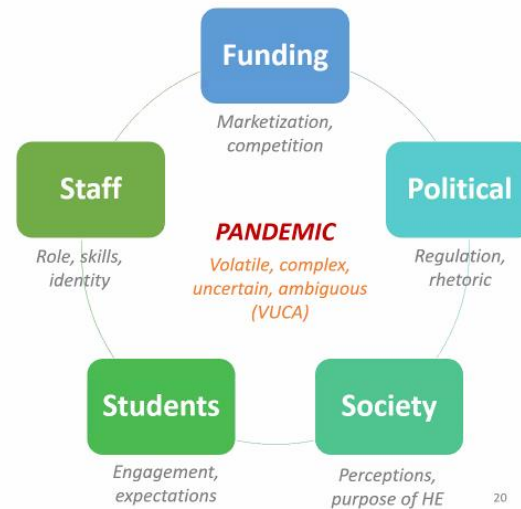


# Snippets from the dissemination and engagement event held Wednesday 09 Feb

<https://www.advance-he.ac.uk/membership/membership-2021-22/global-leadership-survey-and-framework>

## The landscape of contemporary HE

What are the main features of the higher education landscape (structural, organisational, social, political, ideological, etc.) that impact on leadership within your organisation, professional area and/or wider sector?



20

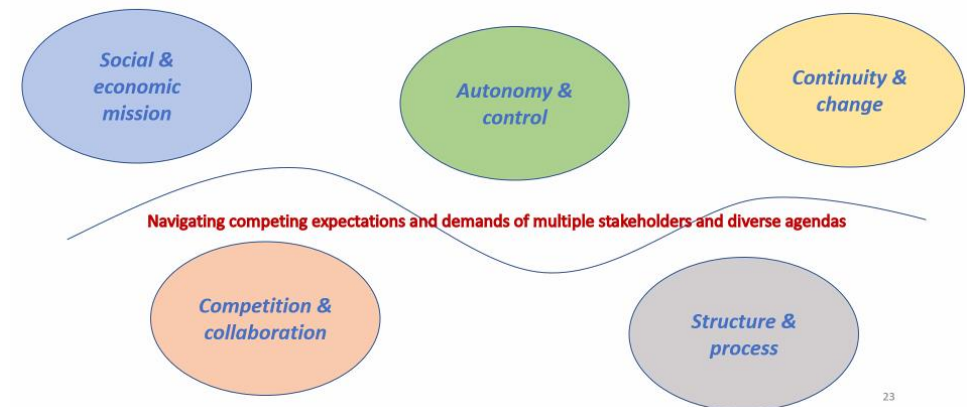
“So volatility I think really demands a different kind of leadership and that has been exacerbated by the pandemic. I’ve found that cracks and strengths that pre-existed have been thrown into sharper relief. It’s not been caused by the pandemic but it’s really exposed what’s there and I think the consequence of then getting to the next normal... will be a mode of leadership which seeks to address those key themes, pay attention to those key audiences and actually get on the front foot of answering that question for society at large.” RT10 – Senior Exec 2

## The changing context of global higher education

- Increasing...
  - Commercial agenda, marketization
  - Focus on financial performance
  - Staff workloads
  - Public and political scrutiny
  - External metrics & regulation
  - Student expectations & demands
  - Use of digital technology
  - Crisis management, urgency
  - Rate of change across sector
  - Demand for EDI
- Decreasing...
  - Levels of trust
  - Sense of community
  - Long-term strategic planning
  - Levels of administrative support
  - Investment in IT infrastructure
  - Perceived public value of HE
  - Funding for research
  - Mental health, wellbeing
  - Ability to take risks
  - Willingness to take on leadership roles

