

Governance comes of age in the South West



Our focus on Director Development and building better boards continues - the second of our full IoD diploma programmes finished in April with all of the exam delegates passing successfully. A huge congratulations to those taking part - they are now well on their way to pursuing Chartered Director status!

If we are to have a region where rigour and professionalism drives the decision-making within our boardrooms, it is essential that those rising to the post of director have the skills, knowledge and competence to lead effectively.

The Company Direction programme launches in Bournemouth this autumn, which now means that companies throughout the South West have geographical access to high quality leadership development, for both those within board positions and those seeking to develop their skills in readiness.

A dinner is planned for Thursday 7th July at the Bristol Marriott Hotel for those people wishing to find out more about Chartered Director status and the numerous benefits it can bring, both in attracting investment or ensuring success in securing

non-executive director roles. Contact the IoD office in Bristol for booking details on 0117 9175801.

Keeping to the subject of excellence in board performance, this summer sees the launch of an exclusive leadership programme in the South West - 'Inspire', a professional development programme for women in leadership.

The Inspire programme will support senior women managers to develop the depth and breadth of their leadership skills, using the professional development modules contained within the nationally recognised 'Company Direction Programme'. Offering the latest in business thinking, this programme also gives participants an excellent opportunity to meet with their peers, share experiences and expand personal networks. Supported by executive coaching, inspirational speakers, and regional seminars the Inspire programme has been designed to allow the busy manager time out to think, reflect and develop.

By equipping senior women managers to rise to the challenge of leadership in the boardroom, we will impact upon the quality of decisions shaping the strategies of those boards containing a very limited mix in terms of diversity.

Digby Jones, the Director General of the CBI, puts forward a clear case for diversity; "It is important that boards, besides having the right skills, reflect their organisations, their customers and the communities they serve as well as possible. That means achieving active, non-tokenist and competent diversity".

Leadership South West continues to champion the case for excellence in Corporate Governance and provides the South West with access to nationally accredited IoD development programmes.

Inspire Leadership Programme launches in the South West.

Dillington House 5th July

Inspire is exclusive to the South West and focuses on professional development for women in leadership. Promoting the virtues of diversity in the boardroom, Inspire brings dynamic and thought provoking development to senior women throughout the region. An innovative and highly engaging programme that equips delegates with the IoD's national Diploma in Company Direction, enabling them to confidently rise to the challenge of leadership within the boardroom.

Starting in September 2005, this programme has the support of European Social Funding to enable us to host a variety of regional events over the next three years, providing theoretical insight and practical application to professional development for women. This event will bring you some of the very latest thinking around 'women in leadership', while sharing with guests the insights and experiences of our keynote speakers:

Women in Leadership: Psychological strategies for success - Dr Cheron Tucker and Dr Maureen Ramsey

Building a better board: Harnessing the benefits of diversity - Richard Wyatt-Haines, Performance Insight

Women and the Glass Cliff - Dr Michelle Ryan, School of Psychology, University of Exeter

Developing Leadership: The Ginster's Experience - Nicky Taylor, Training and Communications Manager

Places are limited; if you would like to attend please contact Leadership South West on 01392 262578 or email: directordev@exeter.ac.uk

A matter for reflection...

Women are now entering the workplace in substantial numbers and increasingly diverse circumstances.

As part of our continual effort to honour people from all organisational levels and specialisms, this feature showcases the experience of a spiritual leadership style in the community



The Reverend Sacha Pearce is the Rector of three Parishes in Wiltshire – Seend, Bulkington and Poulshot. Her huge enthusiasm and sense of motivation reverberates around her Church, as well as the Parish flock in which she serves.

Having first pursued a highly successful nursing career, which taught her the combined skills of life saving with the emotional and spiritual nourishment of a person in acute need, she felt the desire to prod her brain into more work. Hand in hand with the emergence of ordination for women, and with a life long interest in the Church and Church music, it seemed that this was the right path for her to pursue. So, having already read a degree in Politics she went on to complete a Diploma in Theology, then spent 4 years in a very good curacy position, eventually finding herself in her first present incumbency.

Do you see your position as Rector as one of leading and directing change within the community?

A bit of both. It is not so much that I am doing the changing, more that I am here to help people to observe that change is happening around them. Teaching people to observe the changes that are happening, and to come to see that we believe in a God that reveals in an evolving sort of way, so that what the Church may have taught 20 years ago may not be so now. We have changed – God has moved us on in some way, in ways we see but often also in ways we choose not to see, and in ways that we have to work at in order to discover. We try to put God in our own boxes by trying to hang on to the past – much of the past is right to live with, but on the other hand **we do eventually have to lift our**

tent pegs and go somewhere else. In any kind of teaching there is a need to look at *how* one teaches people – to understand *who* they are and *what* they know and to try to teach at that level.

There is a strong sense of identifying *where* the changes are already happening, and inviting us, as the Church, to observe those and make the connection between what is happening now and the level of support that God offers us in good and bad situations.

But what if that change is perceived to be a negative one?

The God for whom I work meets people in those crises of difficulty, pain and suffering and offers compassion and guidance to be tolerant and willing to accept in an impartial way – compassion and impartiality sit well together. I can still picture vividly that non-caucasian priest, in a black shirt and trousers, standing in the dust of 9/11 in New York – and he stood there with arms stretched out, exclaiming “this is a result of humanity doing evil to humanity, and I’m with you in this and we will learn to turn it round and learn to love each other”. For me, that was an image of God in the dust and the suffering. So even in the worst of crisis, and worst of changes which are evil, by being here and learning to love each other out of it, *we will* change.

We need to dirty our hands and muddy our feet in that situation, and be within that muck and grime and come away from it by being loving and supportive, sharing and tolerant – learning to be with people we don’t like and don’t understand – managing change in a different way.

Do you see the team you work with divided into leaders and followers – or is there a role for everyone?

There is a strong sense of responsibility for all – what the textbooks call “collaborative ministry” – I call it working together. I don’t think an effective leader is someone who is authoritarian and autocratic – I don’t believe it is fulfilling for the community if the priest does everything. Within the Christian faith, there is a deep sense of *discipleship*, which on one level means learning how to put Christ first but also that there is a responsibility for all – it is *ours* together, so how shall we solve the problem. My sense is that the priest is the guru, or the teaching priest among the community of others – these are my skills, my responsibilities in my ministry which I have been called to do - but amongst that we all have other responsibilities to share with one another. I think part of my job is to pick out and support those who come with their skills and encourage them to offer them and make use of them – what I mean is that I am a leader, but amongst others.

How do you view this role as a leader from a woman’s point of view?

I never want to subsume gender into a ‘one make fits all’ – we are all human beings and are all different expressions of creation. It is a sort of ‘rural garden’ analogy – before the Church of England ordained women, there was a very thriving and profitable garden but it only had certain kinds of flowers. However, to give true expression to creation there are now any number of kinds of flowers in that particular rural scene, each giving its own colour, its own particular skills by allowing that expression to be visible in men and women as priests. Neither one is better than the other, but each brings its own individual personal skills that are our shape and personality, and are a mix of skills, gifts, personal insights and life experiences that come from that particular person. In a sense, it is the whole of the rubrics cube of our personalities that each individual brings.

There are a lot of traditional images to crack. There is an expectation of what a female incumbent will do (take responsibility for the altar linen, bake cakes for the church fete... etc). For many women priest who are married, their husbands will not automatically take on the role of unpaid support/curate in the way that wives have traditionally supported male clergy. In many ways there is still a traditional expectation that needs to be fought against.

I think priesthood is about being a person, which is where the name 'parson' comes from – to be the person of the village. I don't think I want to make priesthood gender-less, because each of us brings bits of us which are gender related, but I think **I want to make priesthood universal and inclusive.**

What we observe now is that jobs are related to the best person available, whatever their gender. The process the church is going through is in the same sort of way. We have got to the point where women will eventually become Bishops and Archbishops. We can't, on the one hand, acknowledge that God's creation is universal and inclusive, and then on the other hand say 'hang on girl, you can only be promoted up to this point'. We have got to remove our glass ceilings and allow our world to evolve as our perception of God's revealing nature in the world changes and moves on. It will happen eventually, but will just take a little longer.

