



Consultation

Launch Date: 8 October 2003

Respond by: 16 January 2004

Developing the Leaders of the Future:
A Leadership Strategy for the Learning and Skills Sector

A joint consultation by the Standards Unit and the Centre for Excellence in Leadership on:

- **the programmes to be delivered by the Centre for Excellence in Leadership**
- **a leadership development framework**
- **succession planning**
- **supporting aspiring leaders**

department for
education and skills

successforall

Developing the Leaders of the Future: A Leadership Strategy for the Learning and Skills Sector

A Consultation

To Leaders, managers, teachers, trainers, support staff, governors and clerks in:

- Adult and community learning providers
- Further education institutions (including sixth form colleges)
- Higher education institutions
- Specialist colleges
- Work-based learning providers

Local education authorities

Learning and Skills Council

learndirect centres

Representative bodies and other sector organisations

Issued 8 October 2003

Respond by 16 January 2004

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Consultation events are being held on the following dates: Birmingham 14 October; London 22 October; Bath 30 October; and Leeds 6 November. To book a place at any of these events contact Carole Somerville.

(on the administration of the consultation)

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Foreword from Alan Johnson, Minister of State for Lifelong Learning, Further and Higher Education



Good leadership is crucial to the effectiveness of any organisation. Good teachers and trainers need strong and visionary leaders at all levels to create an environment in which they can flourish and in which learners can achieve.

Leadership is a key component of the *Success for All* reform agenda which was launched by Charles Clarke in November 2002. That is why we are putting in place a range of mechanisms and tools to support development of world-class leaders at all levels across the learning and skills sector.

We reached a landmark in July this year when we signed a contract for the new Centre for Excellence in Leadership. The Centre starts delivering pilot programmes in November 2003 and it will be developing and offering other leadership support services from 2004. It will work closely with and learn from the National College for School Leadership and the new Higher Education Leadership Foundation.

We have also – as this paper sets out – made progress on our wider leadership strategy, with tools and support mechanisms to foster the development of future leaders. All these reforms focus on making the development of leaders and routes for progressing to positions of leadership easier, more transparent and more attractive. This will ensure that the most capable people in our sector have the opportunity to reach their full potential, to the benefit of their learners, their organisation and themselves.

The excellent progress we have made so far has been informed by an earlier round of consultation, in 2002. This first consultation shaped the vision for the Centre for Excellence and helped make it a reality. Thank you for your sector-wide support. Since that consultation, sector representatives have played a continuing role in informing our policy development and we are grateful to everyone who has contributed.

Through this new consultation document I am setting out the progress we have already made and asking for your views on the next stage of development. I want to be sure that we meet the needs of everyone who leads or aspires to lead in the sector, or who has an interest in the sector's future and effectiveness. I do hope you will help us in this endeavour. Please let us know what you think, and so inform our developing agenda for world-class leadership in the learning and skills sector.

ALAN JOHNSON

Background and overview

This section gives the background to the proposed leadership strategy for the learning and skills sector and a summary of the elements within it that are explored in more detail later in this consultation paper.

The proposals have been developed by the Standards Unit – part of the Department for Education and Skills (DfES) – and its partners, particularly the new Centre for Excellence in Leadership. The Centre is being delivered by a consortium comprising Lancaster University Management School and the Learning and Skills Development Agency (LSDA) supported by Ashridge and the Open University. The Unit – which manages the Department’s contract for the Centre – was created to transform teaching, learning and leadership across the whole of the learning and skills sector. The sector encompasses further education, work based learning and adult and community learning as well as other kinds of provision. It shares with the Learning and Skills Council (LSC) responsibility for delivering the Government’s *Success for All* strategy for post-16 education and skills. The Unit is primarily responsible for themes two and three of *Success for All* (teaching and learning and workforce development) while the LSC leads on themes one and four (responsiveness of provision and creating a framework which rewards quality and success). Theme three of *Success for All* is about developing the leaders, teachers, lecturers, trainers and support staff of the future. This theme encompasses the range of work that the Department is doing to support recruitment, retention, development and reward of leaders and teachers in the sector.

Success for All is underpinned by the Prime Minister’s four key principles of public sector reform. It will expand choice, promote devolution and delegation to the front line, provide flexibility and incentives for success, and be based on high standards of accountability.

The purpose of this consultation – the first by the Standards Unit – is to seek views on some of our plans for developing leaders under theme three of *Success for All*. The sector needs to take shared ownership of the strategy, with DfES, the Centre for Excellence and other partners, and responding to this consultation is a first step in that process.

Why do we need a leadership development strategy?

First and foremost, we want leaders in the learning and skills sector to match the best in the world. This aspiration extends to people in all parts of the sector and at all levels, to teaching and support staff, and to both full- and part-timers. To achieve this objective we need to ensure that the processes, tools and opportunities are in place to encourage, inform and provide continuous professional development of those who lead or aspire to be leaders in the future. These will have enormous benefits for individuals and they will strengthen both organisations and the sector as a whole, resulting in turn in a richer learner experience and higher attainment. Good leadership is also essential if the learning and skills sector is going to meet the demands and challenges of the Government’s reform strategies for skills, 14-19 education and training and higher education.

In 2003, the LSDA published a report entitled *Tomorrow's Learning Leaders*.¹ This report found that the average age of the leadership and management workforce in general FE colleges has increased significantly since 1997, and that almost half of the senior managers in the learning and skills sector as a whole are due to retire in the next 10-15 years. The research also indicates that leaders and senior managers in the sector remain predominantly white, middle-aged and male. (For more detailed evidence on the profile of the further education sector see Appendix One.)

The learning and skills sector is facing a considerable leadership challenge because of the average age profile of its leaders and because it is becoming increasingly difficult to attract and retain talented people for leadership positions at all levels.

The challenge for the sector is to:

- ensure a good supply of potential successors to critically important roles in the sector by actively developing potential
- convince junior and middle managers – particularly those from groups under-represented in senior management posts – that senior management roles are worth striving for
- attract and recruit potential successors from outside the sector, through a strong 'brand' image both for leadership careers in the sector and for the sector as a whole.

What will the leadership development strategy do?

There are four strands to the Standards Unit's leadership development strategy that are described in this consultation paper.

1. At the heart of the strategy lies the new **Centre for Excellence in Leadership**, a 'leadership college' for the learning and skills sector.

