

Educational Leadership



As we move into the Autumn term, there is a real buzz of activity throughout the University. It's that time of year again when people begin to look at their horizon and see education as the vessel that will take them towards it.

It is this passion for education, and the opportunities that it brings, that drives my colleagues and I forward. Often, it is the trigger to engage with learning that is the most significant factor; you meet someone inspirational, you read a thought-provoking article, or you just tap into a real thirst for knowledge. Learning takes place in many differing circumstances - it is not only the vanguard of the classroom.

It is this quest for knowledge and the love of learning that we celebrate and want to promote throughout our region. The ability to engage with a broad spectrum of learning opportunities is key to ensuring that accessible and relevant provision meets all needs. You will see from my article on page 15 that we have taken this ethos into our work with the South West Enterprise Skills Alliance in preparing a regional skills strategy for Leadership and Management.

Keeping on with this theme of learning and education, Leadership South West expands into a completely new area from September 2005, with the move into School leadership. Building on the

partnerships and energy that already exists throughout our work, we believe that the schools environment is an ideal place within which to add value and impact. We have welcomed the existing South West Affiliated team based in Taunton into Leadership South West, and are delighted to be working with the National College for Schools Leadership in providing high quality leadership development in schools.

We believe that this move brings lots of opportunity to create a regional centre focussed on the leadership needs of educationalists in the South West. It is an exciting prospect to be working with Head Teachers, Local Authorities, DfES, GOSW, HEI's and others to identify the areas within which we can support and add value to their leadership development.

In addition to the programmes on offer, there will be opportunities for those in education to network within their own profession and others from a broad range of organisations. The more we can create this community of best practice, the more our region benefits from a robust and effective cadre of professionals.

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

“Leadership development: what’s new, what’s different, what’s exciting?”

As part of the Affiliates' and CLS Fellows' programme of Continuing Professional Development, the Professional Network is holding an annual conference, the first of which will be held in December 2005.

The main purpose of the Conference will be to provide CLS Fellows, Affiliates, Faculty and other associates with an opportunity to share, discuss, debate, learn and exchange information. But, above all, to engage in conversation and dialogue as a means of enriching both the conceptual development and the practice of leadership development. Narrative, large-scale empirical research, conceptual breakthroughs, modest case studies, complex interventions, the validation of a simple tool, new applications of the tried-and-tested, the debunking of fads, monumental successes and heroic failures – papers on all of these are welcome.

Through a combination of individual presentations/workshops and symposia we hope to be able to provide each member of the Network with an opportunity to participate as an active contributor and not just as a listener.

This conference places a high value on being inclusive, and offers an excellent opportunity to critically reflect on a wide array of issues related to leadership and leadership development within a supportive peer group.

For further details, email:

Kay.Garbutt@ex.ac.uk

or look at our website link -

www.leadership-studies.com/network

Project COSMIC – “Our business has grown... has yours?”

At the COSMIC state-of-the art ICT centre based in Ottery St Mary, Devon, the enthusiasm generated by the highly skilled working team is palpable! COSMIC is a website production and computer training company, established in 1996, with a reputation for excellent services and a highly skilled working team. Their work extends from developing interactive websites with high quality graphics, to training individuals,

organisations and businesses in the latest software.

Project Co-ordinator and Executive Director Julie Harris, and Non-Executive Director Neil Farnworth explained how, as a social enterprise, they are committed to ensuring that all their work focusses on achieving social objectives and to helping other organisations and businesses ensure social impact is high on their own agendas.



Which part of the community are being targeted for this particular project?

The overall organisation is set up to have a wide appeal between commercial activity and funded programmes – across all age groups, but perhaps more predominantly for young people. Referrals may come from Enterprise agencies, advertising in local press and outreach projects to schools. Within that framework there are individual programmes which will be specific funded bids: for example the IT's NEET programme, which seeks to engage with young people aged 16-18 within the NEET group who can be motivated through the delivery of multi-media training in order to gain a different perspective on work opportunities, and how the use of IT can improve their career prospects.

You use a model of “shared leadership” at COSMIC. Perhaps you could explain a little of how that works.

This really is an operational feature with the staff team and is inclusive of volunteers also. So, we have various mechanisms to ensure that within the

working team, people are supported in taking the lead in anything that they undertake. This includes staff meetings where chairing is rotated on a weekly basis allowing for nomination opportunities or self election. This promotes an ethos of a shared environment in this context, so anyone is welcome to champion a project, idea or develop a proposal, and take the responsibility that comes with it. This will then be brought forward to the board of directors for consideration. But that's just the functional part of it.

The other part of it is more about the outward facing activities of the team. We operate a team that is regularly out and about in the community, doing training and website services, so each person is acting in the role of an “ambassador” for the company at any given time. So it is important that there is a level of trust with COSMIC, because in this leadership role they are promoting the company and must be able to speak effectively about their role within it.

How do you go about building “shared leadership”?

We do have an induction process that covers that model, and we do regular team building events that cover exactly how the ethos of the team should operate. But, what we need to do now is to extend that “shared leadership” practice across the whole of our staff structure, including board members, so that all are involved from modern apprentice to the most senior board members. In the past we would have probably done it the other way round – establishing a “shared leadership” programme with the board and then filtering it down. But this time we have done a ‘bottom up’ approach!

Our volunteer staff are also a very important part of our team, and the numbers fluctuate according to the work that we can support them with. However, we do believe that volunteering is very much a two-way process and therefore should be a ‘meaningful’ experience for the person as well as the company. We hope that this happens in what we, as an organisation, bring to them, and what they can bring to us. We will offer training to volunteers to enhance what they learn and that might be basic IT training, or something more advanced.

So, how do you keep your volunteer team motivated and excited in what they are doing?

We are very good at attracting young volunteers, whether it is something specific they are looking for, or putting their spare time to good use. We always interview them first, talk about their training programme and their needs. Volunteers are really important, and we need to give something back to them because otherwise the motivation levels are not right. At times volunteering can be a very short term arrangement, or a long term commitment, but it is equally important for COSMIC to manage that so that the needs of both parties are always established.

We also have 5 non-executive directors in a voluntary capacity at present, as well as 35 voluntary members who act as advisors and “ambassadors” in the development of our services.

The value that all these people bring to COSMIC is unprecedented, and we benefit enormously from their input. Volunteering is a very valuable role in my eyes, “not only a volunteer” (as is sometimes heard), but a part of what keeps the organisation healthy

You now have Beacon Company status – what was your reason for wanting to be involved?

We were one of the very first companies who were approached about Beacon company status, and it came directly off the back of our involvement in the Investors in People qualification which we received in 2003. We had also become a host for

the DTI's national IJKE scheme. So through this, recognition for what we were doing was growing and it was decided that we should also become a Beacon Company. By doing this, we were seeking to improve extra promotion and recognition of the company, and I think that this is slowly being achieved.

However, more importantly for us Beacon have now set up a Beacon Boardroom Network which seeks to present a forum for discussion with other boards, of strategic issues and how we would like to take them forward. What has already happened with this Network has proved to be very valuable, and it feels like the benefits from achieving Beacon status are now really starting. It seems that the momentum for this process is now being handed over to the people involved, which is absolutely right in order to share learning. We definitely need to put more action into it!

We are a social enterprise with a social ethos behind us; however, we are in a market place where there are commercial protocols to follow. The challenge that faces COSMIC is to have careful direction to keep balance. We need to be a leading commercially able company, even though profits are being ploughed back into the organisation and community as a whole. Anita Roddick managed it – so can we!

Finally, what would you consider is the essence of your successful working team?

It is really all about people! – what COSMIC has very successfully learned to do over the years is to make sure that those who join us in whatever capacity, be they staff, volunteers, non-executive directors and even clients, are very clear about what the company stands for. There is a culture of openness and fairness in the company and we have a very low turnover of staff. We try to create a comfortable atmosphere and the right pattern and style of organisation which suits everyone.

We have a value and mission statement which must be used and shared with everybody as this company's ethos – this is what we are here for, and this is what we do. An important part of our recruitment process is about values – the clear understanding of what is important to COSMIC, right from the start. It is very much a people centred activity, and again this is why the "ambassador" role is so important in promoting the company by conveying the values and ethos of COSMIC as a supportive, innovative, accessible, inspirational and ethical organisation.

That is what COSMIC is all about.



Finding Our Way: Leadership for an Uncertain Time by Margaret Wheatley

Pub: Berrett-Koehler Publications 2005.

Has anyone else noticed that the term 'director' has become something of a misnomer? In a world where even changing is changing, how are we to be, let alone lead?

Into this complex, unpredictable and exciting season comes the provocative and original Margaret (Meg) Wheatley.

Wheatley first grabbed our attention with her ground-breaking 'Leadership and the New Science'. And even if you didn't always get the math or quantum physics, and I didn't, this book provided vital fresh thinking on how we might see leadership and organisations.

'Finding our Way' continues this message but goes deeper than the science to, as Wheatley says, 'explore the deeper values and premises' of her work which are 'far more important than any science.'

Of all Wheatley's books, this, I think, is the most personal. It is, essentially, a series of essays reflecting her latest work and thinking on leadership and organisational practice. And although the book is new in the specific sense that it's fairly fresh out of the publishers warehouse, its pages contain much that feels ancient; things that have always been there that maybe we've forgotten to notice.

Take the section on Knowledge Management, for example. How many organisations regard KM as something to be measured; that only numbers are real and that technology is always the best solution? We may refute this in our conversations but our praxis tells a different story.

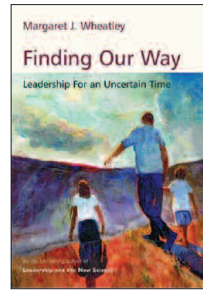
Wheatley's view is that these beliefs are dangerously out of date. Perhaps, she writes, if we renamed it 'human knowledge' we would remind ourselves of what it is and where it comes from.

This is a book which airs the questions of many troubled leaders. How do leaders shift from control to order? How do we solve complex problems? How do we lead when change is out of our control?

