performance.

As a solution to the problems he perceives, Mintzberg proposes that educators engage with managers in ways which exemplify, legitimise and encourage the behaviours we expect from managers themselves. He suggests that managing and educating both require facilitating more than controlling and he outlines a number of principles for a new approach to management education. These include thoughtful reflection on experience combined with insightful theories which help managers to make sense of their experience.

Mintzberg's critique of the MBA focuses on whether it can improve the performance of the 'practising manager'. However, the MBA is used by a variety of people who each have different purposes in mind, and different levels of managerial experience. Such conflation of interests and needs is unhelpful and misleading. Maybe we need to begin to understand the MBA for what it is and what it is not. Mintzberg's book gives clarity on the latter, but perhaps the former requires more explanation!

**Review by Elaine Dunn -
Assistant Director - CLS**

Networking Matters - 3 South West companies talk about The Beacon Initiative



Crealy Adventure Park is a regional theme park – a family owned business that offers its guests a unique childhood experience.

Angela Wright MBE – Managing Director, views the Beacon Initiative as an exciting initiative. It seems such a good opportunity to “mingle with some really clever people. Woodrow Wilson said that the way he succeeded was using lots of other people’s brains, and its so stimulating to meet other people and share best practice. I believe in the abundance philosophy, you see, and then there is only gain for everyone.”

She says that joining the Beacon Initiative gives the opportunity to draw on the expertise of other businesses. Listening to the

The Riviera International Conference Centre

opened in 1987 as a means of extending Torquay’s tourist season by providing businesses with year round conference and leisure facilities.

Barry Cole – Managing Director, says “As they say, ‘it can be lonely at the top’, and the opportunity to meet and discuss ones challenges with others is perhaps the single most

beneficial aspect of belonging to the Beacon Initiative. Developing an exchange with another company within the Initiative has enabled the benefits not just to accrue to me, but to other managers in my team.

Part of the biggest problem we all have as leaders (we should none of us be managers which is something you do to people) is that we devour more and more information and gain more and more experience, sometimes at the expense of not letting our next tier of managers gain as much.

All that sets us aside from our managers and staff is experience. If we have recruited for attitude and believe we can train for aptitude, then we must get our managers and their staff out more. Benchmarking and meeting others in completely different fields but who have similar managerial skills, is gold-dust, and being involved with the Beacon Initiative gives my team a wider perspective on what can be achieved”.

www.rivieracentre.co.uk

trends with which other companies are grappling, has helped to formulate Crealy’s own corporate hospitality side, group business and company pitches.

“The more you give away – the more you can receive – that’s the trick to life anyway!”

For Angela, mixing with other business leaders is hugely refreshing and allows for expansion of thought, as well as the advantages of mixing with local companies and looking at new trends around the county.

When asked to pinpoint the greatest insight that Crealy Park has gained from being a part

of the Beacon Initiative, Angela’s immediate response was “Objectivity”. She says “business is business, and ultimately my company’s mission is maximum fun guaranteed for our guests, maximum satisfaction for our staff. Our core essence is about making the most of those fleeting days of childhood. My job, and that of my board of directors, I believe, is to enhance the economic well-being of all concerned. So I mustn’t lose sight of that, and to do that I need to be objective”.

“Being able to interact with clever people who are prepared to talk about their day-to-day issues in the workplace is one of the advantages of being involved with Beacon.

www.crealy.co.uk

The South West Beacon Company Network

What are Beacon Companies? They are pioneers, proven by their enterprise and creativity. In every case, they have a story to tell of new ideas, of leadership and of actually getting on with their business. At the same time, they all recognise the contribution they can make to building a culture of success in our region, by offering their experiences for all of their colleagues to share. Beacon Companies cultivate a climate for achievement through enterprise. Through its programme of seminars, company visits and business clusters, the Beacon Company Initiative offers South West entrepreneurs the chance to learn from, so they can compete with, the best.

A pilot currently being run by Business Link in Devon & Cornwall has had a very positive response from businesses. Now, the South West Regional Development Agency will extend the award of Beacon status to selected companies across the South West region. The Beacon ‘network’ is to be launched formally at an event on Tuesday 16 November in Bristol. It is anticipated that the launch will attract some 250 companies and intermediaries to the city. **For further information please contact: Linda Donaldson/Hannah Noel – Beacon Press Office, Tel: 0117 905 8740 or email: hannah@bluestonepr.co.uk**

BalticPine – manufacturers and distributors of bespoke pine conservatories, based in Penzance.

Operations Director, Trevor Howard, decided to join the Beacon Initiative in order to add value to their expertise and give them an opportunity to talk to other like-minded senior management in businesses in the South West.