How do you view your on-going role as the future unrolls?

What would be a mistake, would be to miss out on the use of my own personal skills – to reach retirement age and feel that the full potential of who I am, or could be, had not been realised. That's what vocation is all about – it's about 'being myself in Christ' to quote Archbishop Rowan. In a sense, I need to ensure that the best of me has been discovered and utilised in my priesthood. The Church is evolving in such a way that eventually many will be ordained to work solely in their village, so that the full time salaried priest will be the advisor, very much in an Episcopal type of way – not so much from afar, but having a greater responsibility over a greater geographical area. The Parish Priest as the advisor, supporter, reflector, facilitator – inviting other people to use their skills and responsibilities to minister amongst themselves.

If I had an ambition for a particular parish, then it would be to feel that when I left them, to take up other responsibilities, it would be that I had left a worshipping community, like an Abbot leaves to be Bishop – they leave their religious house a better place because they have shared with them reflective skills, prayer skills and spiritual journeying skills so that they feel a stronger worshipping community as a result of him or her being there.

Revered Sacha Pearce

Creative Church Leadership: A MODEM Handbook

Editors: John Adair and John Nelson

Canterbury Press 2004

Leadership is a multi-faceted concept. It is an art and a science, a skill and a gift. Wise leaders will consciously and constantly work to become better equipped for their role. Creative Church Leadership is not only an ideal bedside book for bishops; it is also essential reading for anyone in, or aspiring to, any kind of leadership role in any church.

The planning of the collection of essays included taking the deliberate risk of giving minimal editorial direction to the academics, writers, and practitioners who were asked to contribute. Contributors, men and women, ordained and lay, were chosen for their knowledge of "the realities, burdens, responsibilities and powers of church leadership at all levels."

The result is a fascinating and inspiring collection of essays. The contributors are a heavyweight bunch – Malcolm Grundy, Charles Handy, Bill Allen, Martyn Percy, Robin Gill, Derek Burke, Wesley Carr, Philip Mawer, Norman Todd, Pauline Perry, Gillian Stamp, Elizabeth Welch, Peter Rudge, Peter Price, and David Jenkins. We would expect from them strong and diverse opinions, wisdom, vision for the church, and practical advice. We are not disappointed.

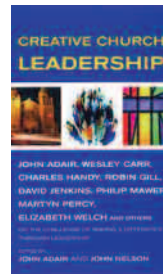
A remarkable common mind and spirit shines through the fourteen very different contributions. That coherence is highlighted by John Adair in a concluding chapter, "Points to ponder or take away," in which he offers his reflections on each of the essays.

The value of the book is greatly enhanced by David Harvey's comprehensive database of resources for church leadership and management from Manchester University's Lincoln Theological Institute, and by an excellent review of leadership literature and leadership development centres from Exeter University's Centre for Leadership Studies. That review recommends in particular eleven books and articles for further personal reflection and practical development in leadership.

The publication of Creative Church Leadership fortuitously coincided with the launch by the Church of England of a Foundation for Church Leadership, the purposes of which are outlined in the book by its Chairman, Michael Turnbull.

Review by Bruce Duncan

Canon Duncan, a former Principal of Sarum College and Lazenby Chaplain of Exeter University, is retired. This review appeared in the Church Times on 20 October 2004.



"The Female Advantage - Women's Ways of Leadership" by Sally Helgensen

Pub: Doubleday 1990

"Women hold up half the sky"

At a time of what she saw as unprecedented organisational upheaval, Sally Helgensen wanted to identify the characteristics that the best women leaders were bringing to their organisations in the late 1980's. She also wanted to establish the appropriateness of these characteristics to organisations in facing up to their challenges.

Helgensen observed leading female executives at close quarters in their daily working lives using a diary study approach, and then compared the styles and approaches of these women with a group of male leaders that Mintzberg studied in the late 1960's. Face-to-face and written correspondence was examined in great detail which helped to crystallise her views on the leader as a transmitter – "picking up signals from everywhere and beaming them out to wherever they need to go".

The diary study approach is powerful. It provides a rounded view of the individuals being studied and captures something of their very essence. Who can remember without smiling the leader that helps staff to clean out their office drawers in order to improve their organisational skills?

Deep listening is seen as a key female attribute, but is also seen as vital to effective leadership. In addition to listening, women leaders must also find their voice. Each woman in the diary studies has her own distinctive voice: "a unique expression of her own personality and an instrument for conveying and guiding her vision of how her organisation should be run".

Extensive networking, and inclusive forms of organisation encouraging open communication and dialogue between people at all levels is also seen as a hallmark of female leadership.

The book was written some 15 years ago. It is interesting to note that many of the aspects of leadership that Helgensen saw in the women she studied are now mainstreamed in both leadership thought and practice. Warren Bennis believes that Helgensen not only helps us to understand "the female advantage", but also leadership in general.

Definitely worth a read.

Review by Judith Davey

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Women and leadership: Looking beyond the 'glass ceiling' and over the 'glass cliff'

As women start to take on more leadership roles in the business arena, the resilience of the glass ceiling is being tested. However, two British researchers – Dr Michelle Ryan and Professor Alex Haslam, from the University of Exeter – have exposed an additional hurdle that women must overcome in order to succeed in the workplace. Extending the metaphor of the glass ceiling, they describe the phenomenon of **the glass cliff** whereby women's leadership roles are more likely to be risky or precarious than those of men. In this article they discuss the background to their work and its implications for women and leadership.

While women are still greatly under-represented in leadership roles, the number of women in management positions is greater than ever before. This increase in representation has focused both the media and the research spotlight on the way in which women leaders perform in these leadership roles: are women managers as effective as their male counterparts? Are they rewarded in similar ways? What are the implications for companies that appoint women to senior leadership positions?

Some research has been exceedingly optimistic about the contribution that women make to the workplace. This identifies a range of 'unique abilities' that women possess and points to the benefits of a gender diverse management. However, other accounts are not as positive. In particular, in a front-page discussion of these issues, *The Times* in London concluded that "the triumphant march of women into the country's boardrooms has wreaked havoc on companies' performance and share prices".

However, in an article to be published in the *British Journal of Management* in 2005, we argue that by focusing purely on the *abilities* of women leaders, analysis fails to take into account the *types* of positions that women leaders typically attain. To redress this problem, our own research has examined the relationship between women's leadership and company performance, with an emphasis on the conditions under which women are appointed to leadership roles. In doing so, it has revealed that women tend to get appointed to



leadership positions under different circumstances than men.

The Glass Cliff

The first phase of our research involved an extensive analysis of the performance of FTSE 100 companies in the UK, both before and after the appointment of a male or female board member. In contrast to conclusions reached in previous analyses (e.g., of the form presented in *The Times* article), we found that the appointment of a woman director was not associated with a subsequent drop in company performance. Indeed, in a time of a general financial downturn, companies that appointed a woman actually experienced a marked *increase* in share price after the appointment. On the other hand, those appointments made in less unsettled times were followed by a period of share price stability.

More interesting, however, were the fluctuations in company performance *leading up* to the appointment of women to boards of directors. In a time of a general financial downturn in the stock market, companies that appointed a woman to their board had experienced *consistently poorer performance* in the months preceding the appointment, than those who appointed only men. Thus, women were more likely than men to be placed in leadership positions when companies were performing poorly. In order to describe this phenomenon, we extended the familiar 'glass

ceiling' metaphor and suggested that women are more likely than men to find themselves on a 'glass cliff', such that their positions of leadership tend to be relatively risky and precarious.

The Precariousness of Glass Cliffs

Glass cliff positions present a potential danger for the women who hold them because consistently bad company performance is likely to attract attention, both to the company itself and to their boards of directors. In the event of failure, focus on the abilities of women leaders is likely to lead to blame being apportioned to them, rather than to the situational factors that are affecting the company.

In this way, women business leaders are liable to be exposed to unfair criticism – like that leveled in *The Times* article – and to be in danger of being held responsible for negative events that were set in motion long before their appointment.

However, it is important to note that while glass cliff positions hold an element of risk, they needn't necessarily lead to failure and can indeed be seen as an opportunity. Some women even strategically seek them out.