The Centre will in time offer something for everyone who has, or aspires to a leadership role in their organisation, regardless of their current job role or level of responsibility. Its services and programmes will be available to everyone in the sector, including those in organisations providing learning and those working in other administrative or representative bodies.

The Centre will provide training programmes offered in ways that suit the circumstances of every learner. There will be a mix of on-line, distance and face-to-face teaching and scope for structuring programmes and modes of delivery so they can be tailored to the individual. The Centre will provide flexible, blended learning and generic leadership programmes. There will also be programmes with a specific sector focus. In short, the Centre will offer services and programmes to staff from across the sector, including those in further education institutions, specialist colleges, adult and community learning and work-based learning, and in sector-wide organisations such as the Learning and Skills Council. What is on offer is also likely to interest people in other sectors, such as higher education.

¹ Michael Frearson, *Tomorrow's Learning Leaders: Developing leadership and management for post-compulsory learning*, Learning and Skills Development Agency, 2003.

We also want to encourage the sharing of best practice in leadership across education sectors and beyond, to other areas of public and private enterprise. This will include mentoring by experienced leaders from such areas. The Centre will also work closely with the National College for School Leadership and the new Higher Education Leadership Foundation, to ensure that knowledge and expertise about leadership in education is effectively shared and built on.

The Centre is being formally launched in October 2003. Its careers advisory service starts later in the month. Pilot leadership programmes and other services will be on offer from November. The Centre has also launched its new website www.inspirelearning.org.uk which outlines the variety of programmes available from Autumn 2003. More information about these programmes can be found in the next section of this consultation paper.

2. The programmes and other services which the Centre for Excellence in Leadership offers to the sector will be supported by a **Leadership Development Framework**. The Framework will identify and articulate the requirements of the multitude of leadership roles in the various types of organisation in the sector. To inform providers, participating staff and the Centre's programmes, the Framework identifies and describes roles at all levels. It includes both educational and organisational leadership roles and it takes account of the similarities and distinctive features of different organisations across the sector.
3. **Succession planning**, or *talent management*, is another issue to which the Standards Unit gives high priority. Tools, ideas and opportunities for professional development will be available to help providers plan effectively. Effective succession planning will result from recruiting and nurturing individuals who will grow to fill key roles within an organisation. Succession planning must therefore be focussed on future needs. It must seek to identify the roles that will be required in the future and the capabilities needed to succeed in these roles. This focus on the future is essential if investment in development activities is to be cost-effective and produce a sufficient number of high quality future leaders.

The proposed Leadership Development Framework will be a tool to aid succession planning and talent management because it gives clarity about what is needed to perform effectively in different leadership roles at different levels in a variety of contexts. It will also provide a framework for developing and assessing people with potential to become leaders. It will help leaders to manage talent, both within specific providers and across the wider learning and skills sector. Alongside it, the Centre for Excellence in Leadership will deliver programmes and other services that organisations need to develop and manage their talent.

4. The **aspiring leaders** of the future will need encouragement and high-quality support through coaching and mentoring if their motivation and aspirations are to be sustained and advanced. The DfES Standards Unit is sponsoring new work being done in this area by a partnership between Promoting Excellence Limited² and the Further Education National Training Organisation (FENTO). While a shortage of future leaders within the sector is well documented, there exist excellent leadership role models who could play a part in inspiring, developing and supporting aspiring leaders. Good practice also exists in coaching and mentoring both within and beyond the sector. Promoting Excellence and FENTO will analyse current need and existing good practice in order to develop strategies and processes for effective coaching and mentoring throughout the learning and skills sector. In early 2004 the project team will make recommendations to the Standards Unit, focusing upon:
- the role and training of 'consultant' principals who can offer support to others
 - approaches to coaching and mentoring to suit the learner, and
 - proposals for developing a national programme to support aspiring leaders. Such a programme would fit within the broader Leadership Development Framework.

² Promoting Excellence Limited is a consultancy firm based in Merseyside specialising in post 16 education.

The Proposals

In this section we set out proposals in more detail and invite comments. At the end of each section are a number of questions to help you shape your response, but if there are other issues or questions you want to raise then we want to hear about those too.

The Centre for Excellence in Leadership and whatit will deliver

Success for All recognises that the sector needs to encourage future leaders to develop the skills to provide strong leadership and effective management, in pursuit of greater learner achievement. In this section, we outline what the Centre will do to develop capabilities in strategic leadership, in the leadership of learning and in promoting and embedding equality of opportunity and diversity. The Centre's programmes and services are available to individuals across the learning and skills sector – both those who work in learning provider organisations and those who work in other administrative or representative bodies. For the Centre to be effective, its development activities need to add value to a range of stakeholders at sector, provider and individual levels. To help ensure this, an Advisory Board has been set up, membership of which includes representative bodies and providers from across the sector. The outcomes we expect for stakeholders at these three levels are set out below.

For the whole sector

- improvements in the learning experience, aspirations and attainment of learners
- better leaders able to deliver change effectively and efficiently and act as organisational leaders in the future
- greater use of intellectual capital by a network of leaders able to deliver effective organisational change and lead the sector, and
- improved processes for sharing experience and knowledge within and between providers and across the sector and beyond.

For providers

- more leaders and senior managers able to take on a strategic role, deliver complex projects, deputise for the Principal/Chief Executive and add value through such activities as secondments, exchanges and co-consulting
- benefit from work-based action learning projects which address evidence-based organisational issues, and
- effective and creative learning and learners for the twenty-first century.

For individuals

- increased effectiveness as leaders and managers by developing capabilities in:
- leadership (organisational, charismatic, situational, strategic)
- leading and managing in an increasingly dynamic and changeable environment

- identifying and reviewing personal goals and managing personal development for self and others
- leading the learning of others and being skilled in own learning capabilities and reflective practice
- developing new ways of thinking and acting
- challenging and questioning pre-conceived ideas and practice
- dealing with complexity and delivering effective change
- consistently delivering improved performance
- using multi-disciplinary approaches to understand and resolve issues
- exhibiting and instilling confidence amongst peers, learners, and all employees, and
- increased current and future job satisfaction.

Programmes which the Centre will offer during 2003/04

1. Senior Leaders' Development Programme

In the 2003/04 academic year the major priority for the Centre is to deliver a programme of leadership development designed specifically to support senior managers across the sector. This programme will run as a pilot from November 2003. It will support those who wish to advance to a top leadership role, for example in a further education institution, adult and community learning provider or work based learning provider. The programme will provide a rigorous programme of study and networking for aspiring senior leaders to develop high-level knowledge and skills and assess their current capability.