“BalticPine is a very regionally focused company” explains Trevor, “involved with the local community and supporting

local sourcing and sustainability initiatives. So the Beacon Network was a natural fit. What we have achieved in the last four years is remarkable and its something we can bring to the network and share with other businesses”

To this end, in September BalticPine opened their doors to a visit from other Beacon companies in order to share best practice. “Restructuring the company has recently been given priority. The development of the existing management team to create a fresh perspective and style to the business, as well as looking at issues of communication and staff training, has ensured that the company has secured 90% of the pine conservatory market and 20-30% of the wood conservatory market.”

Trevor is enthusiastic about the new regional initiative of the Beacon Network. Breaking outside Devon and Cornwall is a very positive thing and will allow for a broader spectrum of larger companies with greater expertise to come on board, thus giving opportunities to benchmark against the best!

www.balticpine.co.uk

Thinking Space!



The glass and metal structure of the new Xfi Building at the University of Exeter School of Business and Economics stands in bold contrast to the red brick of its surrounding buildings. The natural light streaming through its expansive windows is intended to illuminate some of the brightest and best minds in finance and investment, as well as being home to the Centre for Leadership Studies.

The Centre for Leadership Studies will use Xfi to deliver a range of innovative and thought provoking programmes which are ideally suited to such a learning environment. Executive-level students now have access to a facility aligned with their status - the opportunity to reflect upon and explore their own experiences in a dynamic and professional thinking space. Jonathan Gosling, Director of CLS, declares "at last a building that reflects our cutting edge approach to executive education!"

The building uses state-of-the-art technology throughout to deliver a world-class teaching experience. As well as facilities for video conferencing and wireless computer networks, there is an interesting blend of big open areas and personal office space. The lecture and conference rooms, with their flexibility and high quality audio-visuals offer outstanding learning environments which will be appreciated by all visitors to the centre.

The Vice Chancellor officially opened the building on 13th October and the stage is now set for an exciting and innovating development and expansion in learning.

For more information on Xfi, visit www.ex.ac.uk/xfi or 01392 269269

Pen Hadow – polar explorer, entrepreneur and leader receives Honorary Degree.



Dartmoor-based explorer Pen Hadow is the first person to walk without support to both the North and South Poles. His 58-day 680 mile South Pole Odyssey was completed in February this year in wind chill temperatures of minus 65C, and helped raise over £250,000 for the Royal Geographical Society.

In July Pen was honoured by Jonathan Gosling, Director of The Centre for Leadership Studies "as an outstanding example of endeavour and self-discovery... and as much for the doggedness of his previous unsuccessful attempts, and the subsequent use he has made of his experience."

At the Degree Ceremony, Pen talked about the formidable target that was to dominate almost every day of his life for 15 years. "To achieve my eventual success required an exceptional degree of FOCUS, a preparedness to SACRIFICE things that some would find uncomfortable to live without, and a commitment to PERSEVERE until the job was finally done".

"One of the best tricks in life is to realise that FAILURE is the door-way, not the barrier, to success. Failure isn't a comfortable place to be at, and most shy away or retreat back from it when they reach it, but if you can see it for the OPPORTUNITY it is and draw out of it all the lessons to be learnt from it, and brace yourself for another go, you will eventually go past that point, and leave the majority behind you... if you never fail in life, you'll probably never know what you are capable of."

The Centre for Leadership Studies applauds Pen for his abilities as a leader on numerous testing expeditions. He has provided the background encouragement and logistical support to others, trained, mentored and led teams from diverse backgrounds and proven his abilities as a leader able to take the flack, but not always in need of the applause.

Director Development Programme – South West

This programme of short practical courses offers the latest in business thinking in two key locations in the South West – Bristol and Plymouth. Available both to members and non-members of the Institute of Directors, with members receiving a discount of 20%. Directors and Senior Managers have the choice of signing up for the whole programme or taking individual modules of specific interest.

The programmes will provide you with the vital direction needed in the essentials of running a modern company.

- the role of the company director and the board
- the director and the law
- finance for non-financial directors
- strategic business direction
- effective marketing strategies
- people mean business
- effective board decision making
- leading and directing change

For further details, contact: 01392 413066 or email: directordev@exeter.ac.uk

Certificate in Leadership Studies

Many managers find that they are too busy to consider undertaking a University postgraduate programme and yet they want to develop a thoughtful understanding of leadership and improve their own practice in leadership roles. Others find the idea of postgraduate study quite daunting, especially if they have management experience but have never had the time or opportunity to acquire qualifications. With the launch of the new Certificate in Leadership Studies, the Centre is now able to meet these needs. The Certificate programme is rooted in practice and experience and is delivered via coached e-learning. It comprises the first 3 phases of the MA in Leadership Studies which means that the initial commitment in terms of time and money is limited (to 12 months and £3590 respectively). On completion of the Certificate, enthusiastic and capable students can progress to Diploma and Masters qualifications.