And in providing some ways forward – which in my view, it does superbly and with brilliant real life stories – it provokes us to dig deeper than the metrics.

Frankly, whether you're a leader, a manager or a mother, there is wisdom in these pages which speaks to us of how to be human – just in case we'd forgotten in our frenzied search for strategies, focus groups and quick fixes.

Review by Kate McKinley - leadership coach and organisational change consultant.
[Kate-mckinley@btconnect.com](mailto:kate-mckinley@btconnect.com)



Police Leadership in the Twenty-first Century: Edited by Rob Adlam and Peter Villiers

Pub: Waterside Press 2004

The book bases its title on the UK Home Office motto: "Building a safe, just and tolerant society". Are these objectives always compatible – or might they sometimes be in conflict, or need to be placed in order of priority? For example, is public safety a prior requisite for tolerance – and how integral to justice are both tolerance and safety? Such questions represent unavoidable challenges, which require clear thinking, agreement on fundamental values and courage for their resolution. To build and sustain a society that is both tolerant and safe, and respects the fundamental principles of justice, is the key challenge of the 21st Century.

The many contributors to the volume argue that policing by consent and democratic leadership fit together, and that autocratic leadership has no place in modern policing.

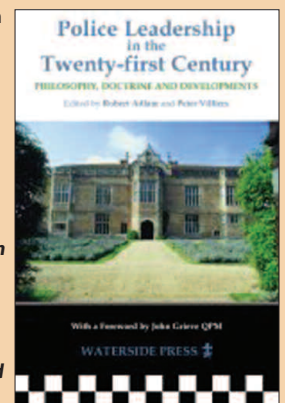
Democratic leadership, however, is a necessary but not sufficient condition for success. The police service of a modernising democracy needs to be sure of its ethos and clear in its social philosophy if it is to assert and retain the operational independence from political direction that is needed for professional excellence.

At the same time, a modern police service needs to be able to achieve success in co-operation with other agencies in order to promote and sustain public safety within the context of a just and tolerant society. As Conor Gearty writes in his preface:

"The reader will find in these pages an approach to policing that, though it may originate in critical thinking in Britain and the US, goes far beyond both jurisdictions in its implications and application. Such breadth is especially to be welcomed in this age of increased global co-operation in policing. The police officer wherever he or she might be in the world should wear the badge of virtue as well as of authority, and a great strength of this book is that it explains what this means while also showing that it is possible..."

This book will be of interest, not only to police officers everywhere, but also to anyone else concerned with the challenge of converting ideal to reality.

Contribution from the publisher.



This review is taken from 2 separate publications - clarification of which can be found on our website.

“Leadership Journeys: The Courage To Enrich The World”

By **Nancy J. Adler** – Excerpted and reprinted with permission of the publisher: **Jossey-Bass**

Dr Nancy Adler is a pioneer in the study of global leadership, cross-cultural management, and women as global leaders. As Professor of International Management at McGill University in Montreal, Canada, Nancy has conducted research, consulted all over the world and is also an established artist.



The Art of Leadership: Giving Ourselves for Things Far Greater Than Ourselves¹

Do women offer a greater possibility for significant leadership than do men?² Symbolically, perhaps, but there is no gender-based entitlement to virtue or efficacy. Many predicted that women would demonstrate new, more inclusive and humanistic approaches. Examples of corrupt and damaging leadership, however, can be found among women as well as among men. As we have always known, but perhaps conveniently forgotten in other eras, our task is to seek out and to grow the types of leaders our time in history requires, not to inequitable prejudice either men or women as the ready-made, guaranteed solution.

Today, to create the needed shift in our leadership approaches and vocabulary, I find myself turning away from most traditional leadership models and increasingly embracing the arts and artistic processes.³ The move from successful to significant leadership, as former CEO and president Frances Hesselbein describes it, cannot take place within the limitations of our current dehydrated leadership vocabulary.⁴ Significance relies upon traditional organizational efficiency and effectiveness. However, it is neither defined nor limited by these traditional management pursuits. Achieving significance demands new concepts, new imagery, and a new language; it demands that leaders re-engage with the possibility of enriching the world. World- renowned corporate architect, recognized by Time Magazine as the 1999 Hero of the Planet, William McDonough, reminds us, and our corporations, that being “less bad” does not make us good.⁵ And being good - being a contribution - demands new approaches.

A global leadership seminar I conducted in the late 1990s for women business executives from around the world demonstrated the power of artistic processes to open new and needed perspectives. At the beginning of the seminar, I invited each of the participants to introduce herself by describing one time in which she had been particularly powerful at work. The discussion that ensued quickly turned overwhelmingly negative. The women saw power as primarily manipulative, coercive, military-based, hierarchical, and dominantly masculine. Indeed, these business leaders seemed on the verge of rejecting the notion of power altogether until one of the most senior

women challenged the others by saying: “Unless you can tell me that the world is perfect, your country is perfect, your company is perfect, your community is perfect, and your family is perfect, don’t tell me that you’re not interested in power.” Everyone understood her message.

As a professor and consultant, it is my goal to help executives access and use power for worthwhile ends; it is not my role to encourage them to reject power. In the seminar, my challenge was to find a way to reunite the women executives with their power without referencing the traditional, constricted, hierarchical modes that most had grown up with. My challenge was to reunite them with a contrasting approach to power that could support the possibility of enriching their companies and the world, rather than the probability of diminishing either or both. Such a conception of power, of course, demands courage; including:

- the courage to see reality as it actually is - to “collude against illusion” even when society and colleagues reject your perceptions;⁶
- the courage to imagine a better world - to imagine possibility even when society and colleagues consider such possibilities naive, unattainable, or foolish; and
- the courage to communicate reality and possibility so powerfully that others can’t help but move forward toward a better future.

After my failure to engage the women executives in a productive discussion of power, I switched from words to an artistic process - in this case, to visual imagery. The following day, I offered the participants a pile of art supplies and invited them to create their own image of power. Without speaking or using any words in their art work, each executive visually explored what power meant to her. After signing and posting their power-art, the executives interpreted the power-images of their colleagues. What emerged was the most robust, positive, and owned definition of power I have ever witnessed. By shifting their vocabulary from words to images - from the commonplace to the novel, and from linear to holistic associations - each participant broadened her conception of power along with her relationship to its uses. After having viewed the gallery of power-art, everyone could again see the possibility of using power to simultaneously achieve positive personal, organizational, and societal outcomes.

In the years that followed that initial experiment, other exciting programs for women who are global leaders have been successfully designed. One of the most exciting, The Judy Project, was launched this year as a living legacy to Judy Elder, an outstanding woman executive who died long before her full contribution as a mother, wife, and corporate leader could be fully achieved.⁷ To initiate the inaugural program, we invited Ben Zander, conductor of the Boston Philharmonic, to use music and artistic metaphors to open the realm of possibility. Similarly, Smith College and Dartmouth’s Tuck School of Business teamed up to launch the world’s first completely global program for women leaders.⁸ Did we use traditional approaches or leadership vocabulary in either program? Of course not. It was neither what we aspired to nor what would have worked.

¹ For a broader discussion of the ideas in this section, see Nancy J. Adler’s “Leading Globally: Giving Oneself For Things Far Greater Than Oneself,” *Insights: Journal of the Academy of International Business*, vol. 1 (no. 2), 2001, pp. 13-15.

² For a discussion of predicted differences between women’s and men’s leadership, see Nancy J. Adler’s “Shaping History: Global Leadership in the Twenty-First Century”, from Hugh Scullion and Margaret Linehan (eds.) in *International Human Resource Management*. London: Palgrave/Macmillan 2003.

³ Adler, Nancy J. “The Art of Leadership: Coaching in the 21st Century” from Howard Morgan, Phil Harkins and Marshall Goldsmith (eds.) in *Profiles in Coaching*. Burlington: Linkage Press (2003). Also see Nancy J. Adler’s seminar description at McGill University, “Leadership, Power, & Influence: The Art of Leadership,” Montreal, Canada, 2003.

⁴ Private conversation with Frances Hesselbein, former CEO of the Girl Scouts and President of the Drucker Foundation, at *The Learning Network*, Del Mar, California, January 2000. The term “dehydrated management vocabulary” comes from the poet David Whyte.

⁵ From “The Next Industrial Revolution: William McDonough, Michael Braungart and the Birth of the Sustainable Economy” video program. See William McDonough’s “William McDonough on Designing the Next Industrial Revolution,” *Timeline*, July/August 2001, pp. 12-16.

⁶ See Parker J. Palmer’s (1990) *The Active Life: A Spirituality of Work, Creativity, and Caring*. (New York: Harper & Row, 1990) for a discussion of “collusion against illusion.”

⁷ The Judy Project, sponsored by a consortium of major Canadian companies, was launched in April 2003. Without the vision and support of Frank Clegg, CEO of Microsoft Canada, where Judy Elder had last contributed as a corporate leader, and Colleen Moorehead, President of E*TRADE Canada, this innovative program would not have been born. The author was a co-designer of the program.

⁸ The Smith-Tuck Program for Global Women Leaders was launched in 2003. The author was a co-designer and faculty member for the program.

The Best Advice I Ever Received...

Do you remember that nugget of wisdom which came your way in the early formative years of your life? Something that a parent imagined was good guidance; a single anecdote from a school speech; a droplet of advice that winged its way across a lunch table...

Some of the truly outstanding leaders in history, business and life have been given a small “gem” of advice at some stage in their lives, which has remained with them and become increasingly meaningful throughout their careers.

It became a deep-rooted influence that shaped decisions and beliefs, and went to the heart of future personal, team and company achievement.

So where do these life-changing prescriptions come from? What is it that captures the essence of our being and causes us to reflect when it comes to major decision-making?

Over the next few issues of our newsletter, we will be exploring this idea with people in leadership positions. The following are snippets extracted from some fascinating, more detailed insights – the complete transcripts of which can be found on our website.

Air Chief Marshal Sir Brian Burridge

is the Commander-in-Chief of Strike Command, which embraces the entire front-line of the RAF. His recollection, as a junior officer in a command position, came his way over 30 years ago.

