1 Management of the College

1.1 The introduction to the Strategic Plan 2001 – 2006 states that:

‘At the centre of the life of the College is the academic experience for staff and students whereby an environment is created and sustained which enables scholarship to flourish, research to prosper and learning to be stimulating. The College is committed to the traditional values of a university, including freedom of inquiry, but with a strong contemporary and innovative approach to teaching and research. It seeks to foster a spirit of community and collegiality among its staff and students. It aims to provide a supportive learning environment enabling students to acquire knowledge and develop skills fitting them for successful careers’.

1.2 It is the purpose of the management of the College to ensure this statement of aims is turned into reality. The management activity can be divided into:

(a) Self-management, as practised by the individual member of staff,
(b) Management of people, resources, information and operations, and
(c) Strategic and operational leadership of individuals and groups of staff.

1.3 The management development strategy needs to provide the means whereby individuals and teams can exercise the right combination of academic leadership, operational and strategic management, and administration. The appropriate combination will vary across the College, depending upon circumstances.

1.4 In developing this strategy it is recognised that effective management in higher education will necessarily involve clear leadership from the top with well-led, motivated teams in the operational units.
1.5 Experience elsewhere suggests that investment in a relatively small number of individuals with key managerial responsibilities can deliver significant benefits to the College as a whole.

2 Background

2.1 Across the higher education sector there is increasing awareness of the need to improve managerial efficiency and effectiveness and to develop managers for their roles. This is a view that arose in the Dearing Report (National Committee of Inquiry in Higher Education 1997) and attracted further significant comment in the Bett Report, even though management and the development of staff was not part of their original terms of reference.

2.2 The Bett Report (Independent Review of Higher Education Pay and Conditions 1999) recommended that the management of people needs to be given greater priority at all levels in the system – including by Government departments, by the funding councils, by institutional governing bodies, by senior management (who need well-planned people strategies, alongside academic and resource strategies) and by personnel departments (Recommendation 54).

2.3 The HEFCE initiative ‘Rewarding and Developing Staff in Higher Education’ (2001) identified high quality Human Resource (HR) management as a key element to future success. Significant funding was released to institutions on receipt of an HR strategy that includes specific development and training objectives that not only equip staff to meet their current needs, but also prepared them for future changes in roles. Management development forms an integral part of this initiative.

2.4 Likewise the College Strategic Plan for 2000 to 2006 fully recognised the importance of management development in the realisation of the corporate aims; specifically the need ‘to develop managers at all levels and in all categories of staff and initiate systems to ensure succession planning’ (College Strategic Plan 2001). The College has an established infrastructure for the delivery of management development activities and already has programmes for support staff which have proved very successful. There is much work to be done, particularly in terms of infilling provision and rolling out to a wider constituency.

2.5 In 1999 the HEFCE established a fund (of £10 million) for the development of good management practice (FDGMP), to be used for projects from 2000 to 2003. This is a further indication of the Funding Council's priorities with respect to management development and their wish to stimulate good practices at an institutional level. Currently
some 40 initiatives are operating across the sector under this scheme, although currently the College is not directly involved in any of these. (see http://www.hefce.ac.uk/GoodPrac/fgdmp/)

2.6 Of the initiatives currently funded from the FDGMP, two projects may be particularly significant:

- Developing senior managers (a project benchmarking current provision at national level, HESDA).
- Best practice for senior management through inter-institution collaboration (‘94 Group’ of universities, which include Durham, Essex, Warwick, York, Birkbeck, Goldsmiths, LSE, Royal Holloway, etc)

2.7 Some key messages emerge from these projects:

- At present only 30% higher education institutions have provision for senior management development;
- Most provision is not aligned to strategic objectives;
- Attendance is generally not a requirement and is on an ad hoc voluntary basis;
- Very little provision is evaluated for impact in the organisation;
- In management development terms, higher education compares badly to other parts of the public sector, such as health, further education and the Civil Service.
- Collaborative provision offers a range of benefits in terms of programme development and delivery, along with opportunities for participants to benchmark existing practices against relevant comparators

2.8 The College is not dissimilar to other institutions in the sector in that it needs to articulate a management development strategy which will deliver coherent, systematic, progressive learning for all post holders with a management/leadership responsibility.

2.9 In summary, the current climate in the sector is one in which there is increasing awareness of the need for greater professionalism in the management of higher education. Increasing managerial learning and competence will be essential if institutions are to meet their strategic objectives, manage change and provide effective systems for the operation of their academic, administrative and service functions.

3 Principles

3.1 The design and delivery of an effective management development strategy should be based on a clear set of operating principles, which have wide ownership across all relevant constituencies in the College.
3.2 The following principles will underpin this area of work:

(a) Management development provision must align with the aims and objectives of the College’s Strategic Plan and ensure the delivery of these.

(b) If the College management development strategy is to be effective, it must command wide ownership at the level of the individual, the operational unit and the organisation. The Principal’s Steering Group is committed to management development and actively supports implementation of this strategy.

(c) Management development provision must recognise the distinctive nature and characteristics of higher education and the College, and not be based on inappropriate models. It is recognised that there are helpful national standards, generic tools and common understandings from other employment sectors which might profitably inform work in the higher education.

(d) Investment in management development, whilst acknowledging current imperatives, should also include appropriate provision for future needs. This type of investment will only be realised if the present overlap between academic leadership, management and administrations is resolved. Development of substantive programmes for developing managers presumes a prior clarification between the roles, responsibilities and reporting lines of individuals who fulfil these overlapping and mutually complementary functions.