For more information please contact Elaine.Dunn@ex.ac.uk

Let's go the extra mile:

Social identity and the link between leadership and followership

Prof. S Alexander Haslam
School of Psychology
The University of Exeter

Professor Haslam is Director of the MSc in Social and Organizational Psychology in the School of Psychology at the University of Exeter and Chief Editor of the European Journal of Social Psychology. In Exeter he works with a team of world-class researchers investigating a range of core social and organizational topics — including leadership, motivation, communication and stress. His most recent book is *Psychology in Organizations: The Social Identity Approach* (2nd ed. Sage 2004).



In John Adair's "short course on leadership" he observed that the single most important word in the leader's vocabulary is 'we' and that the least important word is 'I'. In light of this, it is ironic that research into the psychology of leadership has focused almost exclusively on the personal qualities of leaders (their 'I'-ness, if you like) and largely neglected the psychological dimensions of their relationship with the group they lead (their 'we-ness').

As a result, massive resources have been invested in the development of management tools designed to assess people's personality and their inherent 'fitness' to lead. Indeed, most readers will be familiar with a few such instruments and are likely to have expended some effort (and money) discovering the secrets of their own and others' leadership profile, style or potential.

Set against this trend, few resources have been devoted to exploring the possibility that the key to leadership lies beyond the person as an individual and instead resides in their properties as a functioning group member. Recently, however, researchers have started to mount a concerted challenge to established leadership credo. At the forefront of such work is research informed by a social identity approach to organizational psychology^{1,3,4}

The social identity approach takes, as its starting point, an assertion that a person's

sense of self – who they think they are – can be defined along a continuum. At one extreme, their sense of themselves is as a unique individual (their personal identity; e.g., John Smith with idiosyncratic tastes, values and aspirations) at the other, their sense of self is as a group member (their social identity; e.g., as an employee of Company X).

The social identity approach argues that whether a person's behaviour is determined by personal or social identity depends on social context. Amongst other things, we tend to define ourselves and act as individuals under circumstances where we compare ourselves and compete with other members of the in-groups to which we belong. If John is in competition with another employee of Company X for a promotion, he will tend to think about what makes him different from that person and accentuate his individuality in advancing his personal self-interests. However, when we compare an in-group with out-groups that we do not belong to, we are much more likely to act as group members. So, when competing with Company Y for a contract, John is much more likely to define himself in terms of a group membership that is shared with other members of his in-group. Moreover, in these contexts he will tend to accentuate the similarities within that group (and its difference from the out-group), and seek to align himself with other in-group members in striving to advance the interests of the group as a whole – his collective self-interest.

These ideas have practical implications for the way organizations (and the people in them) work. For example, if a person is acting in terms of personal identity, then they are much more likely to work in a way that benefits only themselves than would be the case if they are acting in terms of social identity. Social identification is thus uniquely implicated in a range of positive organizational processes – in particular, organizational citizenship behaviour (OCB) which advantages the group but may actually disadvantage the individual. OCB encompasses displays of loyalty, rule-following and extra-role behaviour. It is exhibited by the person who defends the organization against criticism, who helps out at an Open Day, or who helps new employees settle in. Without such behaviour all organizations would collapse. By the same token, social identity is uniquely implicated in a range of negative organizational behaviours, including bullying and social exclusion. For example, members of a powerful group that has a strong sense of shared social identity may feel justified in putting pressure on people who do not live up to in-group norms, and be inclined to treat outsiders unfairly².

Theoretically, the important point here is that in all these situations the individual's behaviour is a reflection of their 'true' self. Moreover, in situations where people's behaviour is determined by their group membership, this needs to be explained in terms of social (not personal) identity. And it is because personality measures focus only on

the personal dimensions of self that their utility as predictors of behaviour in such contexts proves limited.

Applying these arguments to the study of leadership, we can see why a focus on any leader's individuality also proves unrewarding. Most definitions of leadership see it as the process by which a person influences other group members to achieve group goals. For this reason, leadership is actually a process that demands social identification on the part of all group members in order to be realized³. Leaders who are only interested in advancing their personal interests will not display leadership, just as followers who do not share a sense of common purpose with a leader will not display followership. In effect, then, leadership centres around a shared identity that captivates all group members. In this respect, it is theoretically useful to think of leaders as entrepreneurs of identity⁴ who help create, co-ordinate and control this sense of 'who and what we are'. Indeed, shared identity is the source of both a leader's charisma and a followers' enchantment and it motivates all parties to go the extra mile in pursuit of group goals.



These are bold claims. Nonetheless, they are supported by a growing body of empirical research. This suggests, for example, that under some circumstances the very process of systematically selecting leaders can undermine group productivity because it encourages internal competition that focuses on candidates' personal differences, rather than on their group-based similarities.

The implications of this analysis becomes even more provocative when we reflect upon arguments that are typically invoked to justify the exorbitant salaries awarded to chief executives – an issue that is perennially in the news headlines. We have shown that because this strategy undermines a collective sense of social identity, it can impact adversely on employee motivation and group performance.