The Government intends that by 2010 all newly appointed principals of further education institutions should hold, or be working towards a specified professional qualification. The Senior Leaders' Development Programme will support this new legal requirement in respect of further education but is also open to and designed for leaders from all types of organisation in the sector. We will carefully evaluate the pilot later in 2004 and welcome views now on the programme as set out in this paper.

We will consult further on draft regulations to require all newly appointed principals to hold or be working towards completion of this programme or equivalent qualifications under section 137 of the Education Act 2002. We envisage that consultation on the regulations will start towards the end of 2004, when evaluation of the pilot has been completed.

Target audience and aims

The intended target audience would normally be those who have occupied a senior strategic role within an FE college or other institution, who aspire to a senior leader position and for whom principalship, or an equivalent role is a realistic next career move. Recruitment to the programme will be through a thorough selection process designed to promote equality of opportunity, diversity and inclusion. The programme will also be open to those already in a senior strategic role, such as existing FE principals or heads of other organisations.

The programme sets out to:

- provide opportunities for participants to evaluate the factors that determine organisational capability, performance and success and consider the implications for their approaches to leadership
- provide a series of demanding and challenging experiences through which the processes of leadership can be explored
- extend understanding of the role of senior leader and the responsibilities it carries, and develop participants' capacity to become successful and effective leaders
- extend participants' ability to challenge and envisage possible futures of the sector and the implications for leadership and management, and
- expand understanding and enable effective management of their own learning process and that of staff and students.

Learning processes

- action learning involving work based activity (both individual and group based)
- theoretical input – models and frameworks from experience and from rigorous evidence-based research
- a flexible, facilitation-based approach designed to respond to participants needs and concerns
- formative and summative assessment of participants' capabilities
- a focus on reflection and the development of reflective practice
- coaching and mentoring, and
- use of 'e' support: to facilitate individual coaching/mentoring ('e' might be web based, email, telephone etc), for content delivery, for action learning sets and for knowledge sharing and creation.

Assessment within the programme will have three key purposes:

- informal assessment that enhances learning, i.e. formative assessment and feedback. This will be self, peer and facilitator generated
- formal summative assessment that establishes successful completion of the programme. This will be evidenced through a professional development portfolio which might include the professional development record, an organisation improvement project, a consultancy project, a reflective learning journal and witness testimonies. The portfolio demonstrates engagement with the programme, and
- optional academic assessment for post-graduate award (CATs points). This will be dependent on the requirements of the awarding higher education institution.

The course will not be accredited, but will offer the option of accreditation for those who wish via the University of Lancaster, at Masters Level. This would involve additional study and assessment tasks to be completed by the candidates.

2. The Art of Leadership: leaders new to post

The Centre will also be providing a new programme to support senior leaders who are new to post. This will enable new leaders to develop their effectiveness at an early stage in their new position; create unique networking opportunities; provide challenging learning opportunities to address critical leadership issues and skills, bridging knowledge, application and ideas.

Target Audience and aims

The target audience includes principals, chief executives and directors of learning and skills sector institutions who are new to post. The programme will also attract those who have changed institutions, those who are moving into different parts of the sector, those who have not had induction training and those who want a 'refresher'.

This programme sets out to:

- facilitate networking arrangements based on mutual challenge and support
- provide the relevant skills, knowledge and learning resources to carry out the role of senior leader effectively and efficiently
- provide opportunities for self-development
- enable participants to address problems that are current and pressing and to develop strategies for dealing with them, and
- increase the confidence of the participants in themselves and their ability to fulfil their senior leadership role.

Learning Processes

Mentoring will form the core part of the process and will be designed to provide participants with a structured relationship in which they can negotiate agendas, and develop tools, strategies and processes relevant to their current context. This programme will also involve action learning sets, personal development plans, exchanges and workshops. In addition, participants will have access to a number of master classes (see section 4 below) to meet specific needs.

3. Modular Development Programme: first line and middle managers

The Centre recognises the importance of 'distributed leadership' – where there are leadership roles at all levels across the sector. It will be therefore running a flexible management development programme for first line and middle managers. This programme will offer a range of modules emphasising the latest practice, developing professional skills and presenting the latest management and leadership concepts. It is intended to meet diverse participant needs and support in-depth learning through examination of current issues and challenges. It will offer modules which address core needs of the sector together with more specialist modules.

Target Audience and aims

The target audience for this programme is first line and middle managers in all parts of the learning and skills sector capable of becoming agents for effective change in their institutions.

This programme sets out to:

- promote the development of leadership and management capabilities and skills required by managers operating in the complexity of the learning and skills sector
- develop learning through relevant, challenging and energising face-to-face and e-learning opportunities, and
- support and develop the leadership and management capacity of the sector through individual and organisational learning.

Learning processes

The programme will be designed to reflect concerns of participants, their sponsors and key stakeholders. The learning process will include action learning, workshops, e-learning, work-based assignments, coaching and mentoring, opportunities for reflection and challenge, small group discussions and directed reading.

The programme offers accreditation via the University of Lancaster at certificate, diploma and masters levels, depending on qualifications and previous experience. Participation in the qualifications is not compulsory.

4. Master classes

The Centre will offer a range of master classes for leaders and managers from the sector who want to examine current educational leadership thinking and practice. Master classes will cover such topics as how learners learn, visioning, managing diversity, work-life balance, managing conflict, managing the media and managing finances.

Some of the classes will be led by practitioners from the educational sector. Others will be led by those from different types of organisations and contexts, including leading international thinkers and members of the Centre's 'think-tanks'.

These 'think-tanks' will reflect the Centre's research activities and strategy and provide an important part of the Centre's services to the sector. The Centre will act as a hub for current thinking and practices on leadership, diversity and management. It will also generate new ideas and practices in recognition of the complexity of the sector and its need for innovative and creative thinking and practice.

5. Research

The Centre's research strategy has four broad themes:

- the nature of leadership
- the impact of leadership on institutional performance
- effective methods of developing leaders, and
- promoting diversity.

The research will be undertaken by leading academics in partnership with practitioners from the sector. Regular updates, insights and thought pieces will be presented in suitable publications, which will be available electronically on the internet.

Research fellowships and awards will be available to practitioners in the sector. Informed by its research activities, the Centre will offer consultancy on organisational development and leadership in all its guises, including team leadership, learning leadership and strategic leadership.