(e) The College recognises the fact that the development and implementation of the strategy requires investment, and appropriate and adequate resources. The HEFCE funds released through the Rewarding and Developing Staff initiative will provide initial pump priming but there will need to be an ongoing investment in these activities over the foreseeable future.

(f) The emphasis throughout implementation of the strategy should be on the development of effective practitioners. It is not envisaged that acquisition of formal management qualifications will form a significant component of the strategy.

(g) A fundamental principle of implementation will be the need to acknowledge and respond to the varied requirement throughout the College, e.g. from clinical academic leadership to the running of a catering service. Irrespective of the context of operation, due regard will be paid managing diversity and to the embedding of the College’s strategy for equality of opportunity.
(h) Management development should focus on enhanced understanding and effective performance and, as such, will necessarily entail engagement with a wide and varied range of learning opportunities.

(i) Established professional bodies (e.g. Association of University Administrators) already offer a range of different types of management development activity that allow staff to work together in cognate groups. The College recognises the value of such activities and the important part this will play in the development of some staff.

(j) In developing its strategy the College needs to recognise the benefits of working collaboratively with similar institutions on a regional and national basis.

4 Implementation of the strategy

4.1 When implementing the strategy the following issues will have to be addressed:

(a) Given the importance of effective managerial/leadership expertise to the College, it may well be that engagement with appropriate development activities becomes a standard institutional requirement of designated post holders.

(b) Effective management development will start with an appropriate induction to the role and will require ongoing professional development.

(c) In implementing the strategy it is recognised that management development goes beyond training courses. Thus a wide range of formal and informal learning activities will be employed to develop managers, including seminars, away-days, mentoring, action learning, work-shadowing.

(d) The strategy envisages development activities operating at College level and regional level. For some types of work the College will also utilise national training and development providers, notably the Higher Education Staff Development Agency (HESDA).

(e) In so far as possible, there should not be separation of different staff groups in management development activities, but emphasis should be placed on delivering outcomes for skills, knowledge and understanding relevant to the managerial role. This implies an integration of individual, group and organisational development that has obvious merit when considering succession planning.
(f) Monitoring and evaluation of management learning will be formally integrated into the strategy and will be tested:

[i] against a relevant nationally recognised framework(s);
[ii] through appraisal and performance review systems;
[iii] in terms of institutional impact/value for money.

5 Moving forward

5.1 In moving forward it is recognised that an effective strategy will entail more than simply an increase in the volume of activities currently provided. A range of structural, procedural and resource issues will be given consideration in a detailed operational plan.

5.2 Successful implementation of the HR strategy, including management development, is vitally dependent upon having a group of competent, well-motivated, effective managers at Head of Department/Division level. The needs of this group will be a top priority in the management development strategy. Leaders/Managers of research groups (Principal Investigators) and Departmental/Divisional Administrators will be brought into the strategy at a subsequent stage.

5.3 Given the nature of rotating academic headships, it is recognised that there is rich resource of experienced practitioners that can be deployed to support the induction and ongoing development of individuals new to senior management posts. It is the College's intention to utilise this group formally in mentoring of new colleagues and to ensure that mentors have the skills to engage with this process.

5.4 An integral component of the management development strategy will be the establishment of a management resource centre containing a range of paper-based, electronic and other resource materials, particularly to support self-directed learning. There is an immediate need to develop a dedicated handbook for heads to act as a reference point for effective practice and to familiarise individuals with College policies and procedures.

6 Action Plan

6.1 The action plan will mediate between institutional needs and the perceived needs of individuals currently in post and those coming into post in the foreseeable future.

6.2 The following priorities have been identified in the Emerging HR Strategy and the earlier consultation paper:
### Action Plan

**Management Development Objectives (taken from the HR Strategy)**

<table>
<thead>
<tr>
<th>Target</th>
<th>Outcomes</th>
<th>Timescale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SD Objective 4</strong></td>
<td>4.1 Develop modular Management Development programme for heads and potential heads of departments (run annually)</td>
<td>4.1 Academic years 2001 - 04</td>
</tr>
<tr>
<td>To formulate and implement a management development strategy</td>
<td>4.2 Develop Management Learning Resource Centre in paper and electronic formats</td>
<td>4.2 Academic years 2002 - 04</td>
</tr>
<tr>
<td></td>
<td>4.3 Develop handbook for heads of departments</td>
<td>4.3 Academic year 2003 - 04</td>
</tr>
<tr>
<td></td>
<td>4.4 Launch Management Development Programme for departmental administrators.</td>
<td>4.4 Academic year 2003 - 04</td>
</tr>
<tr>
<td></td>
<td>4.5 Review and update management development programmes for other groups of managers and supervisors.</td>
<td>4.5 Academic year 2002 - 04</td>
</tr>
<tr>
<td><strong>SD Objective 5</strong></td>
<td>4.1 To appoint Professor Gus Pennington</td>
<td>4.1 Academic year 2001-02</td>
</tr>
<tr>
<td>To appoint a visiting Professor of Management Development to inform and support this activity</td>
<td>COMPLETED</td>
<td></td>
</tr>
</tbody>
</table>

_S.W. Ketteridge_  
_A.D. Olver_  
_R.C. Pennington_

**Approved by Staff Policy Committee 18 June 2002**