Along these lines, it is noteworthy that there is negative correlation between company performance and the pay differential between bosses and workers. This point is confirmed in experimental studies that manipulate the rewards given to leaders for performing

group-related tasks. In these studies, giving leaders more money had no impact on their willingness to exert energy on behalf of the group. Its only consequence was to erode the enthusiasm of followers – which it did very effectively. And, again, because organizations are dependent on followers to enact any leader's vision, this is a problem.

In concluding, it is interesting to reflect on the question of why management theorists persevere with approaches that celebrate the cult of the individual and continue to neglect the group. One simple reason is that organizational psychology is profoundly individualistic. This is reflected in the tools it develops, the theories it cultivates, and the industry it creates. It is worth adding too, that this individualism also corresponds with lay theories of leadership that abound in popular culture. As children we are taught in Ladybird books that history is a process through which great personalities (Alexander-the-Great, Churchill) impose themselves on the world and drag it kicking and screaming towards progress. Later, airport bookstalls feed us an equally romantic diet in which self-avowedly 'great' business leaders identify the 7 great habits, the 10 insider secrets or the 14 winning ways which serve to differentiate themselves from ordinary mortals like you and me. These books make interesting reading (and a lot of money for their authors), but they should be confined to the fiction shelves where they belong.

Indeed, because such analyses typically accentuate the division between leaders and their would-be followers, if translated into organizational practice, they are likely to undermine the very thing they would create: a productive, healthy and invigorated organization. For leadership is never a question of going it alone and it is not about being a great individual. If leaders want their followers to go the extra mile, they need to ensure that everyone is in the same vehicle and that the demands and dividends of the journey are shared.

Notes:

1. Haslam, S. A. (2004). *Psychology in organizations: The social identity approach* (2nd ed). London: Sage.
2. For a related discussion see Ryan, M. K., & Haslam, S. A. (2004). The Glass Cliff: Evidence that women are over-represented in precarious leadership positions. *British Journal of Management*.
3. Ellemers, N., De Gilder, D., & Haslam, S. A. (2004). Motivating individuals and groups at work: A social identity perspective on leadership and group performance. *Academy of Management Review*, 29, 459-478.
4. Haslam, S. A. & Reicher, S. D. (2004). Identity entrepreneurship and the consequences of identity failure: Leadership in the BBC Prison Experiment. Manuscript under review.

The complete transcript of this article will be posted on our website

What is Leadership?

Just published is the first in a series of research reports from Leadership South West which gives an introduction to some of the most significant issues in the field of leadership, including what it is, how can it be measured and what impact does it have upon performance?



The report is aimed at policy makers, employers and training providers and gives an up-to-date evidence based review of the latest thinking and practice with regards to leadership and leadership development.

These research reports are a core feature of our dissemination strategy for theory, practice and research of regional, national and international relevance and we hope they serve as a valuable resource for anyone with an interest in leadership within organisations.

The second report is due in early 2005, and will explore the issue of leadership development and how best to structure and deliver leadership development within a given context.

To obtain a copy of "What is Leadership?" contact Richard.Bolden@exeter.ac.uk

Studying Leadership Workshop – 15th/16th December, University of Exeter

In December of this year the Centre for Leadership Studies will be hosting the 3rd International Workshop on Studying Leadership; a respected forum for the sharing of research and theory in the field of Leadership Studies

The theme of this year's event will be "Leadership Refrains", which seeks to encourage conversations between different perspectives, including philosophy, politics, economics, sociology, anthropology and theology, in order to balance insights from the more traditional disciplines of psychology and business studies, which have dominated leadership studies in recent years.

For more information, please visit the conference website at: www.studyingleadership.com

MBA team trains for sail of the century!



In June of this year, staff and students from the Exeter School of Business and Economics competed against teams from London, Milan and Barcelona in the International Business School Regatta in the Solent.

MBA team captain, Mark Roberts, explains how competing in the race brought together many aspects of the MBA, making it an exciting and challenging experience for all those involved. The crew were a great mixture of different nationalities, part-time and full-time students that genuinely represented the MBA cohort.

"As skipper of the Exeter MBA entry," says Mark "I had to consider the needs of multiple stakeholders including our sponsors (the University, Vospers Motorhouse, 4sail UK and Jam Creative Productions), the crew, many of whom would experience sailing for the first time, and the race organisers who did not want their expensive yachts damaged!

Racing a yacht is predominantly about team work – everyone has a job to do and manoeuvres on the boat require the co-ordinated effort of several crew members, because failure to do a job probably not only loses races, but can compromise safety. Race strategy is complicated and cannot be achieved without the fundamental knowledge of safety, clarity of roles and support.