Continuing research

Glass cliff positions are not restricted to FTSE 100 companies. Indeed, our ongoing research reveals that the glass cliff is a relatively robust and widespread phenomenon. For example, we have also identified glass cliff positions in politics where

women are often selected to stand in seats that are less winnable than those in which men stand; and in law, where women are assigned less lucrative cases than those given to men. These findings have also been replicated in experimental studies, where law students are more likely to assign a woman to more risky legal cases than are men, and graduate management students are more likely to choose a woman to lead a failing company than a man.

What is less certain at this stage are the processes underlying the phenomenon. Why is it that women are more likely to be placed in such positions? Our latest research gathers accounts from women who have experienced glass cliff positions and these help us to shed some light on these processes. There is some evidence from these suggesting that women are often disadvantaged because they lack the support network that men have in the workplace.

There are also repeated accounts of women finding that they are perceived to be more 'expendable' in the workplace than are men, and thus are deemed to be more suited to risky positions.

At this stage, it is too early to provide definite answers to the many important questions that our work poses. What is clear is that the glass cliff phenomenon cannot be adequately explained by any single factor. Instead, it seems likely that there are multiple underlying causes, including (a) sexism in male-dominated workplaces, (b) the belief that women are especially capable in risky situations, and (c) a desire to signal change when companies are failing.

What to do?

We are continuing our research with more in-depth and systematic research into the social and

psychological processes that contribute to glass cliffs and the long-term implications of placing women (and members of other minority groups) in precarious leadership positions. We are also working closely with industry to raise awareness of the circumstances under which these appointments are likely to occur, and to find ways of ensuring that strategies for increasing workplace diversity are implemented and evaluated fairly.

Yet, in the wake of the considerable coverage that our research into the glass cliff has generated, we are often contacted by individuals and groups who seek guidance about how to tackle glass cliffs (both personally and collectively) and how to overcome the problems they present. The reality is that this is not a simple issue, not least because – despite the wealth of evidence that we and others have now collected – many powerful groups and individuals (including many senior women) do not accept that glass cliffs exist (just as many still deny existence of glass ceilings despite abundant evidence to the contrary). Indeed, we believe that in bringing about positive forms of change, overcoming this denial is as critical as empowering those who are seeking to overcome the problems glass cliffs themselves present.

Nevertheless, on the basis of our research findings to date, the three main points we would emphasise in planning to avoid or overcome glass cliffs are:

1. **Be aware.** One of the comments that many senior women have made to us in interviews, is that when they were initially appointed to a leadership position they were flattered and weren't fully aware of what they were 'letting themselves in for'. Wanting to take on a

challenging position is a good thing, but it is sensible to ensure that this is not a poisoned chalice and that you are not being 'set up' to fail.

2. **Make your colleagues aware.** If you are the only person who recognizes the dangers that glass cliffs represent, it is unlikely that company policy will change or that others will be attuned to the issues that you confront. For this reason it is important to make your colleagues aware of the issues here, and to scrutinize company policy to ensure that women (and minority group members generally) have access not only to leadership opportunity but to *equal* opportunity.
3. **Work collectively.** Related to the above point, it is unlikely that you will be able to change things for the better on your own – indeed, the strategy of 'going it alone' is more likely to reinforce the status quo than to challenge it. Moreover, our work suggests that glass cliff positions are often very stressful and that support (emotional, material, intellectual) from others is important to allow women to deal with them. However, support from their colleagues – particularly when the going gets tough – is one thing that women often lack. In response to this problem, many professions have started to establish support groups to help groups who confront particular challenges in the workplace. Evidence suggests that such groups are increasingly effective. As a point of conclusion, though, it is worth noting that true equality will only have been achieved when the important functions they perform are no longer necessary.



Michelle Ryan is a Research Fellow in the School of Psychology at the University of Exeter. **Alex Haslam** is a Professor of Psychology at University of Exeter and Chief Editor of the *European Journal of Social Psychology*. Their research is currently funded by the European Social Fund. If you would like to contribute to their research, or have any comments on the ideas expressed in this piece, please contact M.Ryan@exeter.ac.uk

Leadership Route to Road Safety



Sandra Armstrong is a senior Civil Servant working in the Road Safety Division at the Department for Transport in the Office of the Deputy Prime Minister. She is responsible for a regional base of 10 central Safety Camera offices across the Southern part of the UK, with in excess of 600 staff working as a partnership with the shared aim to reduce casualties on UK roads.

Of her leadership role, Sandra says:

"At this level in the Civil Service you are seen as a leader in all contexts – whether you manage a team or not. So it is critical to understand and be prepared to learn about leadership if you want to succeed in this type of role".

"My job is all about working with local safety partnerships that cover the Southern part of the

UK, from Cornwall to Kent and up to Mid Wales. I am ultimately responsible for the submission, approval and monitoring of Operational Cases, which exceed £12 million a year, and which centre around the deployment and use of speed cameras as part of the overall safety agenda of saving lives".

Sandra lives in Cornwall and on average works from home for 2 days a week, spending a day in London and the remainder "out in the field".

"I have a real belief in what the partnership scheme is doing. Partnerships are primarily made up of Police, Local Authorities, Magistrates Courts and Highways Authorities. The network is made up of a total of 38 safety partnership offices. The overall aim of the partnerships is to reduce deaths and serious injuries on the roads by reducing the level and severity of speeding and red-light running, through preventing, detecting and enforcing speed related offences.

"I really enjoy the relative freedom to organise, plan and make decisions about my day-to-day role which is primarily customer facing. I think my key skills are people based, so I relish interaction and relationship building.

In leadership terms, the Civil Service is facing challenging times. In its five-year plan to reduce the overall headcount, it is ever more crucial to nurture leadership skills from within, harness the potential of talented people and commit and

support personal development.

Sandra's own commitment to studying for an MA in Leadership Studies has been fully supported by her employer – both financially and in time and resources. Sandra finds that "having some knowledge of complex leadership issues enables me to understand the leadership debate in different ways, including culturally. Hopefully the MA will provide me with some clarity about what the 'real' issues are, and to begin to recognise why we sometimes do the things we do!

I would like to be involved in contributing to the leadership agenda, and in the longer term make a positive difference – whether that is through my own self-awareness and how the imprint of my leadership affects those around me, or whether it can include the wider contribution to leadership requirements in the civil service of the future".

Sandra Armstrong is a participant on the MA in Leadership Studies, at the Centre for Leadership Studies, University of Exeter.

This is a part-time two-year Masters-level programme in leadership, available either in residential mode (7x 1 week blocks), or via coached e-learning.

For more information on this and a range of leadership development programmes, contact Sue Murch on 01392 262558, or email Sue.Murch@exeter.ac.uk or visit www.leadership-studies.com

The "Boardroom Greenhouse Effect"

According to the Female FTSE Report 2004, 96 women now sit on FTSE 100 boards.

So does this mean that they are finally beginning to close the equality gap within UK plc? Perhaps – the annual National Management Salary Survey conducted by the Chartered Management Institute and Remuneration Economics revealed that the number of women directors has leaped from less than one in ten to one in seven over the last five years. However, 31 companies in the FTSE 100 have no female representation at all, so there is still a long way to go.

The survey also emphasised 'post-code penalties' associated with female earning potential. Women managers in the South West have fallen four places on the earnings league table since 2003, to

ninth position. On an average of £32,616 they are still earning more than those living in East Anglia (by £1,549). The research shows an average salary rise of 5 per cent for female managers across the UK. With male managers only awarded an average increase of 4.7 per cent these figures represent eight successive years that female earnings growth has outperformed men. The increase in pay also means that, at department manager level, the average female salary breaks the gender gap (£51,854 compared to £50,459).

These findings show that the so-called 'glass ceiling' is giving way to a 'Boardroom Greenhouse Effect' as UK organisations warm to the idea of women in senior leadership roles. At

least 31 per cent of the management population is female, compared to 22 per cent in 2000. So times are changing but if organisations want to realise their full potential, they must continue to attract and retain female employees. After all, who can afford to ignore half of the population?

For more information on the Chartered Management Institute, please contact Joanne Pringle, Regional Manager for the South-West on 01594 861315.



Educational Leadership matters...