“I remember as a junior officer in a command position, vacillating about the appropriate punishment for one of my less well-disciplined airmen... he had transgressed - again. How should he be punished? What did the ‘system’ expect? Surely the ‘system’ was watching my every move and what would ‘it’ think of me if I went against the grain?”

“Away from base, on a course, I revealed my dilemma to an experienced, but not particularly senior commander. His advice was simple but telling - **‘Do what you think is right!’**”

“I now realise that, having the moral courage to do what is in your soul which may go against the grain of the organisation, is fundamental to your intrinsic motivation as a leader. To go against your intuition and find that, actually, you had misjudged the system’s expectations or that it had no expectations at all, undermines the faith in your own judgement. More importantly, if the situation created by your inferior decision becomes unravelled, you will never forgive yourself.”

Pauline Wiseman

is Head of Human Resource Operations at Honda (UK). She recalls an early memory at the age of 7, when her father wrote wise words in her autograph book.

“...it fell to my family and friends to fill the pages with their wit and wisdom. My father wrote in the corner of a page near the back of the book:

‘Proclaim publicly, reprove privately’

“At the time this gift was of little interest to me, I didn’t understand the words and they didn’t even rhyme, but over the years this phrase has become increasingly meaningful to me, in the context of management, business relationships, personal relationships and motherhood”.

“When I took on teams of my own, I revisited my father’s advice and sought open group opportunities to share good news about individual and team successes... On the other side of the coin, criticism is generally better delivered in private, not least because we do not have the entire picture on every occasion...”

“In its simplest form, the advice given to me represents basic good manners - but there is nothing basic about how, sincerely applied, it can develop a positive and affirming business culture”.

David Runciman

is the CE of Scottish and Oriental Estates in Hong Kong. His attention to a speech delivered on a school speech day has stayed with him throughout his very varied business career.

“The speech was given by Bill Slim, who was responsible for re-instating morale to the British Troops when they were suffering consistent losses against the Japanese in the 2nd World War. His tenet was the following: **‘If you learn three things in life, these should be “Stand up, own up, and shut up”** - in other words, if you have made a mistake, do not be afraid to tell your board or other employees you have done so, take ownership - and then just move on.”

Roger Cawse

is the CE of the Exeter Friendly Society and a Justice of the Peace. His advice was gained fairly directly, and has not been forgotten!

“As a 16 year old bank clerk, one of my jobs was to reconcile the bank account of the branch at which I worked (all bank branches have their own accounts, or at least they did in 1966!) One particular day I had difficulty doing this, so I went to my Manager and asked him if he had any idea why. He looked me directly in the eyes and said **“Yes. Human error,** (short pause for effect) **probably yours.”** It transpired that he was right. His subsequent advice that whenever I get a problem I should always ask first if it’s of my own making, has served me well over the following four decades.”

David Bone

is the MD of Somar International Ltd, based in Cornwall. The advice received from his parents has allowed him to experience an open mind in all that he has achieved.

“The best piece of personal advice that I ever received was from my parents who were a successful self-made business partnership. I was fortunate enough when I was younger to have a private education, and my parents were concerned that this would give me a somewhat distorted “superior” view of the world. To ensure that this did not occur, I was given the following excellent piece of advice that I have used constantly both in business and social environments: **‘Never judge a man (or woman) until you have walked a mile in his (or her) shoes’.**”

“From a business perspective, this has given me an open mind on, and respect for individuals from all walks of life and from all backgrounds, enabling me to recognise and utilise talent and skillsets to the benefit of any operation that I have been running. The sustainable success of most businesses comes from the strength of the team running the operation - the Manager’s role is to play all of the members of that team to their strengths, and to eliminate potential weak areas in the operational structure. I feel that my initial “non-judgemental” approach has allowed me to identify those strengths, and to motivate individuals to apply them by way of showing respect for the talents that they possess.

From a social perspective, it has given me a very interesting and broad spectrum fuelled by a rich variety of friends and colleagues from all walks of life and all cultures.”

Jay Tayler-Webb

is MD of a South West business consulting company, J T-W Consulting Ltd. His response is succinct and entirely to the point!

“The best advice I ever received was **“never risk your own money when you can risk someone else’s”.** It was proffered by an executive director of a US/global over dinner. I have almost completely failed to follow his advice, which is probably why he’s a millionaire and I’m not”.

We would like to personally thank all those who have contributed their very valuable insights. To read the complete transcript of their contributions, visit our website www.leadershipsouthwest.com

From the Regional Director of the IoD

What is Leadership without vision?



Organisations of all shapes and sizes are investing more time, effort and money than ever before in leadership development. In schools and hospitals, in businesses and on the sports field - teachers, managers and coaches are all seeking to create leading teams of inspired individuals at every level.

But what would be the point of creating a world full of leaders who lack direction? In order to channel individual efforts and to make sure everyone is heading in the same direction, we need a clear vision. After all, if you don't know where you are going, how will you, or your people, know how to get there?

A key role, therefore, for leaders is to have vision - the ability to formulate and more importantly communicate the key purpose of their team or organisation. At this year's Institute of Directors (IoD) Annual Convention, Sir Clive Woodward outlined how he spent years leading the England Rugby Team to achieve the single goal of winning the Rugby World Cup. Critically, he built a sense of ownership among all the players in the team which

made the vision real, and which led to their ultimate shared success.

Following the recent unveiling of the Airbus A380, the world's largest airliner, IoD South West members were privileged to visit Airbus UK's site at Filton in Bristol. The statistics are certainly impressive. Airbus, for the second year running, is the world's number one aircraft manufacturer, employing some 6000 people at Filton and over 50,000 across Europe. So what lessons can leaders of organisations of more modest means take from this?

Iain Gray, Managing Director of Airbus UK, gave an exclusive insight into challenges facing an aircraft manufacturing business. He outlined how their recent growth and success has been achieved through significant investments in R&D, new technologies and especially people, against the background of troubled times for the aerospace and airline industries.

Vision can help leaders find ways through times of trouble in particular. Few of us will ever be faced

with the huge dilemma of whether to invest over 300 million Euros in an aircraft business just after the catastrophic events of September 11th 2001. Given the obvious challenges facing Airbus, the immediate temptation was to cut back production, lay off staff and delay or even cancel investment programmes.

But Airbus held onto their vision and despite all the organisational differences in politics, culture, language, investment models and skill sets, they succeeded in delivering the A380 project on time. Much of the credit goes to the French leaders of the business who would not be swayed in their vision of Airbus becoming the world's leading civil aircraft manufacturer.

So the lessons from this industrial giant are simple for leaders of organisations of any size. Invest in the future, invest in your people, but most of all - stick with the vision.

"and another matter..."

"On behalf of all at IoD South West, I would like to offer our congratulations to Somerset member Jay Taylor-Webb on becoming a Chartered Director. While we already have a number of South West members who have achieved Chartered status, Jay is the first to join this exclusive group from the South West Director Development programme which was launched last year. It is a great honour and a wonderful achievement!"

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



The importance of strategic planning

According to research published only last month by the Chartered Management Institute and the Advanced Institute of Management Research, strategic planning processes are rarely inclusive, and all too often ideas are not sought from across all levels of an organisation. The problem is that if planning is confined to those at the top, when those individuals leave, gaps might appear due to an over-reliance on the views and experience of one person. And beyond that, it means that organisations are failing to take into account the knowledge and expertise of managers who carry out the day-to-day running of the business.

It is clear that organisations recognise the importance of strategic development. The research, called 'The Role and Importance of Strategy Workshops' shows how these strategy workshops, or corporate 'awaydays', have become increasingly commonplace over the last twenty years. However, as a leader you need to ask yourself whether strategy workshops can further your organisation's

aims and, at the same time, improve career prospects and personal development for you and your team.

If they are managed well and organised properly, they undoubtedly can. But the problem remains that many people believe 'away days' fall short of expectations. Ten per cent of research respondents said the workshop they last attended failed to meet its objectives and over 40 per cent reported either 'no' or a negative impact on a range of measurable outcomes. So what can you do to change these perceptions?

One of the best ways to develop your own capability as a leader and the skills of your team is by encouraging others to be creative and innovative. Doing so will give you the chance to guide people towards a common goal, allowing you to communicate a vision that team members can follow. But you also need to make sure that you and your colleagues prepare for workshops. Worryingly, the amount of time spent in preparation

is limited, suggesting that participants rely too much on experience.

To be successful you need to make use of the information and resources available so that strategic discussions are informed and based on all the available evidence. How else can you create improvements that are focussed and effective?

**Petra Cook, Head of Public Affairs
Chartered Management Institute,
www.managers.org.uk**

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



inspiring leaders

Why study leadership?

The main reason is to get better at doing it.

But what's to say that 'studying' makes you better at 'doing'? After all, leading is about sensitivity, decisiveness, vision, relationships, knowledge of the particular circumstances and a host of other factors that can't really be studied in the abstract.

Well, the answer to this is simple: the main instrument you have at your disposal is yourself. So to improve the quality of your leadership the starting place has to be self-awareness, awareness of your effect on others, of your responses to other people in various situations and of your own decision-making tendencies. Being in a leadership role throws up particular reactions, and however much you hear about other people, you really have to be there to see how you respond. So, the first object of study is yourself-in-leadership. We won't tell you what you ought to do to improve your leadership, because everyone figures that out for themselves – everyone is different, and the circumstances differ too. Most importantly, you won't be effective if you are following any rule-book other than the one you write for yourself!

This is where the next stage of study fits in. Other people who have studied leaders, and other leaders themselves, have written lots of advice. We can help you sift through this for the gems that mean something to you. Equally, it is only by careful study that you can assess your own contribution in proper proportion to the forces exerted by the circumstances, your colleagues and subordinates, the culture of the organisation, the difficulty of the tasks you face, and a host of other factors.

And beyond all these steps you can take to improve your own leadership, studying can help you to appreciate the leadership of others, to collaborate in a constructive way, to advise and mentor other people, and to take an informed view on a host of topics – from the status of Nelson Mandela to the significance of Arsene Wenger.