But with the crews huge enthusiasm and desire to win, we finished well, and the understanding of a great experience for all brought its own rewards"

If you would like to know more about the MBA Programme, please contact: Maureen Costelloe on 01392 264494 or visit the website: M.W.Costelloe@exeter.ac.uk

Of Pigs, Prime Ministers and Performance

For participants in the Chartered Director programme, the courses form a key part of their learning. One of the course leaders, Richard Wyatt-Haines of Warwick Insight explains some of the issues to be considered when designing courses that will uplift your performance.

I am sure that you have heard of the story of the three little pigs and their battle to survive the desires of the hungry wolf.

And perhaps you will have recognised that each of these pigs starts the story with differing life experiences, personalities, expectations and skills. Yes, I know they all lived in the same maternal home, until their mother rather dispassionately threw them out on their own and subjected them to a dangerous world where wolves lay around every corner. But there were differences in their characters, with the result that they each found different solutions to the challenges they faced.

But boy, wouldn't it have helped them if their learning could have been accelerated and they could have found a solution to that hungry old wolf earlier in the story?

And this is the challenge that all of us who lead events on the Chartered Director Programme face; delegates come along with different experiences, skills and ways of learning and somehow we have to piece together a programme that leads them all to performing better as directors in their companies (and in the exams).

So when the leaders of the courses on the Chartered Director Programmes design their events, how do they satisfy these disparate needs of everyone who turns up? Well the truth is they can't satisfy all the people all of the time, but they can ensure they include a mix of approaches to learning that best seeks to address the differing needs.

Once the main elements of the programme are built we find that it is well worth adding another test to our work. We ask ourselves whether the programme and its contents are;

- Accessible** – will delegates understand it?
- Memorable** – have delegates been provided with triggers that will resonate and last over the long term?
- Applicable** – are we delivering knowledge and solutions that can be applied for real impact on a day-to-day basis?

But you know, there are no definitive answers and often you have to make compromises to make the programme work, and this is where experience really kicks in.

More important is the need to keep a focus on your customer, and the necessity of finding a solution that works for them. Indeed, if that view had been taken with the development of the three little pigs, then perhaps they would have found that their solution lay in a well-aimed gun much earlier in the story and they could have saved themselves a lot of trouble.

And what has this got to do with Prime Ministers? Absolutely nothing, but perhaps it caught your attention, made you take notice and made you think about your own learning style.

Richard Wyatt-Haines is course leader on the IOD Strategic Business Direction and Effective Marketing Strategies courses. He is also a director of Warwick Insight, a consulting firm that uplifts the organisational performance of its clients with greater impact, greater speed and in ways that stick.

**Richard@warwick-insight.co.uk,
Tel: 01364 654424
www.warwick-insight.co.uk**



Development of Leadership in Sport in the South West – Sustaining Partnership Growth (SPG)™

'The whole journey... has been fantastic for me in both a personal and professional capacity- it has certainly changed the way I work, interact with others and how I think about myself. I can categorically say that it has been the best CPD that I have experienced to date both in terms of quality of delivery and impact.'

This was how Andy Martin of the Youth Sport Trust described the 12 month leadership development journey he had completed in April 2004. Andy was a one of 20 people from various sporting bodies in the South West who had come together at Bristol University in April 2003 to embark on a leadership development programme, or 'journey', sponsored by Sport England.

A leadership development journey entitled Sustaining Profitable Growth - SPG™ was developed by Telos Partners and Cardiff University Business School for SMEs in South Wales, and to date three such journeys have taken place. Telos Partners were then instrumental in raising the awareness of the journey to Sport England, and the way in which the participants have benefited. This led to Telos Partners and Liverpool John Moores University designing and delivering a pilot Sustaining Partnership Growth (SPG™) journey of workshops, learning sets, work-based learning and coaching for 20 participants from the North West Region between March 2002 and January 2003.

It was clear from the first two and a half day event that all participants had left feeling challenged and intrigued. However, unlike many programmes where learning is soon lost in the swamp of every-day work, this was just the first step in a 12-month journey, the emphasis being on continuous learning and participants being given licence to apply their learning in the work place from their sponsors. As the journey picked up momentum and the action learning and coaching began to take effect, it was noticeable how the participants came to each new event (of which there were

eight) anticipating the next challenge and beginning to interact with their peers to test new ideas with the expectations of direct feedback.

As the journey was built around the principle of a participative rather than a prescriptive programme, it gave participants the time and opportunity to discover and develop their leadership potential. By exposing participants to new techniques, ideas and experiences, time and again they were able to help their own organisations to embrace change, and were encouraged to embed their new learning through sharing and applying this with their colleagues.

However once the last event is over it does not end there, as all participants have access to an existing active alumni network from other SPG™ journeys. This supports

continuous self improvement and development and provides further opportunities to engage with a wide variety of people from different sectors across the country long after their own journeys have come to an end.