Leadership development is no less of a watchword in schools and education circles these days than in the world of business and the wider public sector. You could say it began there - good teachers model good leadership by meeting the individual needs and strengths of their pupils. Effective leadership depends, perhaps more than anything, on understanding the context. The same is true of leadership training; one size definitely does not fit all. Great changes have been required of schools in recent times, sometimes arising from legislation but often from school's own recognition of the need to prepare young people for a world of rapidly growing knowledge and technology. This has led to some exciting moves to build leadership capacity at all levels.

In 1998 The Prime Minister opened the National College for School Leadership (NCSL), a state of the art conference centre and hotel, on the site of the old Raleigh Cycle works in Nottingham. This initiative became the springboard for the introduction of a national plan to train and support school leaders. The Leadership Development Framework recognises clear stages of leadership experience in schools. It begins with emergent

leadership, when teachers may take on curriculum and subject responsibilities, often leading small teams. Then, for those aspiring to headship the National Professional Qualification for Headteachers focuses on school improvement, values and strategy and is now a requirement for all new headteachers. Heads in their first post are able to draw down national funding for an induction programme, the Early Headship Programme, which provides needs assessment, coaching and mentoring and group learning using on-line and face-to-face training. Experienced heads are at the advanced leadership stage, and can access the Leadership Programme for Serving Headteachers which then gives the opportunity to study the use of different leadership styles through feedback from their own school colleagues. The final stage, Consultant Leadership, gives experienced heads the opportunity to develop their facilitation mentoring and coaching skills to develop colleagues.

Currently NCSL is bringing greater flexibility into the leadership framework by modularising the programmes. This personalisation will provide individual pathways and choice for learners. There

will be greater opportunities for serving headteachers to inform the design, delivery and quality assurance of future programmes. Here in the South West there is already some excellent work in private sector leadership training, universities, local authorities and the wider public service. I welcome this link-up between Leadership South West at the University of Exeter and the National Leadership Framework. It will enable successes and skills to be shared across the system, in order to respond to the needs of leadership learners wherever they may be. Most importantly it will continue to build and support a new breed of school leaders who are clearly focussed on raising standards and opportunities for all our young people.

If you would like further information about the National College for School Leadership programmes in the South West, please contact:

Christina Dithmar on 01823 349304 or email: christinadithmar@btconnect.com

Women and Entrepreneurship

There is sufficient evidence in today's business research and literature to make a compelling case for new thinking on women and business. Women have enormous influence, yet they are not adequately represented in the business community or top ranks of companies. For business to flourish, this is where they need to be placed.

Women buy, or influence the buying, of around 80 % of all consumer goods and also make up a high percentage of web users. Yet only 8% of company directors and board members in the UK are women. Also, whilst women constitute 27% of self employed professionals, only 14% of businesses are majority owned by women, and half of those are in the US.

Whilst women make a major contribution to the running of family owned firms, around 42% of small businesses are estimated to be co-owned and little recognition is given to the role played by the female co-owners and the impact they have on the business.

The male and female approach to business start-ups differ greatly. Evidence suggests that the majority of businesses started by women employ less start-up capital as compared to men, use known and proven technology and target only existing markets. This indicates that women

entrepreneurs are more conservative in their approach to business formation and appear to have difficulty raising start-up cash and recurrent finance as a result. It would seem that women encounter credibility problems when dealing with bankers, and women's inability to penetrate informal networks results in finance for on-going business being less available for female owned firms than it is for male enterprises.

Management of female owned firms

The management style of female entrepreneurs is often described as using relational dimensions such as mutual empowering, collaboration, sharing of information, and empathy and that these dimensions are associated with a positive business culture. These qualities are becoming more critical to the success of businesses, as the changes in society - more flexible working, aging workforce, decrease in job security and the shift of emphasis from manufacturing to service and leisure - are reflected in the working environment.

Gender and business networks

Management of female owned enterprise has often stressed the important role of networks in the survival and success of individual firms. Women are particularly sensitive to their social environment. Mentoring and network support,

especially at the local level, are at least as crucial in boosting women's attitudes with respect to business leadership and new venture creation, as financial support. The way networks are formed and used have been cited as aspects of the management process, and an example would be access to finance and relationships with financial backers.

Businesses and the business support structure must recognise that maximising opportunities for women is a business issue, just as fundamental as productivity, quality or product development if we are to create wealth and exploit the full potential in the region.

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Dr Donna Ladkin BA MBA MA PhD

joined the Centre for Leadership Studies in January 2005 as Programme Director for the Masters and Diploma programmes. She has a background as a lecturer in Organisational Behaviour at Cranfield School of Management where she focussed primarily on developing effective learning interventions for senior managers, particularly aimed at developing personal effectiveness. For the last seven years she has run her own consulting business, Learning Matters, which specialises in coaching senior managers and their teams. As well as working with a range of clients in this capacity, she has been part of the teaching team at the University of Bath's Centre for Action research in Professional Practice, where she supervises professional as they undertake Mphil and PhD studies. Her current research interest lies in the interplay of management and leadership theory and practice, particularly as this relates to ethical and ecological leadership practice.

Buying What We Can't Own: The Challenge of Being a Woman Leader in a World of Male Leadership Models.

How many women really want to buy into a model of leadership which suggests the leader to be: 'the man... whose face is marred by dust and sweat and blood' as offered by Teddy Roosevelt ? (quoted in Ely 2003: 156)

How many of us are encouraged by theories which explicitly identify 'Masculinity' as a key quality of effective leadership, as does that presented by Stogdill? (1974). My assumption is that for the majority of women who aspire to take up leadership roles, such depictions are at best amusing, and at worse alienating and excluding.

The world of leadership and its theory is predominantly a male preserve. When people are asked to identify great leaders, inevitably they list men. I was saddened while recently attending a leadership development programme in Kenya, when the group of thirty African participants I was with was asked to identify 'Great Leaders'. Wangari Muta Mathai was never mentioned, although she is the first African woman to be awarded the Nobel Peace Prize for her work in the regeneration of African forests. For such a notable figure to be forgotten within her own country was staggering.

Even here in the UK, during her tenure as Prime Minister, Margaret Thatcher was ironically(?) referred to as 'the best man in Britain'. Perhaps this could be considered amusing unless it is interpreted as indicative of a deeply-entrenched notion about the incompatibility of femininity and effective leadership. This stance is reinforced by theorists' refusal to challenge the status quo. For instance, in his recently published book about the shadow side of leadership, Judge (2000) explains that the reason he uses the male pronoun throughout his book is that statistically speaking, there are far fewer female senior executives than there are men, and he apologises

for any offence his reflection of that cultural norm will cause. Indeed!!

Along with commonly-cited role models being male, a significant number of the theories and frameworks for leadership offered by theorists reveal male preoccupations and assumptions about the way the world works. For instance, military models of leadership continue to provide benchmarks for effective leadership. Competitors are the 'enemy', marketing campaigns are fought and won, people who lose their jobs are 'collateral damage'. These metaphors persist, even though their underlying assumptions about the inevitability of conflict, and the need to 'vanquish' enemies may be inappropriate to the majority of twenty-first century organisational needs.

Implications for Women Aspiring to Be Leaders

Gender is one of the key ways in which our experience of the world is mediated, both in terms of the kinds of experiences we have, and in terms of the kinds of behaviours which are culturally and socially accepted. One of the difficulties with the preponderance of leadership models which purport masculine behaviours, is that these ways of being can be alien to a woman's own authentic style. She can't be both 'true to herself' and seen to be acting effectively as a leader. Furthermore, if she does attempt to embody more 'male' conduct, she will often be disapproved of for behaving outside of culturally accepted norms. Women leaders can find

themselves in a classic double bind.

Of course, it's not only women who are disadvantaged by the assumption of a particular sort of masculinity as emulating good leadership. Men, too, who do not naturally enact such behaviours can be similarly affected. Men who more readily take up 'servant leadership' roles or who work to foster more distributed models of leadership, can be labelled as lacking in leadership ability even though their organisations achieve objectives and goals. The longing for the fantasy leader, the one who enters stage on his white charger and 'sorts everything out', dies hard!