Programmes and services which the Centre will offer in its second year and beyond

These include:

Fast track programme: this will provide development opportunities for people in an early stage of their career. These opportunities will broaden expertise and experience and help participants to progress swiftly in their careers. Such opportunities will include career planning workshops, coaching, outplacement and work shadowing. It is expected that candidates will be both nominated by their employing organisation and self-selected.

Leaders of teachers: this programme will focus on developing the skills of those who aspire to, or hold an 'advanced teacher' role. These individuals are charged specifically with improving the quality of teaching and learning.

Short courses: the Centre plans to introduce some short continuous professional development and updating courses for principals in post and for senior management teams.

Benchmarking: Also being considered is a benchmarking club for colleges and provider organisations to explore the processes of effective management that can be transferred between organisations of a similar type.

How the Centre will deliver its programmes

The Centre recognises the diverse needs of the sector and the importance of supporting participants from further education, adult and community learning and work based learning and other organisations. The intention is to develop programmes accessible to all these groups. There will also be a range of learning methods in the Centre's programmes including:

- e-learning
- learning sets (groups of participants arranged regionally who will work together to explore common issues and problems and meet in between scheduled modules)
- networked discussion groups
- experiential learning (learning through practical activity such as simulations, consultancy projects and shadowing)
- coaching and mentoring
- classroom based learning
- group strategic consultancy projects (group projects in which participants tackle a real life problem in another organisation)
- field visits
- conferences
- self-directed learning (learning through the use of distance and virtual learning materials)
- case studies
- sharing of guest practitioner experiences, and
- input from leading visiting academics.

How the Centre and its programmes are funded

The Centre is funded jointly by the DfES and through income from course fees and sales of other services. By the end of the third year of operation the Centre will be self-financing, generating the income necessary to cover programme delivery, management and administration costs.

Interim flyers with further information about course costs will be available on the Centre's website and by telephone and written request from 1 October.

Costs of Centre programmes

As well as consulting on the scope and content of the Centre's programmes, we are also consulting about the costs. The costs of programmes in the first year are set out below.

Programme	Standard Cost	Notes
Art of Leadership	£4,000	<ul style="list-style-type: none"> Includes provision of mentor support to each candidate
Senior Leaders' Development Programme	£6,000	<ul style="list-style-type: none"> Percentage of places free for candidates from black and ethnic minority backgrounds Percentage of places free for candidates from work-based learning and adult and community learning providers
Modular Management Development	£3,000	<ul style="list-style-type: none"> Including accreditation costs Percentage of places free for candidates from black and ethnic minority backgrounds and from work based learning and adult and community learning providers £1,000 subsidy for 'early adopters'
Conference	£500	<ul style="list-style-type: none"> 2 day conference
Master classes	£1,000	<ul style="list-style-type: none"> Discount for multiple purchases

Places on programmes will be limited, but in the first three years of the Centre's operation, subsidies of course fees will be available to encourage the take-up of programmes in different ways.

The subsidy will be used to

- promote positive action by providing free places on programmes for candidates from black and ethnic minority backgrounds
- stimulate take up on programmes from parts of the sector that have traditionally had fewer development opportunities
- encourage early 'sign up' to programmes, and
- encourage organisations to purchase packages of provision

In addition to promoting positive action for participants from black and ethnic minority backgrounds, the Centre will conduct a major research project into embedding diversity in the learning and skills sector. The Centre is also exploring with stakeholders launching additional diversity initiatives.

Evaluation of leadership development initiatives

Evaluation plays a vital role in helping developers and deliverers to shape and design learning experiences and all the programmes and services being delivered in the first year will be carefully evaluated, to identify areas of success and areas where programmes and services can be made more effective. We envisage that evaluation of the pilot programmes will be completed by the end of the 2003/04 academic year. The outcomes of this evaluation will be published.

1. What are your views on the programmes to be offered in year one?
2. What do you think is the 'right' blend of face to face learning activities and e-learning?
3. Is there sufficient focus on the leadership of teaching and learning?
4. Do you think accreditation of programmes should be optional for all programmes?
5. Have we identified the most important areas for research activity to help us develop the most relevant and useful programmes?
6. What are your views on the proposed fees and use of subsidies?
7. What else should the Centre be doing to promote diversity in the sector?
8. Is there anything else that you think the Centre should make an early priority?

Learning and skills sector Leadership Development Framework

To develop leaders effectively we need to encourage transparency and understanding of the different requirements of the multitude of leadership roles found in the learning and skills sector. This is so that organisations, the people working within them and potential recruits to the sector are clear about what successful leadership means and the steps that can be taken to develop leadership further.

The Leadership Development Framework is a matrix describing leadership roles (e.g. subject co-ordinator, learning centre manager) at different levels (e.g. corporate services director, college principal, managing director, faculty head). It includes both educational and organisational leadership roles.

The Framework is currently being developed for the Department for Education and Skills by the Hay Group Limited but will ultimately be managed by the Centre for Excellence in Leadership. In developing the Framework Hay have drawn heavily on real life experiences through interviewing existing leaders and other figures in the sector.

Explanation of the Framework

The draft Framework is presented in this paper in matrix format. The vertical axis describes the different types of leadership role. The horizontal axis shows the progression between roles, with an increasing degree of complexity, scale, area of impact and diversity from left to right.

It is important to note that:

- the cells in the matrix are not mutually exclusive, so a leadership role in the sector could span more than one of the cells
- leaders can progress vertically, horizontally and diagonally, and
- the cell descriptors show the key differences between the cells in the matrix in each role and is not meant to be all encompassing.

In Appendix Two at the end of the consultation paper you can find:

- detailed role profiles to show the nature and purpose of the role and the key performance outcomes, behaviours, knowledge, skills and experience associated with four of the leadership roles from the matrix, and
- brief descriptions of the leadership behaviours included in the role profiles.

A full set of all 19 role profiles in the matrix will be developed in the course of finalising the Framework.

The purpose of the Framework is to:

- inform the Centre for Excellence in Leadership of the development needs of different types of leaders within the sector to facilitate programme development

- enable individuals working within the sector to identify and map their possible career paths and determine what development they need to fulfil their career aspirations
- provide a tool to enable senior leaders to identify and develop talent as a basis for succession planning, and
- provide a tool to enable senior leaders to understand their current organisation design and the different levels of work inherent in their design and to help them to develop organisational structures to best deliver their future needs.