Further information:

Jonathan.Gosling@ex.ac.uk



Learning to Teach Leadership



Pete Whiting is Chief Instructor on Leadership at RAF College, Cranwell. He is responsible for ensuring that the delivery of the college leadership package is appropriate, relevant and stimulating.

"I decided to pursue the MA in Leadership Studies at the University of Exeter as I am committed to continuing professional development and I wanted the opportunity to diversify my work pattern within the RAF. We are currently re-designing the leadership component of the Initial Officer Training Course at RAF College Cranwell and have some fairly tight timelines in which to do it. Investing in this level of study was a pragmatic approach to ensuring that I am equipped to meet the challenges of my job.

I really enjoy learning and particularly appreciate meeting new people outside of the RAF. Talking to others on this programme has highlighted the fact that those in leadership roles have very similar challenges despite the different sectors, backgrounds and logistics. This is highly valuable learning in itself. Coached e-learning is a very

effective study mode for someone like me who has a demanding full time job and a busy lifestyle that includes two young (and demanding) children.

I was recommended to this programme through our HQ as it has a track record with the RAF. I knew from the start that the programme would require a big commitment from me in terms of time and effort and I wasn't wrong! Fitting in sufficient time to assimilate the information and reflect on it appropriately in order to get the very best from the learning is a constant challenge.

As a leadership instructor it is very important that I have as complete an understanding of the issues of leadership as possible – easy to say, but quite another to achieve! Having said that, I have no doubt that when I start teaching others, and see them develop and grow I am certain it will be the most satisfying part of my job.

The MA has helped me to understand concepts of leadership and throughout the course we have discussed a number of different ways to improve our own leadership within our respective organisations – I think this is now manifesting itself in the way I try to lead others.

My passions in life are my family, watching and playing rugby, ski-ing, parachuting and reading although I haven't had too much time for hobbies lately!

For further information on the MA in Leadership Studies and our other Graduate programmes please contact Sue Murch, the Graduate Studies Co-ordinator. Tel: 01392 262558 Email: Sue.Murch@exeter.ac.uk

What ultimately matters...



"After completing an Exeter MBA, the experience has allowed me to realize my ambition to move out of the Telecoms sector and into something more in tune with my own personal outlook on life", says Patrick Thornberry.

"I am currently the General Manager for Wood Energy Ltd (the company designs and installs biomass heating systems that are fuelled by wood chip or wood pellets). One of our latest projects has been to provide the heating system for the new National Assembly of Wales building in Cardiff. The technology is mature and well established in most European countries but still quite new to the UK, but with the continued increases in fossil fuel costs (you are doing well to get lower than 3.5p/kWh gas compared with 1p/kWh wood chip), this has reinforced the benefits of biomass heating,

Central government is very keen on this form of renewable energy as it is considerably cheaper per kW than any other and generates a small, but growing local fuel economy, giving a boost to local farmers and land owners with little alternative outlet for timber. I run the day-to-day business using many of my skills learned during the MBA: from the tangible ones such as managing cash flow and finances to the less tangible people management.

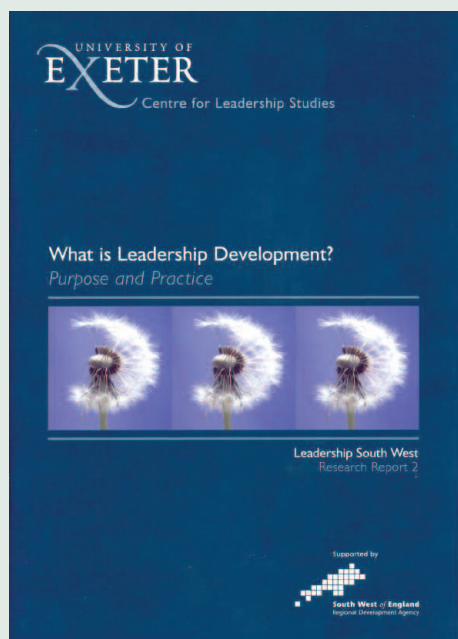
The company is growing apace and is likely to turn over more than four times that of last year, a rate of growth that seems set to continue for a while at least. With the knowledge gained from the MBA, I have been able to use skills acquired to keep my feet on the ground, planning for likely market entrants and for ever increasing working capital demands and the inevitable project growth"

Patrick Thornberry
www.woodenergyltd.co.uk.

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

Making the Most of Leadership Development

Richard Bolden - Research Fellow, Leadership South West



Leadership development is big business. Last year it was estimated that \$50 billion was spent on leadership development alone, with major European firms spending an annual £3,336 per participant on executive education. Like all expanding business sectors, we are seeing an explosion in the range and types of products and services on offer: short courses, leadership 'journeys', coaching and mentoring, action learning, psychometrics, 360° appraisal, competency frameworks, consultancy, e-learning, to name but a few. As the market becomes larger and more complex, however, so do the decisions facing potential clients - out of the mass of possibilities how do you choose the most appropriate solution for the challenges you face?

A central part of the unique contribution of Leadership South West and the Centre for Leadership Studies to leadership development within and beyond the Region, is our commitment to research and enquiry. Asking the right questions at the right time is often the most powerful intervention we can make: Why invest in leadership development? What do you hope to achieve? How will you know when you've achieved (or are on target to achieving) it? What are the alternatives? How does leadership development integrate with other organisational systems and processes? What would people in your organisation be doing if they were behaving in a 'leaderful' way?

Our latest Research Report "What is Leadership Development? Purpose and Practice" helps individuals and organisations navigate their way through the mass of opportunities by highlighting the relative strengths and weaknesses of different approaches and revealing the underlying ideas and assumptions. Did you know, for example, that there is a difference between leader and leadership development? That much of the current investment in leadership development goes to waste because it is not sufficiently integrated and/or aligned with organisational culture and context? And that organisations lose huge amounts of money by failing to effectively evaluate leadership development both before and after implementation?

So, what can we do to ensure that we get the most out of leadership development? From our review we identified nine factors that should be considered in order to get the most out of leadership development.

(1) Critically evaluate current conceptions of the nature of leadership and learning within your organisation.

To a large extent you reap what you sow - if development and reward systems favour individual recognition over collective responsibility then they are unlikely to result in a culture that encourages collaboration and shared leadership.

(2) Think carefully about the development needs of both individuals and the organisation:

"Needs analysis provides the crucial information to ensure that professional learning is appropriate, valid and relevant" (West-Burnham, 1998). Consider ways in which the impact of development can be evaluated from a range of perspectives; how benefits can be optimised both for individuals and the organisations they serve; and how development needs may change over time.

(3) On the basis of these considerations, explore a range of development options from a number of providers. Enter into a discussion with providers to see how programmes could be tailored to your requirements; how they could maximise the benefits of experiential and reflective learning; and how the learning can be transferred and sustained within the workplace. Approaches that integrate a variety of learning methods are particularly effective, especially when combined with opportunities for receiving and discussing individual feedback.

(4) Ensure that learning and development are recognised as essential and valued activities within your organisation and that everyone is encouraged and supported in their learning. The quality of management processes preceding and following development activities is a key predictor of impact and instrumental in ensuring that newly learned skills and competencies are put into practice.

(5) Review how other organisational systems and processes interface with and support leadership and management development. Purcell et al. (2003) found that the manner in which human resource practices are implemented is a greater predictor of success than which practices are adopted. A sophisticated approach that enables one to go 'the extra mile' is likely to be most effective.

(6) Identify and remove/limit personal barriers to learning and the exercise of leadership. Gill (2001) identifies a range of psychological barriers to effective leadership, including low self-esteem, lack of self-confidence, fear of failure or disapproval, cognitive 'constriction' and adverse consequences of stress. To overcome these he recommends a range of techniques, including desensitisation, reinforcement, psychological re-enactment, social skills development and group dynamics.

(7) Consider the role and impact of organisational culture and context. What is the nature of the task? How experienced and able are employees? And what are appropriate ways of conceiving of performance? In many sectors, focussing on economic outcomes alone is wholly inappropriate. What drives people to work in healthcare, education or the military are quite different from one another, and from more commercially-orientated sectors. To engage, motivate and inspire people, goals and objectives must be couched in culturally appropriate values and language.

(8) Take an appreciative rather than deficit approach to development. Build upon strengths that already exist and find ways of working with or around weaknesses. The key to effective leader development is not filling in gaps in competency, but nurturing a unique and genuine approach to leadership. Jonathan Gosling (2004) talks of the importance of continuity in the change process. There may be a time and place

for dramatic transformational change, but in the majority of cases a more sensitive and considered approach that builds upon existing individual and organisational features is what is required.

(9) And finally, **take the long-term view to leadership and organisational development.** In creating genuine and sustainable leadership within organisations there is no quick fix (despite what some consultants may promise!). A series of initiatives following the latest management fads is more likely to engender a climate of cynicism than engagement. It pays to be selective and critical in what you sign up to and to consider how development activities fit within the longer-term life and career span of organisations and individuals.

Following these steps is without doubt easier said than done. However, failure to do so will seriously jeopardise your capacity to embed an appropriate, effective and sustainable leadership culture within your organisation. When it comes to leadership development there's great truth in the saying "it's not what you do but the way that you do it"!

This article is an edited extract from the LSW report "What is Leadership Development? Purpose and Practice", available for download from www.leadershipsouthwest.com or in hard copy from Leadership South West, Xfi Building, University of Exeter, Rennes Drive, Exeter, EX4 4ST.

Gill, R. (2001) Can you 'teach' leadership? Paper presented at the BEST conference Business, Management and Accountancy Education: Maintaining Quality in Changing Times, Windermere, Cumbria, 3-5 April 2001.

Gosling, J. and Murphy, A. (2004) Leading Continuity. Working Paper: Centre for Leadership Studies, University of Exeter.

Purcell, J., Kinnie, N., Hutchinson, S., Rayton, B. and Swart, J. (2003). Understanding the people and performance link: unlocking the black box. London: CIPD.