But the difficulty is not solved by aspiring women leaders, (or male leaders whose natural style does not fit easily with heroic models) trying to emulate these styles. To do so is like 'buying something you can't own'. Especially for women, such models won't easily 'fit'. This funnelling into particular ways of being in order to be considered 'leader-ful', comes a great loss, both to women who aspire to bring an authentic version of themselves to the leadership role, and to organisations who lose out on the diversity alternative ways of operating 'leaderfully' might bring.

Ways Forward

I'd like to end by suggesting three actions which leadership theorists and women leaders, in particular, can take to promote more diverse



models of effective leadership.

Firstly leadership theorists and developers need to be alert to the underlying gender and cultural biases which inform their taken-for-granted notions of leadership. And being alert to it isn't quite enough. We need to explicitly point out such biases when we're teaching such models and frameworks. I am not advocating dismissing models which align themselves to these biases, but rather the need for recognising them and the way in which such bias limits a model's applicability.

Secondly, women who aspire to take up leadership roles with authenticity and uniqueness need to find support and challenge from others, particularly other women. Role models play a key function in the development of leaders – it's important to seek out ways of being 'leader-ful' which might more easily inform one's own natural style. Networks and mentoring arrangements can provide safe forums in which experiences can be shared and strategies formed for developing creative ways of enacting leadership which takes into account one's gendered perspective.

Finally, theorists, developers and women need to be alert to alternative role models and ways of leading, and use our influence to bring them to public attention. In the first instance, this involves educating ourselves to notice who the women leaders we would like to emulate are, and to examine how the way in which they lead might inform our understanding of leadership. When writing case studies or articles, we need to go out of our way to find examples of women to illustrate our ideas. Finally, we need to refocus our consciousness of the way leadership is effectively accomplished to include the diversity of styles and behaviours which are needed to address the complex world in which we live. Together, alert leadership developers and theorists, along with courageous and creative women leaders, might be able to find and promote models of leading which women will be happy to own, as well as to buy!

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Coaching Conflict Management – how the leader can make difference and differences work

At its core, we might define conflict as any situation where our concerns or desires differ from another persons. Given the increasingly pluralistic nature of contemporary organisations and the 'difference' associated with this, there is little surprise that handling conflict is a preoccupation for many leaders. In the coaching relationship we neither take conflict to be intrinsically positive or negative - it can be both. It all depends upon the way that the conflict is handled.

The key, as a leader, is to first understand the origins of conflict, the various perspectives involved and then to adopt an appropriate strategy for progress.

Handled inappropriately, unresolved conflict can have a corrosive effect, blocking relationships, teams and even whole organisations, such is its systemic impact.

We use the Thomas-Kilmann Conflict Mode Instrument, published by US based Consulting Psychologists Press Inc to help our coaches to develop greater insight into their own conflict handling strategies and styles.

This instrument helps leaders to understand how their conflict handling style affects performance. Unusually, it does not advocate adoption of one style over another, as the best approach to conflict, but takes all styles to be effective if applied to the appropriate situation and if used in a balanced way. It helps leaders to identify the one or two styles they might rely on through habit. These 'default' settings may not always help when dealing with a range of demanding conflict situations.

The TKI describes and measures five basic conflict styles or modes, based on degrees of assertiveness and co-operativeness.

- 1. Competing** – the goal is to win
- 2. Avoiding** – the goal is to delay
- 3. Compromising** – the goal is to find middle ground
- 4. Collaborating** – the goal is to find a win/win solution
- 5. Accommodating** – the goal is to yield

In order that leaders can continue to deliver results through better solutions, they will need to become increasingly effective at resolving issues and setting differences. Our coaching practice acknowledges this element of leadership and together with the TKI, offers leaders a route to a solution.

Richard Sharpe
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Taking Matters into your own hands...

Last month LSW hosted the second regional think tank meeting for leadership researchers. This network aims to establish relationships between researchers in Higher Education and other sectors that could lead to the establishment of collaborative projects, sharing and exchange of ideas and resources, and the development of a sustainable leadership research infrastructure for the South West.

The network will also be well placed to serve as an informed source of leadership and management expertise that can comment on, and contribute towards, regional strategy and policy.

Our first two meetings have demonstrated a high willingness to engage in such debates and to contribute towards research, policy and practice that has a real beneficial impact within the region. We are now looking at ways in which to expand membership of the group and to develop a more defined focus for our engagement.

To this end, we have published a short questionnaire on the web where you can register your interest, and that will serve as the beginning of a regional directory of leadership researchers in the South West.

To sign up and express your interest, please go to www.leadership-studies.com/lsw/lswresearch.htm.

Richard Bolden
LSW Research Fellow
May 2005



"The Leader"

by Roger McGough

I wanna be the leader

I wanna be the leader

Can I be the leader?

Can I? I can?

Promise? Promise?

Yipee! I'm the leader

OK, what shall we do?

A matter for celebration!...



The Centre is delighted to announce that eight more Affiliates have joined us following the successful Accreditation Reviews which took place recently. The criteria for entry is rigorous and the Professional Network sets the benchmark for quality to those offering

leadership development. Inclusion into the Professional Network offers access to the latest in leadership thinking and embeds practice within the critical and questioning world of academia.

We are pleased to advise that our first female Affiliates – Val Brooks, Di Bligh, Di Boston and Glynis Rankin – have joined the network of practising leadership development specialists.

All our successful Affiliates have the benefit of a professional connection to the University of Exeter, a world-class centre of excellence, as well as the opportunity to further personal and professional development through interaction with other Affiliates.

Taking time out...

This is a new experience, but one I am enjoying already! An immediate benefit of the network has been the opportunity to talk and share experiences with colleagues and I am struck by the openness and positive energy within this environment.

My first 'event' with CLS was a day on 'leadership in the public eye'. It was an excellent day and the combination of speakers and the time to talk, made for powerful stuff. There were quite personal views from the speakers about what being a leader means - 'being yourself', having 'focus and passion', having a vision of how things could be etc... but there were also useful messages about the importance of acknowledging the realities, leading where change is the constant, endurance, and the realities of the human condition and leadership... thought provoking and pertinent to leadership development.

The value in the day has been in the exposure to very different 'stories' of leadership and in reinforcing one of my underpinning assumptions in coaching, about the 'resourcefulness' of individuals to find ways forward on their issues.

My thanks to all the speakers.

Val Brookes is a coach, facilitator and OD practitioner: Tel: 01752 881110
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Our programme for Continuing Professional Development is at the heart of the Affiliation Scheme. We are committed to providing CPD events of the highest quality: relevant, innovative and international. Titles for 2005 include:

Studying Leadership: 3rd International Workshop – "Leadership Refrains: Encounters, Conversations and Enchantments"

Annual Leadership Forum – "Leadership in the Public Eye"

"Why Leaders Fail" – a masterclass in leadership risks and vulnerabilities – speakers: *Prof Adrian Furnham, Neville Osrin*

"Mother, father, mentor, coach: patterns and practices in executive coaching. A masterclass – speaker: *Jenny Rogers*

"War, Peace and Leadership- Changing Patterns of Leadership – speakers: *Col David Benest, The Right Reverend Michael Hill, Roger Niven*

If you would like more information on becoming an Affiliate of the Centre for Leadership Studies, please contact Kay.Garbutt@ex.ac.uk