22

## Tensions and challenges



23

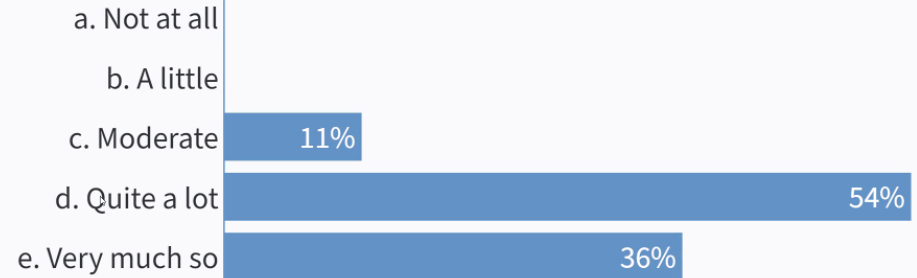
# Juggling multiple agendas

What we've seen... is this whole need for... how can we be agile and really responding to what is happening, straight now, but at the same time be someone who is looking ahead, at the same time as somebody who has that emotional intelligence to deal with not only their student population who is changing dramatically, but the needs of our staff and our whole pedagogy is changing? What do leaders need to do? How do they need to act? How do they need to be? What are the skills and the qualities that we have to have in our leaders in order to - and also, knowing that one person can do all of that, but also that kind of, and maybe - not core structures, but even like school structures within our own.