West-Burnham, J. (1998) Identifying and diagnosing needs. In J. West-Burnham and F. O'Sullivan (Eds.) Leadership and Professional Development in Schools. London: Financial Times/Prentice Hall.

Boost for Women in Business

A new fund to provide women entrepreneurs and business owners with essential support has been launched by South West Investment Group (SWIG).

The South West Women Into Business Fund provides fast track loans of up to £5,000 to small businesses owned by women in the region that are unable to raise sufficient finance from banks and other traditional sources.

The fund has been developed in conjunction with the Women's Business Development Agency (WBDA) a national agency that runs a development and mentoring scheme for women entrepreneurs nationally. It has also been backed by the Small Business Service and the South West RDA.

Any new or small business owned by women in the South West can borrow up to £5000 so long as it:

- Has a viable business proposal
- Is recommended for support by its business adviser
- Is unable to raise sufficient bank finance
- Is not directly displacing other local businesses.

SWIG fund manager John Peters says: "The drive and creativity of women already contributes to the success of many firms in the region, but we want to encourage more of them to venture into business in their own right.

"Providing them with a dedicated fund is one way of doing it. We hope it will be enough to persuade them to take the plunge as entrepreneurs, or to take that essential further step towards expansion."

Full details and downloadable application forms are available at the SWIG website www.southwestinvestmentgroup.co.uk or by calling 01872 223 883.

Support the development of your employees

Improvements almost anywhere in your business are likely to be beneficial to some degree, but improvements in your employees' skills have the potential to bring about a step-change in performance.

Focusing specifically on your staff, the Employer Skills Offer available from Business Link's in the South West reviews the existing skills of your people to identify any development needs they might have. Once identified, a skills adviser will then work with you to develop an action plan that matches the needs of your staff with your business and helps source appropriate solutions.

Eligible organisations could receive up to £1000 to support the development of their employees.

For further details and full eligibility criteria, call your local Business Link on 0845 600 9006.

Leading Women Inspired...



More than 70 women in leadership roles recently gathered at Dillington House in Somerset with another 80 attending the Xfi Building at the University of Exeter two months later. All there to celebrate and share in the launch of a ground breaking regional initiative aimed at creating more female executive directors within the South West.

The *Inspire* initiative is a portfolio of professional development programmes aimed at women in leadership. The original aim of the programme focussed exclusively on Director Development, supporting women to rise to the challenge of leadership within the boardroom. As the reach of the initiative has widened, so too has the scope of the project. There is now a broad range of development opportunities spanning the middle manager through to the board executive.

Ann Cullum, Co-ordinator of *Inspire* said "The wonderful response to these events is a reflection of the motivation and desire for success we have in the South West region. Whilst this programme is aimed at women, we understand that building better boards is an issue for everyone in leadership positions".

Highlights of the day at Dillington included a provocative talk on the psychological challenges of women in leadership by Cheron Tucker and Maureen Ramsey followed by a dynamic presentation from Richard Wyatt-Haines of Performance Insight, on how to harness the benefits of diversity and building a better board.

"Women and the Glass Cliff" was a topical focus introduced by Dr Michelle Ryan from the University of Exeter, and Nicky Taylor from Cornwall based Ginsters, presented a memorable insight into training and communications at this highly successful organisation.

At Xfi, CLS director Professor Jonathan Gosling held our attention with his presentation of his work with Henry Mintzberg, "Five Minds of a Manager".

Breakout sessions included a discussion on "Do Women lack ambition?" from Charlotte Walliker, and an insight into the field of "Emotional Intelligence" from Simon Ricketts; both of Warwick Insight.

"Leadership and media techniques" were expertly delivered by presenter and lecturer, Rene Wyndham, as she literally "revealed" the intrigues of being under the scrutiny of the public eye!

The day closed with yet another rousing performance by Richard Wyatt-Haines, and delegates expressing their enthusiasm for the inspirational experiences they had shared throughout the day.

For more information, phone 01392 262578 or email directordev@exeter.ac.uk

Don't lose your grip - refresh your **OUTLOOK!**

How the In Balance Experience can help you to gain a BetterBalance and live the life that you want.

We believe in a difficult world! Hardly a day passes without the appearance of articles in the national press referring to the impact of stress on our health or the importance of balance in our work / home lives. The Health and Safety Executive (HSE) defines stress as "the adverse reaction people have to excessive pressure or other types of demand placed on them". Pressure is part and parcel of work and helps to keep us motivated - excessive pressure can undermine performance, disrupt home lives, destroy confidence and stifle personal drive.

Scanning professional magazines and journals will almost certainly reveal features on how to reduce stress, achieve more control or gain more balance in your life. The scale of this attention and coverage originates from the increasing amount of academic research, studies and surveys on stress, health, work and performance. HSE has even introduced Management Standards to reduce stress in the workplace. HSE commissioned research has indicated that:

- about half a million people in the UK experience work-related stress at a level they believe is making them ill;
- up to 5 million people in the UK feel "very" or "extremely" stressed by their work; and
- a total of 12.8 million working days were lost to stress, depression and anxiety in 2003/4.

Observing what is happening in our world today, one might speculate that much of our stress and unrest comes from external factors such as the economy, job insecurity or financial worries but to what extent do we bring this on ourselves? When you have ten emails to read, phone messages to return, a meeting to prepare for, a birthday present to buy and the school sports day this afternoon it can be tricky to keep the balance you want! The secret lies in holding the 'outlooks' that enable us to prioritise our lives and adopt the beliefs, thoughts and behaviours to live life and work in the way that we want.

Of course there are many quick fixes that can help us to deal with stress, cope better with the pressures of work and sort our lives out - but these can be like applying a fresh coat of paint over an old surface without scraping and priming first! For lasting results and successful balance we need to look deeper and The In Balance Experience enables you to do just that.

The In Balance Experience captures all the current thinking from the fields of stress, work life balance, emotional intelligence and neuro linguistic programming to ease the strain of everyday living

and bring into your life more enjoyment, appreciation and peace - a BetterBalance.

In designing the Experience we have incorporated the most up to date principles of accelerated learning, to produce two highly enjoyable and life enhancing days. Participants will discover and explore Seven Essential Outlooks to a BetterBalance:-

- Vision and Future
- Time and Space
- Drive and Energy
- Positive and Powerful
- Persuade and Influence
- Relationships and Peace
- Choice and Control



The learning will be easy and enjoyable. You will have precious time to reflect, plan and gain new resources to create your desired future. Everything about the Experience is designed to help you challenge your assumptions, explore your thoughts, review your habits and adopt new strategies to make the changes that will help you to live the life you want in the way that you want to. In preparation you will receive a reflection pack containing information to consider as you look forward. You will then have two inspirational days with a small group of like minded people to focus exclusively on whatever will make you happier and more successful.

Then as you reflect and introduce new outlooks to your work and personal lives you will continue to

be supported through using your "BetterBalance Journal" and a one to one coaching opportunity to assist your progress. Over time you may also choose to use the BetterBalance website and network to build on your successful integration of the outlooks into your life"

The In Balance experience is for people who want to have a better balance and perhaps gain new resources to handle a particular challenge in their lives as well as for people who are achieving excellent results and simply want assistance to go further. People who are outstanding in one or more areas of their life, can often feel that they are lacking elsewhere. Perhaps they are highly successful at work but feel that they need to 'get a life', they may be performing well at work but recent promotion has meant there is one area where they need to improve their performance.

As well as our open programmes for individuals, we can deliver tailor made in-house programmes for businesses or train in house trainers to deliver aspects of the In Balance Experience under licence. For organisations this provides an opportunity to help your people to become healthier, happier and more effective... improving performance, reducing stress, enjoying working in more supportive teams. Your managers will develop their capabilities to create a less stressful work place and help you to achieve the HSE Management Standards for reducing stress in the required time scales.

The next available dates for the In Balance Experience are Friday the 10th and Saturday the 11th of February 2006 at Culver House near Exeter. You can find out more and book your place by visiting www.betterbalance.co.uk

Jeff Gill and Julie Seddon each have over 20 years experience across all aspects of Leadership, Management and Personal Development. They design and deliver practical and effective solutions which inspire people towards improved personal and business success. Tel 07917 302324, e mail Julie.seddon@Blueyonder.co.uk web www.betterbalance.co.uk


**THE
IN BALANCE
EXPERIENCE**
 seven essential **OUTLOOKS** to gain a better balance

Leadership Development in Job Centre Plus South West 'an outstanding standard of people management'

(IiP Leadership & Management Assessment Report May 2005)

The South West Region of Jobcentre Plus is celebrating being the first part of the Department for Work and Pensions to receive the prestigious Investors in People (IiP) Leadership and Management award.

To qualify for the award, the Region had to undergo rigorous scrutiny from an external assessor to ensure it met the national standards for management and leadership. The assessor spent several days in the Region, interviewing employees at all levels.

Regional Leadership, Excellence and Diversity Manager, Marie Hague, said standards were already in place as a result of the regional leadership initiative, developed three years ago to help leaders deliver the objectives of the Jobcentre Plus change programme. "Consequently, we had three years' worth of proven good practice to show the assessor. As the assessment was so rigorous, we were expecting gaps to be highlighted which we would have to work on, but this was not the case. In fact, we got a very positive report from an objective assessor, who also gave us advice on areas for further development."

The IiP assessment report praised the Region's "approach and attitude to the massive changes taking place by deciding to be proactive and focus on the one area (leadership) that can make a



significant difference." (IiP Leadership & Management Assessment May 2005)

Marie stressed that Jobcentre Plus South West did not originally set out to achieve a leadership award. Their aim to invest in leadership development was motivated by business reasons. "Delivering the Jobcentre Plus vision is the most significant change management programme most people in the Region have ever experienced, and a systematic approach was needed to help leaders deliver it to their teams – hence the leadership strategy,"

The Jobcentre Plus South West Regional Leadership Development initiative began in 2002 and is intended to support all leaders throughout the region as they work with their teams to deliver the objectives and cultural change required of Jobcentre Plus. Key elements include:

- Setting out the leadership behaviours expected in the organisation.
- Measuring progress through an annual leadership survey
- Engaging people in the strategy and acting upon what they say
- Leadership Evaluation at individual and team levels

Current developments include:

- Reviewing & reshaping the leadership strategy to meet the challenges of 2006 and beyond
- Implementing a systematic approach to Feedback & Coaching across the region

At a special award presentation ceremony, Acting Chief Operating Officer Mel Groves, told the Region, "Winning this award shows the quality and depth of the work you have been doing on leadership over the last three years, which is at the forefront of developments across Jobcentre Plus. It is only by investing in our leaders and developing their skills that we can be sure of success."