Why Affiliate: one woman's account

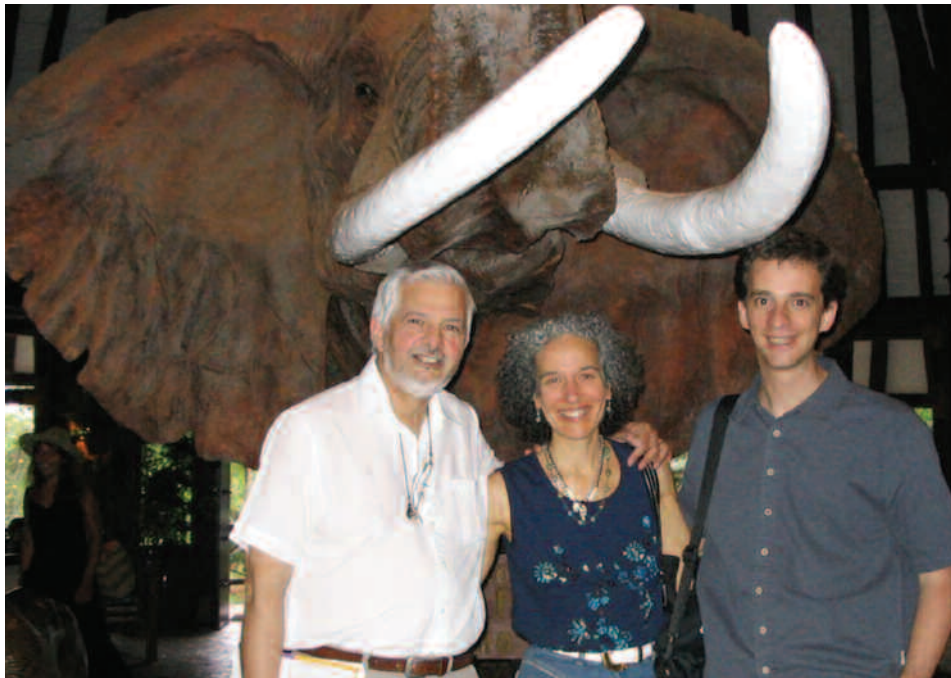
Having arrived from London in the interesting region of the South West to pursue my professional life, as well as indulge my love of gardening and long walks, I sought affiliation with the Centre for Leadership Studies for mixed reasons. First, to make sure I keep my brain in gear, meeting academics and practitioners who wish to promulgate current best practise in leadership development, and secondly, wishing to find a more reliable way to useful publications than browsing the Charing Cross Road bookshops between clients.

I'd also like to move my mentoring, coaching, action learning and facilitation business westwards: as ever, work flows from satisfied clients rather than marketing, and most of mine are based in London or the East Midlands: I hope affiliation will bring contacts leading to mutual benefits.

In summary, a mix of motives – informal and challenging continuing professional development, the opportunity to meet and work with good practitioners, and perhaps make a small contribution to the developing reputation of the Centre for Leadership Studies.

Di Bligh is a coach, mentor, action learning facilitator and consultant.
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Out of Africa



In April we were privileged enough to participate in a Pan-African leadership development event in Nairobi, Kenya. The InterAction programme (a collaboration between the British Council, Questions of Difference and LEAD International) aims to support the development of a new generation of African leaders by bringing together leaders engaged with transformational social change from 19 sub-Saharan African countries.

Following an extended period of consultation, the Centre for Leadership Studies at the University of Exeter was selected as the principle research partner for this initiative and we are working with colleagues from the University of the West of England and elsewhere to help bring back some of the learning that's going on out there.

Where this initiative differs from many that have gone before it is the principle of "Africa for Africa through collaboration" and taking an appreciative inquiry approach to development. This shifts the focus from what's not working to what is working and the strengths that can be built upon.

It was evident from the quality of conversations and interactions occurring during the programme that there is much we can learn from what's happening in Africa. Most notable, perhaps, is the emphasis on community leadership and the way in which people are pulling together to address major social issues such as poverty, crime and HIV/AIDS despite what may at first appear

insurmountable challenges. We were struck by the levels of energy, wisdom and insight offered by many of the African participants and facilitators, and agree with the Commission for Africa that the time is right to challenge traditional and out-dated perceptions of Africa and to facilitate sustainable long-term reform.

Effective leadership lies at the heart of these matters (both from Western and African nations) and this needs to be an inclusive and embracing leadership that values and appreciates differences. It's a challenging journey but one that we can all benefit and learn from.

For more information on the Interaction programme visit: www.bc-interaction.org

For more on the Commission for Africa visit: www.commissionforafrica.org

Richard Bolden, Donna Ladkin and Phil Kirk

STOP PRESS!

To further facilitate the exchange of ideas between Africa and the UK, the British Council is launching a UK version of this programme this September and is currently recruiting participants.

For further details, please visit the [InterAction website](http://www.interaction.org).

Less spin, more storytelling!

"Over the last few years the role of PR has changed beyond recognition and the work is now much more intuitive." says Jane Doyle, a communication consultant linked with Leadership Southwest.

"Our activities are much more aligned to business values. My role has evolved as an 'organisational storyteller', helping businesses express their brand proposition.

Communicating "this is who we are, and this is what we stand for" as opposed to "this is what we offer" gives customers and employees alike a much greater insight into what the organisation is about."



"Business leaders are keen to partner with like-minded organisations so it is really important to communicate 'authentically' and to create sustainable and effective business relationships."

"This cultural shift reflects my own journey in setting up my business seven years ago, when I felt I could no longer sustain a role in a national consultancy because the corporate values no longer mirrored my own."

"A desire to work in a much more 'holistic' way with clients created opportunities to work with trusted associates, and has been an exciting and fascinating process - one which has reinforced my passion for thoughtful communication."

"Our work for SMEs, through to large public sector organisations, is varied and challenging and always delivered in the spirit of authenticity and mindfulness sprinkled with good humour! Rather than producing reams of press releases, we are now engaged to initiate customer/supplier relationship programmes, facilitate "difficult" meetings, manage internal and external communication audits, create newsletters, produce powerful corporate literature, write client and staff case studies, and draft speeches. Storytelling has always been powerful, and it's great to bring the benefits to business!"

Contact Jane Doyle on 01562 730830 or email jane@janedoylepr.co.uk or visit www.janedoylepr.co.uk.

Roadmaps, Pipelines and the Path of Discovery:

How to combine effective leadership development and education for long-term organisational impact

The business world is full of intriguing metaphors: here are two for a start: Have you come across a strategy 'roadmap'? The phrase implies a well-charted territory already explored, surveyed and developed, the main routes and destinations well known, the by-ways and dead-ends easily identified. Surely any chart of the future should be more like the monster-filled atlases used by Christopher Columbus and other explorers: we may know which direction to start out, but our expectations of what we'll find are fuelled by past experience, anxiety and more than a little wishful thinking! One of the reasons that strategy roadmaps are often confined to the desk drawer is that by the time we set out they have fulfilled their purpose – which was to give us enough confidence to start out; but once on the way, we'd be foolish to mistake the map for the territory (in Macluchan's memorable phrase).

Another popular metaphor is of a leadership 'pipeline'. We should simply be able to turn on the tap to fill our buckets with ready-made leaders. Somewhere at the other end of the pipeline is, perhaps, a reservoir of talent, maybe a refinery turning crude into refined, high-octane, high-performance material. Perhaps we should look on MBA programs as akin to oil-pumps, and in-company development processes (programs, assignments, mentoring and coaching) as refineries.

The pipeline metaphor is useful in several ways – it is, like the roadmap, reassuring that we know and control our essential resources. But we shouldn't take it too literally. In reality, leaders are not made in MBA programs; leadership is not turned on at only one end of a career; and nor is it of one homogenous material.

On the other hand, leadership does need to be nurtured; here's another way of looking at it. I call it the Leadership Formula. Again, it's a kind of metaphor, but I think it points us



towards more realistic actions.

L = I:F

Where **L** stands for Leadership

I stands for the individual qualities of people in leadership roles

F stands for Followership

Most leadership development concentrates on improving the 'I' factor. Promising young people (and talented older ones) are sent on courses, coached, mentored and trained in the hope that they alone will secure the fortunes of the company. But what turns these individuals into leaders is the presence of followers. Without that we don't have leadership – not organisation in any sophisticated and effective sense of the term.

'I' must be in relation to 'F'.

We generally put a lot of effort and resources into developing 'I' because it impresses the people who pay the bills – usually the individuals in question. (No wonder so much leadership development becomes entertainment). Personality type, early experiences, genetics – all manner of factors influence the quality of the individuals who take up leadership roles. I won't go further into the constituents of 'I', but let's look briefly at what lies behind Followership.

F = I:C

Where **C** stands for culture

In other words, Followership is a function of the relations between individual organisational members and the culture of the place. Culture is a catch-all, often defined as 'the way we do things around here'. There is nothing accidental about this: relationships between people are shaped by the technology they use, their beliefs about the importance of their work and the legitimacy of their leaders, the degree of risk involved in the work itself and in the consequences of not having that job and many other factors.