The success of the programme and the positive feedback from participants was followed by Sport England South West commissioning their own SPG™

journey for participants from similar backgrounds in April 2003. The success of this journey convinced Sport England South West to sponsor two further journeys to start in January and March 2005.

Their ambition is to form a consortium of people from Partnership Managers, Active Sports Managers, and those involved with Sport Development who recognise the need to develop future strategic leaders to achieve their objectives.

For further information about the development of leadership in sport; please contact Graham Jones at Sport England on 01460 270418 or Telos Partners at: elizabethdavies@telospartners.com



A matter of taste...



The Exeter MBA has certainly made the difference for a group of five entrepreneurs from the South West. Not only have they all graduated with flying colours, they've pooled their talents to launch a niche food business; a shell fish processing company.

The Blue Sea Food Company, based in Paignton Devon, is set to make its mark on the catering industry as it supplies crabs and crab meat to local and national wholesalers and food service companies. The company opened its doors for production in August, housed in a purpose-designed facility with a state of the art processing factory including packaging and operational space and administration offices. Each of the five strong management team brings their own talents to cover business areas such as operations, customer service, finance, supply chain, and marketing.

David Markham, Logistics Director for the Blue Sea Food Company said, "The MBA has been the catalyst for this venture. The range of modules covered during the programme gave us a real insight into developing a business plan and understanding how new and growing businesses are financed. It has also given us an understanding of the requirements of operations, more insight into financial planning and the need to be very clear about our business strategy. We also understand the importance of brand and what is key to building that brand".

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

Coached e-Learning MA

The Centre for Leadership Studies (CLS) has this year launched a groundbreaking pair of on-line masters courses. By offering participants weekly personal feedback and support as they work their way through the structured course material, our Coached e-Learning MA in Leadership Studies replaces the traditional notion of 'distance learning' with that of 'close learning'. The design ensures that the learning is close to where it counts, and close to students' immediate workplace concerns. Primary emphasis is placed on creating a supportive and facilitative learning environment in which participants are aided to reflect on their own leadership assumptions, responses and practices. The programme combines state of the art on-line learning resources (theoretical study materials, learning journals, discussion forums, case studies, etc.) with high calibre academic coaching to create a theatre of learning in which students' experiences individually and collectively - play the leading role. Students follow a structured programme based on a series of seven-week study phases that culminate in an individual research dissertation on a leadership topic of their own choosing.

A new cohort of students commenced the programme on 11 October. Business executives from Canada, Greece and Singapore joined others from closer to home on the programme which helps people capitalise on the complex leadership challenges facing them. The e-learning format has proved to be very popular and is complemented by the opportunity to attend at least one tutored group meeting for each study phase of the programme, to be held in different locations throughout the UK. These will be an optional part of the degree programme, but for those who are able to attend, they will be a good opportunity to meet the tutors and other members of the group. There will also be two optional weekend residential workshops during the course of the study phases.

CLS has also recently introduced a Coached e-Learning MRes primarily designed for students with a research interest in the fields of leadership and organization studies and who may wish, following successful completion of the masters, to pursue a doctoral degree. Both the MA and MRes programmes take two years to complete part-time.

Prof. Peter Case - Programme Director
For further information:

Sue Murch, Programme Administrator
Tel: 01392 262558
Sue.Murch@exeter.ac.uk
www.leadership-studies.com

Push-me, Pull-you: - the paradox of leading change and continuity



Are we too obsessed with change? Managers are trained and encouraged to accept change as continuous and ongoing in virtually every aspect of management, to the point where it sometimes seems that change is the only constant. In a recent working paper, Jonathan Gosling of the Centre for Leadership Studies at the University of Exeter and Ann Murphy of the Management School, Lancaster University, criticise modern management for its obsession with change and for focusing on change management sometimes to the exclusion of all else. "The much-heralded crisis of leadership where 'weak' leaders are berated for lack of 'vision' is not an attribute of the leaders themselves. It is a response by followers to the conditions we have ourselves created by embracing change as the only plausible plot."

By focusing entirely on change, managers risk ignoring the fact that continuity can be an equally powerful and influential force. Leaders, say Gosling and Murphy, need to include continuity in their thinking and to manage for continuity in a constructive way. They go on to look at three aspects of continuity that matter most for leadership: commitment, competence and coherence. True commitment, by leaders to their organisation and their people, is something that must be built to last; it cannot be turned off and on. Competence too cannot be made in a moment; it takes time to build up a competent management team – including one competent to handle change management. Coherence

means the ability to piece together all the disordered fragments of information and activity that make up a modern business and its environment and build a complete picture.

The importance of continuity does not mean that change does not matter; rather, change and continuity have impacts on each other. In order to make sense of the relationship between them, Gosling and Murphy suggest the construction of a 'leadership narrative', using some of the same techniques as television serials, developing continuously running themes that emerge despite all the twists and turns of plot and sub-plot. This is a bold step outside conventional management theory, and as such will worry some managers; more adventurous spirits, however, will see this as an intriguing glimpse of how to manage not only change and continuity, but perhaps paradox more generally. Be warned, however, that the authors do not see continuity management as a magic bullet, any more than change management is. "The fiction of much management rhetoric is that we can control practically everything; the reality of leadership experience is the knowledge that we cannot."