For more information please contact Marie Hague on 0777 935 6003 or Roger Thomas 01722 315431, m 07800 676877.

Going Clubbing! - a new formula for Management Development

"Open programme or in house course?" This was the choice faced by OD specialists in the South West. Now there is a third way, providing excellent, short course, management skills training.

The idea emerged over a cup of delicious cappuccino in a café in Plymouth. I was in conversation with two OD managers from leading organisations sharing a common problem,

"How do you meet an individual's training needs when you don't have enough participants to run a course in-house or enough money to use an open programme that's miles away?"

None of us was happy with the answer, that all too often, ... "you don't!" So, over a second cappuccino, we got to work on devising a radically different partnership approach to the provision of management skills training. Here's how it has developed:

Involvement. From the outset members have had a big say in the running of the club, selecting topics and getting involved in course design. In effect, our members own the club. Quaestus Consulting, (the

OD consultancy that I lead), simply manages it on their behalf.

High Impact. We're running seven programmes, voted by members as the essential management skills programmes they want. Each programme is two days; long enough to allow for skills development, but short enough for busy work schedules.

Networking. Delegates love it! We create a stimulating and challenging environment where they network, gain new management skills and develop new perspectives and awareness.

No Cancellation - Low Fees. Once scheduled, no training course is cancelled - a tremendous reassurance to the delegate and the training manager! The formula also reduces marketing costs which we pass on in lower fees, typically less than half those of public programmes.

Track Record

We've got a growing track record. Members include South West Water, BAE Systems, Princess Yachts International, The Wrigley Company, Heinz Foods

and Sterling Hydraulics. 17 other organisations have also used the club, with over 400 delegates going clubbing with us!

Emergent Thinking...

Behind these headlines, the other story is one of collaborative design, creative thinking, partnership and networking which has produced a new solution to an old problem - exactly the kind of approach that is beginning to emerge in the affiliate network of the CLS.

As a recent affiliate I am hoping to tap into the tremendous resource that this network can offer in helping me develop our successful formula... for example, by improving the way that new workshop skills, knowledge and attitudes are better deployed in the workplace...

I'm beginning to think that it could be time for another cappuccino. Anyone interested?

Steven Burch is a CLS Affiliate and MD of Quaestus Consulting. Contact him on 01803 299740 or for further details about Quaestus Training Club visit www.quaestus.co.uk

Making use of worldly wisdom

By Jonathan Gosling, Director of the Centre for Leadership Studies



A short while ago I joined the advisory board of a major national training institution. At my first meeting – in the grand interior of an elegantly understated headquarters building in London – the CEO explained the planned merger of two parts of the organisation and invited discussion on his medium term strategy. Various members of the board asked probing questions, to which the CEO responded with comprehensive explanations. Then one answer about the merger invited another question, and suddenly the whole board, it seemed, were alert to something going on beneath the presentation. Within a few minutes the underlying assumptions of the strategy were exposed and open to serious, well-informed and responsible discussion. By its conclusion, the CEO was clear about the managerial and leadership job facing him if his strategy was to be effective.

What kind of training, development and education prepares a board for this work? What produces a CEO able to expose his leadership assumptions and to make such productive use of his board?

The most impressive aspect of this board was the way in which each individual could keep hold of his or her personal insight, and yet collaborate so effectively to probe for the underbelly of the strategy, and then to unfold it, like a carefully packed garment, on the long walnut table between us. The quality of the conversation was crucial – not just what each person knows and understands – but the spirit and skill with which we worked together. This was an example of leadership – collective and corporate, but crucially dependent on the people. The important point – the theoretical point with

implications for leadership development more widely – is that this peculiar event in a baroque boardroom in Bloomsbury became a leadership event because of the way it fits with the entire organisation. Months of work by managers preparing their reports and business plans, by an executive team interpreting the markets and the political currents of relevant ministries, all produced the possibility of this conversation, and will pick up and respond to its outcomes. Leadership exists in networks of interactions, and all of these actions mean things to those involved and those observing – and usually they mean quite different things.

So Leadership development includes training individuals to handle themselves in these networks of meanings (I call this a sophisticated kind of worldliness). Leaders have to be aware of the context, and of their own part therein – what meaning do other people attach to me-as-leader? This is only answerable by a kind of instinctive and constant reflectiveness – something which includes but goes beyond the self-knowledge developed through psychometric instruments, but which can be immensely enhanced and strengthened by effective coaching, and by careful, methodical observation of leadership in other settings. In my leadership programmes, I ask participants to swap over to observe each other at work for 2 or 3 days. But I don't want them to give each other 'feedback' – the evidence is that feedback has little long-term effect: instead I invite them to enquire together how leadership is or might be accomplished in their specific contexts. In other words, how does leadership get to be authorised, accepted, effected and respected. Personal skills and behaviours certainly play a part; but they have power only in the specific context which is made up of constantly shifting and interactive meanings, motives and objectives.

We call this process the 'leadership exchange', and it draws heavily on observation methods from anthropology and infant observation. It is a process for curious people who want to be effective – it produces no slogans – and is an integral part of our long-term leadership development programmes.

Reflectiveness and worldliness are two crucial mindsets. Leaders also need to be action-oriented; to impel things forward. But this all too easily becomes a logic of its own: change for the sake of change – because if we don't change we might have to face up to simply doing things better! So a huge amount of any leader's job is to maintain continuity: to help people to feel that the things they have been working for are worthwhile and valuable, that the challenges ahead are an episode in a continuing drama (not a once-off crisis). Sometimes, reading the gurus on change, one gets the impression that organisational life is like a high-octane thriller in which impossibly gifted heroes battle sinister but characterless forces of evil towards a well-defined and finally victorious denouement. But real organisational life is far more like a soap opera, with its never-ending episodes, sub-plots and crises that inevitably resolve into the seeds of some other twist in the plot. Leadership in the real world is akin to the production of soap opera – all these twists and turns have to be directed, and also responded to. Rather than being simply an agent of change, a leader has to provide the conditions in which both change and continuity can thrive. I call this the leader's catalytic role – a catalyst is a temporary architecture which arranges existing structures in ways that enable new realities to emerge.

How to produce all this? I am tempted to say that we need training, education and development to produce the skills, knowledge and systemic wisdom. But Aristotle already said this a long time ago (he called them *techne*, *episteme* and *phronesis*, in the *Nicomachean Ethics*). So I'll be more specific: engage managers, leaders and advisors in long-term, sustained processes of inquiry (i.e. active curiosity) into the leadership challenges they are actually facing, here and now. Be flexible, varied and imaginative about it, but be disciplined and methodical about it too. What you are looking for is signs of reflective, worldly and catalytic mindsets.

leadership@exeter.ac.uk



Leadership, Nelson and the South West

“Nelson’s Way: Leadership Lessons from the Great Commander”

By Stephanie Jones & Jonathan Gosling - Nicholas Brearley Publishing 2005

Leadership, Nelson, the South West and the connections between them were uppermost in my mind as I spent the summer in Exeter working on finishing *Nelson’s Way* with my co-author, Jonathan Gosling. Based at the Centre for Leadership Studies, I was impressed by the ongoing need for leadership training and consulting interventions in organisations across the board, from retail to the public sector to the church. At the same time, we were besieged on all sides by active and enthusiastic celebrations of the 200th anniversary of the Battle of Trafalgar and the culmination of Admiral Lord Nelson’s dramatic career. As a Devonian myself, I have noticed how these celebrations have reinforced recognition of the role of the South West in Britain’s economic, social and political heritage and have stimulated reflection on the region’s current role.

Nelson’s Way seeks to analyse and distill some of the more practical lessons for all leaders from the leadership and management achievements of Nelson, who was killed in battle 200 years ago while leading a large and complex fleet of ships and men against a larger enemy force. Nelson’s continuing popularity was evidenced by the 300,000 people turning up in Portsmouth last June to watch

the Trafalgar re-enactment, and by the hundreds of street names, pubs – and books, including 30 this year alone. A leader from his teens and Britain’s first national hero, Nelson was a media-savvy legend in his lifetime who won the hearts of his men and millions of fellow Britons with his courage and sacrifice. An immediately recognisable icon, he was also a controversial figure, doing and saying what he felt, including seducing (or being seduced by) his best friend’s wife.

We were encouraged by naval historians (including those in the nearby Centre for Maritime Historical Studies, such as Professor N.A.M. Rodger, who wrote our foreword) by their assertions that Nelson has much to teach us about leadership: “it is noteworthy, and rather surprising, that Nelson has never before been presented as a model for modern managers”. But we were even more encouraged by contemporary leadership experts such as Sir John Harvey-Jones and John Adair. As the former wrote, “the lessons from Nelson’s leadership are even more appropriate today than they were two centuries ago. The freely-given support of all your people is the key to competitive success”.

The South West contributed substantially to Nelson’s success: of over 18,000 seamen and marines at Trafalgar, more than 2,000 came from the region, with more from Devon than any other county. Captain Hardy, two other Trafalgar captains and several ships hailed from the area, carrying on a local seafaring tradition dating back to Drake, Raleigh and Grenville. The news of Trafalgar was carried by an Ilfracombe-born Lieutenant from Falmouth to the Admiralty in London, and the re-enactment of this journey has been a focus for well-supported local celebrations with the creation of the ‘Trafalgar Way’ through Cornwall, Devon and Dorset.

www.nelsonsway.com

Dr Stephanie Jones is a Visiting Fellow at the Centre for Leadership Studies, University of Exeter, and has just taken up an appointment as Associate Professor at the Kuwait Maastricht Business School. Professor Jonathan Gosling is Director of the Centre for Leadership Studies, University of Exeter.