Succession planning

The Leadership Development Framework can also be used as a tool to aid succession planning because it provides clarity about what is needed to perform effectively in different leadership roles at different levels in different kinds of organisation. It also provides a framework for assessing and developing people with potential to become the leaders of the future. It helps to manage talent both within specific providers and, equally importantly, across the entire learning and skills sector.

- 9. WHAT ARE THE KEY FEATURES OF THE LEADERSHIP DEVELOPMENT FRAMEWORK THAT WOULD MAKE IT USEFUL FOR YOU?**
- 10. DO YOU THINK THE ROLE PROFILES (EXAMPLES IN APPENDIX TWO) WILL BE HELPFUL TO INDIVIDUALS IN THEIR CAREER DEVELOPMENT AS LEADERS?**
- 11. DO YOU AGREE THAT SUCCESSION PLANNING IS A CRITICAL ISSUE THAT NEEDS TO BE ADDRESSED?**
- 12. ARE YOU AWARE OF GOOD PRACTICE IN YOUR OWN ORGANISATION TO ASSIST SUCCESSION PLANNING AND TALENT MANAGEMENT?**
- 13. WHAT SUPPORT WOULD YOU LIKE AT A NATIONAL LEVEL TO IDENTIFY, MANAGE AND DEVELOP THE POTENTIAL LEADERS WITHIN YOUR ORGANISATION AND THE SECTOR?**

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Leadership Development Framework Matrix

Type of Leadership		Leadership Context			
		→ Increasing scale, scope and/or complexity of context			
Organisational Leadership		<i>Develops and delivers a clear vision, set of values and culture for the organisation, which meets the needs of the community it serves. Develops business opportunities in line with that vision. Promotes the organisation/sector internally and externally</i>	Leads a small/ less complex learning organisation, which is typically focused primarily on one type of provision (e.g., work-based, community-based) or a sub-set of learners in the community. Cell OL1	Leads a medium-sized/fairly complex learning organisation, which is typically focused on 2 or more types of education provision or a number of sub-sets of learners in the community. Cell OL2	Leads a large/ complex organisation, which offers a diverse range of educational provision, and has a significant impact on post-16 education within the community. Cell OL3
	Learning	<i>Identifies the needs of learners and develops and delivers modern, relevant and flexible curriculum/set of learning opportunities that meets these needs. Raises learner achievement/progression by leading the provision of high quality teaching/training.</i>	Co-ordinates the provision of a defined learning activity (e.g. course or programme) and/or co-ordinates a team, responsible for delivery/facilitation of learning. Accountable for student outcomes and quality of teaching/training. Primarily short term focus. Cell L1	Manages the provision of a number of learning activities (e.g. courses or programmes) and several teams, responsible for the delivery/facilitation of learning. Accountable for student outcomes and quality of teaching/training. Medium term focus. Cell L2	Directs the provision of a diverse range of learning activities and/or leads a large number of people delivering/facilitating learning. Contributes to the overall strategic direction of the organisation. Long-term focus. Cell L3
Learning Leadership	Support for Learners	<i>Provides a supportive environment which enables learners to derive maximum benefit from their learning opportunities and aids learner retention.</i>	Co-ordinates the provision of support and guidance for learners and/or co-ordinates a team responsible for providing learners with a broad range of support. Cell S1		Directs the provision of support and guidance and/or co-ordinates teams responsible for providing learner support. Develops a climate where the learners' academic and non-academic needs are catered for. Cell S3
	Network Leadership	<i>Leads across organisations to develop, exchange ideas about and implement learning and/or service strategies/quality and standards for the benefit of the wider sector/community/economy. Contributes to wider change and social agendas e.g. regeneration, health and social care improvements</i>	Maintains and develops a small number of existing internal and some external links/partnerships to deliver effective change in learning services and outcomes for the benefit of the wider sector/ community/economy. Primarily short term focus. Cell NL1	Creates, maintains and develops co-ordinated links/partnerships with a range of internal and external partners/stakeholders to deliver effective change in learning services and outcomes for the benefit of the wider sector/community/ economy. Leverages funding to contribute to the wider change and social agenda. Medium term focus. Cell NL2	Develops a shared vision for coordinated and coherent change within the sector/community/economy. Leads delivery through an appropriate network. Creates, maintains and develops a diverse range of links/partnerships at the highest level. Longer-term focus. Cell NL3
Functional Leadership		<i>Provides professional advice in an area of expertise e.g. Finance, HR, MIS. Provides an internal service which supports delivery of the organisation's strategic and operational plans</i>	Manages a team or teams who provide operational, functional, or support services within the organisation. Works within current policies, procedures and resources. Focus is short term. Cell FL1	Directs the provision of a professional, functional or support service within the organisation, optimising the use of resources and ensuring 'added value'. Cell FL2	Directs the provision of a range of professional, functional or support services within the organisation. Contributes to the overall strategic direction of the organisation. Cell FL3

Developing Aspiring Leaders: Coaching and Mentoring

Developing Aspiring Leaders is a project which will complement and support the work of the Centre for Excellence in Leadership and the ongoing development and management of the Leadership Development Framework. The project is being run through a partnership between Promoting Excellence Limited and the Further Education National Training Organisation (FENTO). The project will develop a set of skills and attributes for coaching and mentoring aspiring leaders and has some resonance with the previous sections on leadership development and succession planning. There has already been some sharing of ideas and findings between the two projects.

The Developing Aspiring Leaders work is analysing current needs and existing good practice in order to develop effective strategies for coaching and mentoring to support succession planning and talent management.

A formalised system will be developed which will identify a clear set of skills and personal attributes and a set of procedures suitable for the role of coaching and mentoring aspiring leaders.

The work will:

- identify what help emergent and established leaders need
- apply current research into leadership and leadership succession practices
- explore the barriers to leadership development of under-represented groups
- identify why many staff are reluctant to take on leadership responsibilities
- review and evaluate current practice in schools, college, public and private sectors
- produce a set of easily understood and transferable skills, attributes and guidelines for coaching and mentoring potential leaders which are sensitive to current workload and bureaucracy-reducing issues and which are mapped to FENTO and other national occupational standards (though of course some of these skills could be acquired through experiences outside the sector), and
- formulate proposals to the DfES Standards Unit which will enable the introduction of effective, innovative and personalised coaching and mentoring programmes for aspiring leaders.