**RT1 – Deans and HODs**

24

## To what extent do these findings reflect your own experiences of the current HE context?



AdvanceHE

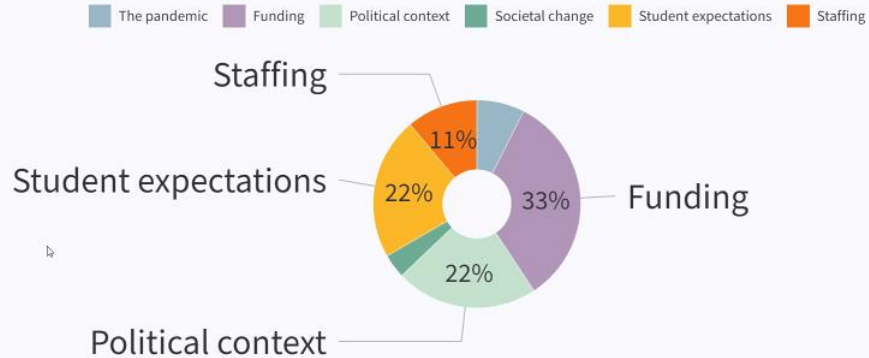
Please add other comments in the Chat

PollEv.com/douglasparki753

26

Respond at PollEv.com/douglasparki753

## Which of these is the most significant driver of leadership and change in your own organisation?



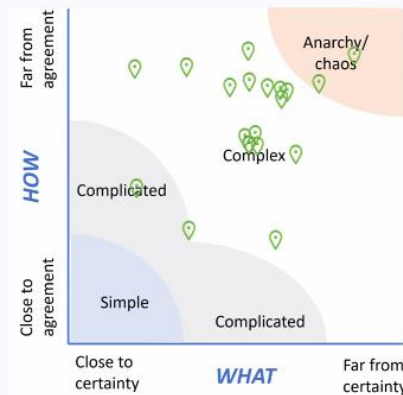
AdvanceHE

Please add other comments in the Chat

PollEv.com/douglasparki753

Respond at PollEv.com/douglasparki753

## Which of these best characterises the kind of leadership challenge you face most often in your work? (Place a pin)



AdvanceHE

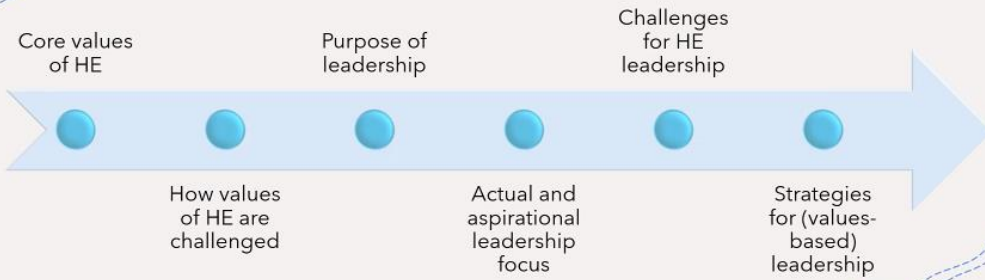
Please add other comments in the Chat

PollEv.com/douglasparki753

31

# Values and purpose

## Key themes



33

## What are core values in HE?



## How are values challenged?

- + Politicisation of HE
- + Market/business pressures are often seen to trump ethical/moral values
- + Students are desirous of non-market/non-private benefits
- + 'Values' are not always well articulated
- + The role of senior leadership in universities has changed
- + Datafication (surveillance/audit cultures) and prestige politics
- + Negative character traits are often rewarded/incentivized: e.g ego, narcissism, arrogance, dominance



35

## What is the purpose of leadership?

- + Empowering staff
- + Inclusive community-making
- + Ensuring the wellbeing (and resilience) of staff and students
- + Building and maintaining the talent pipeline
  - + cultivating and nurturing the next generation of academics
- + Articulating a vision and bringing it to life
- + Acting as a role model - setting the tone

person  
guides or  
**leadership.**  
action of  
capacity

36

# What is front-of-mind for many leaders?



**Income, brand management and strategic positioning**

37

# What should leaders be focused on?

Staff and student wellbeing

Bottom-up engagement & translating strategy

Speaking truth to power

Advocacy within a hostile policy environment: making the case for HE

Breaking with narrow definitions of excellence

Digital leadership

Junking individual legacy building / vanity projects

↳



38

# What are the challenges for (values-based) leadership? *External*

- + A hyper competitive HE environment
- + Gov policy rhetoric about HE is driving an instrumentalist approach and forcing institutions to be self-censoring/risk averse
- + Tension between internal priorities/values and external directives/regulation/commercial imperatives - reinforcing a top-down approach
- + Identifying who leaders serve: staff, students, employers, government?
- + Mediating competing notions of value - (students, employers, government, academics) & balancing values against targets
- + 'Crisis' blinding leaders to external threats - such as threat to autonomy

39

# What are the challenges for (values-based) leadership? *Internal*

- + Gender bias
- + Governance structures that are too complex
- + Association of burden
- + Rotational roles
- + Conflict with academic staff and vilification
- + Maintaining *moral* stewardship