Launch of Centre for Leadership Studies Seminar Series

This autumn sees the launch of a bi-weekly seminar series at the Centre for Leadership Studies. The aim of the series is to enable those interested in all aspects of leadership theory, practice and development to hear and exchange their thinking with CLS faculty, Fellows and Affiliates along with leadership experts from around the world.

Seminars will be held on Thursday afternoons from 4.00-5.30 at the XFi Building, kicking off on the 13th of October. The seminars are open to anyone with an interest in Leadership and the particular topic under discussion.

Each term’s seminars will be organised around a particular theme. The autumn series kicks off by considering ‘Philosophical Approaches to Leadership’. The list of speakers includes Nigel Laurie, Editor of the *Philosophy in Management Journal*, who will talk about using the Socratic Method in conducting research. Other speakers include Professor Jonathan Gosling, talking about Tragedy and in Heroism, Martin Wood, sharing his thinking on Process Philosophy and its implications for leadership, and Donna Ladkin who will present her work around the contribution aesthetic theory

could have to the practice of leadership.

We anticipate the seminars being highly interactive, with robust discussion around the translation of concepts into application, and application into concepts being a theme throughout the series.

To facilitate this kind of interchange, we are inviting members of our Fellows and Affiliates network to take a role in responding to each of the presentations in the first instance, before then opening discussions to all those in attendance.

The schedule for the autumn is not quite finalised as we go to press, but at the moment looks like:

13th October: Professor Christopher Gill (Classics Department, Exeter University) – **“Ancient Thoughts on Leadership: Plato and Marcus Aurelius”**

27th October: Dr Donna Ladkin (Research Director, Centre for Leadership Studies) – **“Leading Beautifully: How the Theory of Performance Aesthetics Might Inform the Practice of Leadership”**

10th November: Dr Martin Wood (Senior Lecturer in Social Theory and Organisation, University of York) – **“In Any Event: A Process Enquiry of Leadership”**

24th November: To be arranged

8th December: Professor Jonathan Gosling (Director, CLS) – **Leadership: Interpretations from the Tragic to the Heroic**

We look forward to welcoming you to CLS to take part in what promises to be a lively and engaging set of discussions around leadership matters!

For further details and update, see our website on www.leadership-studies.com

Continuing Professional Development

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

Short courses, or modules, typically run in blocks of days and are available in a range of subjects, such as:

Philosophy and Methods of Research in Organisation Settings

This module can be applied to a range of management issues experienced by today's organisations.

Next date: 28th-30th September 2005

Strategic Leadership and the Management of Change

The course focusses on the human aspect of successful change implementation, emphasising the need for information, alignment and momentum from top to bottom in the organisation. It will give the delegate a deep insight into how to motivate and challenge people to accept change as a natural process.

Next date: 17th-19th January 2006

Leadership Matters: Contemporary Debates

This course will examine precisely what leadership means, what is required of it and whether the claims made for various kinds of leadership can be justified in practice.

Next date: 7th-9th February 2006

For details of these courses, visit www.leadership-studies or contact cpd-unit@exeter.ac.uk

Postgraduate Studies in Sustainable Development:

- Perspectives on Sustainable Development
- Environment, Governance and Policy
- Learning, self-awareness and understanding for sustainability
- Sustainability, Land Use and Policy
- Sustainable Development: the media and public communication
- Building Sustainable Communities: Regeneration and Development
- Business and Sustainability

For full details of these courses, visit www.education.ex.ac.uk/dll or contact DLL team on 01392 262828 or dllteam@ex.ac.uk

Do women lack ambition?

Do women lack ambition? is a thought-provoking discussion in an article of the same name by Anna Fels in the Harvard Business Review of April 2004. Her assertion is that for women, far more than for men, the decision to pursue an interest is reconsidered repeatedly in their lives and often abandoned: women review and adjust their ambitions far more regularly than men, and this limits what they achieve.

She effectively demonstrates that the enormous increase in achievements made by women, both in the workplace and elsewhere over the past few decades, represents a shift in the stage that this abandonment takes place (perhaps now at the senior manager level rather than during school or before university, for example), but not a decline in the abandonment itself. In the end, it seems, most women will subordinate their ambition (and dreams) for someone else, frequently their partners, their parents, their children or their bosses.

Fels, a practicing psychiatrist, identifies several reasons for this trend, demonstrating that:

Women are universally given less recognition for their endeavours across our society, starting in primary school, where there is substantial evidence that teachers give boys more praise and attention than girls.

The absence of recognition for women's results effectively prevents those women from developing the expertise required for pursuing their ambitions to a significant level (recognition being a pre-requisite for continued endeavour).

These negative experiences cause women to hide their achievements and indeed actively seek to deflect attention from themselves so that they don't get rewarded and recognised for them, 'eagerly shifting the credit elsewhere and shunning recognition'

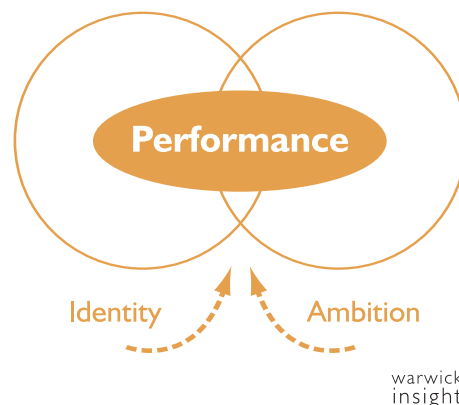
Where recognition of achievements and talents is widespread, individuals gain respect for their accomplishments and feel confident about them within their communities. Because women avoid recognition for themselves, and men demand and receive a lot of it, (both from each other and from the supportive women in their lives), the model is reaffirmed: a virtuous circle of ambition, achievement and reward for the men, and a vicious cycle of unremarkable, unrewarded aspiration for women.

Fels paints a bleak picture where women are hampered in the pursuit of personal goals and ambition because they do not self promote. Self promotion is seen to be at the expense of others 'who need their care'. Self promotion is also seen as just not female, female orientations being described as relational, affiliative, other-directed, domestic, expressive, communal, needy of others, people and process-oriented. Male orientations, according to psychological and sociological literature are

autonomous, achieving, inner-directed, public, instrumental, agenic, assertive of self; task and impact oriented. By way of summary, in her book¹ Fels even asks the question "Is self promotion a threat to being a good mother"?

Strong stuff, isn't it? Having run my own unscientific poll around friends and colleagues recently, she is clearly on to something: all recognised having 'adjusted' their ambitions at some point in their lives, although many, (self evidently, if you share Fels' analysis) denied having ever had any ambition in the first place, ascribing their current successes exclusively to luck and serendipity.

Fels' work prompts many questions for those of us interested in leadership and performance management, for it implies that our workplaces may be filled with individuals who, for want of ambition (an ardent desire for distinction?)², feedback, reward, and a sense of identity may be operating well below their capabilities. By understanding the relationships between ambition and identity for women, we may be able to access an uplift of performance for women in our workplaces, and give them greater access to higher levels of achievement.



1. *Necessary Dreams – ambition in women's changing lives* – Anna Fels, 2005

2. *The Concise Oxford Dictionary*

Charlotte Walliker is a lead tutor on the South West IoD Programme. She is also a consultant with Warwick Insight Limited, a strategy and performance consultancy that achieves results for its clients by responding to businesses specific needs through facilitating clear strategies, by supporting implementation and by guiding on-going development through its people.



A strategic plan for the Southwest – the first phase

Earlier this year Leadership South West was invited to prepare a Regional Strategic Framework for Leadership and Management, on behalf of the South West Enterprise Skills Alliance (SWESA) the regional partnership aimed at linking business to learning.

Our guideline in doing this work centred around the need to provide a decision making tool, which when used in the commissioning, evaluation and supply of leadership and management programmes would bring about cohesion and consistency of quality.

The advisory group behind LSW came together to debate and identify some of the real issues affecting the business communities that they represent. The discussions were lively, challenging and overwhelmingly pragmatic. These discussions formed the foundations on which we built the key principles behind the strategy.

This work was furthered by a regional consultation exercise, at which over 60 invited guests representing public, private and not for profit organisations, explored questions relating to leadership development. We questioned the merits of investing in training, the challenges of engaging busy people, how to make development relevant, affordable and accessible, to name but a few. The insights and opinions collected from that day were invaluable in shaping the key principles underpinning the framework.

All of this groundwork was married to national research. Richard Bolden in his work with national

figures such as John Burgoyne of Lancaster University asserts the importance of aligning leadership development with organisational systems, cultures and strategies and most specifically spending time considering which forms of leadership are desirable within the organisation as a whole. (Please see Richard’s article on page 8 for further elaboration)

The final stage in this work was the pulling together of all these factors to identify three simple principles central to creating a strategic framework. They are: Learn, Apply and Share. Not rocket science in any shape or form, but we believe they are essential ingredients in creating impact.

Learn – here we look at the creation of a regional talent pool. The learning that is available should be relevant to the needs of those taking part. An obvious statement, but how often do we put people through a conveyor belt of training, providing a one size fits all solution to development needs?

The next key principle: **Apply**. If we are to create a talent pool of people able to rise to the challenge of leadership then we need to create workplaces where that talent can be utilised. As Steve Kerr of General Electrics once stated, “Organisational development, rule 101: never send a changed person back to an unchanged environment.” If as a result of development we have created ambition, aspiration and potential, then we need employers who can encourage and

capitalise on these positive attributes.

Perhaps the biggest challenge facing all of those providing development however, is engaging a busy audience. An audience who often need to be persuaded that if they took their foot off the gas for a short time and looked under the bonnet, they could gain efficiency and improved performance.

This supports our third tenet, **Share**. Here we emphasise the importance of sharing best practice, using language and networks appropriate to the people and organisations seeking help with their business issues. If we stimulate and support these networks, promote best practice and build peer support then the reach will be far greater and ultimately the engagement in leadership development will be higher.