14. Would you implement a coaching/mentoring programme for new and aspiring leaders?

15. Do you agree that developing a system for the coaching and

mentoring of aspiring leaders will be a key step to helping emergent leaders?

16. Do you think that the development of their skills and attributes will be critical to the success of coaches and mentors?

How to respond

We will be pleased to receive your comments on any of the proposals set out in this paper. If you have received this paper in hard copy, you should find a response form enclosed. Alternatively you can download the form from the DfES website at www.dfes.gsi.gov.uk/consultations and complete it electronically.

We are happy to receive responses either by e-mail to leadership.team@dfes.gsi.gov.uk or by post to the address below, although e-mail responses will make processing easier.

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If you have any questions about the consultation, please contact us using the information at the front of this document.

Responses must be received by **Friday 16th January 2004**

Additional copies

If you require additional copies and are not able to download the document from the website above, please request them by e-mailing us at leadership.team@dfes.gsi.gov.uk.

Plans for making results public

The Standards Unit intends to publish a summary of the views expressed (subject to respondents' requests for confidentiality) at www.dfes.gov.uk/consultation/sor/results, by the end of February 2004.

APPENDIX ONE – workforce data

This Appendix provides an overview of some aspects of the learning and skills sector workforce, particularly with regards to leadership. More data is generally available on the further education sector than on other sectors.

Learning and skills sector workforce

The Learning and Skills Council Staff Individualised Record for 2001-2³ found 234,046 staff employed in FE colleges (excluding Specialist Designated Institutions). Of these, 98,171 were full-time and 135,875 part-time; and 136,837 were teaching staff, 25,868 support staff, and 71,341 other support staff.

The Further Education National Training Organisation (FENTO) Skills Foresight Report 2001-2⁴ estimated the college (general FE, sixth form and specialist colleges) workforce as 235,000, including 145,000 teaching staff and 90,000 support staff.

The Skills Dialogue Report of 2002⁵ estimated that the total post-16 workforce numbers in spring 2001 were 1.05 million, of which 413,000 worked in Higher Education. This leaves around 600,000 working in Further Education, Adult and Community Learning and Work-Based Learning and Training. The report estimated that this total could be broken down into 171,000 (26.9%) employed in Further Education (usually colleges); 110,200 (17.3%) in Adult and Community Education; 354,600 (55.7%) in Work-Based Learning and Training; and 300 (0.1%) in Ufi.

Age profiles

The FENTO Skills Foresight Report showed that:

- 14% of staff in the FE sector were aged under 30
- 25% between 30 and 39
- 35% between 40 and 49
- 21% between 50 and 59
- 6% over 60 years of age.
- For leaders and senior managers, 42.7% are aged over 50 years; in middle management, 40.2%; and in supervisory management roles, 36.8%.

³ The LSC Staff Individualised Record is available on www.lsc.gov.uk.

⁴ FENTO Skills Foresight Report 2001-2 available on www.fento.ac.uk.

⁵ Skills Dialogue Report: *An Assessment of Skill Needs in Post-16 Education and Training*, (DfES, October 2002).

In 2003, the LSDA published a report entitled *Tomorrow's Learning Leaders*.⁶ This report found that the leadership and management workforce in general FE colleges has aged significantly since 1997. The research also indicated that leaders and senior managers in the learning and skills sector remain predominantly white, middle-aged and male. In 2002, 42.7% were aged over 50 years; 97.3% were white; and 50.4% were male. 84% of colleges have no black senior staff, and there are only 4 black principals, which represents less than 1% of the cohort. The age range was similar over different categories of management: in senior management, 49.7% were over 50 years of age; in middle management, 40.2% were aged over 50 years; and 36.8% of supervisory managers also fell into the top age range.⁷ These statistics show that almost half of the senior managers in the learning and skills sector are due to retire in the next 10-15 years.

⁶ Michael Frearson, *Tomorrow's Learning Leaders: Developing leadership and management for post-compulsory learning*, Learning and Skills Development Agency, 2003.

⁷ Data adapted from table on page 15 of *ibid*.

Table 1 – English general FE college leaders and managers in 1997 and 2002⁸

	1997	2002
50+ years (%)	23.6	42.7
White (%)	97.2	97.3
Male (%)	52.7	50.4
Years in current post (mean)	5.1	5.5
Years in management (mean)	8.5	9.9

Table 2 – General FE colleges, age by management level in 1997 and 2002⁹

	1997	2002
Senior Managers	(n=410)	(n=286)
21-30 years	0.5%	0.0%
31-40 years	18.8%	10.8%
41-50 years	53.2%	39.5%
Over 50 years	27.6%	49.7%
Middle Managers	(n=1364)	(n=595)
21-30 years	2.1%	3.0%
31-40 years	21.6%	17.8%
41-50 years	53.0%	39.0%
Over 50 years	23.4%	40.2%
Supervisory Managers	(n=680)	(n=125)
21-30 years	3.7%	4.0%
31-40 years	24.7%	20.0%
41-50 years	50.9%	39.2%
over 50 years	20.7%	36.8%

Gender profiles

The gender profile of the learning and skills sector workforce showed that 49% of full-time staff are female, and 69% of part-time workers.¹⁰ The LSC Staff Individualised Record for 2001-2 showed that 53% of full-time employees in FE colleges were female, and 74% of part-time workers. These figures exclude Specialist Designated Colleges. A recent Association of Colleges on survey¹¹ found that women made up the majority of college staff in all categories apart from management, although the management category only make up 8% of all staff in colleges that responded to the survey.

⁸ Table from Michael Frearson, *Tomorrow's Learning Leaders: Developing leadership and management for post-compulsory learning*, Learning and Skills Development Agency, 2003, page 14.

⁹ Ibid, page 15

¹⁰ Data adapted from FENTO Skills Foresight 2001-2.

¹¹ AoC Recruitment and Retention survey, Levesley, 2001.