Further information:

Jonathan.Gosling@ex.ac.uk

'Critical Issues in Leadership'

**Led by Jonathan Gosling - Director
Centre for Leadership Studies**

A new course forming part of the highly successful CPD Award Programme.

The course assumes familiarity with contemporary and popular ideas about leadership such as emotional intelligence, competences, the distinction between leadership and management, and between strategic, operational team leadership. The 3 days are for people who:

- want to learn more about leadership
- want to lead more effectively
- wonder what their leaders are up to

Contact CLS on: 01392 262564

or email: A.G.Strong@exeter.ac.uk

...Education matters

The Centre for Excellence in Leadership (CEL) opened its 'doors' for business this time last year with a real determination to play its part in developing the quality and depth of leadership in the Learning and Skills sector.

So why another leadership centre in what is already a quite crowded market place?

Well, firstly because the Learning and Skills sector plays an enormously important part in the Government's education strategy. Secondly, because the demands on leaders in the sector have grown and are continuing to grow significantly. Thirdly, because the judgement across the sector was that there was insufficient strength in depth to cope with the leadership challenges ahead.

Poor inspection reports and an increasing concern about the 'talent gap' as many top leaders reach retirement age led the Government to act. Its strategy document 'Success for All' sets out the commitment to establish a leadership college for the sector and following an innovative and challenging tendering process, the Centre for Excellence was born.

Lynne Sedgmore, previously Principal of Guildford and Merrist Wood College was appointed CEO in April this year, and with her team drawn from across the partnership has quickly brought a wide range of development programmes and approaches on stream.

"Our vision is one of world-class leadership of successful learners and learning. Emphasis is on innovation and on being able to blend a range of approaches to suit a wide spectrum of leaders and managers at different stages in their careers".

"As we reach our first anniversary I'm proud of what the team at CEL has achieved, but they would be the first to acknowledge that there is a long way to go yet."

CEL operates as a 'virtual' centre which itself has demanded new approaches within the team giving them first-hand experience of working across organisational boundaries as well as leadership in times of change – two important skills for all leaders in current times.

**For further details contact:
David Marshall - Chair CEL, CLS Fellow
email: DJMFHR@aol.com**

CLS Professional Network

The Network is continuing to go from strength to strength and we have received numerous enquiries regarding the Affiliate Accreditation Scheme, culminating in more than 25 potential affiliates joining the Network. The first assessment peer review took place at the beginning of October and I am delighted to announce that we now have our first Founder Affiliates on board. Further details of our new members will follow in the next issue.

Our programme for continuing professional development has now been set for the forthcoming year and is at the heart of the Affiliation Scheme.

Titles include:

- Leadership: Who needs it?
- Successes, messes and excesses.
A Masterclass in leadership risks and vulnerabilities

Mother, father, mentor, coach: patterns and practices in executive coaching. We are committed to providing CPD events of the highest quality: relevant, innovative and international. If you would like more information on becoming an Affiliate of the Centre for Leadership Studies,

**Please contact Kay Garbutt on
Kay.Garbutt@ex.ac.uk.**

Charting the right course

Malcolm Brown is one of the first managers in the UK to gain the new Chartered Manager designation.

With his wide-ranging responsibilities as Head of Building Control and Design Services at North Cornwall District Council, he had plenty of scope for illustrating the impact he has made as a professional manager; a prerequisite for gaining Chartered Manager status. He has worked in local government for 20 years and in this post he has been working closely with his CEO on corporate issues, in addition to his primary responsibilities. This wider remit has covered crime and disorder, health and safety, equal opportunities and capital investment for IT systems.

Malcolm's central role has involved improving customer services by reducing bureaucracy and 'silo' thinking between the three related service areas of Building Control, Development Control and Environmental Health. Through a written guide and a process based on monthly planning meetings, these three services now comprise a more

streamlined operation offering greatly improved services to building owners. This has led to the award of the highest Best Value Inspection Service score of three stars.

Malcolm has also been involved in the council's process improvements to upgrade its quality standards to ISO 9001:2000, as well as designing and introducing a new 'Plain English' Building Regulations Form, which has been awarded a Crystal Mark. More generally, Malcolm has drafted a new Constitution to set out the roles and behaviours required of Councillors and Officers, introduced a lone workers' policy and risk assessments for all areas of work, and taken on the research, planning and drafting work for a Crime and Disorder Strategy and three-year plan.

The new strategy has enabled the council to achieve £120,000 in Government funding for partnership development and safer community initiatives. The knowledge Malcolm has gained in this area has led to his appointment as mentor to Community Safety Officers across the county.