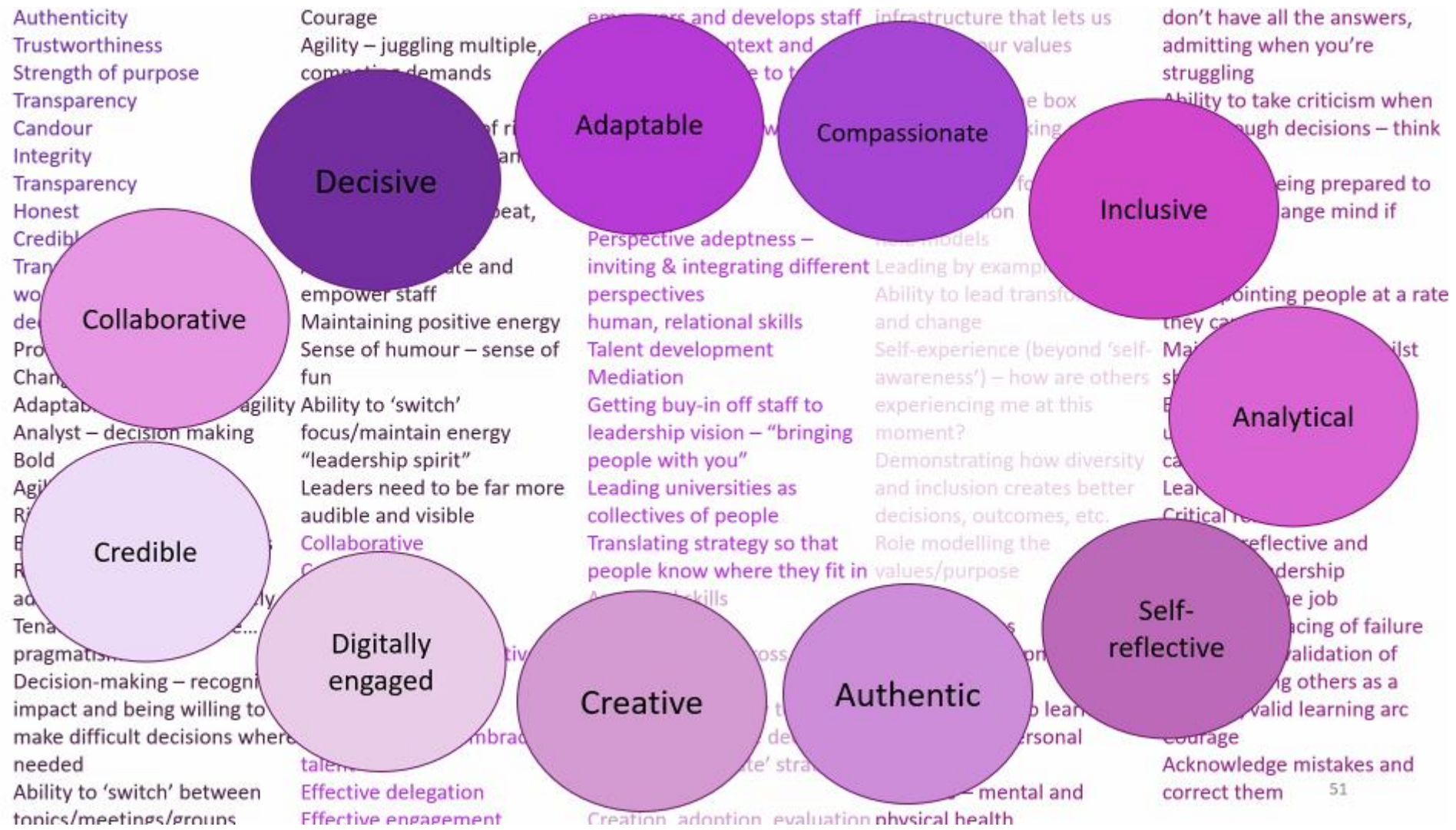


40



“In an evolving HE landscape, what new or future leadership skills, competencies or behaviours are required within your organisation, professional area and/or wider sector?”