For example, if the members of an organisation are able and willing to follow a lead, to co-operate with those in charge, to subject themselves to necessary regulations and order their activities in line with the production process – we have a culture characterised as much by Followership as by Leadership.

More specifically, an organisation in which individuals must respond precisely to the timed behaviour of robots and conveyor belts must necessarily have a different kind of discipline to one in which journalists research and write up news stories for a weekly TV show. The kind of

leadership and followership in each case is a function of the specific ways in which value is produced. Personal characteristics ("I") play a part in this; but when we look for a 'good fit' between the situation and the person, we are admitting that the actual observable leadership behaviour is driven just as much by the factors lumped under the heading of 'culture'.

So what are the implications for Leadership Development? Henry Mintzberg and I have distilled these from several years working with practicing managers and leaders¹

Management and leadership education should be restricted to practicing managers, selected on the basis of their demonstrated performance. They are the best judge of what is important and what will make a difference to doing the job.

These managers should stay on the job, so that they can weave their education through their practice. They are responsible for the effects of their actions, so are likely to be pragmatic, experimental and realistic.

Management education can then leverage work and life experience as fully as possible.

The key to the learning is thoughtful reflection on experience. This includes reflexivity about personal experience and re-membering (making connections between old and new knowledge).

From reflection in the classroom should follow impact on the organization. There are many ways for this to happen – seamlessly, through the questioning attitude instilled by education; or more formally via new initiatives and ways of doing things.

Put this all together, and management education becomes a process of interactive learning. Professors need to be at least as interested in the predicaments of practicing managers as in their own expertise.

All of this has profound implications for the architecture, the faculty, and the pedagogy of management education, which has to be facilitating. Classrooms should be arranged so that participants can discuss amongst themselves at least as much as listen to the professors; and teachers must become facilitators of learning – adapting both their reaching objectives and their skills accordingly.

These tenets emphasise the classroom experience in juxtaposition to work experience. But many

people in leadership roles (or with other responsibilities) find it hard to get away from work for extended periods. So we have developed a new approach – we call it 'close learning', that is, learning which happens as close as possible to the time and place where it matters most – in the midst of managerial practice, rather than 'distance learning', which happens through books and CD's, far from the supposed seat of knowledge in the ivy-covered towers of academe. A carefully crafted series of questions and provocations, regular discussion with a coach and a learning group, and timely on-line materials combine to stimulate thoughtful, well-informed and progressive reflection on current leadership issues². This course is the ultimate in customisation while sacrificing none of the challenge and surprise of external points of view. At its core is the practicing leader who stands as if in a country which can only be traversed a step at a time, in which intimate knowledge of the terrain is at least as important as the descriptions of earlier travellers or the maps produced by distant observers.



Jonathan Gosling
Director – Centre for Leadership Studies

¹ Gosling, J and H. Mintzberg, "Educating Practicing Managers", Sloan Management Review, 49(4)2004

² The course, offered by the Centre for Leadership Studies, is in 7 phases and can lead to higher degrees – Masters in Leadership and in Leadership Research.

CLS Annual Leadership Forum 2005

"Leadership in the Public Eye"



The Centre for Leadership Studies welcomed Greg Dyke, former Director General of the BBC, as the opening keynote speaker at its 6th Annual Leadership Forum in London on 20th April. The Forum's theme of "Leadership in the Public Eye" attracted 100 delegates, and brought together alumni, Fellows and others with a professional interest in the topic, to explore various aspects of leadership, and update them with current thinking. An additional feature of the Forum for the past two years has been co-sponsorship with three business schools from Germany, Belgium and Slovenia and we are particularly pleased to be encouraging dialogue on leadership issues and challenges throughout a wider European network.

The day included a number of workshop sessions, widely varied in their interest. Amongst them was the explorer Pen Hadow relating "Hard-won lessons from a very cold place!", Professor Peter Case on "Leadership development and the occult", Michelle Ryan presenting new research on "The Glass Cliff" phenomenon and Anton Obholzer discussing the role of charisma in leadership.

The keynote address was by Sangita Shah, President of the Chartered Institute of Journalists. Air Chief Marshal Sir Brian BurrIDGE, Chair of the Centre's Advisory Board, provided a powerful closing speech, linking the celebrity-focussed attitude of the press to a more general culture of short-termism. The leadership we most need, he argued, is that which can stand against these trends, and re-affirm the importance of sustainability, succession and long-term progress.

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Life changing matters...

A nutrition degree and 12 years in pharmaceutical sales are not typical credentials for being 50% of the buy-out in 1998 of the import and distribution business I joined 3 years earlier as sales manager!

We had already transferred production to Far Eastern suppliers due to demand for improved product quality at lower prices, and I now faced building a high performance sales team to increase volume and capitalize on the wider product portfolio.

Supplying major retailers is tough. Many have capacity to direct source, so it is important to add value to the basic product offer. Remaining focused on market needs is exhausting, but exhilarating when success results from hard fought team effort!

Realising share value through a private sale in 2002, it was time to reflect on my skills. With the exception of Sales and Marketing I'd learned business skills through trial and error, and so decided to formalise my knowledge by enrolling on the Exeter MBA programme.

This has proved invaluable, validating what I knew, but skilling me in areas which had previously been mysterious. One of the greatest, intangible benefits has been the assimilation of knowledge from other MBA students. A wealth and diversity of global knowledge is shared each week in the lecture suite and amplifies the learning experience.

The Exeter MBA is life changing! It is stimulating, thought provoking and gives rise to new opportunities. Not least the networking opportunity with tomorrow's business leaders from the world's business schools, when with the aid of Vospers car dealership, we compete at the annual International Business Schools' regatta.

Now enriched, I am investigating two business options with complete confidence in my ability to succeed!



Valerie A Babington
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People Mean Business or Business Means People?

Whichever of these titles looks more attractive to you, there is no doubt that one of the most challenging yet critical leadership issues we face as directors, is around how we get the best performance out of our people. This must be one of the most perennial issues facing leaders of organisation throughout the ages!

Day in, day out I meet managers and directors who intuitively feel and believe that there is vast untapped potential to be gained from the performance of their people that they are not benefiting from today. However, this potential feels slightly out of our grasp – we have done the “obvious things”, we may even have gained the Investors in People award; however, still this sense of potential teases us.

A couple of questions that we might like to reflect on in respect of the people that we lead are:

- Are they being stretched positively both personally and professionally by the objectives we are asking them to deliver on?
- Is the work meaningful to them at a personal level i.e. do they feel a real sense of connection and contribution to their work?
- Is their planned objective, delivery and personal development helping them to move their career in the direction in which they wish it to go?
- Do we reward them effectively, both financially, and more importantly in non-financial terms, to the extent that they feel their work is personally rewarding?
- Do they operate in an environment of trust that builds their confidence, enables innovation and gives them scope to grow their job in line with their own growth?

If we either cannot be sure of the answers to these questions, or the answers are not as positive as they should be, then this sense of potential will continue to tease us. However, the solutions to all of these questions are not readily apparent – as managers we tend to concentrate on managing the aspects of the work environment that are more readily in our control, rather than those that will enable us to benefit from this elusive potential that we know is there.

Put simply, we need to create relationships, processes and a work culture that creates an overlap between what the organisation needs to perform effectively, and what the individuals want in order to give of their best. We need to understand their aspirations, drivers and motivations as well as facilitating their greater understanding of the performance and development

needs of the business itself.

Above all, by tapping into the individual's unique needs and delivering an environment that satisfies them, we create a sense of achievement, worth and recognition for the individual. This will move them from simply being committed to what they are doing, to a state of conviction where genuine ownership, tenacity and persistence are evident, and the potential of both individual and business are realised for all to see.

I will leave it to your imagination as to what this could look and feel like, and be worth to you and your business...

Simon Ricketts is the course leader for People Mean Business in the SouthWest, as well as being Director of Warwick Insight Limited, a performance consulting business.
www.Warwick-Insight.co.uk

IOD Diploma in Company Direction

The new course, based in Exeter and Bristol, begins in September 2005

Previous delegates write:

“The programme is proving to be excellent because it is pitched at the correct level, and it is attended by like-minded Directors who want to operate using best practice. Growing a business is dangerous, and I feel that the course is giving me the tools to control that growth. I have already worked with our accounts department and been to our accountants to apply my knowledge gained in the financial section – at last I can see just how healthy the company really is!”