The whole process of working towards gaining Chartered Manager status is managed online, which means managers just need access to the Internet to work through the programme at home, work or when travelling; indeed whenever they have the time to spare. They work at their own pace and set their own agenda for completing the programme and preparing for panel assessment.

Since gaining Chartered status, Malcolm has also moved to Torridge District Council as Strategic Director – demonstrating how Chartered Manager has helped develop his career.

**To find out more, call 01536 207400
or email:
chartered.manager@managers.org.uk**



Rural Businesses must look to the web to expand, advises Business Link

According to the latest State of the Countryside report, businesses in the countryside have never been more dynamic and they are growing fast.

To encourage rural business owners and their staff to use the Internet to help build their business even further, Business Link Berkshire and Wiltshire[2] has developed a second series of intensive web workshops covering four main subjects – Planning, designing and running a website; Website marketing and promotion; Starting an eBay store; and Setting up a wireless internet network.

The workshops, which each cover half a day, will run from October to December and have been heavily subsidised by DEFRA, allowing Business Link to offer them at £18.00 per person, per session.

To book attendance at any of these workshops please contact Heidi Freegard on 01793 428 340 / heidi.freegard@blbw.co.uk

South West Regional Development Agency

A skilled workforce is a key economic asset. It helps attract business to the region and encourages existing businesses growth.

The South West's workforce is in pretty good shape and compares well with other English regions in terms of skills levels. However, we still have to address a number of skills gaps so the economy continues to prosper.

We have four regional priorities for skills development. The first is to improve joint planning between partner organisations; the second to improve adult basic skills. The third priority is about business needs and skills like language training and the fourth is to improve management training.

So we're delighted to be able to support Leadership South West. The team has had a very successful first year and we wish them future success at their new headquarters in the XFi Building at Exeter University.

**Contact: James Harris, Head of Skills
Tel: 01392 214747**

Business West

Managing directors and senior executives who would like the chance to review and address their own development needs can take advantage of Business West's new Leadership and Management programme. This service is available to organisations employing between 20 and 250 employees in both the private and voluntary sectors. An initial needs analysis review with an expert adviser will enable you to create a personal development plan and identify how this can best be achieved. You are then entitled to up to £1,000 funding towards achieving these personal development objectives.

This initiative is available from all Business Links - for further information contact LSW on LSW@ex.ac.uk or 01392 262578

Continuing Professional Development – University of Exeter

**'The Psychology of Organisations'
1-3 December 2004**

A new course forming part of the highly successful CPD Award Programme Includes: Leadership, Motivation, Communication, Stress, Negotiation, Power, Team Management, Conflict and Diversity. Identifies fundamental processes allowing for an integrated appreciation of this important field. Attempts to delve beneath the surface of popular theory!

TUTORS:

Alex Haslam, Professor of Psychology at Exeter's School of Psychology, leads an active Research Group looking into the practical implications of psychological models within organisational settings.

Dr Jolanda Jetten, lecturer in Social Psychology, is part of an active Research Group within the School.

Anne O'Brien, research fellow, is part of a team of social psychologists working on issues relevant to community and organisational settings.

**Contact CPD: 01392 263770
Email: cpd-unit@exeter.ac.uk
www.ex.ac.uk/cpd**

University of the West of England

Introducing the Organisation Studies School facility of Bristol Business School, Louise Grisoni states "At the School we have a core of staff who hold a passion for researching and developing critical understandings of, and approaches to, leadership and leadership development."

In January 2005, Louise and her team will be hosting a one-day conference on **Developments in Leadership Practice** at UWE on behalf of BEST ITSN. The day provides an opportunity for colleagues active in leadership development as academics, researchers, consultants, trainers or human resource managers to engage with each other's theory and practice. Presenters will be drawn from a variety of developmental contexts to capture the richness and variety of approaches that currently go under the banner of leadership development in the UK.

Further details regarding our activities and research interests can be found on our website at <http://www.uwe.ac.uk/bbs/research/ruos>

The Advanced Engineering Skills project

An RDA funded £4M project that is designed to support the sector in addressing its long and short term skills needs

It is for companies involved in Automotive, Aerospace, Machine Tools, Medical Engineering, Specialist Machinery and Rail.

Companies of less than 250 employees can benefit from a **FREE BUSINESS NEEDS ANALYSIS**, which will identify the key areas where skills improvement through training is required. But it just does not stop there. The project will then support you by **providing a grant of 50%** towards those training costs.

It can support training such as: Leadership, CAD, MBA, HNC, First Aid to specialist computer skills. The list is endless.

Just another initiative? NO! having secured funding for 3 years the project is aimed at the long term buy-in of companies who want to develop a learning culture.

For more information ring Lindsay Lewis on 0117 906 4800 or e-mail llewis@eef-west.org.uk



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

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