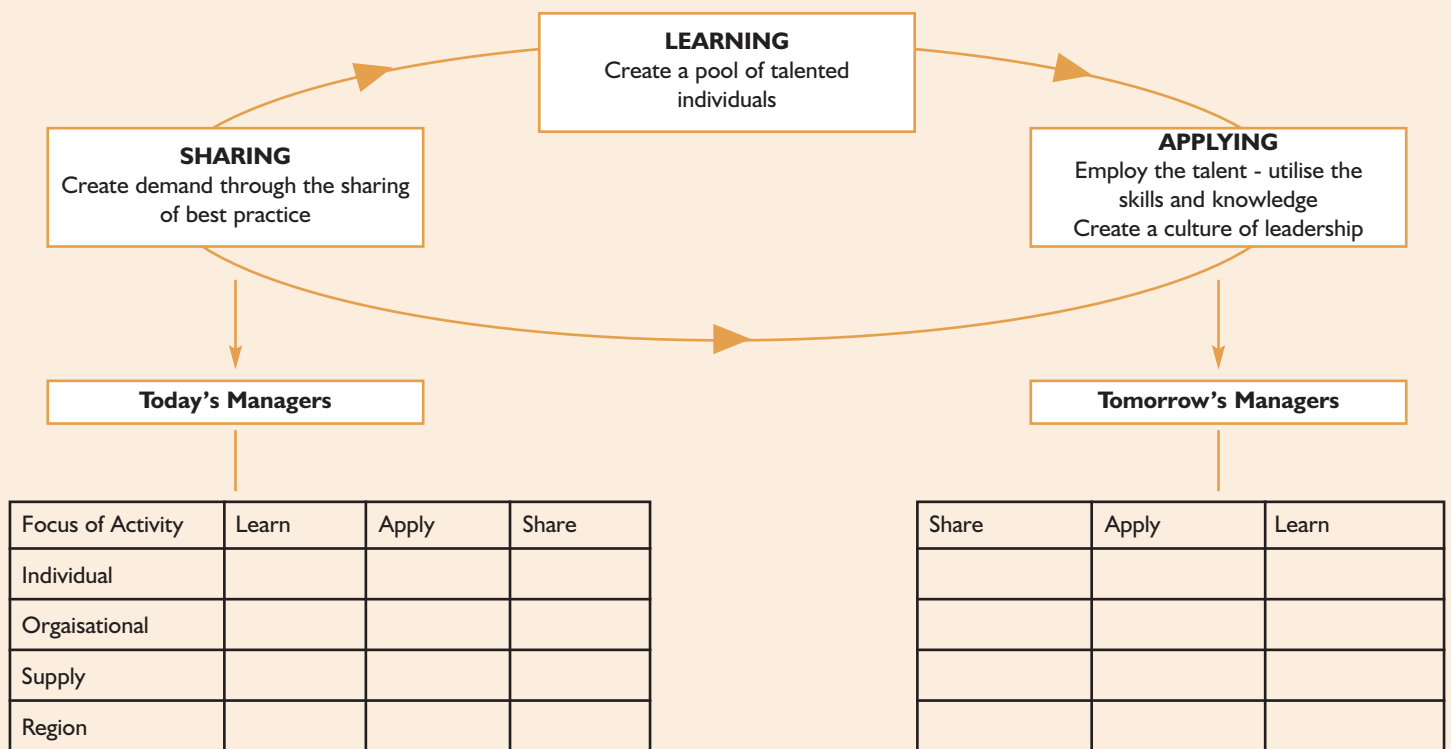
We believe that If all of these things are present (learn, apply and share) in the development that is on offer, then we will begin to see impact in terms of organisational success, increased skill levels and higher engagement, all of which in turn contribute to regional success.

As the strategy rolls out we will bring you further details on the activities taking place across the southwest.

Jackie Bagnall, Programme Manager, Leadership South West

For further details:
www.southwestskillsstrategy.info

South West Leadership & Management Strategic Framework



Leadership 4 Learning

Date: Friday 11th November 2005

Venue: Bradley Stoke Community School

The South Gloucestershire Leadership Academy Conference will showcase many of the leadership activities happening throughout South Gloucestershire at all levels from school councils to head-teachers and governors to the directorate. It will also provide direct input on many key leadership issues from speakers recognised nationally in this field.

Keynote speakers are:

Professor Louise Stoll

Maggie Farrar

Professor John West-Burnham

For more details contact:

Philip Dunlop-Moore – tel: 01454 867240

To book a place please put in writing to:

Tom Whittingham, South Gloucestershire Council, Bowling Hill, Chipping Sodbury, South Glos. BS37 6JX

Creative learning

The Creative industries play an important role in South West England's economy, contributing £1.84bn to the economy and directly employing 94,000 people.

The sector includes advertising, architecture, the art and antiques market, crafts, design, designer fashion, film and video, interactive leisure software, music, the performing arts, publishing, software and computer games, television and radio.

The South West of England Regional Development Agency has supported the South West TUC's 'Learning Works for All' fund which contains two projects that have developed the skills of people in the performing arts.

The first of these is the Plymouth Creative Industries Partnership Training Programme, a £10,750 project which trains performers to work with young people of different ages and abilities in schools.

The second is Equity Audition Skills, a £24,900 project which provides practical audition training for Equity members in Devon and Cornwall who want to gain employment in film and television. It develops participant's confidence by offering training in a range of audition skills including vocal, sight-reading and memory skills, followed by mock auditions provided by a BBC casting director.

James Harris, South West RDA head of skills

Tel: 01392 214747

'Actioning Organisational Leadership'

There has been good progress on this project across the South West region. The overall aim of raising the Leadership and Management capabilities of small and medium size enterprises has been universally welcomed by organisations. The fact that the minimum number of employees is only 10 has been particularly welcomed.

The Learning Skills Council and the Regional Development Agency rigorously reviewed the submissions before agreeing the South West Business Link Organisations are to be the 'delivery partners' for the local businesses.

What's exciting about this approach is there are significant differences in the local plans in order to learn as much as possible about what really works best. Examples of this are: one area giving priority to organisations employing between 10 and 20 people; another partnering organisations who have apprentices working for them and another emphasising the importance of working with voluntary sector organisations.

All 6 local areas have also given careful thought as to the sectors they feel it is most important they work with.

The important next stage is to kick start the local plans and learn what works best.

Some of the questions we will seek to answer as we proceed are:

- what constitutes 'good practice' in this area?
- how best to stimulate further Leadership and Management activity?
- to what extent does investment in Leadership and Management lead to further skills development?
- what further Leadership and Management opportunities exist in particular sectors?

So, the development phase is almost at an end and there should be local activity starting in the immediate future... exciting times!

Further information can be obtained from Terry Youll, Wiltshire and Swindon Learning and Skills Council (01793 608074 terry.youll@lsc.gov.uk)

Senior Managers and Directors can now lead by example

GWE's Centre for Professional Development believes that it is critical for senior business leaders to be able to access adequate support and training.

GWE provides a valuable management development service to Business Owners and Senior Directors of Somerset businesses with between 20 and 249 employees. Key benefits of the service include access to up to £1,000 for the personal development of one high level senior representative per company.

The funding provided is highly flexible and can be used for any realistic goal, training courses, workshops, executive coaching sessions, professional qualifications and even books.

"There has never been a better time to get to the front of the queue and lead by example in showing a commitment to management development," says Caroline Millman from GWE. "With £1,000 on offer this is a unique opportunity."

To register for the Business Leaders

Somerset service please call 01793 428315

Or email:

toni.allen@greatwesternenterprise.co.uk

Talking World Class

The Regional Language Network South West can give free help and advice about international communications. Businesses working abroad should look at our website for information.

Our top tip - Translate, even part, of your website. People are Four Times more likely to buy from an own-language site.

How do overseas customers do business? A cultural briefing can be really useful. Going to meet a potential client? Why not learn some 'Meet and Greet' phrases? A little language goes a long way!

The BLIS database gives details of local translators, language courses and cultural consultants. The website has cultural briefings and case studies of successful exporters. Or sign up for our quarterly e-zine and current information on language and cultural issues.

Contact www.rln-southwest.com or phone

Gwyneth Leonard 01392 264374



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

Edited by Vanessa Ascough

Leadership South West

XFI Building, University of Exeter

Rennes Drive, Exeter EX4 4ST

Telephone: 01392 262561

Fax: 01392 262559

Email: Vanessa.Ascough@exeter.ac.uk



Launch of Centre for Leadership Studies Seminar Series - 2005

This autumn sees the launch of a bi-weekly seminar series at the Centre for Leadership Studies.

The aim of the series is to enable those interested in all aspects of leadership theory, practice and development to hear and exchange their thinking with CLS faculty, Fellows and Affiliates along with leadership experts from around the world. Seminars will be held on Thursday afternoons from 4.00-5.30 at the XFi Building, kicking off on the 13th of October. The seminars are open to anyone with an interest in Leadership and the particular topic under discussion.

Each term's seminars will be organised around a particular theme. The autumn series begins by considering 'Philosophical Approaches to Leadership'. The list of speakers includes: Professor Jonathan Gosling, talking about Tragedy and Heroism, Martin Wood, sharing his thinking on Process Philosophy and its implications for leadership, and Donna Ladkin who will present her work around the contribution aesthetic theory could have to the practice of leadership.

We anticipate the seminars being highly interactive, with robust discussion around the translation of concepts into application, and application into concepts being a theme throughout the series.

To facilitate this kind of interchange, we are inviting members of our Fellows and Affiliates network to take a role in responding to each of the presentations in the first instance, before then opening discussions to all those in attendance.

The order of each subject for the Autumn is not quite finalised as we go to press, but at the moment the dates are as follows:

13th October & 27th October

10th November & 24th November

8th December

We look forward to welcoming you to CLS to take part in what promises to be a lively and engaging set of discussions around leadership matters!

For further details and an update on presentation titles, see our website on www.leadership-studies.com