Authenticity	Courage	empowers and develops staff	infrastructure that lets us	don't have all the answers,
Trustworthiness	Agility – juggling multiple,	Recognising context and	better live our values	admitting when you're
Strength of purpose	competing demands	capacity of people to take	Creativity	struggling
Transparency	Entrepreneurial	things on	Think outside the box	Ability to take criticism when
Candour	Proactive to issues of risk and	Keeping grounded with staff	Creativity – thinking outside	taking tough decisions – think
Integrity	resilience (horizon-scanning)	experience	the box	skin
Transparency	Present and available	Communication	Creating space for creativity	Humility – being prepared to
Honest	Positivity – being upbeat,	Listening	and innovation	listen and change mind if
Credible	maintaining energy	Perspective adeptness –	Role models	needed
Transparent approach to	Ability to motivate and	inviting & integrating different	Leading by example	Resilience
working with data to make	empower staff	perspectives	Ability to lead transformation	'Disappointing people at a rate
decisions	Maintaining positive energy	human, relational skills	and change	they can tolerate'
Proactive	Sense of humour – sense of	Talent development	Self-experience (beyond 'self-	Maintaining strength whilst
Change agents	fun	Mediation	awareness') – how are others	showing vulnerability
Adaptability/ flexibility/ agility	Ability to 'switch'	Getting buy-in off staff to	experiencing me at this	Being comfortable with the
Analyst – decision making	focus/maintain energy	leadership vision – “bringing	moment?	uncomfortable (negative
Bold	“leadership spirit”	people with you”	Demonstrating how diversity	capability?)
Agility, flexibility	Leaders need to be far more	Leading universities as	and inclusion creates better	Learning from mistakes
Risk taking	audible and visible	collectives of people	decisions, outcomes, etc.	Critical reflection
Being prepared to take risks	Collaborative	Translating strategy so that	Role modelling the	Internal reflective and
Recognising context and	Communication	people know where they fit in	values/purpose	reflexive leadership
adapting style appropriately	Empowering others	Analytical skills	Thick skin	Want to do the job
Tenacity and persistence...	Increased autonomy	Digital skills	Self-awareness	A fuller embracing of failure
pragmatism	Developing self-reflective	Ability to work across domains	Personal development	and risk and validation of
Decision-making – recognising	capacity in teams	Time management	Ability to learn	failure among others as a
impact and being willing to	Shared leadership	Judgement – ability to balance	A commitment to learn	valuable/valid learning arc
make difficult decisions where	Recognising and embracing	tensions and make decisions	Self-care and personal	Courage
needed	talent	Ability to 'translate' strategy	resilience	Acknowledge mistakes and
Ability to 'switch' between	Effective delegation	into practice	Self-care – mental and	correct them
topics/meetings/groups	Effective engagement	Creation, adoption, evaluation	physical health	



Authenticity  
 Trustworthiness  
 Strength of purpose  
 Transparency  
 Candour  
 Integrity  
 Transparency  
 Honest  
 Credible  
 Transp  
 wo  
 de  
 Pro  
 Char  
 Adapta  
 Analyst – decision making  
 Bold  
 Agil  
 Ri  
 E  
 R  
 ad  
 Tena  
 pragmatism  
 Decision-making – recogni  
 impact and being willing to  
 make difficult decisions where  
 needed  
 Ability to ‘switch’ between  
 topics/meetings/groups

Courage  
 Agility – juggling multiple,  
 competing demands  
 Decisive  
 Collaborative  
 Empower staff  
 Maintaining positive energy  
 Sense of humour – sense of  
 fun  
 Ability to ‘switch’  
 focus/maintain energy  
 “leadership spirit”  
 Leaders need to be far more  
 audible and visible  
 Collaborative  
 Digitally engaged  
 Effective delegation  
 Effective engagement

Adaptable  
 Perspective adeptness –  
 inviting & integrating different  
 perspectives  
 human, relational skills  
 Talent development  
 Mediation  
 Getting buy-in off staff to  
 leadership vision – “bringing  
 people with you”  
 Leading universities as  
 collectives of people  
 Translating strategy so that  
 people know where they fit in

Compassionate  
 Compassionate  
 Leading by example  
 Ability to lead transfo  
 and change  
 Self-experience (beyond ‘self-  
 awareness’) – how are others  
 experiencing me at this  
 moment?  
 Demonstrating how diversity  
 and inclusion creates better  
 decisions, outcomes, etc.  
 Role modelling the  
 values/purpose  
 Authentic  
 Authentic  
 Mental and  
 physical health

Inclusive  
 Ability to take criticism when  
 enough decisions – think  
 being prepared to  
 change mind if  
 Analytical  
 Self-reflective  
 Leadership  
 Facing of failure  
 validation of  
 ing others as a  
 valid learning arc  
 courage  
 Acknowledge mistakes and  
 correct them