Ethnicity

Data on the ethnicity of the workforce shows that 74% of the workforce are of white origin, whilst the ethnic origin of 21% is unknown.¹² The LSC Staff Individualised Record 2001-2 found that 71.7% of staff were of white origin, with the ethnicity of 21% unknown. The Commission for Black Staff in Further Education reported in 2001-2 that although 7% of all college staff are black, they account for only 3% of college managers, and 1% of all principals.¹³

In management posts, 4.9% were filled by black staff, 3.8% of head of department posts, and 4.6% of senior lecturers. In comparison, 6.9% of all main grade lecturers and teachers were black.¹⁴

Disability

The percentage of teaching staff registered as disabled is 1.4%; support staff 1.5%; and other staff 1.1%.¹⁵

Recruitment

Around 95% of FE college principals are recruited from within the college. The LSDA report also highlighted the importance of management qualifications and a need for structured professional training and development. The main development needs were found to be conflict resolution; effective use of management information; and evaluating financial proposals. The report, however, also found that leaders and managers across the sector regard professional development as a low priority.

Turnover

In the average further education college, support staff turnover is 14%, teaching staff turnover is 11% and management turnover is 7%.

¹² Data adapted from FENTO Skills Foresight 2001-2.

¹³ Commission for Black Staff in further education, *Challenging Racism: further education leading the way*, October 2002.

¹⁴ Commission for Black Staff in Further Education, *Challenging Racism: further education leading the way*, October 2002), p.77.

¹⁵ Data adapted from FENTO Skills Foresight 2001-2.

APPENDIX TWO – example role profiles under the Leadership Development Matrix

Organisational Leader – Cell Reference OL3	
Outline of Role: Leader of a large, complex organisation which offers a diverse range of educational provision, and has a significant impact on post-16 education within the community.	
Key Leadership Outcomes: Developing Vision and Direction (Strategy Development): <ul style="list-style-type: none"> • Provide the vision and values for the organisation, ensuring that this is aligned with the needs of learners and the community. At this level focus is primarily on the national and sometimes international community/economy. • Translate the vision into long term strategic plans. • Communicate and create engagement around and commitment to the vision and strategic plan Creating the Right Climate / Culture: <ul style="list-style-type: none"> • Create a climate within which people are motivated and empowered to achieve and contribute to the vision and strategic plan. Managing and Developing the Business <ul style="list-style-type: none"> • Ensure the financial health of the business in line with legislation. • Scan the national environment to identify business opportunities up to 5 years ahead. • Prioritise opportunities and develop plans to exploit them. External Focus: <ul style="list-style-type: none"> • Create and develop a wide range of relationships and networks in order to influence and connect with key stakeholders such as governors, funders, the public, to promote the learning agenda. • Actively promote the organisation and its learning opportunities externally to the community. • Write and speak with authority about key sector issues to raise awareness and promote constructive debate on the future shape of post-16 education. • Act as an ambassador for the sector to raise its profile and standing as a consumer brand and as an employer of choice. Quality and Review: <ul style="list-style-type: none"> • Monitor and review progress towards the vision and against the strategic plan to ensure effective implementation. • Take corrective action or adapt the plan to ensure quality and performance standards are attained and continuously improved. Other: <ul style="list-style-type: none"> • Mentor other organisational leaders to develop their potential for the benefit of the wider sector. 	
Future Challenges: <ul style="list-style-type: none"> • Combine corporate leadership of a particular organisation with strategic leadership of the post-16 education agenda across a community. • Predict future environmental trends (social, political, economic, technological) and their likely impact in an increasingly complex, diverse and changing sector. 	
Key Leadership Behaviours*: <ul style="list-style-type: none"> • Developing the Vision • Influence • Organisational Awareness • Change Catalyst • Developing Relationships • Initiative • Inspirational Leadership • Empathy • Developing Others 	

Knowledge, Skills and Experience

- Knowledge of organisational culture/climate/structures/roles and responsibilities
- Financial/business appraisal techniques
- Ability to analyse and make sense of complex data both qualitative and quantitative
- How to communicate inspirationally at all levels (written and verbal)
- Leading and managing large and diverse teams
- Knowledge of education and the post 16 sector including key trends, best practice and government legislation
- Appreciation of broader external and market key trends both at a local and national level
- Understanding of internal and external quality criteria and systems
- Knowledge of funding methodologies
- Experience/knowledge of working with governing bodies
- Professional expertise and/or broad experience of managing a medium-large organisation
- Skills in mentoring/coaching colleagues

N.B. References appearing in red text are more relevant for advanced leaders at this level

* Brief descriptions of these behaviours can be found in Appendix Three

Organisational Leader – Cell Reference OL2

Outline of Role:

Leader of a medium sized/fairly complex learning organisation, which is typically focused on 2 or more types of educational provision or a number of sub-sets of learners in the community.

Key Leadership Outcomes:

Developing Vision and Direction (Strategy Development):

- Provide the vision and values for the organisation, ensuring that this is aligned with the needs of learners and the community. At this level focus is primarily on the local and sometimes national community/economy.
- Translate the vision into long-term strategic plans.
- Communicate and create engagement around and commitment to the vision and strategic plan

Creating the Right Climate / Culture:

- Create a climate within which people are motivated and empowered to achieve and contribute to the vision and strategic plan.

Managing and Developing the Business:

- Ensure the financial health of the business in line with legislation
- Scan the local environment to identify business opportunities up to 5 years ahead.
- Prioritise opportunities and develop plans to exploit them

External Focus:

- Create and develop a range of relationships and networks in order to influence and connect with key stakeholders such as governors, funders, the public, to promote the learning agenda.
- Actively promote the organisation and its learning opportunities externally to the community.
- Write and speak with authority about key sector issues
- Act as an ambassador for the sector

Quality and Review:

- Monitor and review progress towards the vision and against the strategic plan.
- Take corrective action or adapt the plan to ensure quality and performance standards are attained and continuously improved.

Other:

- Mentor other organisational leaders to develop their potential for the benefit of the wider sector.

Future Challenges:

- Combine corporate leadership of a particular organisation with strategic leadership of the post-16 education agenda across a community.
- Predict future environmental trends (social, political, economic, technological) and their likely impact in an increasingly complex, diverse and changing sector.