Somar International Ltd

“The IOD training has been very helpful in the day-to-day work of new company start-up, covering very relevant topics from director's responsibilities and the conduct of the board, through to strategy. The efficiency with which the courses have been arranged and the convenience of studying locally, has also been important in helping me fit the study into my busy schedule.

Bristol Infracare LIFT Ltd

For further details contact:
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Distributed Leadership in Local Government -

the power beyond the throne.

As this edition of the Leadership South West newsletter focuses on women in leadership, it seems right when discussing distributed leadership to turn to Lady Macbeth for a moment - in admiration.

This may prove an odd choice, to explore a theme normally associated with nobler intentions; teamwork, shared expertise and trust. For all her obvious faults Lady Macbeth proves one thing, that the all seeing, all knowing great Panjandrum still sought for the boardrooms and public sector top-teams could also be described as an outmoded myth. Her ability to inform the ambitions and actions of her husband are a reminder that the source of leadership is dispersed. Turning now to local government, and by way of analogy, consider the role of politicians. David Clarke, Director General of SOLACE captures the distributed leadership challenge aptly. He refers to the essential leadership dimensions for local government as a balancing act embracing sound judgement and inspiration on the individual's part, operational feasibility and critical engagement of the political agenda; notwithstanding regulators and the public.



Within a local government environment, an autocratic attitude is simply unsustainable with such competing, significant stakeholders. Consider

Lincolnshire County Council, "whose last CEX 2 blew the whistle on corruption and the imprisonment of a former leader for misconduct" (Guardian 4.05.05)¹

Turning to definitions of distributed leadership in local government as described by the LDC...

- **Individually:** "Leadership is a distributed activity", rather than resting exclusively with the top-team.
- **Organisationally:** "Leadership... a collective activity, people, sometimes in teams, extending throughout, and beyond the organisation."

The outcome is a "distribution of power and influence used more widely than is often currently the case in local government". (E0 2004)

Recognition of distributed leadership is timely for a number of reasons.

Employment relations have changed. In psychological contract terms a new dialogue has resulted between the individual and the organisation. Individuals demand more career development where jobs are no longer for life and UK local authorities, operating in tight labour markets, need to confer more responsibility and thus more power on individuals, in order to address skills shortages.

Central Government thinking has shifted too. Take the example of a one-stop shop approach for Children's' services. The onus on those delivering is to embrace a far greater responsibility, and by implication a wider range of skills and knowledge including, and especially, partnership working to co-ordinate the input of others, education etc. for the child's benefit. Such responsibility highlights perfectly such redistribution of power and influence at the coalface.

New Labour also favours an "enabling state", responding to people's needs and aspirations. Drawing on the work of Mark Moore, author of *Creating Public Value*², integral to the creation of such value is the part played by "customer/citizens", and the increasing currency placed as much on their perceptions as their active participation in service delivery. So in a world where community groups, local strategic partnerships etc are actively listened to, not least

by regulators, where does this leave our traditional leaders and the old "command and control" school of management?

Let us finally turn to women once more and the Association of Local Authority Chief Executives. They point to an upward trend in the appointment of female Chief Executives to manage turnaround. "Struggling authorities are increasingly under pressure to provide transformational leaders to repair strained relations with members, regulators and the public." (Guardian 2005).

So there you have it, the answers lie in consensus building, collaboration, valuing staff, (qualities of distributed leadership), but perhaps most importantly a much-neglected trait for the old school of management, LISTENING!

- Guardian 04.05.05 View from the Top Public Manager
- Mark H. Moore Creating Public Value Strategic Management in Government Harvard University Press 1995

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¹ Guardian 04.05.05
"View from the Top Public Manager"

² Mark H. Moore – *Creating Public Value: Strategic Management in Government* – Harvard

Continuing Professional Development – University of Exeter

The following post graduate modules can be undertaken either as “stand alone” short courses or as part of the CPD Award Programme.

5th-7th July	Strategic Leadership	£800
20th-22nd Sept	Leadership Matters	£800
28th-30th Sept	Methods of Research	£800

Contact CPD: 01392 263770

Email: cpd-unit@ex.ac.uk

www.ex.ac.uk/cpd

South West Regional Development Agency

From the founder of the Body Shop, Anita Roddick to the City's Nicola Horlick, women are proving time and time again that they mean business.

In 2004, 5.6% of South West women were involved in business start-ups, which is above average for the UK.

However research by the Equal Opportunities Commission suggests that women could provide an even more competitive edge to Britain by using their, so far, untapped skills.

That's why we've funded £25,000 towards the South West Women into Business Fund, a £275,000 project which provides loans to women entrepreneurs involved in new and early-stage businesses who are unable to raise sufficient finance from banks and other sources.

Developed in consultation with the Women's Business Development Agency (WBDA) and run by the South West Investment Group (SWIG), the fund provides finance of up to £5000.

To be considered for support, applicants must apply through a recognized business advisor.

Anyone wanting to know more should contact **SWIG on 01872 223 883.**

James Harris, South West RDA Head of Skills – Tel: 01392 214747

Common Purpose Focus is a powerful educational experience that brings together leaders from all sectors – private, public and voluntary/community – and widely differing backgrounds. The diversity of the Focus group is central to the challenge of the programme.

During the six-day programme, participants work together to wrestle with real-life problems in their communities. In the process, they develop their own leadership abilities through collaboration with their peers in other sectors, site visits, panel discussions, expert briefings and exposure to a variety of different approaches to leadership.

Over 70% of companies in the FTSE 100 – as well as many smaller businesses and organisations from every sector – have used Common Purpose to develop their leaders.

If you are interested in finding out more about Common Purpose or would like an application pack for the 2005 Exeter programme starting in September:

Please contact: Mandy Milano

on 01209 714103 email

Exeter@commonpurpose.org.uk

or visit our website:

www.commonpurpose.org.uk

'Actioning Organisational Leadership'

"A Leadership and Management programme which has the ethos of being employer led and demand driven. That is the driving force behind the new Leadership and Management initiative being launched across the South West", stated Terry Youll, the Leadership and Management Project Manager.

"The pilot project has the twin aims of improving leadership and management capabilities in small and medium sized enterprises (SME's), in addition to analysing the impact on productivity and business growth" Terry explained.

By operating at local levels through each of the six Learning and Skills areas in the South West, employers from Cornwall through to Wiltshire will have access to the following benefits:

- An organisational development opportunity of up to £1,000 for organisations between 10-249 employees
- An organisational action plan drawn up with a skills broker
- The opportunity to build leaders and

Regional Skills Partnerships in a Global Economy

Date: 22/23 June 2005

Venue: Hilton Puckrup Hall, Tewkesbury

The Skills Strategy White Paper has challenged regions to agree the skills and learning priorities that will keep them competitive in a global economy.

Regional Skills partnerships must respond, but:

- What are the priorities?
- Do we have the flexibility needed to deliver regional priorities?
- How do we link skills to the wider enterprise and development agendas?

Successful regions work collaboratively, from a common understanding towards common goals. This conference brings regional partners together with the nation's leading experts to forge that understanding.

Join other practitioners and policy makers from your region at this major event to learn how Regional Skills Partnerships can deliver prosperity in a global economy.

For details and bookings, visit

www.swslim.org.uk/

regionalskillsconference

managers from within the organisation

- The use of a robust framework (e.g. IIP Leadership and Management Model) as a touchstone for business improvement
- An opportunity to attain the prestigious 'Beacon Status' which enables businesses to act as active role models for others

A launch is planned for summer 2005 following development work by the two joint sponsors, the South West Regional Development Agency (SWRDA) and the Learning and Skills Council (LSC).

"This is one of the first regional strategies where the SWRDA and the LSC have collaborated jointly" stated Liz Georgeson of SWRDA "We are both seeking to further a targeted approach to identify local key priorities in matching skills to the needs of business, and reinforce the themes of the Government's Skills White Paper".

Further information can be obtained from

Terry Youll, Wiltshire and Swindon LSC

(Tel: 01793 608074 email:

terry.youll@lsc.gov.uk)



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

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