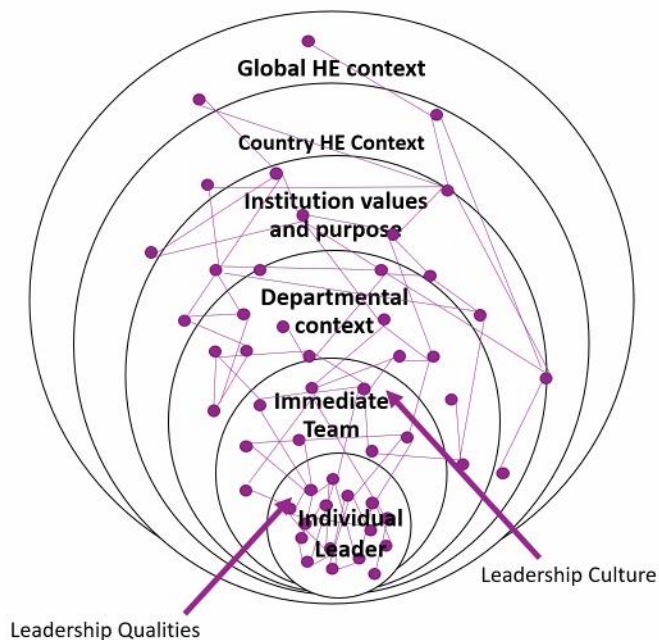
don’t have all the answers,  
 admitting when you’re  
 struggling  
 Ability to take criticism when  
 enough decisions – think  
 being prepared to  
 change mind if  
 pointing people at a rate  
 they can  
 Main  
 ilst  
 sh  
 B  
 U  
 ca  
 Lea  
 Critical re  
 reflective and  
 Leadership  
 the job  
 Facing of failure  
 validation of  
 ing others as a  
 valid learning arc  
 courage  
 Acknowledge mistakes and  
 correct them

## Which three do you believe are the most important leadership qualities in HE?

- Adaptable
- Analytical
- Authentic
- Collaborative
- Compassionate
- Inclusive
- Creative
- Credible
- Decisive
- Digitally engaged
- Self-reflective

Please add any comments in the Chat

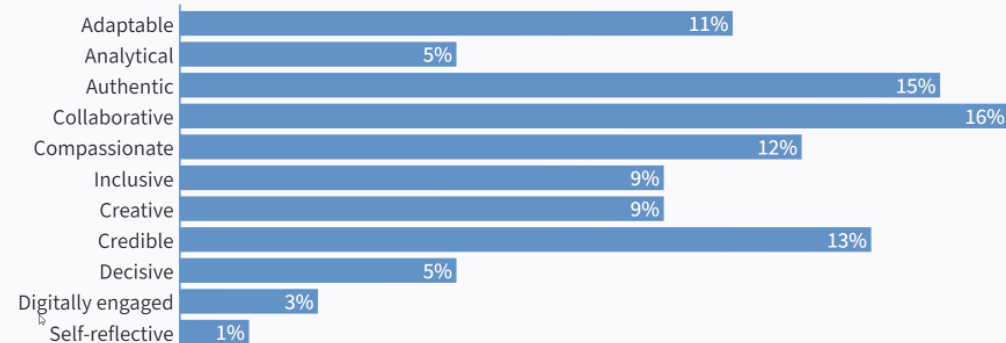
53



55

Respond at [PollEv.com/douglasparki753](https://poll-ev.com/douglasparki753)

## Which three do you believe are the most important leadership qualities in HE?



AdvanceHE

Please add other comments in the Chat

[PollEv.com/douglasparki753](https://poll-ev.com/douglasparki753)

54

## Core question

## What is 'good' leadership in higher education?

"The point of studying leadership is to answer the question, What is good leadership? The point of teaching it is to develop good leaders. The use of the word good here has two senses: **morally** good and **technically** good (or effective)"

Ciulla, J. B. (2011). What is good leadership? In Ciulla, J., Martin, C., Solomon, R. (Eds.) *Honest Work: A Business Ethics Feeder*. New York, NY: Oxford University Press, pp. 533-541

62

AdvanceHE