Key Leadership Behaviours*:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Developing the Vision • Influence • Change Catalyst • Developing Relationships • Initiative | <ul style="list-style-type: none"> • Inspirational Leadership • Empathy • Developing Others |
|---|--|

Knowledge, Skills and Experience:

- Knowledge of organisational culture/climate/structures/roles and responsibilities
- Financial/business appraisal techniques
- Ability to analyse and make sense of data both qualitative and quantitative
- How to communicate at all levels (written and verbal)
- Leading and managing teams
- Knowledge of education and the post 16 sector including key trends, best practice and government legislation.
- Appreciation of broader external and market key trends primarily at a local level.
- Understanding of internal and external quality criteria and systems
- Knowledge of funding methodologies
- Experience/knowledge of working with governing bodies
- Professional expertise and/or experience of managing a small organisation or large function/area within a medium-large organisation
- Skills in mentoring/coaching colleagues

N.B. References appearing in red text are more relevant for advanced leaders at this level

* Brief descriptions of these behaviours can be found in Appendix Three

Network Leader – Cell Reference NL3

Outline of Role:

Develops a shared vision for coordinated and coherent change within the sector/community/economy. Leads delivery through an appropriate network. Creates, maintains and develops a diverse range of links/partnerships at the highest level. Longer-term focus.

Key Leadership Outcomes:

Developing Shared Vision and Direction (Strategy Development):

- Establish a shared vision for change across organisations, ensuring that this is aligned with the needs of learners, staff and the broader community. At this level focus is primarily on the area and national agenda.
- Translate the vision into long term strategic plans which are coordinated and coherent across the organisational boundaries of the sector.
- Communicate and create engagement around and commitment to the vision and strategic plan across all organisations and stakeholders in the sector

Developing Links/Partnerships:

- Create and develop relationships and networks at the highest level in the sector and beyond to influence change.
- Actively promote the network and its opportunities internally and externally to the community.
- Act as an ambassador for the network at national level.
- **Write and speak with authority about key sector issues.**

Creating the right Climate / Culture across the network:

- Create a climate and culture in which people of different organisations are motivated and empowered to achieve and contribute to the network vision and strategic plan.

Managing and Developing the network

- Ensure the financial health of the network to deliver the vision.
- Work with partners to identify and secure funding to support effective change across the network – in addition to influencing the commitment of current resource in support of the vision.
- Recruit and develop champions at various levels across the network to ensure delivery of the change agenda.

Quality and Review:

- Monitor, review and report network progress towards the vision and against the strategic plan.
- Take corrective action to adapt the plan to ensure change objectives are attained and continuously improved.
- Develop and manage processes and systems which operate across the network to share good practice.

Other:

- **Mentor other leaders at all levels across the network to develop their potential for the benefit of the change agenda.**

Future Challenges:

- Ensure continuing commitment and resource support from all organisations across the sector to the vision and strategic direction of change.
- Lead and develop a network of leaders to influence change and deliver on a co-ordinated strategic change agenda across organisational boundaries.

Key Leadership Behaviours*:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Developing the Vision • Change Catalyst • Influence • Teamwork and Collaboration • Developing Relationships | <ul style="list-style-type: none"> • Inspirational Leadership • Adaptability • Empathy • Developing Others |
|---|---|

Knowledge, Skills and Experience

- Experience of establishing partnerships at senior level
- Managing complex projects and delivering improvement through influencing across a network
- Ability to analyse and make sense of complex data both qualitative and quantitative
- How to communicate at all levels (written and verbal)
- Influencing and negotiating skills
- Leading and managing teams across organisational boundaries
- Knowledge of education and the post 16 sector including key trends, best practice and government legislation.
- Knowledge of wider social agendas *e.g.* regeneration, health and social care improvements
- Knowledge of the learning and development needs of the local and national community/economy
- Understanding of internal and external quality criteria and systems
- Knowledge of funding methodologies
- Skills in mentoring/coaching colleagues

N.B. References appearing in red text are those which are most relevant for advanced leaders at this level

* Brief descriptions of these behaviours can be found in Appendix Three

Network Leader – Cell Reference NL2

Outline of Role:

Creates, maintains and develops co-ordinated links/partnerships with a range of internal and external partners/stakeholders to deliver effective change in learning services and outcomes for the benefit of the wider sector/community/ economy. Leverages funding to contribute to the wider change and social agenda. Medium term focus.

Key Leadership Outcomes:

Translating Shared Vision and Direction

- Work with others to translate the network vision and strategic plan into medium term plans that everyone can commit to.
- Communicate across organisations to create engagement around and commitment to the network plan.

Developing Links/Partnerships:

- Identify the areas in which partnerships will be critical to achieving improvements in the sector.
- Create, develop and maintain the right relationships with organisations and individuals in order to establish the partnership(s).

Quality and Review

- Monitor and report progress against medium term plans.
- Take corrective action to ensure plans are achieved.

Delivering Effective Change

- Work with colleagues and partners to deliver the network agenda.
- Act as an ambassador for the network and model effective change through own action.

Leverages Funding

- Scan the environment to identify potential funding sources
- Work with other providers and key partners to develop funding bids

Future Challenges:

- Balance organisational demands with shared needs/goals.

Key Leadership Behaviours*:

- Teamwork and Collaboration
- Developing Relationships
- Conflict Management
- Empathy
- Influence
- Change Catalyst

Knowledge, Skills and Experience:

- Ability to analyse and make sense of data both qualitative and quantitative
- How to communicate at all levels (written and verbal)
- Influencing using a coaching style
- Negotiation skills
- Knowledge of education and the post 16 sector including key trends, best practice and government legislation.
- Knowledge of wider social agendas e.g. regeneration, health and social care improvements
- Knowledge of the learning and development needs of the local and national community/economy
- Understanding of internal and external quality criteria and systems
- Knowledge of funding methodologies

* Brief descriptions of these behaviours can be found in Appendix Three

APPENDIX THREE - Brief descriptions of the Leadership Behaviours highlighted in the Role Profiles

- Developing the Vision: See the 'big picture' and look at familiar situations in new ways as a means of creating a new vision and direction for the organisation.
- Developing Relationships: Build and maintain a network of internal and external contacts which will be useful in achieving work-related objectives.
- Influence: Have an impact on others i.e. persuade, convince, influence or impress others either internally or externally in order to achieve results and gain support.
- Organisational Awareness: Read the emotional currents and power relationships in groups, different parts of the organisation, the organisation as a whole, other organisations and the wider sector and environment.
- Change Catalyst: Initiate and lead effective change.
- Initiative: Be ready and able to spot and act on opportunities.
- Inspirational Leadership: Inspire and guide individuals and groups.
- Empathy: Sense others' feelings and perspectives, and take an active interest in their concerns.
- Developing Others: Sense others' development needs and bolster their abilities.
- Collaborative Working: Work with others towards shared goals and create group synergy in pursuing collective goals.
- Adaptability: Be flexible in handling change.
- Conflict Management: Negotiate and resolve conflict.